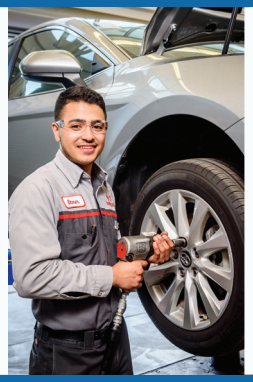
Citrus College

2020-2030

EDUCATIONAL AND FACILITIES MASTER PLAN



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LETTER FROM THE PRESIDENT

For over a century, Citrus College has provided high-quality academic and career technical education to thousands of students in the San Gabriel Valley and neighboring communities. Our faculty and staff have worked tirelessly to create and promote academic opportunities that empower students to accomplish their goals. While we celebrate Citrus College's history as the oldest community college in Los Angeles County and the fifth oldest community college in the state, we also take great pride in continually planning for the future in order to meet the ever-evolving needs of our students.

The 2020-2030 Educational and Facilities Master Plan (EFMP) will provide a "road map" to guide the long-term educational, student support services, technology and facility needs of the college. Development of this began in fall 2018 with a thorough environmental scan and an examination of enrollment trends and student outcomes. Interviews, study sessions, surveys and forums were held with the college community and external partners in order to understand the college's strengths, challenges and future opportunities. This work was guided by a knowledgeable team of experts who provided direction and ensured that feedback aligned with the college's strategic plan.

It is our goal to enable students to learn and acquire the skills and knowledge necessary to achieve success and lead fulfilling lives. The 2020-2030 EFMP will position the college to meet the needs of our students and the communities we serve. I would like to thank those individuals who contributed to this important process for their dedication, expertise and commitment to our students' success. I commend the Citrus College Board of Trustees for their vision and guidance.

Sincerely,

Geraldine M. Perri, Ph.D.
Superintendent/President
Citrus Community College District

TABLE OF CONTENTS

1 INTRODUCTION AND BACKGROUND 1

2 PROFILE OF THE COMMUNITY AND THE COLLEGE 27
- CITRUS COLLEGE SERVICE AREA COMMUNITY PROFILE 32
- REGIONAL INDUSTRY AND OCCUPATIONAL TRENDS 78
- CITRUS COLLEGE DEMOGRAPHICS AND TRENDS 112

3 EDUCATIONAL PROGRAMS AND SERVICES 151
- ACADEMIC AND ACADEMIC SUPPORT PROGRAMS 159
  - CAREER, TECHNICAL AND CONTINUING EDUCATION 161
  - KINESIOLOGY AND ATHLETICS 219
  - LANGUAGE ARTS AND LIBRARY 233
  - MATHEMATICS AND BUSINESS 271
  - NATURAL, PHYSICAL AND HEALTH SCIENCES 303
    - NATURAL SCIENCES 304
    - PHYSICAL SCIENCES 326
    - HEALTH SCIENCES 347
  - SOCIAL AND BEHAVIORAL SCIENCES 379
    - SOCIAL SCIENCES 380
    - BEHAVIORAL SCIENCES 416
    - ACADEMIC SUPPORT 456
  - VISUAL AND PERFORMING ARTS 467
    - VISUAL ARTS 468
    - PERFORMING ARTS 480
- STUDENT SERVICES PROGRAMS 507
  - CAMPUS SAFETY 508
  - COUNSELING PROGRAMS AND SERVICES 513
  - ENROLLMENT SERVICES 547
  - STUDENT AFFAIRS 567

4 INTRODUCTION TO FACILITIES ASSESSMENT 581

5 HISTORY OF CAMPUS DEVELOPMENT 593

6 EXISTING FACILITIES CONDITION REVIEW 603

7 RECOMMENDATIONS 641

1 INTRODUCTION AND BACKGROUND

WHO NEEDS
SLEEP
DRAFT

1 INTRODUCTION AND BACKGROUND

PURPOSE OF THE EDUCATIONAL AND FACILITIES MASTER PLAN

The Citrus College Educational and Facilities Master Plan (EFMP) supports the college's mission, vision and values, and serves as a long-range roadmap for the future. Developed in concert with the college's strategic plan, the 2020-2030 EFMP guides the long-term educational, student support services, technology and facilities needs of the college.

The Educational component of the EFMP is grounded in an analysis of demographic, enrollment and labor market trends, and provides data to support informed decision making in the following areas:

- Expanding instructional modalities
- Developing competitive programs aligned with a changing labor market
- Further aligning curriculum with workforce needs and technological trends
- Supporting the development of future programs and the expansion of existing programs

The Educational component then informs the Facilities component of the EFMP. In support of a diverse educational program, one which ensures student success for decades to come, the Facilities component assesses current facilities and technological capacities by identifying new facility needs or existing facilities in need of the following:

- Infrastructure upgrades
- ADA accessibility
- Technological and security enhancements
- Minor, moderate, or major renovation or replacement

The 2020-2030 EFMP will continue to position Citrus College as an exceptional institution of higher education, providing instructional excellence that meets the needs of the college's diverse and evolving student body. This comprehensive plan is one component of the college's vision for success; one which allows for students to achieve their academic, professional and personal goals.

ABOUT CITRUS COLLEGE

Citrus College is located in Glendora, California, in the foothills of the San Gabriel Mountains, approximately twenty-five miles northeast of metropolitan Los Angeles. The college is the oldest community college in Los Angeles County, and occupies a 104-acre campus serving nearly 20,000 students annually.

Out of more than 1,100 community colleges in the United States, Citrus College has the distinction of being recognized as a leader in the nation for student success by the American Association of Community Colleges (AACC). This outstanding accomplishment builds upon a solid foundation of institutional success. Citrus College is consistently ranked as a top institution by national and regional publications, including being voted "Best Community College" by local readers of both the Southern California News Group and Beacon Media News. Citrus College has also been acknowledged as a "Champion of Higher Education" by The Campaign for College Opportunity for its success in transferring students. For the past decade, the college has been annually ranked in the top 50 community colleges nationally by *The Hispanic Outlook in Higher Education* for its success in awarding associate degrees. The college is also honored to be recognized as a Military Friendly School by VIQTORY for its comprehensive support program for student veterans.

Students enrolling at Citrus College can choose from among 44 associate degrees, 28 associate degrees for transfer (ADTs) and 53 certificates or skill awards. Classes are offered on a 16-week calendar (fall and spring semesters), as well as in a variety of non-traditional scheduling options including: intersession, evenings, weekends, and online education courses.

To meet the needs of an ever-increasing student body, the college made significant strides in the previous decade to expand and improve its infrastructure and facilities. With support from resident voters, the college district passed a $121 million general obligation bond in 2004, Measure G, resulting in eight new campus facilities: the Visual Arts Building, Student Services Building, Louis E. Zellers Center for Innovation, Campus Safety Building, Mathematics/Sciences Building, Central Plant, Technician Development Center and the Field House. Major renovations were also completed, including the reconstruction of Hayden Hall, the college's oldest building; and the modernization of the Ross L. Handy Campus Center, a hub for student activity.

The college continues its commitment to seeking sustainable options for improving its facilities while preserving the campus' natural beauty and landscape. Multiple upgrades have been recently completed to help conserve water and energy, including a large xeriscape project, and an installment of synthetic turf and LED lighting at the college's stadium. A solar project is currently underway.

While technologies and instructional methodologies may change in the future, Citrus College will continue to provide students with quality educational experiences and support services that advance the college's one overarching goal: to increase student success and completion. As the

college fosters a safe, accessible and affordable learning environment, its demographically diverse student population will be equipped and empowered as active participants in shaping the future of our world.

MISSION, VISION AND VALUES STATEMENTS

Mission

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

Vision

Citrus College is driven to provide excellent educational opportunities that are responsive to the needs of our students and empower them to meet and exceed challenges as active participants in shaping the future of our world.

Values

1. **Student Success and Completion:** Meeting student needs by creating an educational environment in which students can attain a variety of goals.
2. **Excellence:** Maintaining a high standard of integrity and performance leading to the achievement of academic and career goals.
3. **Collaboration:** Seeking input from all sectors of the college and the community.
4. **Diversity:** Fostering a learning community in which the diverse values, goals, and learning styles of all students are recognized and supported.
5. **Life-Long Learning:** Encouraging enthusiastic, independent thinkers and learners striving for personal growth.
6. **Integrity:** Behaving ethically in all interactions at all levels.
7. **Technological Advancement:** Implementing cutting-edge technology that enhances instruction and prepares students for life-long success.

EFMP PLANNING PROCESS

The development of the Educational and Facilities Master Plan (EFMP) drew upon input from the Citrus College community, solicited through various outreach activities and platforms. Concurrent with community outreach, data analysis from the Office of Institutional Research, Planning and Effectiveness and external data sources was incorporated into the plan for current conditions assessment and long-term projections, ensuring EFMP development was both a data driven and community informed process. In parallel, the facilities assessment, analysis, and planning process were also underway enabling educational planning to provide timely input into the facilities planning component of the EFMP.

FACULTY, STAFF AND STUDENT PARTICIPATION

EFMP Task Force

The eight members of the EFMP Task Force provided guidance and oversight for the planning and assessment process during the plan's development. To fully coordinate the EFMP planning process and provide input at every stage of the plan's development, the Task Force held weekly conference calls with the Westberg/White and MIG consultant team. In addition, the Task Force met in person prior to each meeting of the EFMP Planning Committee. The EFMP Task Force consisted of the following members:

Superintendent/President
Geraldine M. Perri, Ph.D.

Vice President, Finance and Administrative Services
Claudette Elias Dain, C.P.A.

Vice President, Academic Affairs
Arvid Spor, Ed.D.

Vice President, Student Services
Martha A. McDonald, Ed.D.

Director, Institutional Research, Planning and Effectiveness
Lan Hao, Ph.D.

Director, Human Resources
Robert L. Sammis, J.D.

Chief Information Services Officer
Robert Hughes

Executive Director, Communications and External Relations
Melissa Utsuki

EFMP PLANNING COMMITTEE

The EFMP Planning Committee is a larger group, representative of the broader Citrus College community whose primary task was to provide input in the development of the EFMP at critical milestones. The Planning Committee met three times during the EFMP planning process to review and discuss findings emerging from the EFMP community outreach and research, and based on those discussions provided advice to the planning team. The Planning Committee included the members of the Task Force, listed earlier, as well as the following individuals representing various college constituent groups:

CSEA
- Barry Kuan
- Cathy Day
- Gwen Harris
- Jorge Cortez
- Sean Osborn

Faculty
- Andrew Wheeler
- Dr. Dave Kary
- Dennis Korn
- Gino Munoz
- Greg Lipp
- Gary Gramling
- Joseph Holbrook
- Nickawanna Shaw

Managers
- Dr. Dana Hester
- Fred Diamond
- Dr. Gerald Sequeira
- John Vaughan
- Michael Wangler

Supervisors
- Dan Vilter
- Ivon McCraven
- Leigh Buchwald
- Randy Cable

Students
- Jeanet Garcia
- Jennifer Zhao
- Kimmy Tran
- Fernando Flores
- Lilia Alvarez
- Robert Fraijo
- Yachi Rivas

EFMP OUTREACH

From March through May 2019, Citrus College carried out numerous outreach activities to engage faculty, staff, students and other key stakeholders to gather input for the development of the EFMP. This engagement process began with individual interviews in early March with each member of the Citrus College Board of Trustees. These interviews set the stage for all the EFMP outreach meetings and workshops that occurred in the weeks that followed, as noted below:

- Student Services Committee
- Board of Trustees Study Sessions I and II
- EFMP Planning Committee Meetings I and II
- Deans and Directors Meeting
- Measure G Citizens Oversight Committee
- Campus Forums I and II
- Educational Programs Committee
- Citrus College Foundation Directors
- Community Forum
- Planning Charrette

All these meetings were an opportunity for participants to share their views concerning Citrus College and its future. With some variation, most of these meetings addressed a similar set of topics. These included their desired outcomes and expectations for the EFMP, what they saw as the strengths and unique qualities of Citrus College, as well as challenges and opportunities that should be addressed by the EFMP.

As part of the engagement process, an online questionnaire was made available to the entire college community from April 12, 2019 to May 16, 2019. The purpose of the online survey was to collect input from stakeholders on the programs and facilities of Citrus College, where they would like to see improvements, and how the college can enhance students' educational experience and employees' professional environment. A total of 321 individuals responded to the survey. Of these, 37 percent were students, 25 percent were staff members, 21 percent faculty, nine percent administrators, and eight percent community members and/or local business owners.

Environmental Scan / Research

As part of the EFMP planning process, an environmental scan was undertaken with assistance from the Citrus College Office of Institutional Research, Planning and Effectiveness (IRPE). The Citrus College Fact Book published by IRPE provided the foundation for the environmental research in conjunction with other data sources. The environmental scan provided background information and quantitative data on population and demographics, business growth and employment projections, college enrollment, and other factors shaping the environment in which Citrus College operates. The environmental scan informed the EFMP outreach and planning process by identifying existing and projected future conditions that Citrus College will need to address to ensure an optimal future for the institution and the students it serves. Findings from the environmental scan were shared with the EFMP Planning Committee and with the college community during the college-wide planning charrette in May 2019. Updated environmental scan findings were presented during the Citrus College convocation in August and shared with the Board of Trustees during a study session in early October.

Planning Charrette

As a key part of the EFMP development process, a planning charrette was held on May 9, 2019, at the college. Over 80 individuals participated in this event including faculty, staff, students and community members. During the day-long event, participants were divided into small groups to discuss eight themes that had emerged from the EFMP outreach and environmental research that had taken place in the months leading up to the charrette.

- **Theme A:** Ensuring Career and Academic/Transfer Programs Prepare Students to Meet Their Educational Goals
- **Theme B:** Accommodating Traditional and Non-Traditional Students
- **Theme C:** Expanding Approaches to Teaching and Learning
- **Theme D:** Strengthening the Campus Experience and College Life
- **Theme E:** Supporting a Safe, Secure and Sustainable Campus Environment
- **Theme F:** Leveraging Campus Environment, Facilities and Technology
- **Theme G:** Telling Our Story
- **Theme H:** Managing and Diversifying Resources

EFMP Division and Program Development

During the summer months after the May charrette, the consultant team continued the engagement process by conducting individual interviews with academic and student services divisional deans and directors concerning the future of their respective divisions and programs. Information generated from these interviews was used to develop updated divisional and program profiles for the EFMP. This engagement process was supported by enrollment growth projections and a program trends analysis conducted by the consultant team which explored how each discipline was projected to grow relative to the rest of the college. The program data analysis included a workforce gap analysis for the Career, Technical and Education (CTE) programs and a job growth analysis for AA and AS/Transfer degree programs. The information provided as a result of this analysis was shared with the deans and directors to ensure EFMP development at the divisional and program level continued to be a data-driven undertaking. The engagement process also included a college-wide EFMP update during the Citrus College convocation at the start of the fall 2019 semester and a third study session with the Board of Trustees in early October.

FACILITIES MASTER PLAN PROCESS

From the very start of the project, information generated by the educational planning process was applied to the facilities planning component of the EFMP. Input from the college community and projections for future growth were used to identify program needs and priorities. This knowledge was then used to inform the assessment of existing building conditions, to determine future space requirements, and to identify a range of future facility and infrastructure opportunities. This provided a framework and vision for the future Citrus College campus illustrated in graphic and narrative form including proposed new construction, renovation, and other campus development.

RELATED PLANS AND PROCESSES

The Educational and Facilities Master Plan is the college's long-term plan for Academic Affairs, Student Services and Facilities. It is designed to work in conjunction with other Citrus College internal planning documents including its Strategic Plan, Enrollment Management Plan, Sustainability Plan, Technology Plan and Human Resources Plan through an integrated, long-range planning process.

Strategic Plan

Planning begins with a review of the college's mission, vision, and values. This sets the stage for the development of the Strategic Plan. The Strategic Plan articulates one overarching institutional goal, measurable objectives and focus areas that are the foundation for all other college plans. The focus areas direct the college's energies and resources. From these focus areas, institutional strategies are identified. Responsibility for the achievement of these strategies is assigned to the appropriate college divisions that, in turn, incorporate the college's one overarching goal and objectives into their short- and long-term plans. The Strategic Plan is developed every five years.

Enrollment Management Plan

The Enrollment Management Plan guides the year-to-year alignment of the college's educational goals and resources to ensure that (1) course offerings meet the needs of students, (2) students persist and complete their educational goals, and (3) student enrollment produces sufficient resources to support the educational mission and goals of the college. The Enrollment Management Plan is developed every two years and reviewed annually.

Sustainability Plan

The Sustainability Plan is one of three institutional support plans developed to meet specific goals and objectives from the Strategic Plan. In particular, the Sustainability Plan articulates the mission and goals established by the college for sustainability as well as strategies to meet these goals. The Sustainability Plan is developed every five years and is reviewed annually.

Technology Plan

The Technology Plan guides the implementation of technology at the college. Among other aspects, it analyzes technology needs and requirements for the college and incorporates technology requirements defined in the EFMP. The Technology Plan is developed every five years and is reviewed annually.

Human Resources Plan

The Human Resources Plan brings together, in a uniform planning document, Human Resource-related goals and objectives from the Strategic Plan, EFMP and the Human Resources Program Review. The Human Resources Plan is developed every five years and is reviewed annually.

Program Review

The Program Review process provides for a periodic assessment and evaluation of instructional programs, academic support programs, student services and institutional support programs. It includes recommendations for future program development, faculty and staffing, facilities and equipment, technology, and support services. The program review process occurs over a five-year cycle of annual and comprehensive program review reports.

Resource Allocation

The annual resource allocation process links program reviews and strategic planning activities to the resources needed to accomplish the college's institutional goals.

STATEWIDE INITIATIVES

In recent years, the California Community Colleges Chancellor's Office (CCCCO) has launched numerous statewide initiatives to improve success outcomes for students in every community college within the state. The development of the 2020-2030 Educational and Facilities Master Plan provided an opportunity for Citrus College to continue its ongoing efforts to fully align itself with both the goals and spirit of these initiatives, profiled below.

Vision for Success

Developed in September 2017, the Vision for Success established a vision for improving the performance of the California Community College System within five years, by 2022, unless otherwise stated below. Its purpose is to ensure that the community college system is fulfilling its ultimate aim to help students complete their educational goals. The Vision for Success adopts six student-outcome goals that clearly define priorities and a focus for the system as a whole:

GOAL 1 - COMPLETION:

Increase the number of students earning credentials by at least 20%

GOAL 2 - TRANSFER:

Increase the number of students who transfer by 35%

GOAL 3 - UNIT ACCUMULATION:

Reduce average units accumulated by students who complete degrees to 79 total units

GOAL 4 - WORKFORCE:

Increase the number of CTE students who get jobs in their field of study to 69%

GOAL 5 - EQUITY:

Reduce equity gaps among underrepresented students by 40% over 5 years and eliminate the gap entirely within 10 years

GOAL 6 - REGIONAL EQUITY:

Fully close regional achievement gaps by 2026-27 through faster improvements among colleges located in regions with the lowest educational attainment of adults

The Vision for Success is the foundational statewide initiative for ensuring positive outcomes for students entering the community college system. Several other initiatives are aligned with the Vision for Success and are designed to help make the achievement of its goals a reality.

Guided Pathways

Guided Pathways is the primary vehicle for achieving the Vision for Success goals. It is a framework designed to help students reach their goals by creating highly-structured, crystal-clear roadmaps that lead to defined educational or career objectives. Guided Pathways also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. The Guided Pathways framework consists of four major pillars:

- Create clear curricular pathways to employment and further education
- Help students choose and enter their pathway
- Help students stay on their path
- Ensure that learning is happening with intentional outcomes

As part of its Guided Pathways development efforts, Citrus College has developed preliminary meta-majors identified as Career and Academic Pathways (CAPs).

AB 705

AB 705 took effect on January 1, 2018. The bill required community college districts and colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and to use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

AB 19: California Promise Program

AB 19, the California Promise Program, provides colleges with funding to waive enrollment fees for one year for all first-time, full-time students who apply for financial aid. Previously, only students who could meet certain criteria qualified for the enrollment waiver program formerly known as the Board of Governors Fee Waiver.

Student Equity and Achievement (SEA) Program

The SEA program consolidated separate funding for three categorical programs – Student Success and Support Program (SSSP), Basic Skills Initiative, and Student Equity. This action integrated the three programs into a single SEA program to advance the system-wide goal of achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

Student Centered Funding Formula (SCFF)

The Student Centered Funding Formula became effective in 2018-19. In prior fiscal years, enrollment of full-time equivalent students (FTES) was the traditional driver of community college funding. However, concerns were raised that students who entered a community college never completed a degree, certificate or transfer, or it took them a long time to do so. Thus, the new SCFF is in part a performance-based funding formula intended to reflect the extent to which students at each college are successfully achieving their educational and career outcomes.

State apportionment funds are allocated to community college districts based on three factors:

- A base allocation, which largely reflects FTES;
- A supplemental allocation based on the number of students receiving a California College Promise Grant, a Pell Grant or students covered by AB 540;
- A student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units and the number of student who have attained the regional living wage.

AB 288: Dual Enrollment

AB 288 established College and Career Access Pathways (CCAP) partnerships to facilitate the development and promotion of K-12 and community college dual-enrollment programs. AB 288 helped advanced high school students begin college early and by doing so, it saves time, money, and scarce educational resources. AB 288 also improves college readiness skills for those students academically underprepared for college-level course work and by doing so helps a broader range of students transition from high school to college, particularly students from underrepresented backgrounds for which a college education was not guaranteed.

EFMP THEMES, STRATEGIC PLAN FOCUS AREAS AND STATE INITIATIVES

The Citrus College Strategic Plan is the foundation for all other planning documents, including the Educational and Facilities Master Plan (EFMP). As shown in the following Citrus College EFMP Comparative Matrix, the eight themes that emerged from the EFMP outreach process align with the eleven focus areas and the strategies of the college's current 2016-2021 Strategic Plan. Moreover, the focus areas of the Strategic Plan and themes of the EFMP directly support and align with key statewide initiatives, including the goals of the CCCCO Vision for Success and the four pillars framework of Guided Pathways.

CITRUS COLLEGE EFMP COMPARATIVE MATRIX

2016 - 2021 Strategic Plan Focus Areas and Strategies	EFMP Outreach Emerging Themes	Guided Pathways	CCCCO Vision for Success
1 – PREPAREDNESS 1.1 Increase college readiness through K-12 and adult education partnerships. 1.2 Improve the transition of enrolled students to collegiate courses. 1.3 Increase students' participation in activities designed to facilitate their transition to the collegiate environment.	B – Accommodating Traditional and Non-Traditional Students	I – Clarify the Path II – Get on the Path	Goal 1: Increase the number of students earning credentials by at least 20%. Goal 2: Increase the number of students who transfer by 35%. Goal 3: Reduce average units accumulated by students who complete degrees to 79 total units.
2 – ENROLLMENT 2.1 Institutionalize scheduling that responds to the needs of traditional and nontraditional students, increases course/program competition, and maximizes college resources. 2.2 Ensure that access to recruitment, admissions, and enrollment processes is efficient. 2.3 Institutionalize an efficient budget allocation model that funds FTES strategies. 2.4 Implement a relevant, technologically advanced marketing and promotion plan to meet the annual enrollment goals of the college. 2.5 Increase the number of underrepresented students enrolled in STEM programs of study.	B – Accommodating Traditional and Non-Traditional Students H – Managing and Diversifying Resources	II – Get on the Path III – Stay on the Path	Goal 1: Increase the number of students earning credentials by at least 20%. Goal 2: Increase the number of students who transfer by 35%. Goal 3: Reduce average units accumulated by students who complete degrees to 79 total units.

2016 - 2021 Strategic Plan Focus Areas and Strategies	EFMP Outreach Emerging Themes	Guided Pathways	CCCCO Vision for Success
3 – INSTRUCTIONAL QUALITY 3.1 Citrus College faculty will develop innovative curriculum and instructional pathways that respond to students' needs and promote program completion. 3.2 Investigate and implement state and national models of exemplary pedagogy that lead to course completion. 3.3 Increase professional development opportunities and resources for faculty and staff.	C – Expanding Approaches to Teaching and Learning	IV – Ensure Learning	Goal 1: Increase the number of students earning credentials by at least 20%. Goal 2: Increase the number of students who transfer by 35%. Goal 3: Reduce average units accumulated by students who complete degrees to 79 total units.
4 – INSTRUCTIONAL RESPONSIVENESS 4.1 Increase programming to meet the needs of viable regional industry clusters. 4.2 Increase noncredit programming options in ESL, short-term vocational and workforce preparation courses.	A – Ensuring Career and Academic/Transfer Programs Prepare Students to Meet their Educational Goals	I – Clarify the Path II – Get on the Path	Goal 4: Increase the number of CTE students who get jobs in their field of study to 69%.
5 – STUDENT SUPPORT 5.1 Enhance services to students through the implementation of relevant, intuitive technology. 5.2 Adopt a service environment that is driven by student perspectives and needs. 5.3 Increase and promote efficient and effective student support services. 5.4 Identify challenges to student success and implement mitigation strategies. 5.5 Increase student participation in college support programs. 5.6 Diversify methods used to connect and communicate with students.	D – Strengthening the Campus Experience and College Life	III – Stay on the Path	Goal 1: Increase the number of students earning credentials by at least 20%. Goal 2: Increase the number of students who transfer by 35%. Goal 3: Reduce average units accumulated by students who complete degrees to 79 total units.

2016 – 2021 Strategic Plan Focus Areas and Strategies	EFMP Outreach Emerging Themes	Guided Pathways	CCCCO Vision for Success
6 – SAFE ENVIRONMENT 6.1 Foster a strong awareness of safety and security to ensure preparedness and responsiveness to emergency situations. 6.2 Promote a safe learning environment. 6.3 Mitigate hazards through a systemic review and evaluation of the internal and external college environment.	E – Developing a Safe, Secure, and Sustainable Environment	N/A	N/A
7 – SUSTAINABILITY 7.1 Institutionalize cost-effective, efficient sustainable practices. 7.2 Develop and implement learning programs that emphasize environmental sustainability.	E – Developing a Safe, Secure and Sustainable Environment	N/A	N/A
8 – TECHNOLOGICAL ADVANCEMENT 8.1 Optimize the use of technology in teaching and learning to support innovative teaching practices. 8.2 Provide a robust, secure, accessible technology infrastructure, which is adequately funded, to improve and facilitate college processes and provide data resources relevant to institutional decision-making.	F – Leveraging Campus Environment, Facilities and Technology H – Managing and Diversifying Resources	N/A	N/A

2016 - 2021 Strategic Plan Focus Areas and Strategies	EFMP Outreach Emerging Themes	Guided Pathways	CCCCO Vision for Success
9 – DIVERSITY AND EQUITY 9.1 Broaden the scope of college outreach, promotion and marketing initiatives to attract a diverse student population. 9.2 Enhance the recruitment and professional development of a diverse college workforce. 9.3 Develop and promote a college culture of inclusion and collegiality. 9.4 Increase students' global awareness through curriculum development and student activities.	D – Strengthening the Campus Experience and College Life G – Telling Our Story	Promoting the Path III – Stay on the Path	Goal 5: Reduce equity gaps among underrepresented students by 40% over 5 years and eliminate the gap entirely within 10 years.
10 – IMAGE 10.1 Enhance the college's image as a leader in higher education by highlighting programs, services, and staff through consistent branding. 10.2 Increase student, faculty, staff and administration participation in community activities.	G – Telling Our Story	Promoting the Path	N/A
11 – COMMUNITY RELATIONS 11.1 Acquire favorable legislation and funding through advocacy efforts at the local, state and federal level. 11.2 Build mutually beneficial relationships with local K-12 districts, community college organizations and four-year colleges and universities. 11.3 Build community partnerships and promote the image of the college through collaboration with business, civic, governmental and community leaders.	G – Telling Our Story	Promoting the Path	N/A

EFMP RECOMMENDATIONS

The themes that emerged from the EFMP outreach process and environmental scan research were further assessed by the Citrus College community and the consultant team in the months following the planning charrette. During that time period, interviews were conducted with the deans and directors of all academic and student support programs. As part of these discussions, the deans and directors were provided data concerning the current state of the programs and future growth projections. Information generated by this research and these interviews was used to provide input for the divisional and program descriptions presented in Chapter III. The deans and directors, in conjunction with the faculty in their divisions, provided further insight into the opportunities and challenges facing Citrus College. This insight was used to translate the original eight themes into the following EFMP recommendations, which were presented to the Board of Trustees during a public meeting held on October 1, 2019.

These recommendations were designed to address challenges that can be grouped into three major categories: Enrollment and Population Growth Trends, Labor Market Trends and Facilities.

Enrollment and Population Growth Trends

One of the major challenges facing Citrus College and other community colleges in Los Angeles County, the State of California and around the nation are declining high school enrollments which are already having an impact on community colleges and will continue to do so in the coming years. Citrus College's student headcount is beginning to flatten. Los Angeles County is projected to experience modest population growth, but within this larger trend the school-age population is shrinking while the older-adult population is growing.

Labor Market Trends

At the same time when Citrus College must deal with the implications of a shrinking school-age population, it must also contend with major changes in the labor market which impact students who are being prepared to enter the workforce. These include opportunities created by an aging workforce and retirements, and the growing demand for middle-skill occupations in key Los Angeles industry sectors. There is also the challenge of preparing students for both an expanding digital economy and to join an increasingly tech-oriented workforce. Given the high cost of living in southern California, there is also the challenge of preparing students for jobs and career tracks that provide living wages that can sustain them and their families in the future.

The first set of recommendations, summarized on the following pages, target the challenges posed by demographic changes and the enrollment and population growth trends reshaping the nature of the labor market.

BROADEN INSTRUCTIONAL MODALITIES TO REACH BEYOND TRADITIONAL DISTRICT BOUNDARIES

Citrus College already attracts many students living in communities outside its traditional district boundaries who are able and willing to travel to Glendora. To further extend its reach beyond jurisdictional boundaries, Citrus College can leverage digital technologies by offering more distance/online education classes and hybrid classrooms which can enable students in remote locations to interact in real time with faculty and their on-campus classmates. Not only can these new instructional modalities help Citrus College maintain enrollment levels in a more challenging demographic environment, it also will make receiving a college education more convenient for residents who live in the district while meeting the expectations and need of today's digital native students.

To further address the challenge of changing enrollment and population trends, Citrus College may consider the need for a satellite location in Claremont. This will allow the college to expand offerings in its eastern-most service area, which is adjacent to neighboring counties experiencing higher growth rates. Residents in this service area may find it more convenient to attend classes closer to their residence than commuting west.

TARGET OLDER AND NON-TRADITIONAL STUDENTS

As the number of traditional aged (18-24-year-old) students decline, Citrus College can further maintain enrollment levels by redesigning college operations, programs and services to meet the needs of a wider array of students. These include older adults, first generation, low-income, and other under-represented student groups. This need is also a timely one as older adults may be returning to retool their skills and prepare for new careers in a rapidly changing economy.

CONTINUE TO FOCUS ON CONCURRENT ENROLLMENT OPPORTUNITIES AT LOCAL HIGH SCHOOLS

Concurrent enrollment of local high school students is an additional means to maintain future enrollment levels at Citrus College. This program enables students to begin college early and increases the likelihood they will actually enroll in college, including Citrus College. It can also expand the pool of prospective students by improving college readiness skills for those students not yet fully prepared for college-level course work, increasing the likelihood they will achieve a successful outcome once they arrive at Citrus College.

DEVELOP COMPETITIVE PROGRAMS AND CURRICULUM ALIGNED WITH THE CHANGING LABOR MARKET AND WORKFORCE NEEDS, AND TARGET PROGRAMS THAT ARE LIKELY TO GROW WITH OVERALL ECONOMIC AND TECHNOLOGICAL TRENDS

Community colleges provide an affordable pathway to earn a certificate, degree, transfer and/or to prepare for a viable career. To fulfill this vital role, Citrus College must strategically assess programmatic offerings and support services that will ensure its students are acquiring the skills and knowledge necessary for success in today's labor market and in the future. This includes identifying what students need to know to thrive in the workforce and using this knowledge to design programs targeting industries and careers projected to grow in coming years. This will increase the certainty that there is a demand from prospective employers for what graduates from Citrus College have to offer, enabling each student to receive a significant positive return on the time and money they have invested while studying at Citrus College.

IMPLEMENT FLEXIBLE SCHEDULING

Citrus College can expand the pool of prospective students by making it more convenient for them to take classes at Citrus College. This includes offering more flexible scheduling such as evening and weekend classes better aligned with the needs of working adults, among others. Flexibility can also mean thinking beyond the traditional semester structure to offer shorter-term, fast track courses.

IMPLEMENT A ROBUST OUTREACH, MARKETING AND BRANDING PLAN WHICH HIGHLIGHTS THE SUCCESSFUL OUTCOMES OF CITRUS COLLEGE STUDENTS AND PROMOTES CITRUS COLLEGE AS A COLLEGE OF CHOICE

Offering the right programs, flexible scheduling, and other features intended to meet the needs of today's students may not be enough to ensure students will actually enroll at Citrus College. Thus, deliberate efforts are required to raise the profile of Citrus College by emphasizing that it offers a high quality, cost-effective education with strong support systems, a welcoming campus environment, and dedicated faculty and staff focused on student success. Telling this story more clearly can reach both students who otherwise might be considering enrollment at a competing educational institution and other students who may believe a college education is not for them.

Facilities

Today's college-age students are among the first generation to spend their entire lives in the digital age. They are much more technology savvy than their older peers and expect to have access to more interactive technologies during their educational journey. Technology can also be used to support non-traditional older students. These developments and other factors are driving the need to rethink how classroom space is designed in order to accommodate instructional methodologies that are becoming more interactive and technology driven. There are also specific facility challenges at Citrus College for disciplines in which demand far exceeds the available space such as classroom space for mathematics and psychology, and lab space for biology and chemistry. There is also the need to leverage the campus environment to compete more effectively against other colleges and online programs given that the existing mature physical campus environment may not appeal to all student populations. The following set of facility-oriented recommendations complement and reinforce the intended desired outcome of the educational recommendations and the priorities they represent for the future of the college.

PROVIDE MORE CLASSROOMS TO EXPAND CAPACITY IN IMPACTED COURSES

Expanding classroom space to provide more sections in high demand classes, such as chemistry, will ensure students do not need to take those classes at other colleges and can achieve their educational goals in a reasonable amount of time.

EXPAND EVENING AND WEEKEND OFFERINGS TO ALLEVIATE PRIME TIME FACILITY UTILIZATION

Providing evening and weekend classes expands the pool of prospective students by meeting the needs of working adults and other non-traditional students and also improves overall utilization of those facilities. It accomplishes this by reducing the demand placed on those classroom spaces during weekday peak periods and by moderating the need to build new, costly facilities.

ENHANCE TECHNOLOGICAL INFRASTRUCTURE TO SUPPORT EDUCATIONAL TECHNOLOGY NEEDS

To support a technology-based learning environment across the campus, the underlying information technology (IT) infrastructure needs to undergo periodic assessments and be modernized as needed to keep pace with the expectations and needs of both students and faculty.

PROVIDE INTERACTIVE TEACHING AND LEARNING SPACES

The advent of information technology is reshaping the nature of the traditional classroom transforming it into a teaching and learning space designed to utilize new capabilities and functions, including more collaborative, team-teaching oriented learning modalities. New classrooms need to be designed to support these new capabilities and styles of learning.

BUILD TECHNOLOGY-ENHANCED CLASSROOMS ENABLING STUDENTS TO ATTEND A CLASS EITHER IN-PERSON OR ONLINE

New classroom capabilities should include real time or synchronous interaction among and between students in the actual classroom and other students participating in the class from their homes and other remote locations. This will support overall student enrollment while greatly improving overall facility utilization as there can potentially be more students in the virtual classroom than in the physical classroom.

DESIGN HIGHLY-FLEXIBLE BUILDINGS AND SPACES TO ACCOMMODATE FUTURE PROGRAMMATIC NEEDS AND EDUCATIONAL TECHNOLOGIES

Given the rapid pace of change in education, the economy, society at large and in technology, educational facilities and learning spaces must be designed to adapt to these changes without requiring major and costly retrofits. Future-proofing buildings makes it possible to swap out technology and not be wedded to a particular form of technology. Additionally, classrooms and other learning spaces should be capable of meeting the teaching/learning needs of multiple disciplines. Furthermore, learning spaces, including the furniture in them, should be able to accommodate a variety of teaching modalities and learning styles.

CREATE A CAMPUS ENVIRONMENT THAT PROMOTES SOCIAL GATHERING AND INTERACTION WITH FELLOW STUDENTS, FACULTY, STAFF AND COMMUNITY

Citrus College's physical campus is a strategic asset that can be leveraged to maintain student enrollment in the face of competition from other colleges and private proprietary online programs. There is a need to modernize and upgrade buildings and spaces across the campus to make it an attractive destination that supports and encourages a lively college community and provides a welcoming and friendly environment between home and the classroom.

CREATE INDOOR AND OUTDOOR GATHERING SPACES THROUGHOUT THE CAMPUS

There should be gathering spaces inside and out that support the life of the college community. These are places outside the classroom and office where faculty, staff, and students can naturally relax, enjoy quiet time, or mingle with others for discussion, collaboration, and participation in college activities.

2 PROFILE OF THE COMMUNITY AND THE COLLEGE

HAYDEN HALL
Citrus College PROMISE

2 PROFILE OF THE COMMUNITY AND THE COLLEGE

KEY FINDINGS AND IMPLICATIONS

Demographic and Enrollment Trends

AN AGING WORKFORCE AND POPULATION

- Increasing numbers of adult residents 50 years of age and older will drive most of Los Angeles County's population growth in the next few decades.
- Growing retirements among older adult workers will provide more job opportunities for younger workers.
- The number of adults of traditional working age (25 to 64 years old) in the region is expected to be flat in the coming decades.

DECLINING YOUNGER POPULATIONS AND SCHOOL ENROLLMENTS

- The region's population of children under 15 years of age will decline by 18 percent between 2020 and 2040.
- Los Angeles County's school-age enrollments are projected to decline sharply by 2025, mirroring regional and statewide trends following declines in birthrates after the Great Recession of 2008.
- There will be nearly 13,000 fewer students graduating from high school in Los Angeles County in 2027 than there were in 2017.Growing Ethnic Diversity Continues to Shape the Region
- Southern California will be majority Hispanic/Latino by 2030.[1]
- In 2020 in Los Angeles County, 51 percent of residents will be Hispanic/Latino, and 14 percent will be of Asian descent. By 2040, 56 percent of the population will be Hispanic/Latino, and 15 percent will be Asian.[2]
- Key cities in the Citrus College service area are majority Hispanic/Latino; some have significant populations whose first language is not English.

[1] In this case, Southern California refers to the region governed by the Southern California Association of Governments, commonly referred to as SCAG. This includes Los Angeles, Orange, Riverside, San Bernardino and parts of Imperial and Ventura Counties.

[2] Policy Link, An Equity Profile of the Los Angeles Region, p.23, https://www.policylink.org/sites/default/files/LA_County_Profile_Final.pdf

DEMOGRAPHIC IMPLICATIONS FOR COMMUNITY COLLEGES

- Declines in regional school enrollments and high school graduation rates may lead to fewer college-age student enrollments at local institutions.
- Growing older-adult populations may lead to expansion in health care services and related fields, including increased job openings for middle-skill workers.
- Industries with many older workers, such as bus service and urban transit, and aerospace manufacturing may need many new workers with community college-level training to fill replacement positions when workers retire.[3]
- Citrus College and other colleges will need to plan for a mix of academic programs and support services that appropriately meet the diverse needs of older and non-traditional students, such as adult learners in need of re-training for new career paths, or increased community education classes for seniors.

Regional Economic and Labor Market Trends

GROWING OPENINGS IN MIDDLE-SKILL JOBS

- Nearly one-third of all new job openings in the next decade will require “middle-skills,” education and training beyond a high school diploma, such as associate degrees or certificate awards, occupational licensing, or apprenticeship opportunities.
- By 2025, the state of California is likely to face a shortage of 1.5 million workers to fill jobs which need some postsecondary training.

THE CHANGING NATURE OF WORK

- The advances of tech-infused workplaces require workers who understand how to use technology and data, and who are flexible and adaptable as industries and work evolves.

HIGH COST OF LIVING

- As the region becomes a more expensive place to live, residents and households are spending larger shares of their incomes on housing and transportation costs. The average Angeleno spends 35 percent of their income on rent and housing costs, and another 22 percent on their commuting expenses.
- The significant shortage in affordable housing in Los Angeles County and Southern California is exacerbating these issues, especially for low income families and students.

[3] Dan Kopf, These Are the Jobs Done by The Oldest and Youngest Americans, Quartz, June 25, 2018, https://qz.com/1313292/these-are-the-oldest-and-youngest-jobs-for-americans/

Citrus College Demographics and Trends

COLLEGE ENROLLMENTS FLAT

- The number of students enrolled at Citrus College (by headcount) has been steady since 2013; FTES and total student enrollments have been flat.

CHARACTERISTICS OF STUDENTS

- Roughly one in three students (approximately 30%) live within the Citrus College service area, while 65 percent are residents of the larger region or other parts of Southern California.
- Most students at Citrus College are 20 to 24 years old or younger. However, recent trends at the college show declines in enrollments among 20 to 24-year-olds and growth among high school-age students and those 25 to 39 years old.
- Nearly two-thirds of students (approximately 65%) at Citrus College are Hispanic/Latino; 12 percent of students are Asian.
- 40 percent of students are among the first generation of their families to attend college.

AB 705 IMPLEMENTATION

- Citrus College is an early adopter of multiple methods for assessing math and English placements for incoming high school graduates, which is now required by law, statewide, due to AB 705.
- In 2018, all first time, new students were placed into transfer-level English classes, and more than half were placed into transfer-level math.
- Statewide outcomes following AB 705 show that offering students access to transfer-level classes improves their rate of progression through their studies.

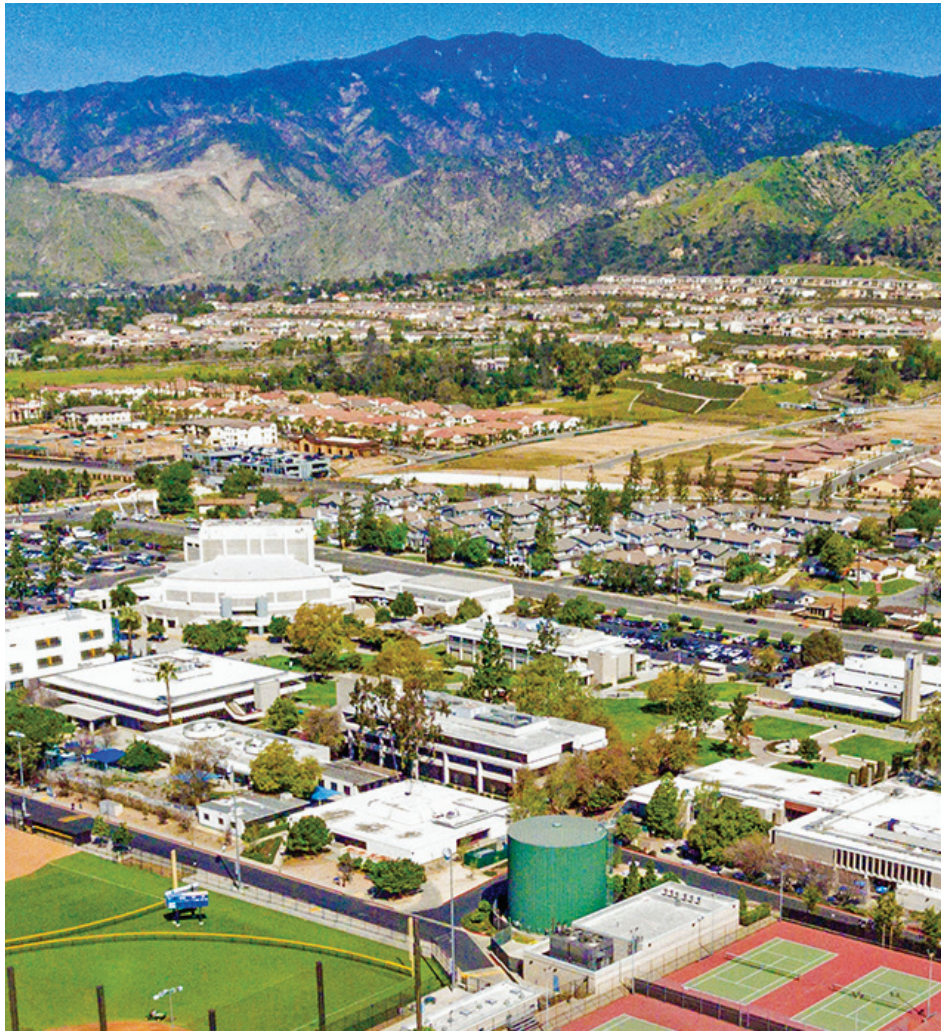
OUTCOMES

- The number of degrees and certificates awarded by Citrus College increased 56 percent between 2013 and 2017 (3,200 more awards in 2017 than in 2013).
- Transfer awards among the top 25 degrees at Citrus College have grown from 19 percent in 2013 to 30 percent of top awards in 2017.

CITRUS COLLEGE SERVICE AREA COMMUNITY PROFILE

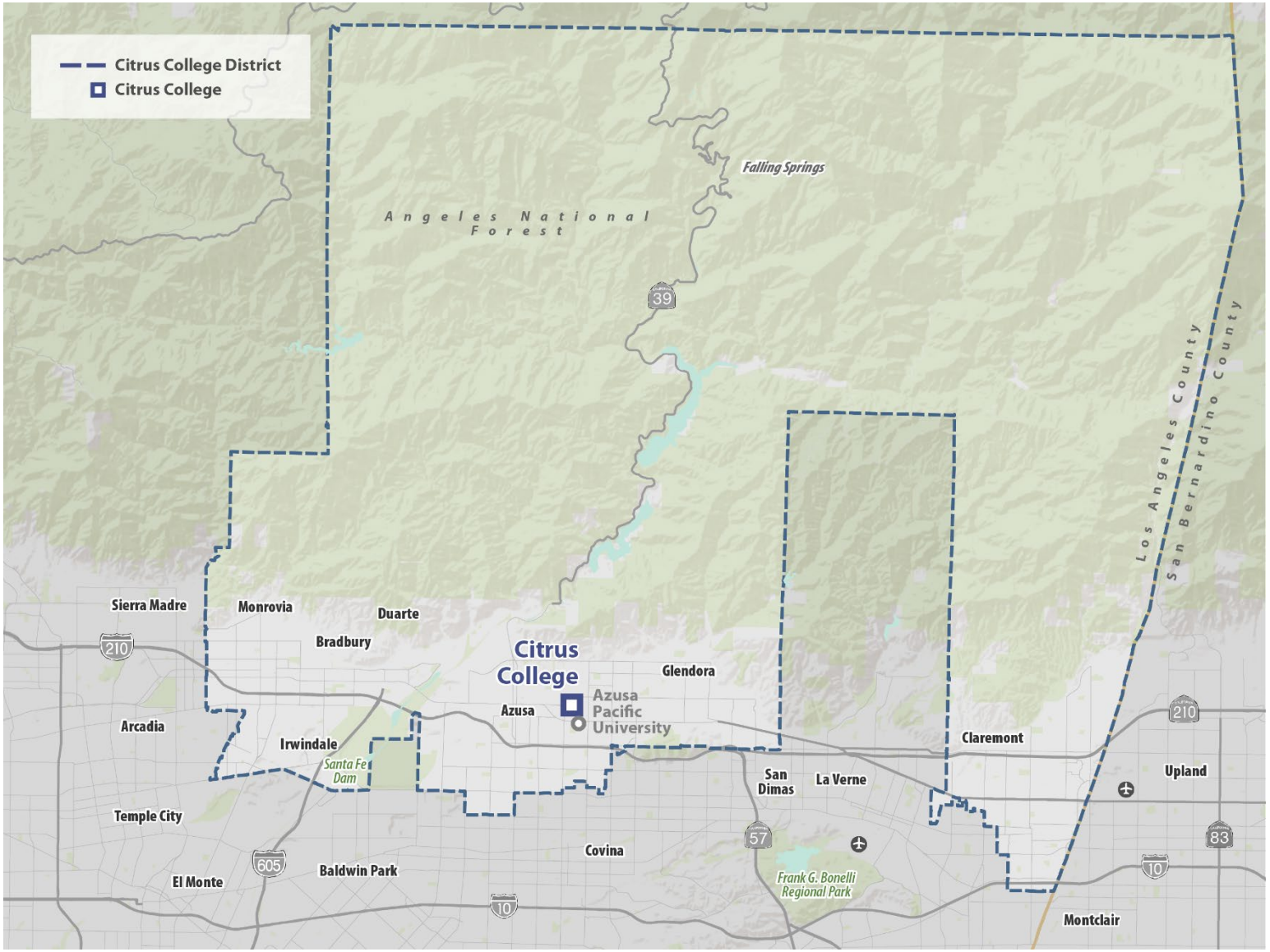
The Citrus Community College District is a single-college district, located in Glendora, CA. Founded in 1915, Citrus College is the oldest community college in Los Angeles County and the fifth oldest in California.[4] Serving nearly 20,000 students annually, Citrus College grants associate degrees in 44 fields of study – including 28 associate degrees for transfer to four-year institutions – and more than 50 certificates of achievement, certificates of competency, and skill awards in academic and career/technical areas.[5]

Citrus College serves the cities of Azusa, Bradbury, Claremont, Duarte, Glendora and Monrovia in eastern Los Angeles County, and portions of other neighboring communities, including Arcadia, Covina, Irwindale, La Verne, Pomona and San Dimas.



[4] Citrus College, About Citrus College, accessed October 2019 from https://www.Citrus Collegecollege.edu/info/Pages/default.aspx
[5] Citrus College, Programs of Study, accessed October 2019 from http://catalog.Citrus Collegecollege.edu/programs-study/

MAP 2.1: CITRUS COLLEGE DISTRICT



Source: Foundation for California Community Colleges, 2018

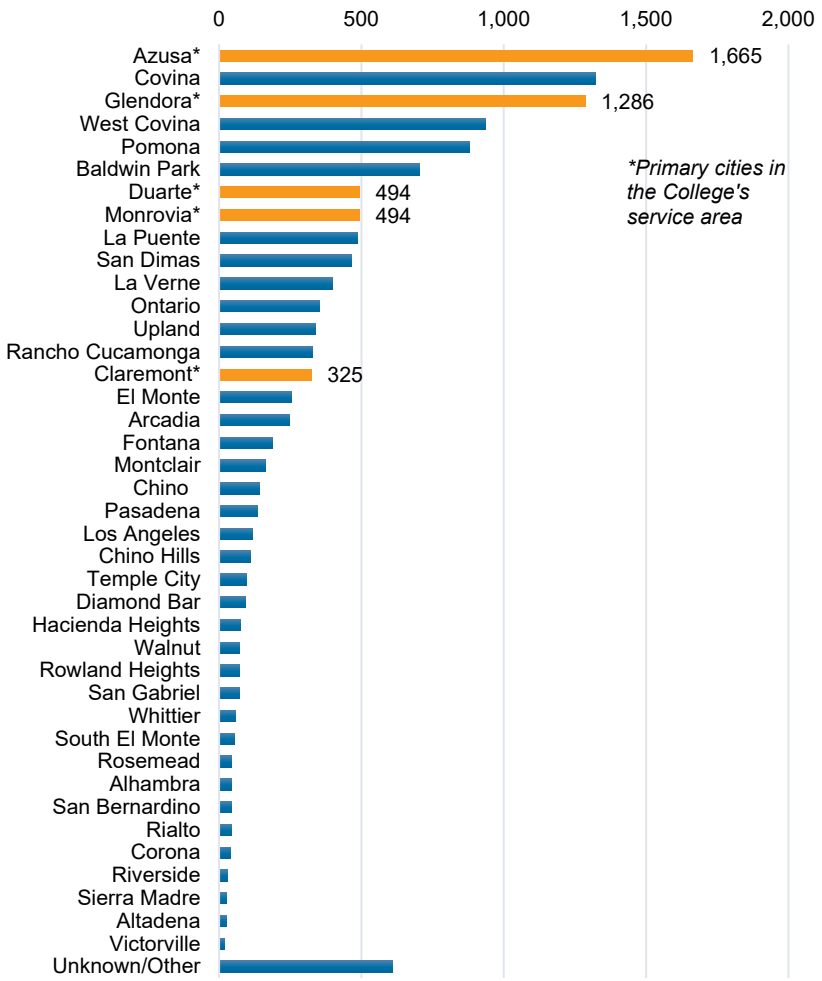
Cities Served by Citrus College

Citrus College draws students from throughout the district and the local region — approximately 70 percent of students enrolled at Citrus College live beyond its service area boundaries.

Figure 2.1 shows that more Citrus College students live in Azusa than in any other city — 12 percent of the student population (1,665 students) as of fall 2017. An additional ten percent of students (1,286) live in Glendora, less than four percent are residents of Monrovia and Duarte (494 each), and less than three percent are residents of Claremont (325). Covina, West Covina, Pomona, Baldwin Park, La Puente, San Dimas, La Verne, Ontario, Upland and Rancho Cucamonga hold the most Citrus College students who do not reside in the college district service area.

The data for Citrus College's service area which follows in this report will be focused on the five major cities in the district which draw the most local students. An additional measure, which we refer to as Citrus College's enrollment area, includes a broader radius of cities in east San Gabriel Valley and western parts of the Inland Empire, where most Citrus College students reside.

FIGURE 2.1: CITRUS COLLEGE ENROLLMENT BY CITY, FALL 2017



Source: Citrus College Fact Book, 2019

I WILL COMPLETE
COLLEGE
LEARN
BELIEVE
STRIVE
ACHIEVE

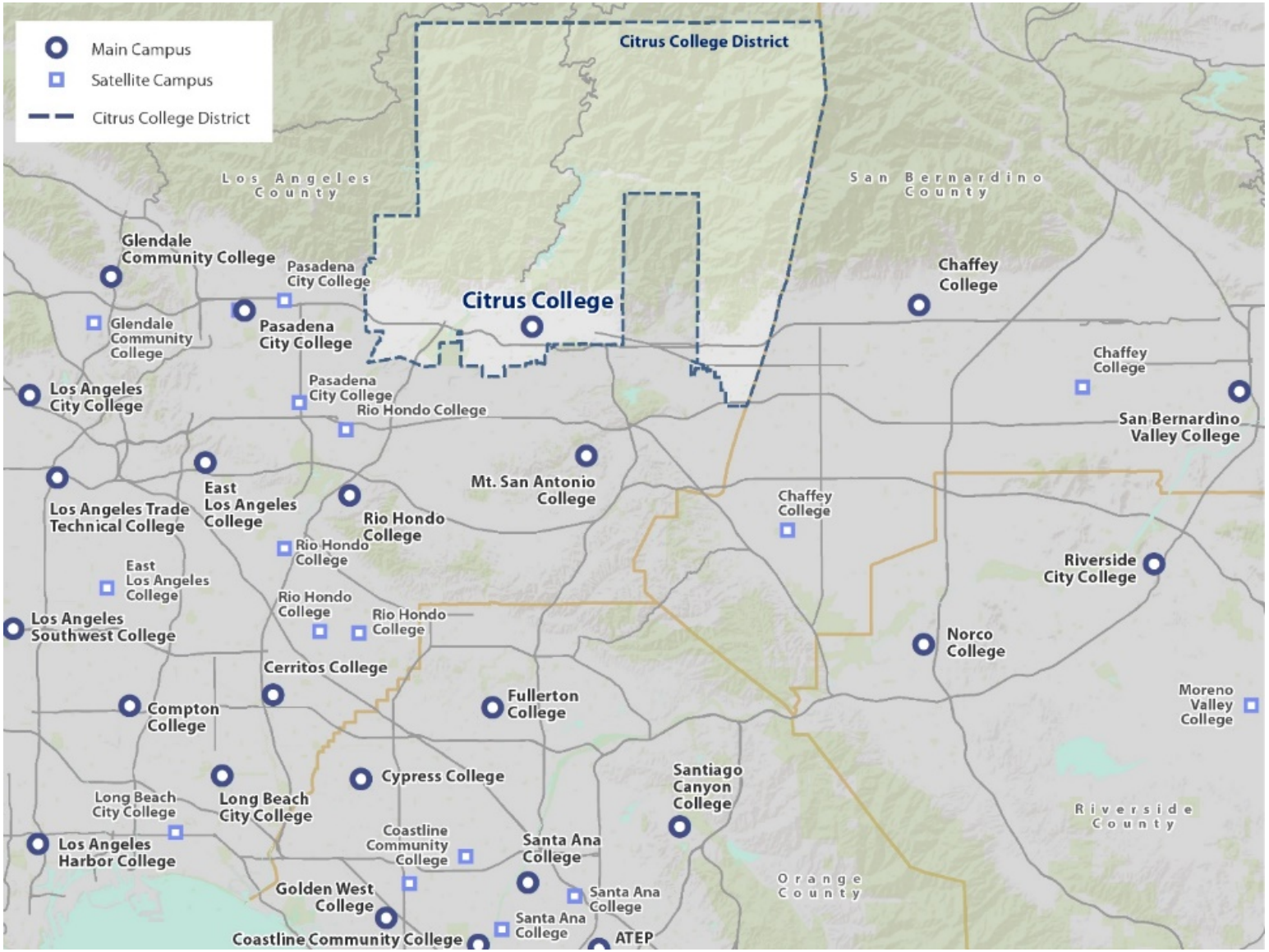
Community College Districts in the Los Angeles Region

The Citrus Community College District is one of 13 community college districts in Los Angeles County,[6] and 45 community colleges in the broader SoCal region which encompasses Los Angeles, Orange, San Bernardino and Riverside Counties (see Map 2.2).[7] There are 37 colleges within 50 miles of Citrus College; 14 within 25 miles and one (Mt. San Antonio College) within ten miles of the college.[8]

In addition to Mt. San Antonio College, there are other neighboring community college districts which experience a cross flow of students with Citrus College, including Pasadena City, East Los Angeles, Rio Hondo and Chaffey Colleges.[9] Among these institutions, Citrus College has one of the highest ratios of students enrolled at the college who live outside its service area.[10]

[6] Los Angeles County Office of Education, Public Schools Directory, https://publicschoolsdirectory.lacoe.edu/
[7] California Community College Chancellor's Office, Find a College, accessed June 2019 from http://californiacommunitycolleges.cccco.edu/FindaCollege
[8] California Community College Chancellor's Office, Find a College
[9] California Community College Chancellor's Office, Find a College
[10] Review of recent student enrollment residency data from Mt San Antonio, Chaffey, East Los Angeles and Rio Hondo Colleges

MAP 2.2: LOS ANGELES REGION COMMUNITY COLLEGE DISTRICTS



Source: Foundation for California Community Colleges, 2018

SERVICE AREA AND REGIONAL POPULATION TRENDS

By 2040, the Southern California Region will grow by 2.7 million people — nearly half of that growth will be in Los Angeles County. The Inland Empire (Riverside and San Bernardino Counties) is also expected to experience rapid growth over this time period. Citrus College's service area is also projected to grow, but at a slower rate than the broader region, seeing similar aging and decreasing school-age children among residents. Azusa and Claremont will experience the largest population growth among Citrus College service area cities.

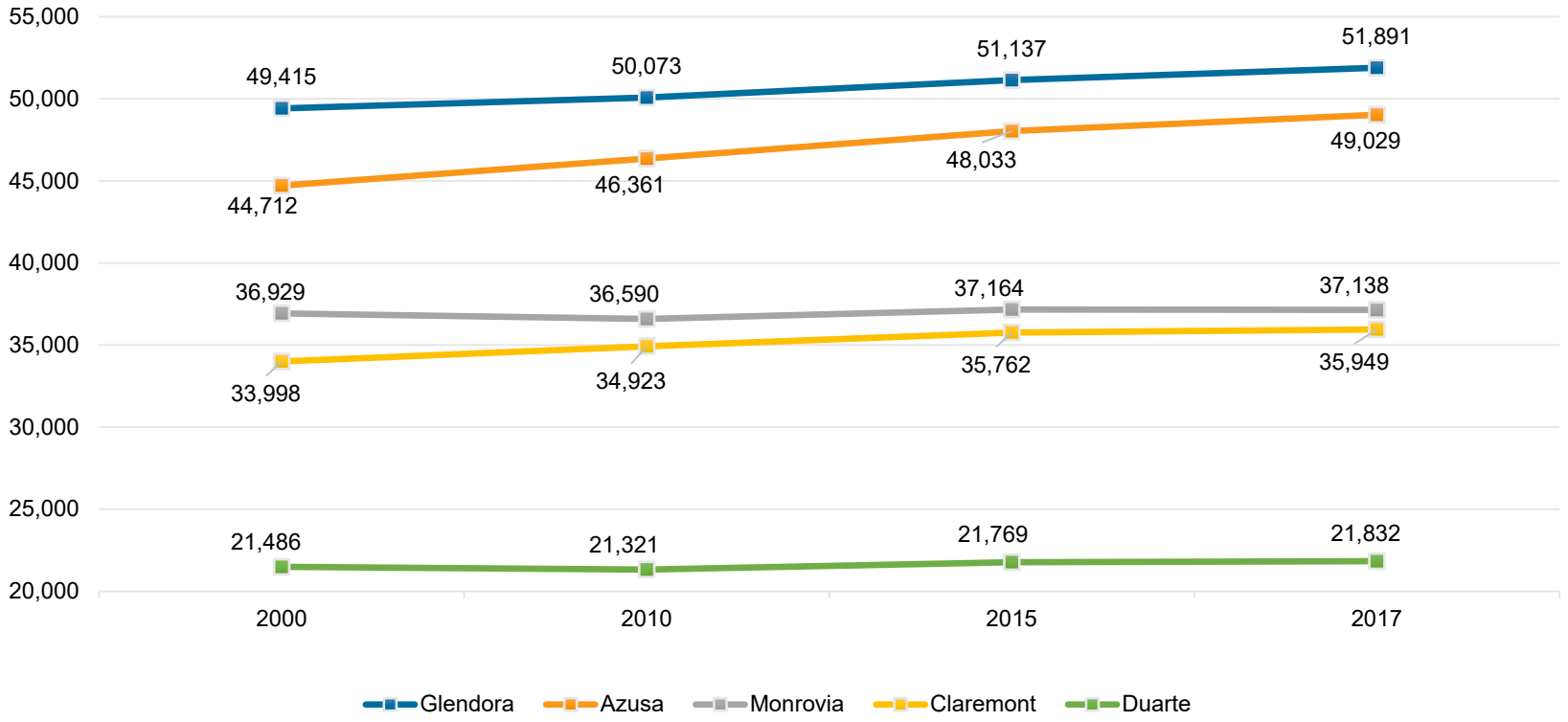
Citrus College's geographic location is well poised to capture the projected population growth in Azusa. However, to access the anticipated population growth in Claremont, Citrus College may want to explore the viability of a satellite location. As of fall 2019, current offerings in Claremont have done well and the college is planning to expand offerings in spring 2020. Expanded offerings at a Claremont satellite location may better appeal to high school students from Claremont and San Antonio High Schools and lead to increases in the college's enrollments. A Citrus College location within the city of Claremont would greatly reduce travel time for these high school students and other residents in Claremont. An enhanced presence in the city of Claremont could also be vital to the development of a strong transfer relationship with the Claremont Colleges, thus providing additional opportunities in this service area.

Citrus College may further consider the viability of offering unique programs in a Claremont satellite location, to allow for potential business/industry partnerships. For example, the college's automotive and diesel technology programs could provide opportunities to partner with automotive dealerships in the area as well as the myriad of diesel engines used at the Ontario Airport, Metro and Gold lines, as well as multiple distribution centers for Amazon, BMW and other retailers in the area.

Population Snapshot, Citrus College Service Area

Since 2000, the resident populations of the five major cities in Citrus College's service area have been largely flat. Azusa is the only city which has experienced a significant growth in residents over this period, growing by nearly ten percent, or 4,200 people (see Figure 2.2 below). Both Glendora and Claremont have gained about 2,000 new residents.

FIGURE 2.2: CITRUS COLLEGE SERVICE AREA POPULATION



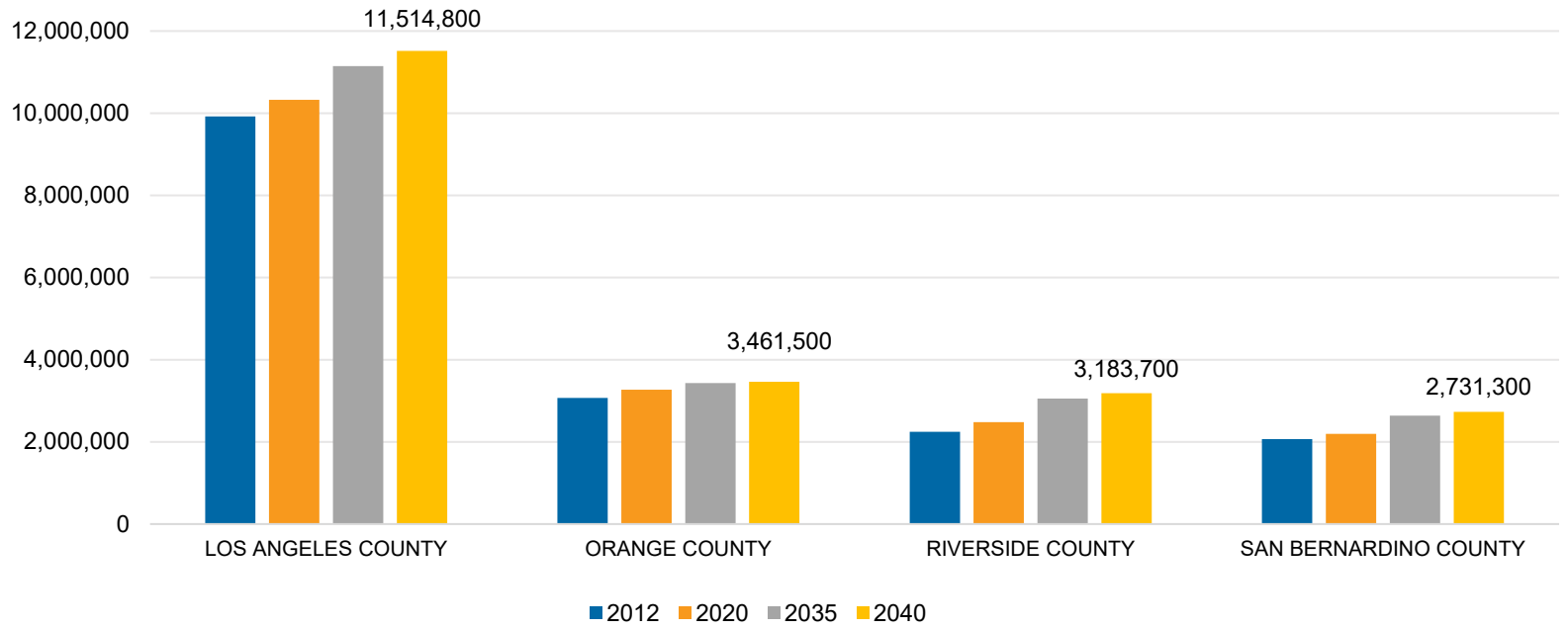
Source: Citrus College Fact Book, 2019; US Census American Community Survey, 2000, 2010, 2015 and 2017

Population Growth, Southern California Region

The Southern California Region is projected to grow by 14 percent between 2020 and 2040, with more than 2.7 million more people living in the region by 2040 (see Figure 2.3 below).[11] Los Angeles County alone will add an additional 1.2 million people, reaching 11.5 million by 2040 and growing by more than 450,000 new households.

The rate of growth in the Inland Empire is projected to be substantially higher than Los Angeles County's growth. San Bernardino County is expected to grow by 24 percent (approximately 530,000 residents) and Riverside County will grow by 28 percent (700,000 more people). The number of households in Riverside County is expected to grow by 31 percent or 250,000 additional households, and San Bernardino County will add an additional 24 percent, or 167,000 new households, between 2020 and 2040.

FIGURE 2.3: POPULATION GROWTH PROJECTIONS, SOUTHERN CALIFORNIA REGION, 2012 TO 2040



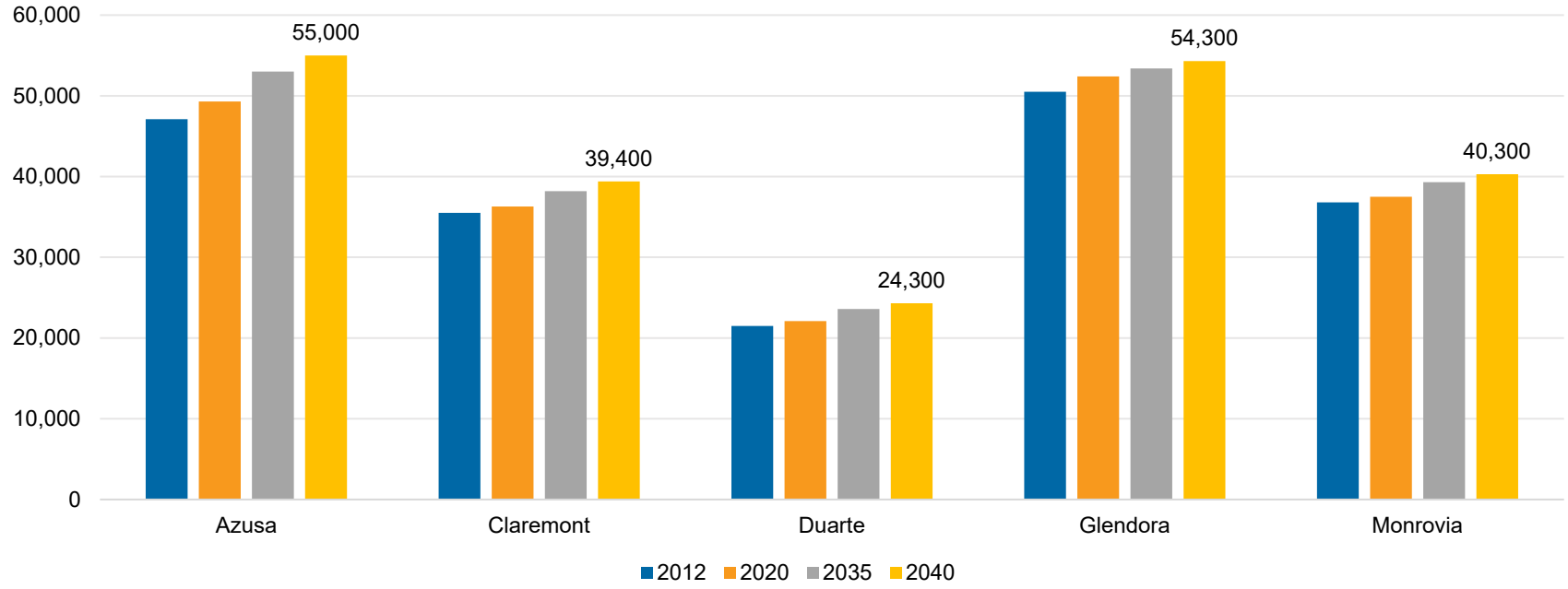
Source: SCAG RTP/SCS Growth Forecast, 2016

[11] Southern California Association of Governments, Regional Transportation Plan/ Sustainable Communities Strategy (RTP/SCS) Growth Forecast, 2016; note that maps in this document refer to data in SCAG's RTP/SCS Growth Forecast from 2012.

Population Growth, Citrus College Service Area

The Citrus College service area is projected to grow by about eight percent, or nearly 16,000 people between 2020 and 2040. Among the major cities in the service area, Azusa and Claremont are projected to experience the largest growth in residents (see Figure 2.4). Azusa and Duarte are projected to add the most additional households by 2040, a 22 percent increase in Azusa (from 12,800 in 2012 to 15,600 in 2040) and nearly 17 percent more households in Duarte (from 7,000 in 2012 to 8,200 in 2040).

FIGURE 2.4: POPULATION GROWTH PROJECTIONS, CITRUS COLLEGE SERVICE AREA, 2012 TO 2040



Source: SCAG RTP/SCS Growth Forecast, 2016

Population Growth, Citrus College Enrollment Area

Students enrolling at Citrus College reside in more than 160 different cities, according to data from the Citrus College Fact Book.[12] While most of the cities within the Citrus College service area are among the top cities of residence for students, the broader region around the college where most Citrus College students live extends to much of the East San Gabriel Valley and the Inland Empire (see Map 2.3; this region is referred to as the Citrus College enrollment area in this document).[13]

Looking at projected population growth in cities with the greatest numbers of student residents, the cities of Ontario, Chino and Fontana — in the Inland Empire — have the highest projected rates of growth through 2040 (see Figure 2.5 and Figure 2.6 which follow). Pomona, La Puente and El Monte are projected to grow at the fastest rates among cities in the San Gabriel Valley.

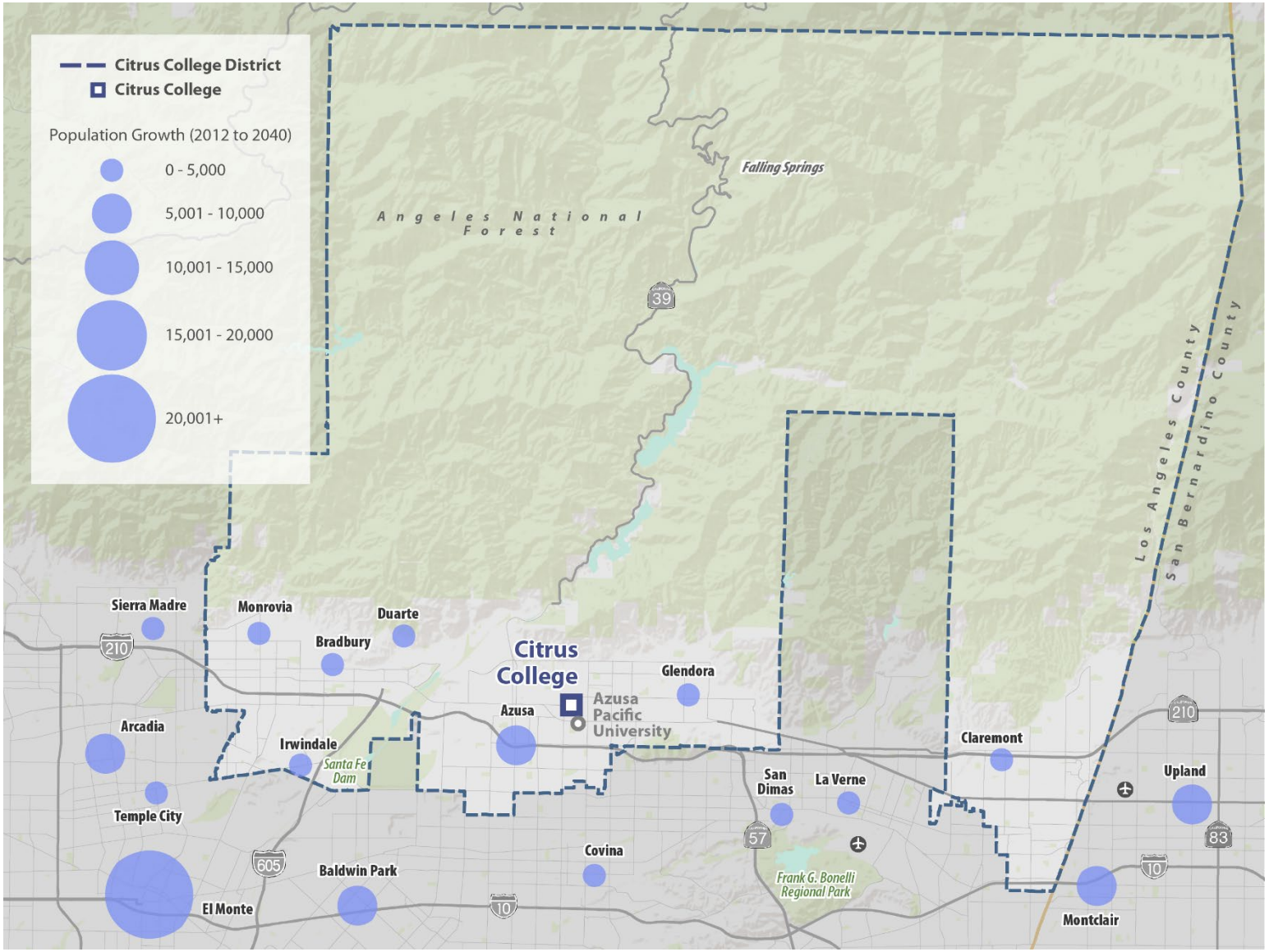
The cities listed in Figure 2.6 belong to area school districts which enrolled at least 50 high school graduates at Citrus College in the fall 2017 term.[14] Beyond Citrus College's primary high school districts (highlighted in orange), student residents from these other cities may be a source of continued enrollment and enrollment growth in the future.

[12] Citrus College Fact Book, 2019. p.35

[13] The enrollment area includes the broader region around the district where most Citrus College students reside, including eastern San Gabriel Valley and western Inland Empire (San Bernardino County). This includes cities such as Pomona, Covina and San Dimas in the San Gabriel Valley and Ontario, Fontana and Rancho Cucamonga in the Inland Empire. See Citrus College Enrollment by City (2017) above on p.8, and in the Appendix

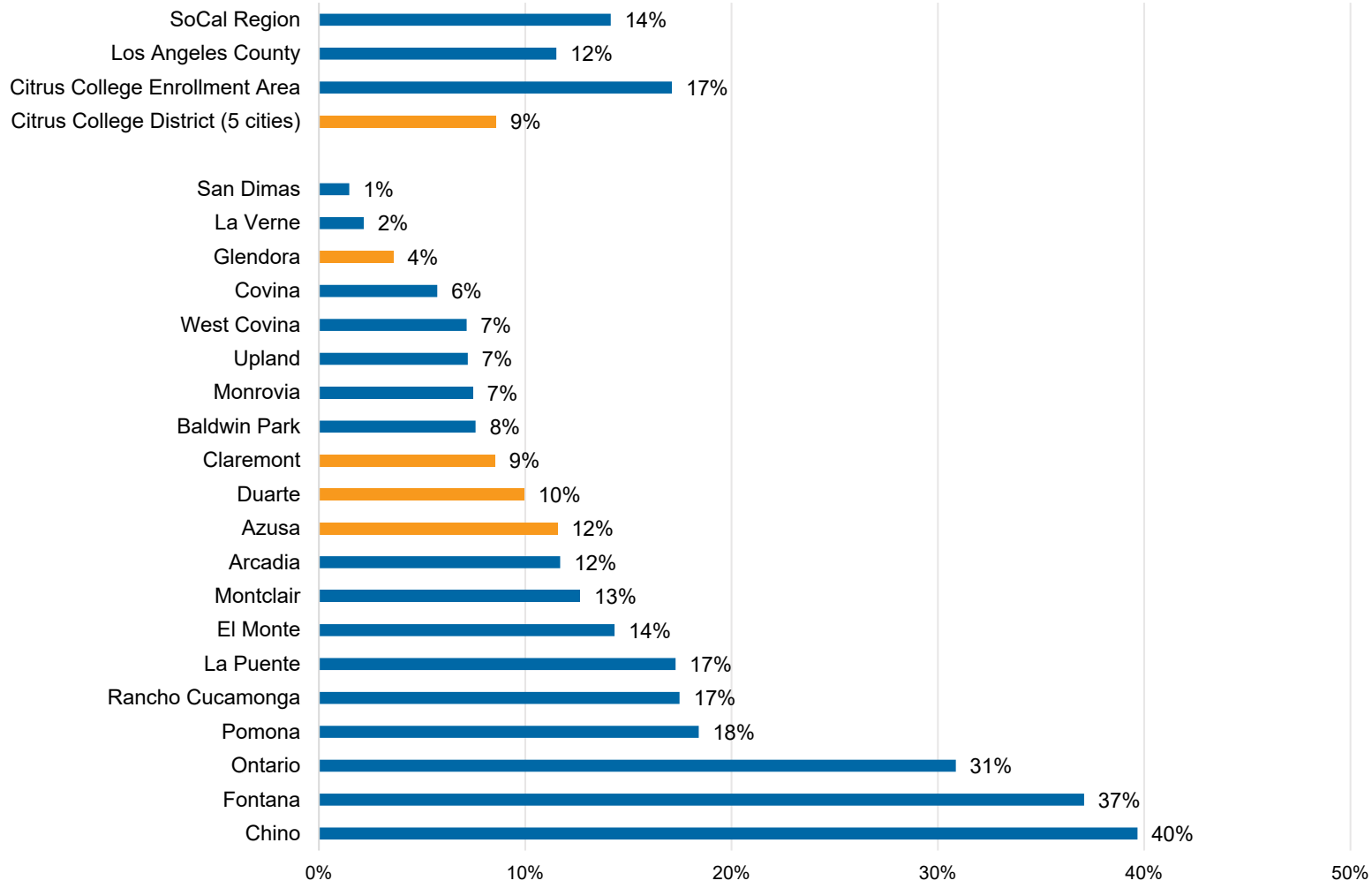
[14] Citrus College Fact Book, 2019, p.25

MAP 2.3: PROJECTED POPULATION GROWTH IN CITRUS COLLEGE SERVICE AND ENROLLMENT AREAS



Source: SCAG, RTP/SCS Growth Forecast, 2012

FIGURE 2.5: POPULATION GROWTH, SOUTHERN CALIFORNIA REGION, LOS ANGELES COUNTY, CITRUS COLLEGE SERVICE AND ENROLLMENT AREAS AND CITIES, 2020 TO 2040



Source: SCAG RTP/SCS Growth Forecast, 2016

FIGURE 2.6: POPULATION GROWTH PROJECTIONS AMONG CITIES WITH GREATEST CITRUS COLLEGE STUDENT ENROLLMENTS

City	2012 Population	2020 Population	2035 Population	2040 Population	Total Growth, 2020 to 2040	% Change, 2020 to 2040
Azusa	47,100	49,300	53,000	55,000	5,700	12%
Baldwin Park	76,100	77,700	81,500	83,600	5,900	8%
Chino	79,400	86,200	114,200	120,400	34,200	40%
Claremont	35,500	36,300	38,200	39,400	3,100	9%
Covina	48,200	48,800	50,600	51,600	2,800	6%
Duarte	21,500	22,100	23,600	24,300	2,200	10%
Fontana	200,200	204,900	266,300	280,900	76,000	37%
Glendora	50,500	52,400	53,400	54,300	1,900	4%
Irwindale	1,400	1,500	1,800	2,000	500	33%
La Verne	31,800	32,200	32,600	32,900	700	2%
Monrovia	36,800	37,500	39,300	40,300	2,800	8%
Montclair	37,200	37,900	42,300	42,700	4,800	13%
Ontario	166,300	197,600	248,800	258,600	61,000	31%
Pomona	150,500	160,800	181,700	190,400	29,600	18%
Rancho Cucamonga	170,100	173,900	198,300	204,300	30,400	18%
San Dimas	33,600	34,000	34,200	34,500	500	2%
Upland	74,700	76,200	81,600	81,700	5,500	7%
West Covina	107,000	108,900	114,100	116,700	7,800	7%

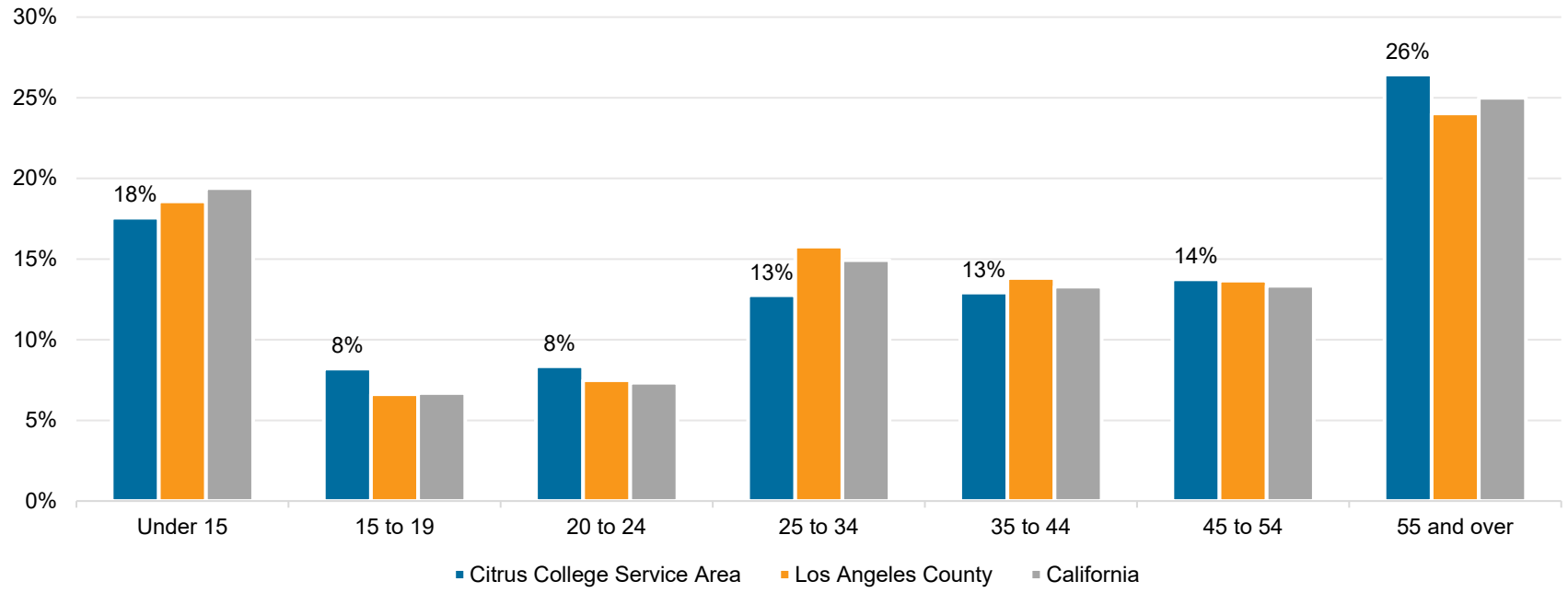
Note: Orange highlight are cities in Citrus College service area
Source: SCAG RTP/SCS Growth Forecast, 2016

SERVICE AREA AND REGIONAL DEMOGRAPHICS: AGE

The age of residents in Citrus College's service area largely mirrors those of residents in Los Angeles County and statewide in California (see Figure 2.7 below). One in four residents is over the age of 55 years old; about half of residents are working-age adults (25 to 54 years old). High school-age students represent approximately eight percent of the population across the region and state, and 18 to 19 percent are under the age of 15.

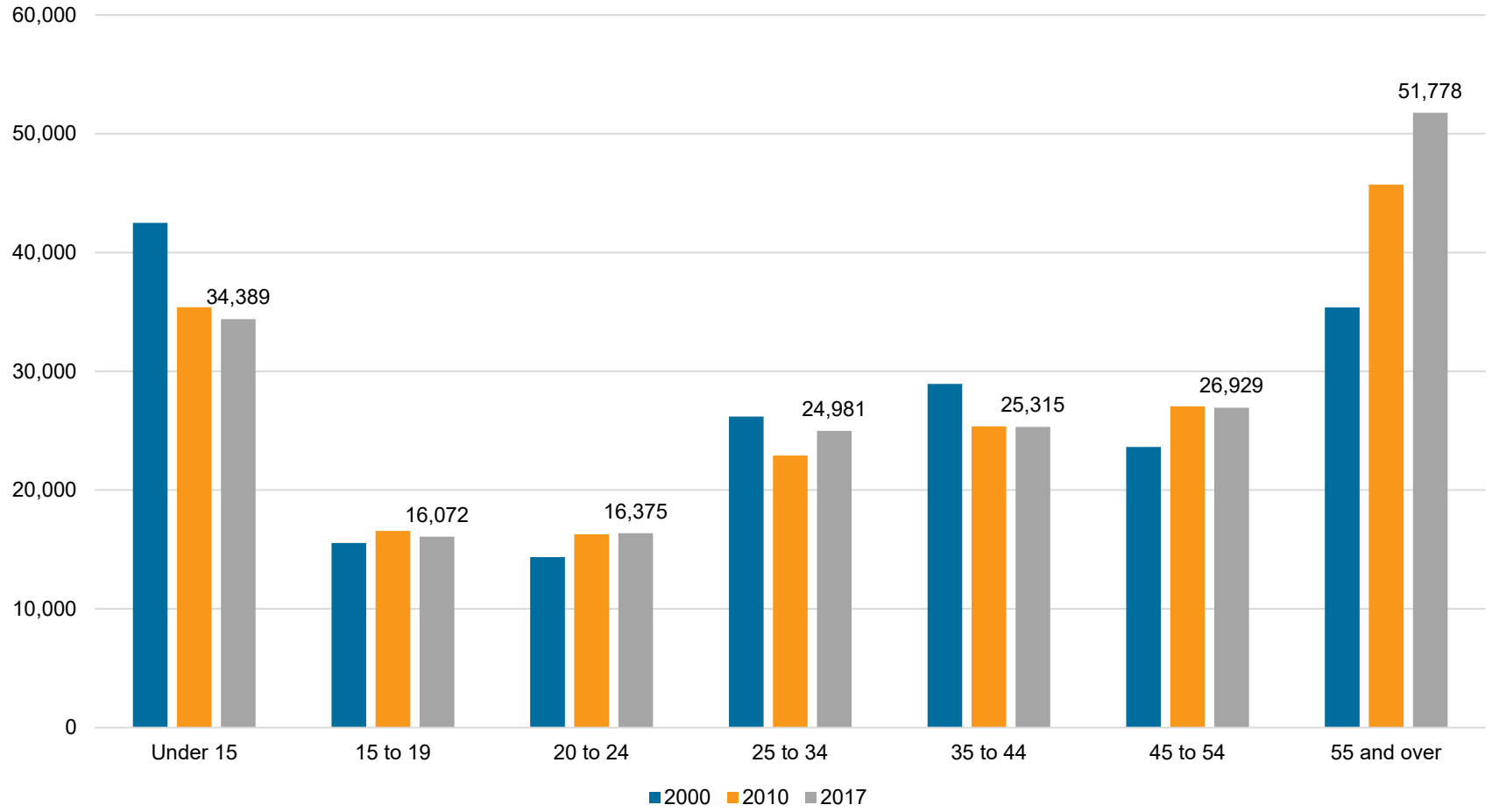
In the last two decades, Citrus College's service area population has grown older, as has the entire Southern California region. Since 2000, the number of local residents in older-age cohorts (ages 55 years old and above) has grown 45 percent (16,000 people), while the number of school-age children has declined 19 percent (6,000 children) (see Figure 2.8).

FIGURE 2.7: POPULATION BY AGE GROUP, CITRUS COLLEGE, LOS ANGELES COUNTY AND CALIFORNIA, 2017



Source: Citrus College Fact Book, 2019; US Census American Community Survey, 2017

FIGURE 2.8: POPULATION BY AGE GROUP, CITRUS COLLEGE SERVICE AREA, 2000 TO 2017

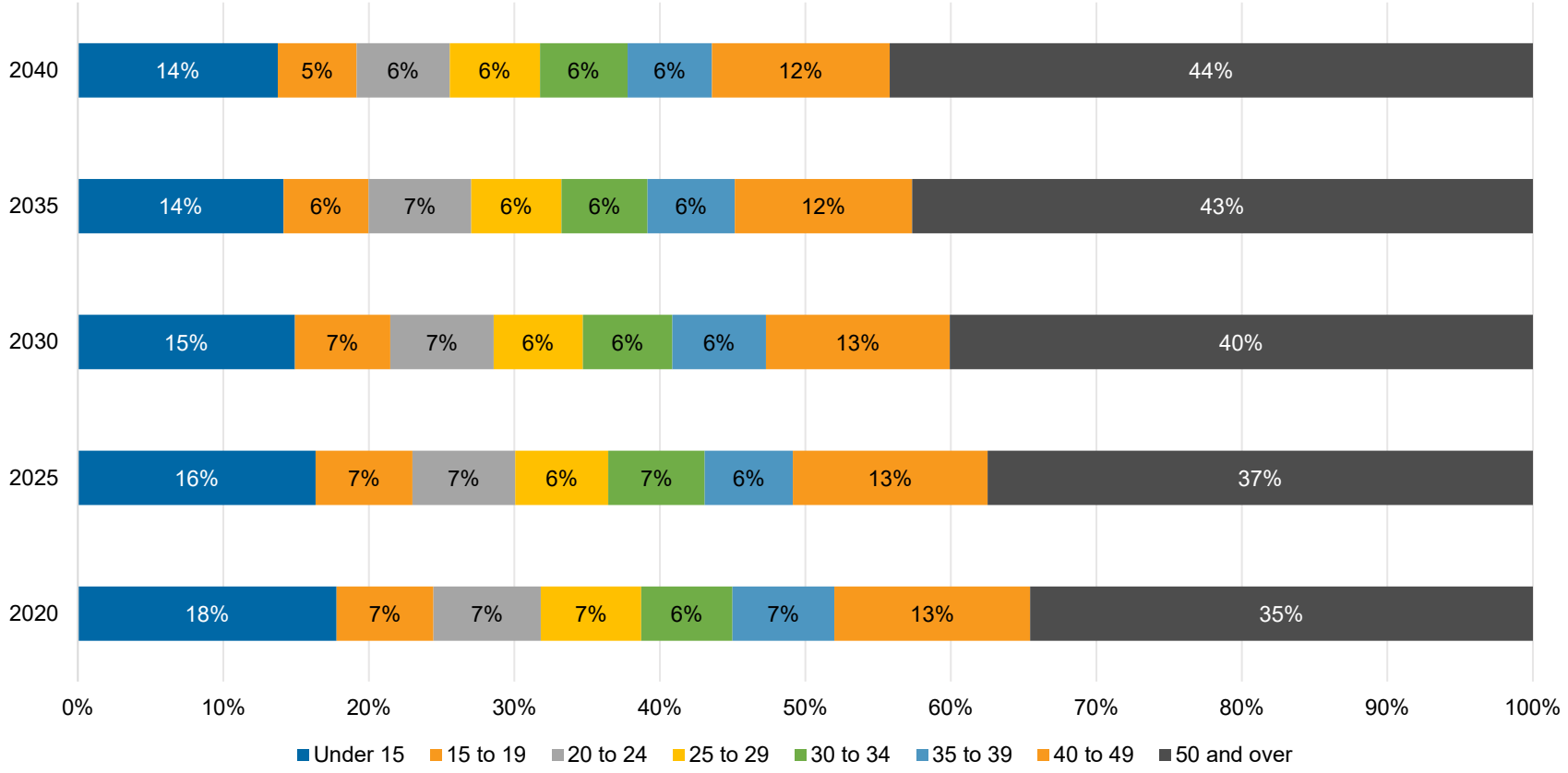


Source: Citrus College Fact Book, 2019; US Census American Community Survey, 2000, 2010 and 2017

Population Projections by Age Group

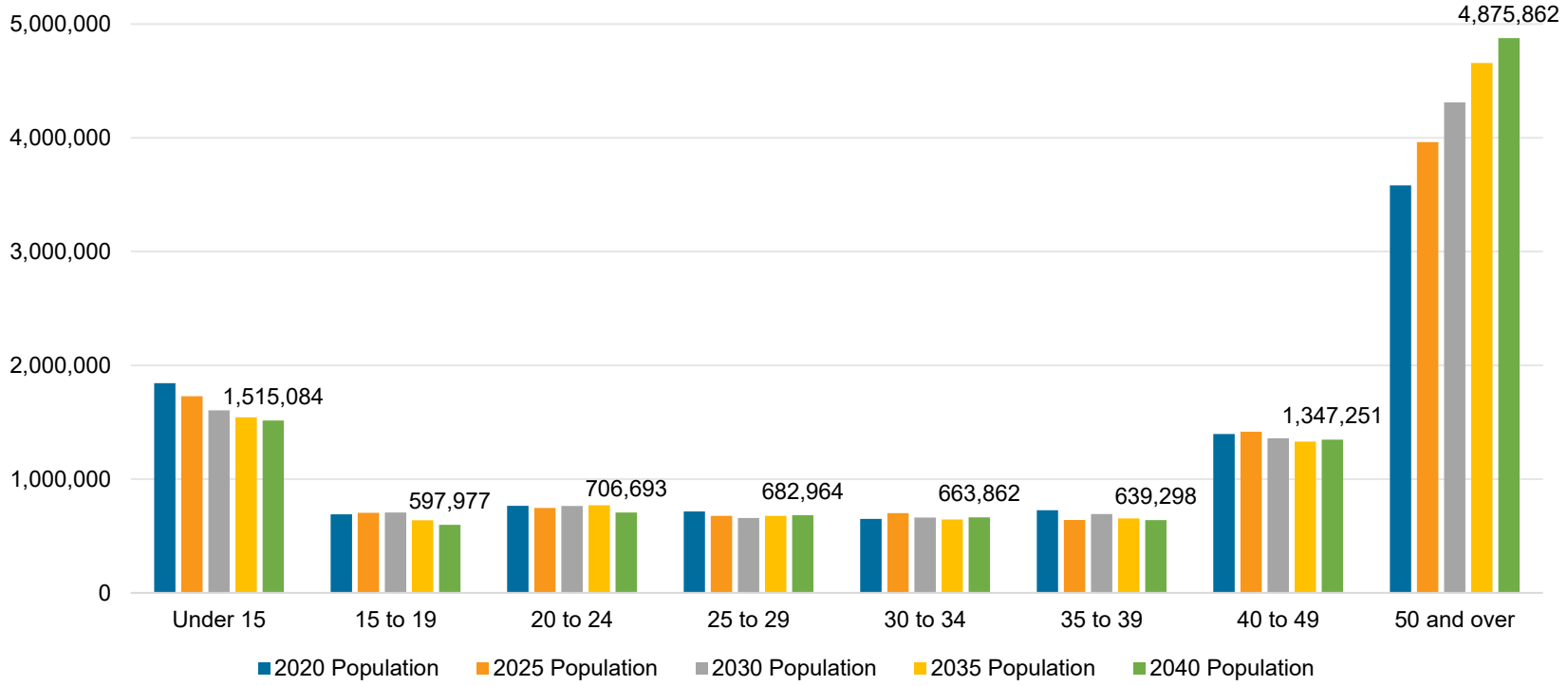
Between 2020 and 2040, the share of older adults in Los Angeles County is expected to grow to 44 percent of the region's population, while the share of young people will decline (see Figure 2.9 below). An additional 1.3 million older adults will live in Los Angeles County by 2040; nearly every other age group is estimated to have fewer numbers than in 2020. This is especially true for children and high school-age cohorts (under age 15 and ages 15 to 19), which are projected to decline by 18 and 13 percent respectively by 2040, or nearly 330,000 children under age 15 and more than 90,000 high school-age residents (see Figure 2.10).

FIGURE 2.9: POPULATION GROWTH PROJECTIONS BY AGE GROUP SHARE, LOS ANGELES COUNTY, 2020 TO 2040



Source: California Department of Finance

FIGURE 2.10: POPULATION GROWTH PROJECTIONS BY AGE GROUP, LOS ANGELES COUNTY, 2020 TO 2040



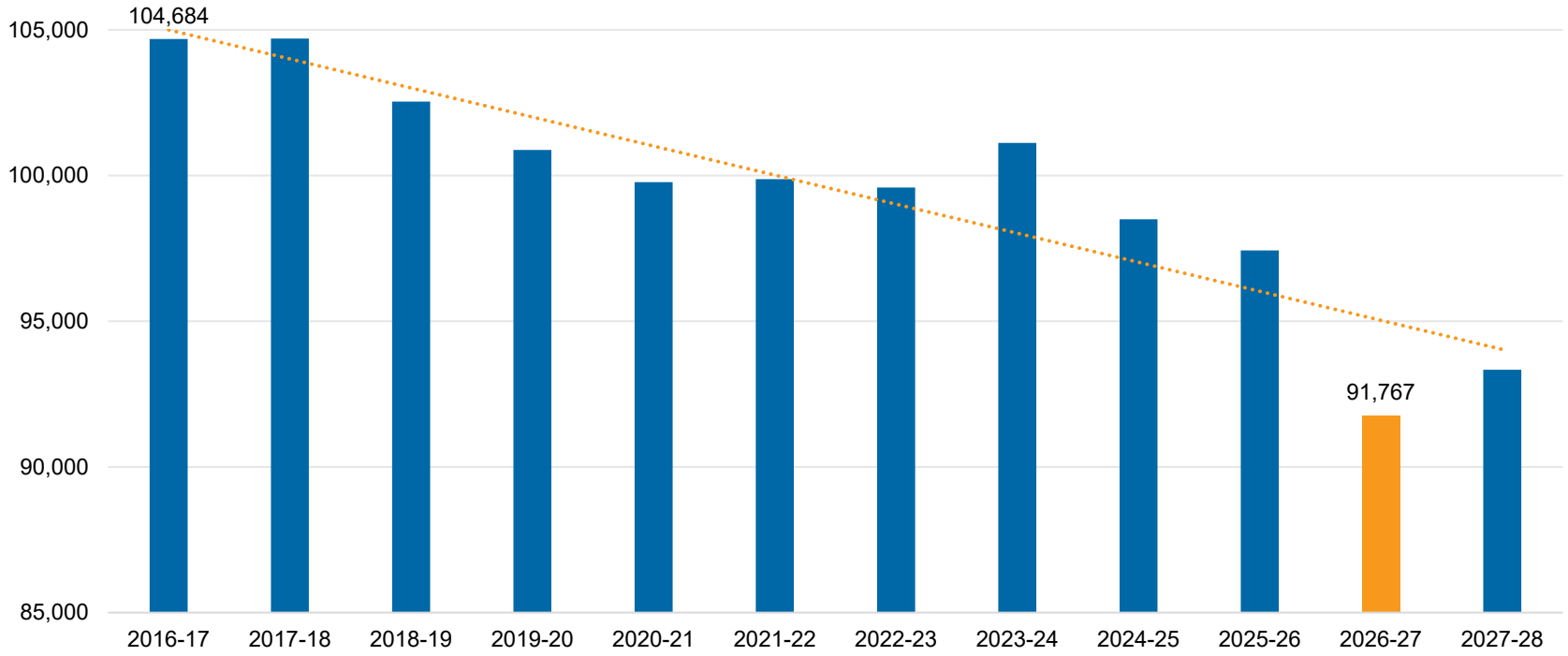
Age Cohort	2020 Population	2025 Population	2030 Population	2035 Population	2040 Population	Total Growth, 2020 to 2040	% Change, 2020 to 2040
Under 15	1,843,849	1,727,875	1,604,820	1,542,638	1,515,084	(328,765)	(18%)
15 to 19	690,232	704,186	706,026	638,754	597,977	(92,255)	(13%)
20 to 24	764,879	746,678	764,287	769,937	706,693	(58,186)	(8%)
25 to 29	716,021	676,523	658,914	676,789	682,964	(33,057)	(5%)
30 to 34	649,988	701,118	662,403	645,434	663,862	13,874	2%
35 to 39	726,280	640,581	692,498	654,997	639,298	(86,982)	(12%)
40 to 49	1,395,605	1,415,824	1,359,502	1,329,677	1,347,251	(48,354)	(3%)
50 and over	3,582,513	3,962,955	4,311,400	4,656,873	4,875,862	1,293,349	36%
Total	**10,369,367**	**10,575,740**	**10,759,850**	**10,915,099**	**11,028,991**	**659,624**	**6%**

Source: California Department of Finance

School-Age Population Trends

Following these projected declines in younger-age populations are projections for a coming "cliff" in high school graduation rates (see Figure 2.11 below), which may lead to a similar decline in enrollments at community colleges among traditional-age students, as Los Angeles County will experience a 12 percent drop in high school graduations in the decade between 2016-17 and 2026-27 school years.[15] Recent K-12 enrollment trends at local feeder school districts show declines or only modest growth in most Citrus College service area schools (see Figure 2.12 and Figure 2.13).

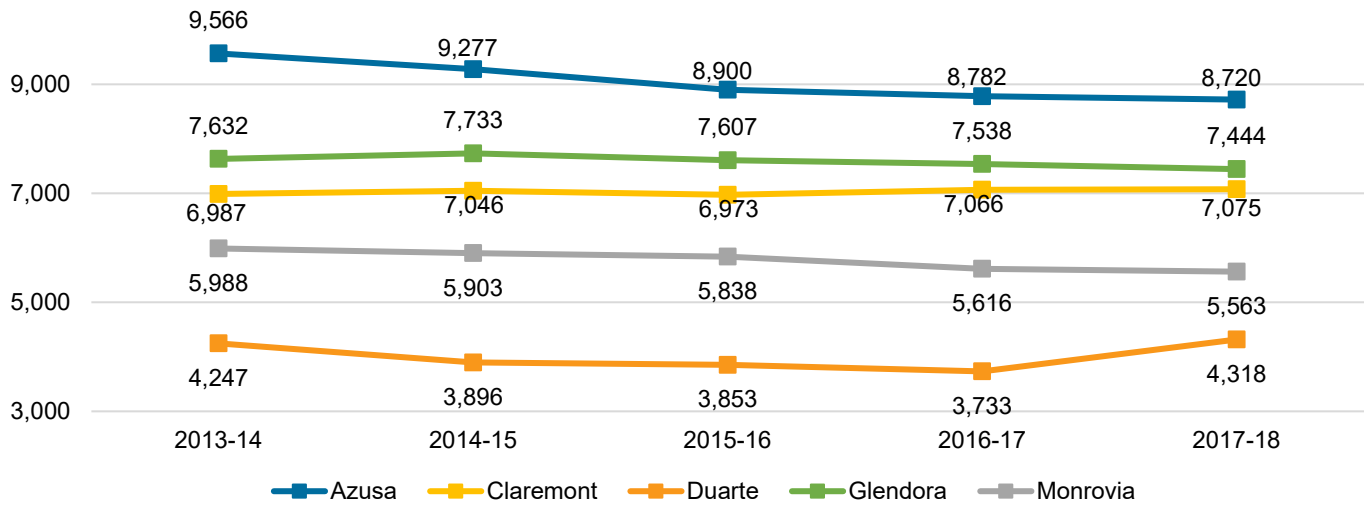
FIGURE 2.11: ACTUAL AND PROJECTED PUBLIC HIGH SCHOOL GRADUATION RATES IN LOS ANGELES COUNTY, 2016-17 TO 2027-28 SCHOOL YEARS



Source: California Department of Finance

[15] Ashley A. Smith, No Bottom Yet in 2-Year College Enrollments, Inside Higher Ed, June 21, 2018, https://www.insidehighered.com/news/2018/06/21/community-college-enrollment-rates-expected-keep-falling

FIGURE 2.12: K-12 ENROLLMENT TRENDS AT CITRUS COLLEGE SERVICE AREA FEEDER SCHOOL DISTRICTS, 2013-14 TO 2017-18 SCHOOL YEARS



Source: Citrus College Fact Book, 2019

FIGURE 2.13: K-12 ENROLLMENT TRENDS AT CITRUS COLLEGE SERVICE AREA FEEDER SCHOOL DISTRICTS, LOS ANGELES COUNTY AND CALIFORNIA, 2013-14 TO 2017-18 SCHOOL YEARS

School	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	% change, 2013 to 2017
Azusa Unified	9,566	9,277	8,900	8,782	8,720	(9%)
Claremont Unified	6,987	7,046	6,973	7,066	7,075	1%
Duarte Unified	4,247	3,896	3,853	3,733	4,318	2%
Glendora Unified	7,632	7,733	7,607	7,538	7,444	(2%)
Monrovia Unified	5,988	5,903	5,838	5,616	5,563	(7%)
Citrus College Service Area	34,420	33,855	33,171	32,735	33,120	(4%)
Los Angeles County	1,552,704	1,539,260	1,523,212	1,511,354	1,492,652	(4%)
California	6,236,672	6,235,520	6,226,737	6,228,235	6,220,413	0%

Source: California Department of Education Dataquest; Citrus College Fact Book, 2019

Hispanic/Latino young people (ages 20 and under) already make up a majority of the young adult population in the LA area.[16] Half of residents in Citrus College's service area are Hispanic/Latino (see Figure 2.14). Two-thirds of Azusa residents and 90 percent of Azusa School District students are Hispanic/Latino; Duarte and Monrovia School Districts serve a student population which is about two-thirds Hispanic/Latino (see Figure 2.15).[17]

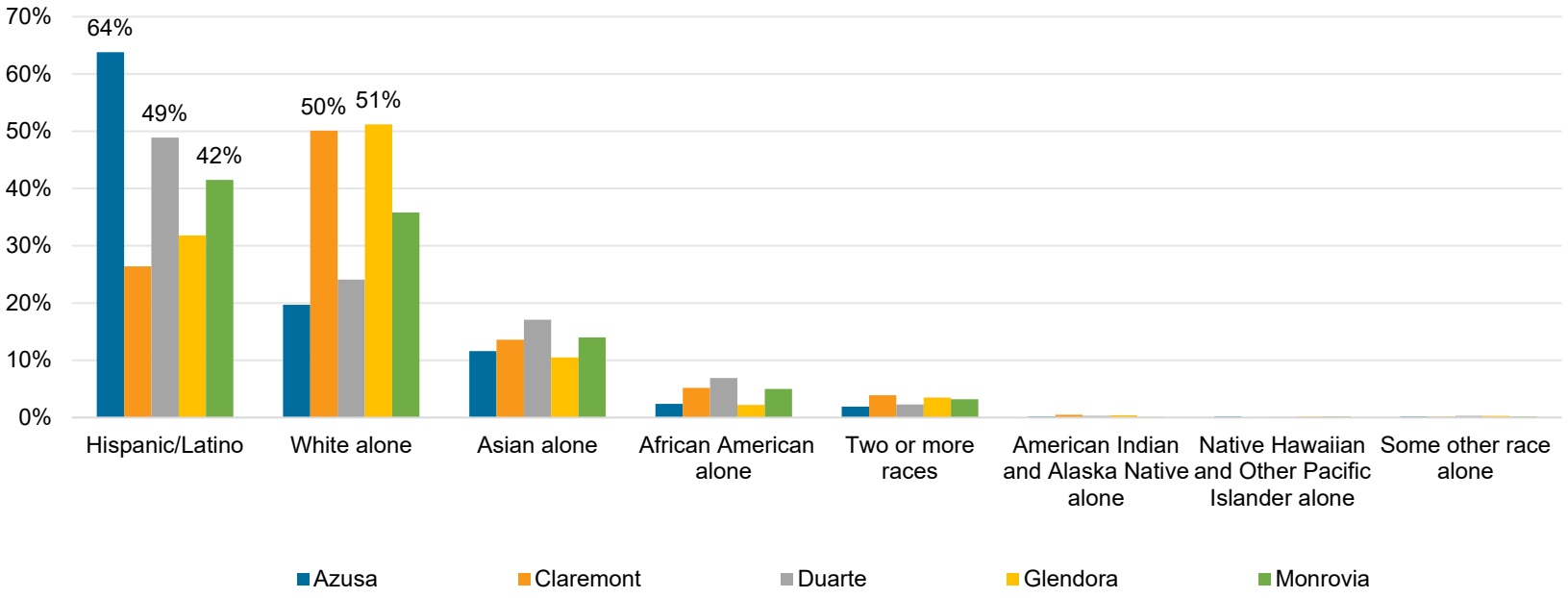
Across Los Angeles County and the Southern California region, growth among residents in communities of color continues to change and further diversify the region. The number of Hispanic/Latino residents in SoCal will grow by 3 million by 2035,[18] and the region will be majority Hispanic/Latino by 2030, according to projections by the California Department of Finance (see Figure 2.16).

[16] The Education Trust-West, The Majority Report, November 2017, pp.3-4, https://29v0kg31gs803wndhe1sj1hd-wpengine.netdna-ssl.com/wp-content/uploads/sites/3/2015/11/ETW_MajorityReport.FINAL-11.8.17.pdf

[17] Citrus College Fact Book, 2019, p.21

[18] Stephen Levy, Planning and Policy Implications of Growth in the SCAG Region, Center for Continuing Study of the California Economy, 2013, www.ccsce.com/PDF/Implications-of-Growth-SCAG.pdf

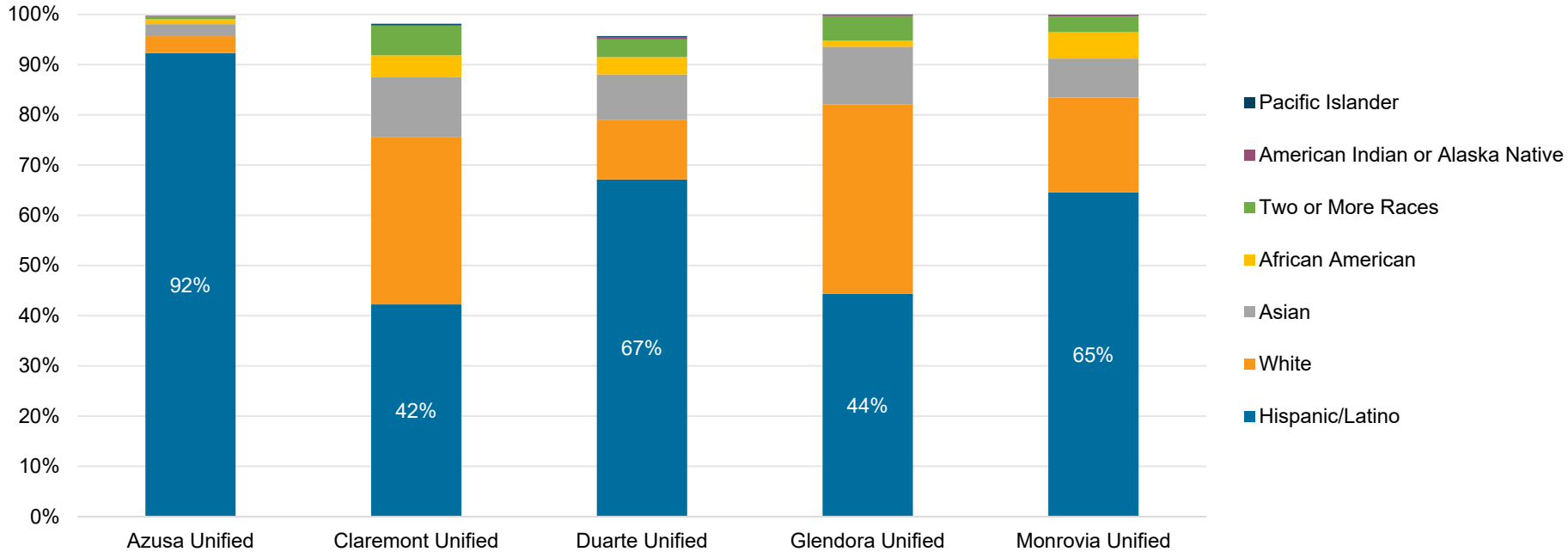
FIGURE 2.14: RACE AND ETHNICITY, CITRUS COLLEGE SERVICE AREA



Race/Ethnicity	Hispanic/ Latino	White alone	Asian alone	African American alone	Two or more races	American Indian and Alaska Native alone	Native Hawaiian and Other Pacific Islander alone	Some other race alone
Azusa	64%	20%	12%	2%	2%	0.2%	0.2%	0.2%
Claremont	26%	50%	14%	5%	4%	0.5%	0.0%	0.2%
Duarte	49%	24%	17%	7%	2%	0.3%	0.1%	0.3%
Glendora	32%	51%	11%	2%	4%	0.4%	0.2%	0.3%
Monrovia	42%	36%	14%	5%	3%	0.1%	0.2%	0.2%

Source: US Census American Community Survey, 5-Year Estimates, 2013-2017

FIGURE 2.15: RACE AND ETHNICITY OF STUDENTS, CITRUS COLLEGE SERVICE AREA FEEDER DISTRICT HIGH SCHOOLS, 2018-2019 SCHOOL YEAR

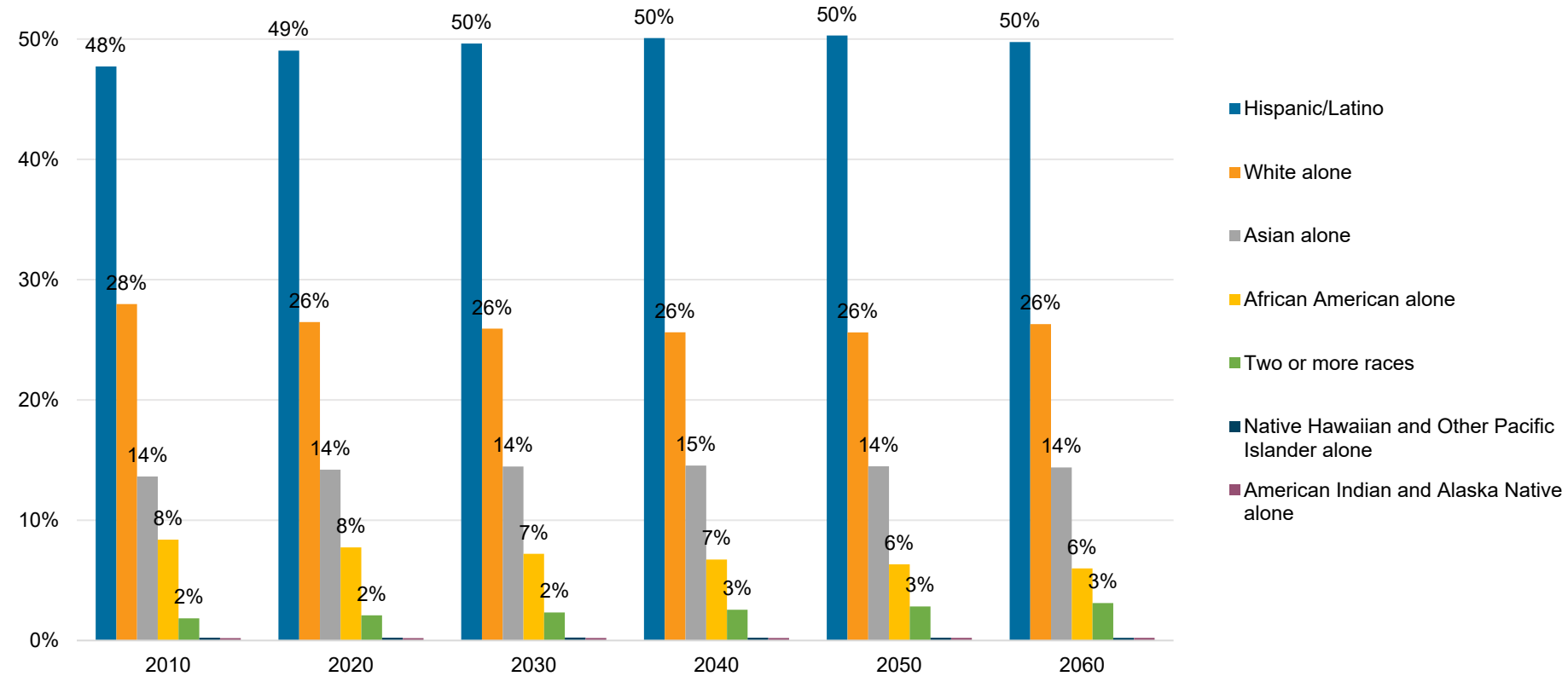


Race/Ethnicity	Hispanic/ Latino	White	Asian	African American	Two or More Races	American Indian or Alaska Native	Pacific Islander
Azusa Unified	92%	3%	2%	1%	0.5%	0.2%	0.0%
Claremont Unified	42%	33%	12%	4%	6%	0.2%	0.2%
Duarte Unified	67%	12%	9%	3%	4%	1%	0.1%
Glendora Unified	44%	38%	12%	1%	5%	0.2%	0.1%
Monrovia Unified	65%	19%	8%	5%	3%	0.2%	0.1%

Source: California Department of Education Dataquest

Population Projections by Race/Ethnicity

FIGURE 2.16: PROJECTED POPULATION GROWTH BY ETHNICITY, SOCAL REGION, 2010 TO 2040



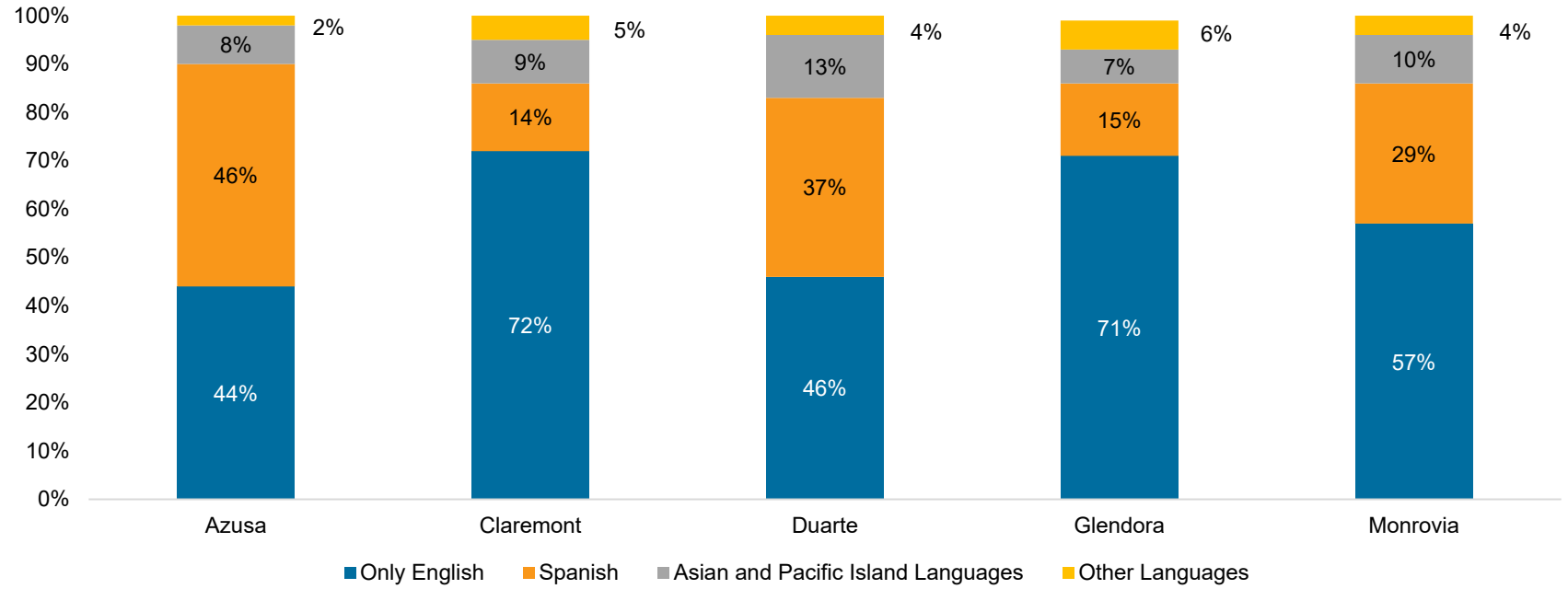
Source: California Department of Finance

Languages Spoken at Home

Among Citrus College service area cities, in Azusa and Duarte, more people speak a language other than English at home (Figure 2.17).[19] A majority of those who speak another language first speak Spanish, but ten percent or more of residents in Monrovia and Duarte speak an Asian or Pacific Island language as a first language.

Across Los Angeles County, about 70 percent of those who speak another language at home speak Spanish and twenty percent speak an Asian or Pacific Island language.[20]

FIGURE 2.17: LANGUAGES SPOKEN AT HOME, CITRUS COLLEGE SERVICE AREA, 2017



Source: Citrus College Fact Book, 2019; US Census American Community Survey, 2017

[19] Citrus College Fact Book, 2019, p.11

[20] California Pan-Ethnic Health Network, Languages Other Than English Spoken at Home, Los Angeles County, 2012, https://cpehn.org/chart/languages-other-english-spoken-home-los-angeles-county-2012

UCLA BRUINS
HAWAI'I PACIFIC UNIVERSITY
SONOMA STATE UNIVERSITY
BIOLA UNIVERSITY
SANTA BARBARA
TRINITY
CHAMPMAN UNIVERSITY
CITRUS
COLLEGE
CITRUS
1915
COLLEGE
TRUS
LEYBALL
AP
The Associated Press Stylebook
BASIC RULES

EDUCATIONAL ATTAINMENT AND COLLEGE PREPAREDNESS

Citrus College's service area has higher levels of advanced educational attainment (residents who have received bachelor's degrees or higher) than the region — 36 percent of service area residents hold at least a bachelor's degree, while only 30 percent of Southern California residents do (see Figure 2.18 which follows). The Citrus College service area also has higher levels of residents who have attained at least some college or who hold an associate degree (32 percent), than the region (28 percent) and statewide (29 percent).

Among Citrus College service area cities, Azusa has the highest levels of adult residents ages 25 and older who have a high school degree or less education (50 percent) (see

Figure 2.19); the city is also the source of the greatest number of student enrollments at Citrus College.[21] Claremont, with its numerous academic institutions, has a significant number of residents with higher levels of educational attainment and only 17 percent of residents with high school educations or below. Glendora and Monrovia have the greatest rates of residents who have completed some postsecondary education but have not received bachelor's degrees.

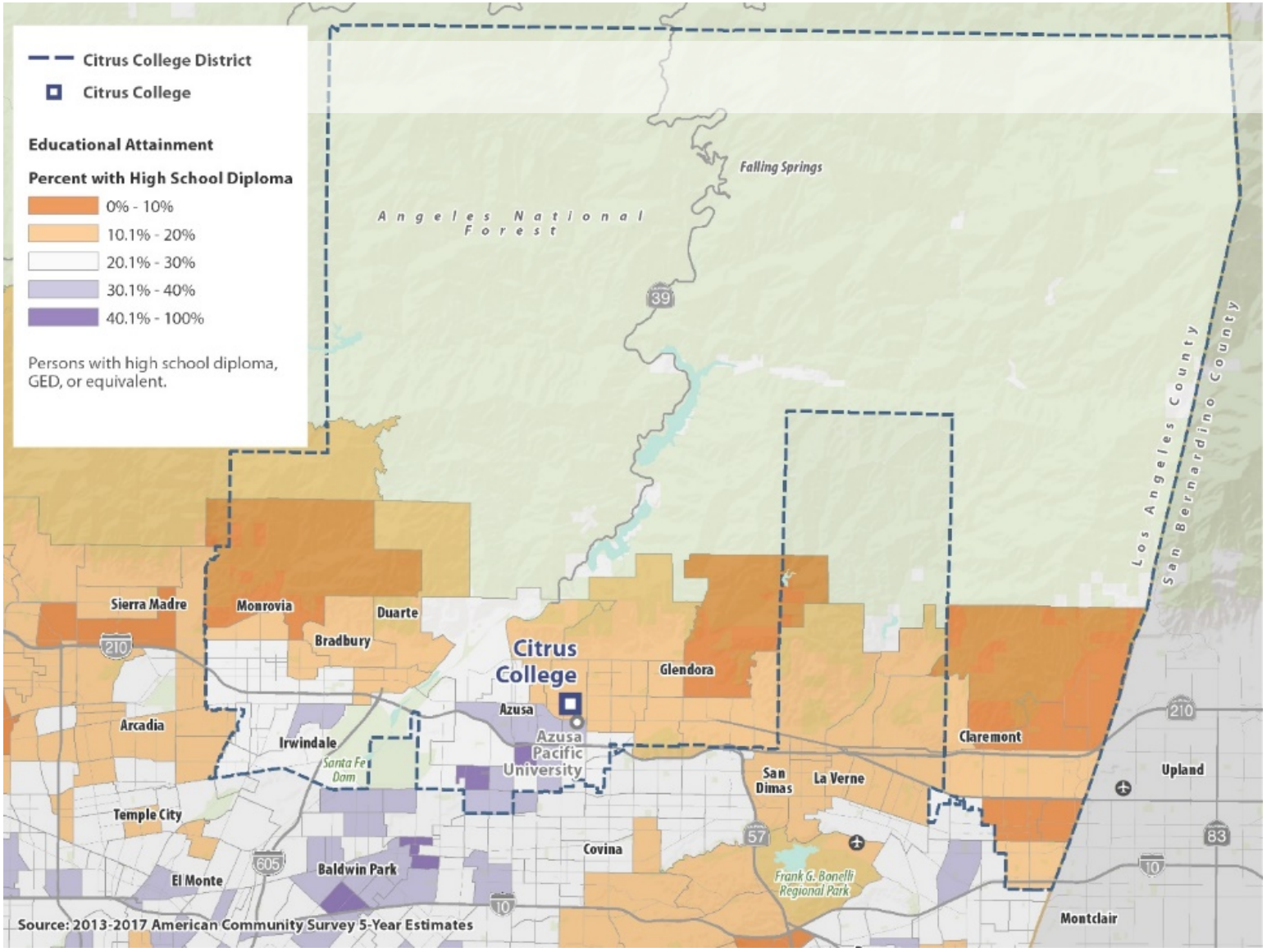
High school dropout rates, the number of students who are English Language Learners (ELLs), and the proportion of high school students who graduate prepared for college-level classes are all key outcome measures which can help determine whether a region is properly preparing its students for college study and work.[22]
In the school years between 2013-14 and 2016-17, approximately three percent of students in Los Angeles County dropped out of school (see Figure 2.20). In most Citrus College service area public school districts, this rate was slightly higher, between four and six percent of students. Glendora Unified experienced a far smaller rate of student dropouts, only 0.4 percent (see Figure 2.21).

In Los Angeles County, approximately one in five K-12 students are English Language Learners (see Figure 2.22).

High school graduate readiness for study at University of California and California State University schools is low among service area high schools, such as in Azusa (36 percent) and Duarte (41 percent) (see Figure 2.23).[23] This measure is often used to determine how well students may fare in college and how much additional support students may need in order to succeed.

[21] Citrus College Fact Book, 2019, pp.12 and 25
[22] Orange County Business Council, Orange County Workforce Indicators Report, 2019, p.28, https://www.ocbc.org/research/workforce-indicators-report/
[23] Citrus College Fact Book, 2019, p.24

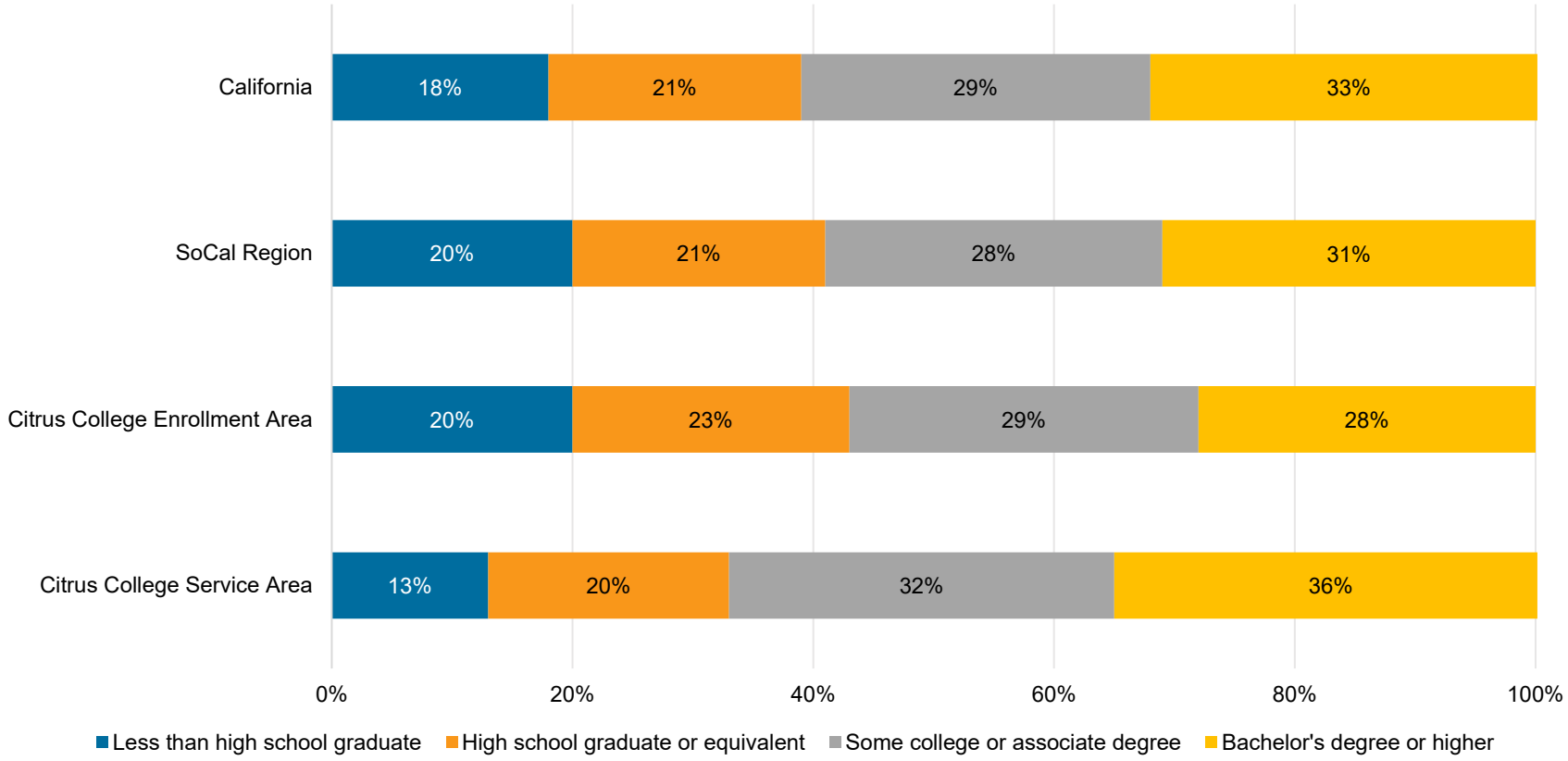
MAP 2.4: HIGH SCHOOL EDUCATIONAL ATTAINMENT AMONG RESIDENTS, CITRUS COLLEGE SERVICE AREA



Source: US Census American Community Survey 5-Year Estimates, 2013-2017

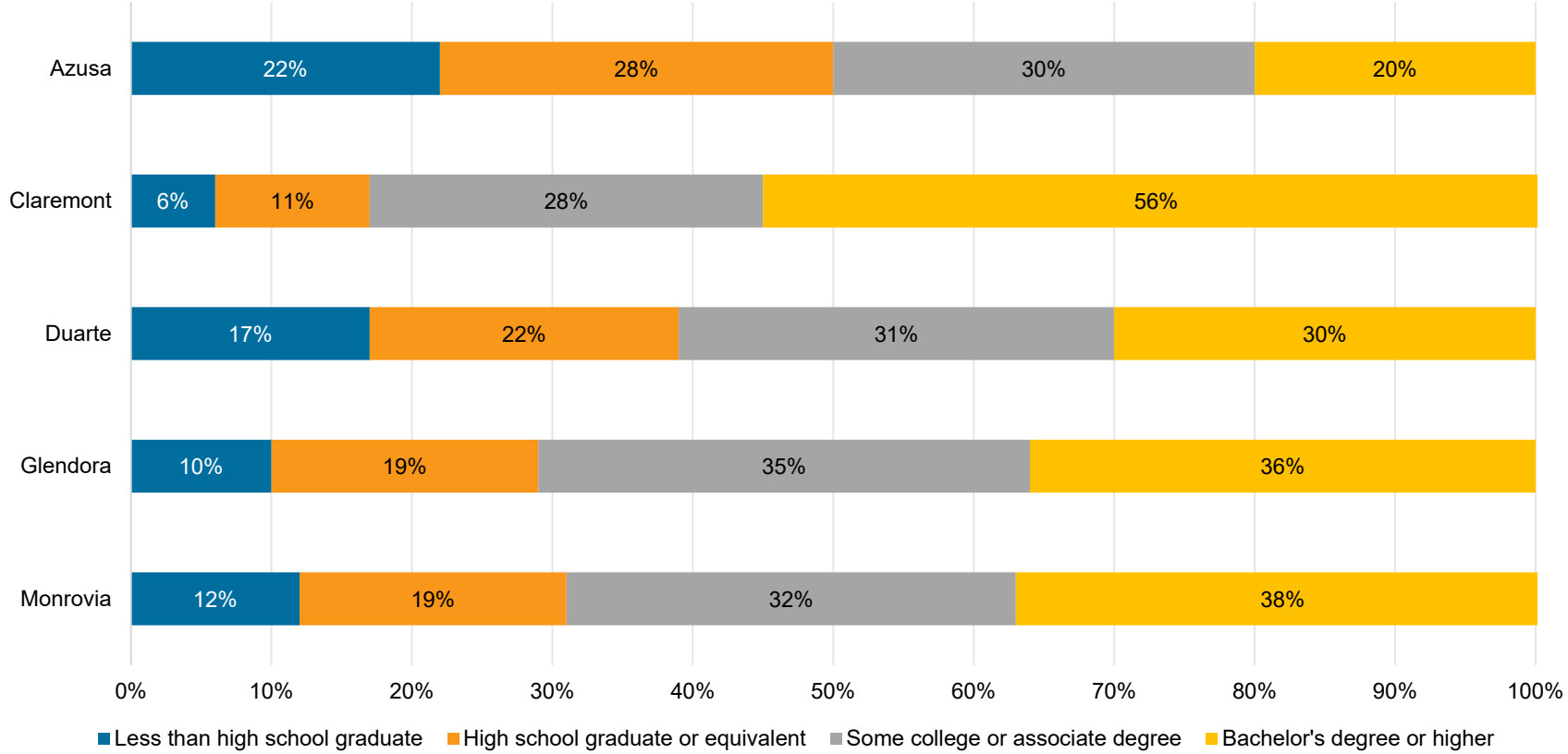
Educational Attainment

FIGURE 2.18: EDUCATIONAL ATTAINMENT AMONG RESIDENTS, CITRUS COLLEGE SERVICE AND ENROLLMENT AREAS, SOCAL REGION AND CALIFORNIA



Source: US Census American Community Survey 5-Year Estimates, 2013-2017

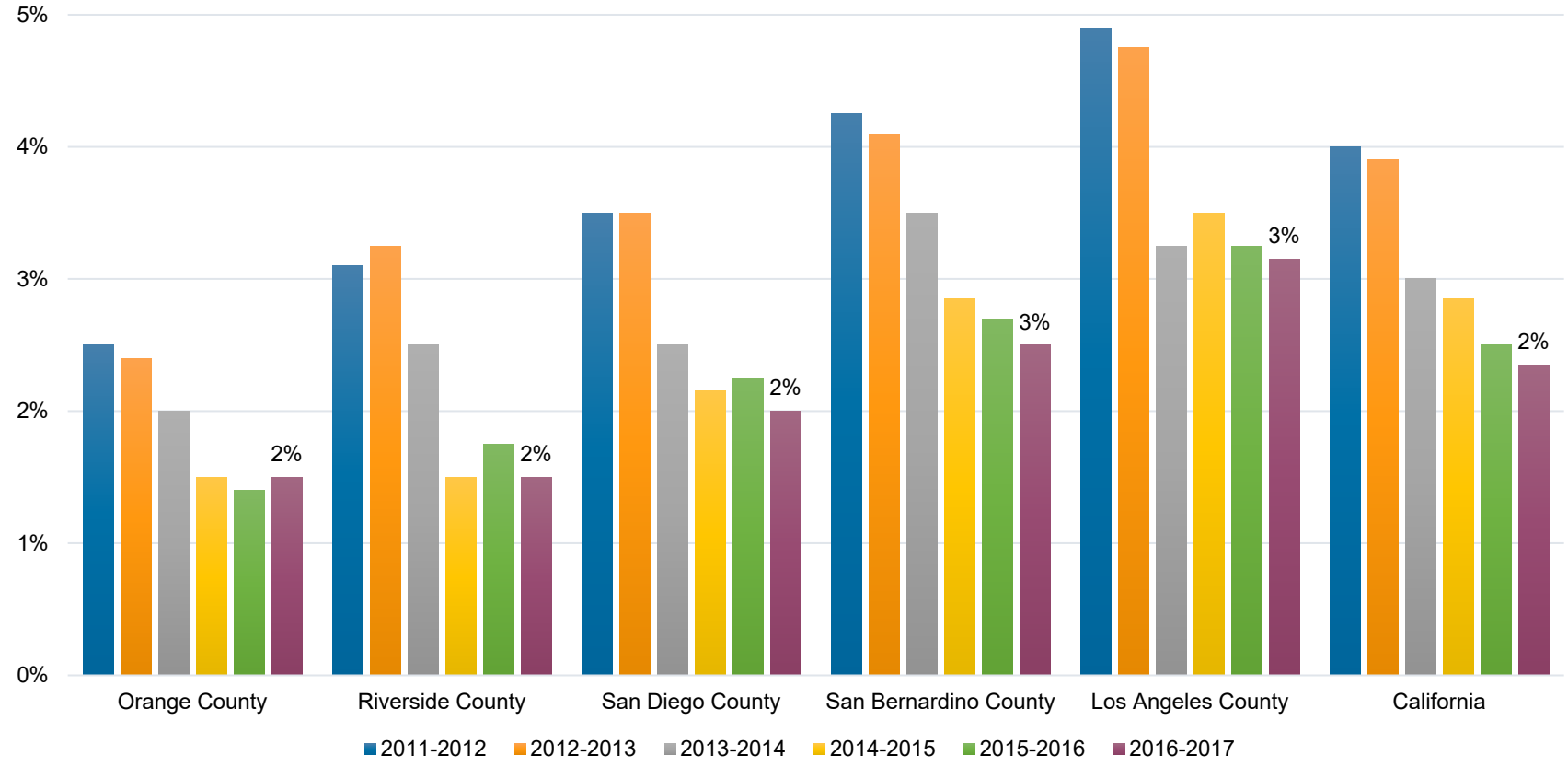
FIGURE 2.19: EDUCATIONAL ATTAINMENT AMONG RESIDENTS, CITRUS COLLEGE SERVICE AREA CITIES



Source: US Census American Community Survey 5-Year Estimates, 2013-2017

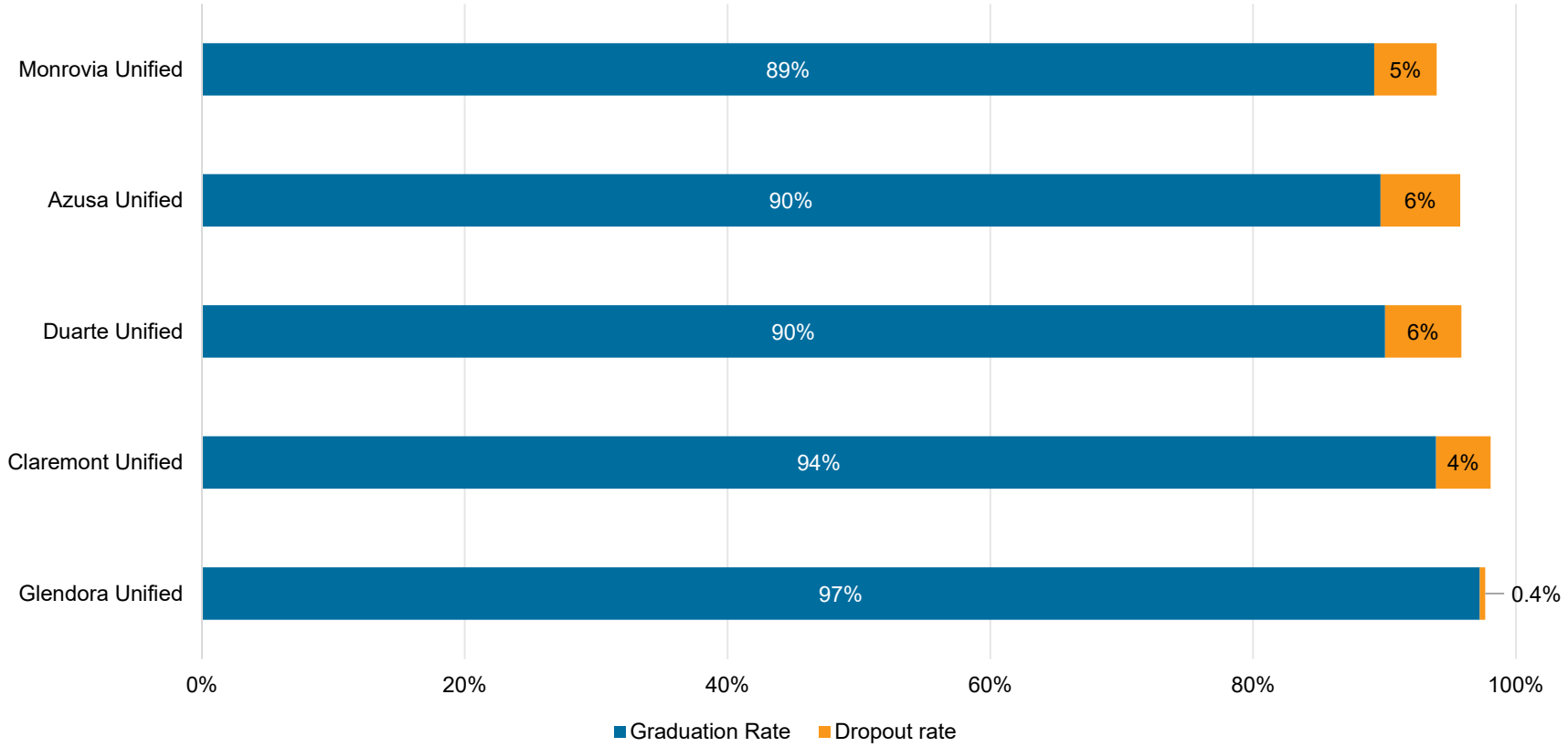
Area High School Trends: Dropout and Graduation Rates

FIGURE 2.20: HIGH SCHOOL DROPOUT RATES (GRADES 9-12), SOUTHERN CALIFORNIA COUNTIES AND STATEWIDE, 2011-12 TO 2016-17 SCHOOL YEARS



Source: California Department of Education

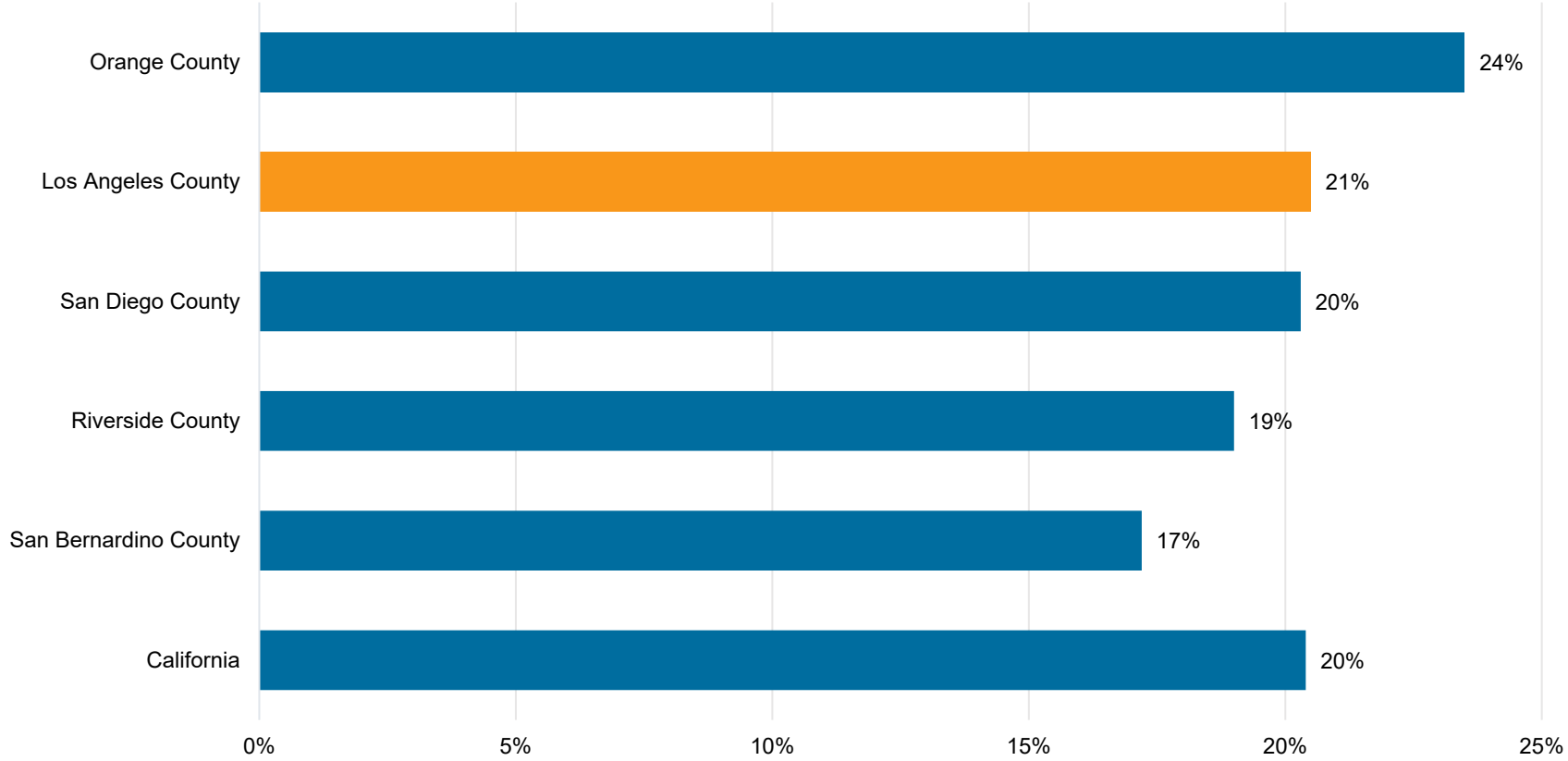
FIGURE 2.21: CITRUS COLLEGE SERVICE AREA FEEDER HIGH SCHOOL GRADUATION AND DROPOUT RATES, FOUR-YEAR ADJUSTED COHORT, 2017-2018



*Note: These numbers do not equal 100% because of other outcomes such as special education completions, transfers and continued enrollments.
Source: Citrus College Fact Book, 2019; California Department of Education

Area High School Trends: English Language Learners

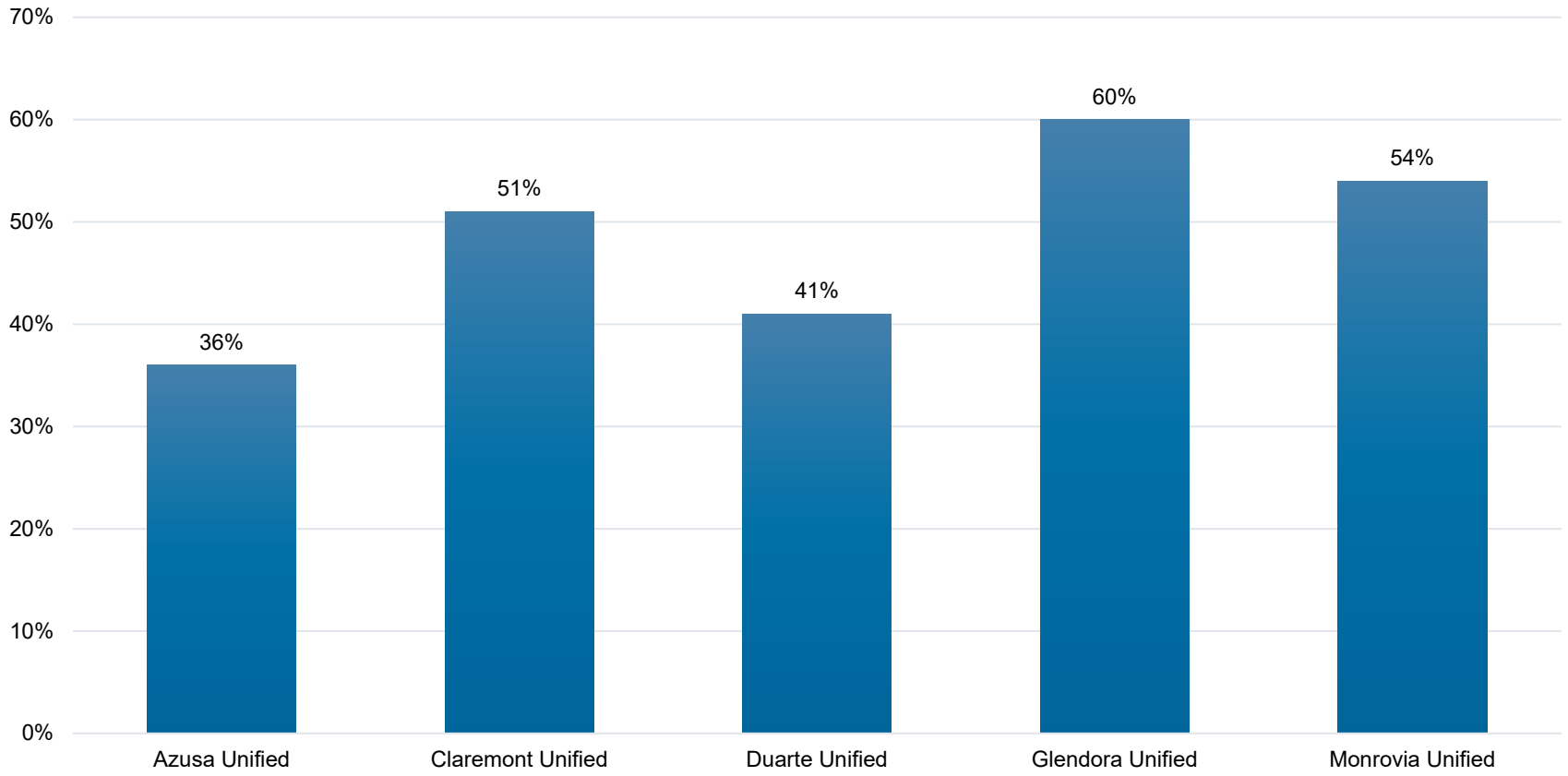
FIGURE 2.22: ENGLISH LANGUAGE LEARNERS AS PERCENT OF TOTAL K-12 ENROLLMENT, SOUTHERN CALIFORNIA COUNTIES, 2018



Source: California Department of Education

Area High School Trends: College Eligibility

FIGURE 2.23: HIGH SCHOOL GRADUATES IN CITRUS COLLEGE SERVICE AREA WHO HAVE COMPLETED UC/CSU REQUIRED COURSES FOR ENTRANCE, 2017-18 SCHOOL YEAR*



*Note: This refers to all students who have completed University of California and/or California State University courses for entrance into these schools with a grade of C or better
Source: Citrus College Fact Book, 2019

HOUSEHOLDS, INCOME AND POVERTY

The Citrus College service area average household size is the same as the Los Angeles County and the statewide average (3.0 people per household), though less than the average household rate of the Southern California region (3.2 people per household), thanks to larger average household sizes in the Inland Empire (see Figure 2.24).

The median household income in Citrus College's service area is nearly 17 percent higher than Los Angeles County median income, which amounts to approximately $10,000 (see Figure 2.25). In Map 2.5, which shows median household income in the service area and surrounding communities, many areas have median incomes above $60,000 per year.

While the rate of households in poverty in the service area is below that of Los Angeles County and the Southern California region, Azusa stands out as having a higher poverty rate (16 percent) and lower median household income than other cities served by Citrus College (see Figure 2.26). Azusa also has the highest number of students who participate in free or reduced lunch programs (83 percent). Nearly two-thirds of students in Duarte (67 percent) and Monrovia (60 percent) also qualify for subsidized lunch assistance programs (Figure 2.27).

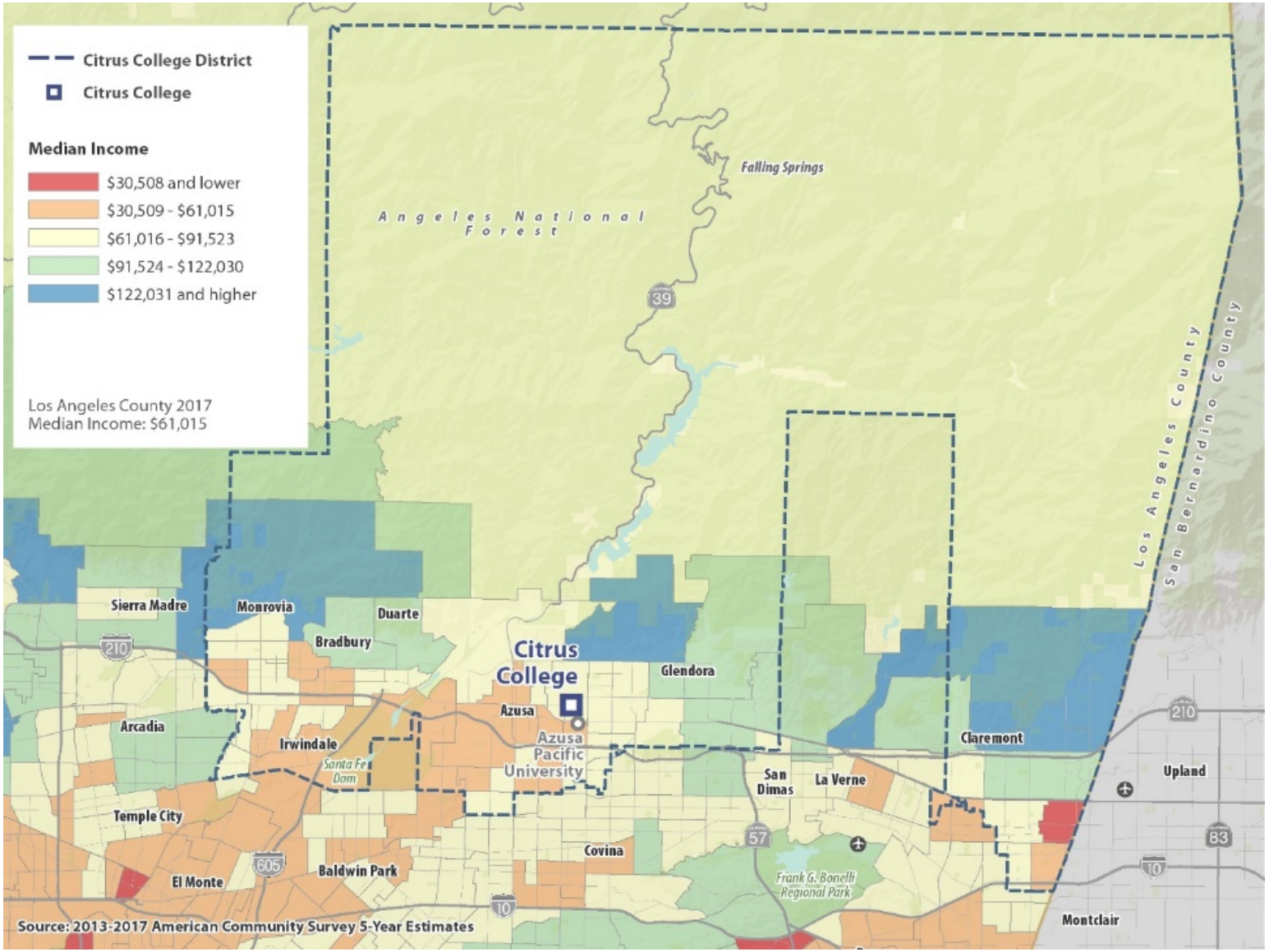
Median monthly housing costs in the Citrus College service area are higher than in Los Angeles County and the Southern California region. Median rents are highest in Glendora (nearly $1,550), and median home costs highest in Claremont ($2,150) per month (see Figure 2.24). In Los Angeles County, the average household spends 35 percent of their income on housing.[24]

Connected to housing affordability are transportation costs, often a household's second largest expense. In Los Angeles County, households spend 22 percent of their incomes on transportation, an average annual cost of more than $13,000.[25]

The rising costs of living in Los Angeles County and Southern California are forcing many lower income and middle-class residents and families to look for more affordable housing opportunities farther away from metropolitan centers. This puts residents farther away from work and school and adds additional time and cost burdens on families experiencing increased transportation costs and longer commutes. Studies of worker travel patterns in Los Angeles County show that more people drive into the county for work than those who commute from Los Angeles to neighboring counties.[26]

[24] The Center for Neighborhood Technology, Los Angeles County H+T Fact Sheet, accessed March 2019 from htaindex.cnt.org
[25] The Center for Neighborhood Technology, Los Angeles County H+T Fact Sheet
[26] US Census, Census Bureau Reports 471,000 Workers Commute into Los Angeles County, Calif., Each Day, March 2013, https://www.census.gov/newsroom/press-releases/2013/cb13-r13.html

MAP 2.5: MEDIAN HOUSEHOLD INCOME, CITRUS COLLEGE SERVICE AREA



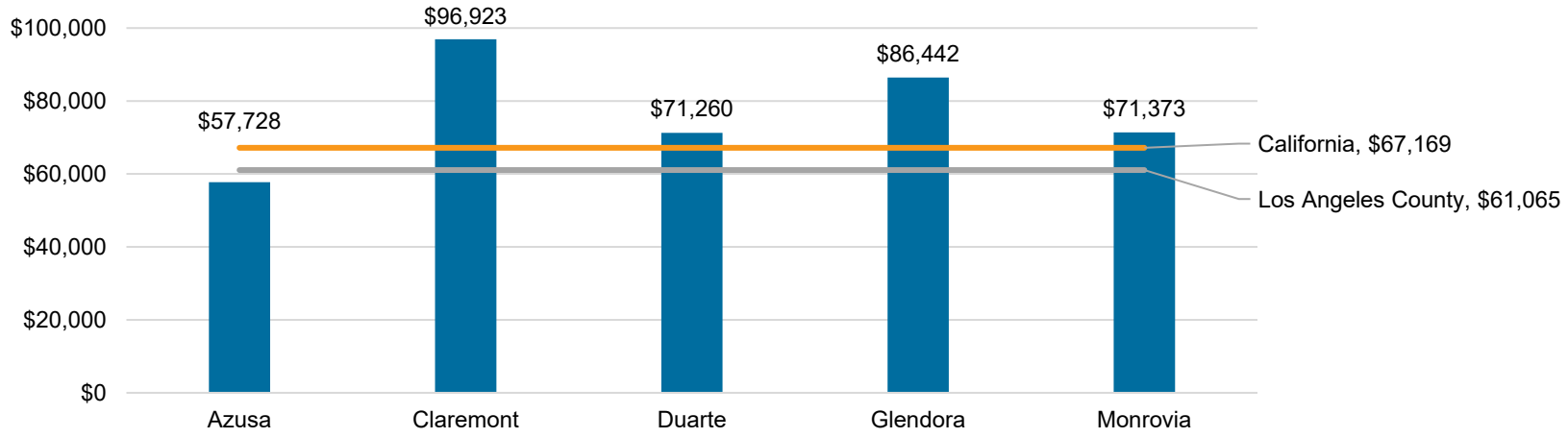
Source: US Census American Community Survey 5-Year Estimates, 2013-2017

FIGURE 2.24: HOUSEHOLDS, INCOME, POVERTY AND HOUSING COSTS, CALIFORNIA, SOCAL REGION AND CITRUS COLLEGE SERVICE AND ENROLLMENT AREAS

Region	Total Households	Average Household Size	Median Household Income	% of Households below Poverty threshold	Median Monthly Housing Costs, Owner-Occupied Units	Median Monthly Rental Costs
California	**12,888,128**	**3.0**	**$67,169**	**15%**	**$1,712**	**$1,358**
SoCal Region	**5,655,540**	**3.2**	**$60,911**	**16%**	**$1,807**	**$1,362**
Los Angeles County	3,295,198	3.0	$61,015	17%	$1,889	$1,322
Orange County	1,024,976	3.0	$81,851	12%	$2,092	$1,693
Riverside County	711,724	3.3	$60,807	16%	$1,504	$1,251
San Bernardino County	623,642	3.3	$57,156	18%	$1,397	$1,182
Citrus College Enrollment Area	**570,347**	**3.4**	**$70,575**	**13%**	**$1,749**	**$1,411**
Citrus College Service Area	**61,175**	**3.0**	**$71,373**	**11%**	**$1,841**	**$1,430**
Azusa	12,495	3.5	$57,728	16%	$1,540	$1,333
Claremont	11,620	2.7	$96,923	9%	$2,147	$1,476
Duarte	6,980	3.1	$71,260	12%	$1,640	$1,486
Glendora	17,080	3.0	$86,442	9%	$1,968	$1,543
Monrovia	13,000	2.8	$71,373	8%	$1,930	$1,394

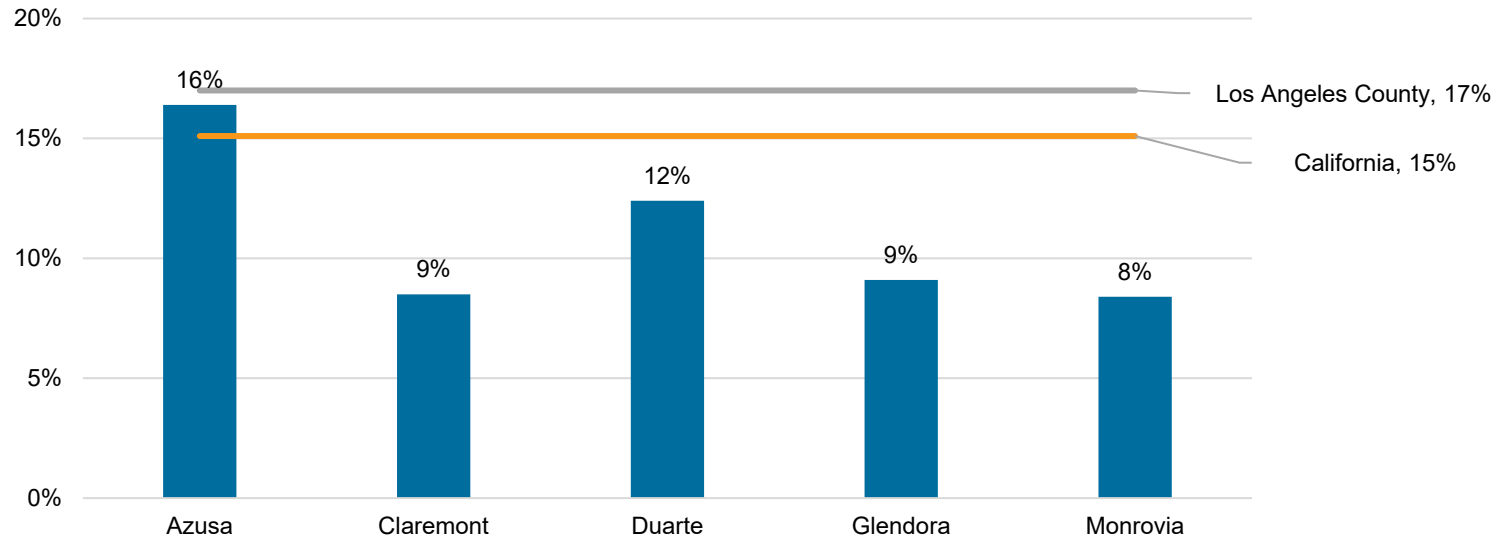
Source: US Census American Community Survey 5-Year Estimates, 2013-2017

FIGURE 2.25: MEDIAN HOUSEHOLD INCOME, CITRUS COLLEGE SERVICE AREA, 2017



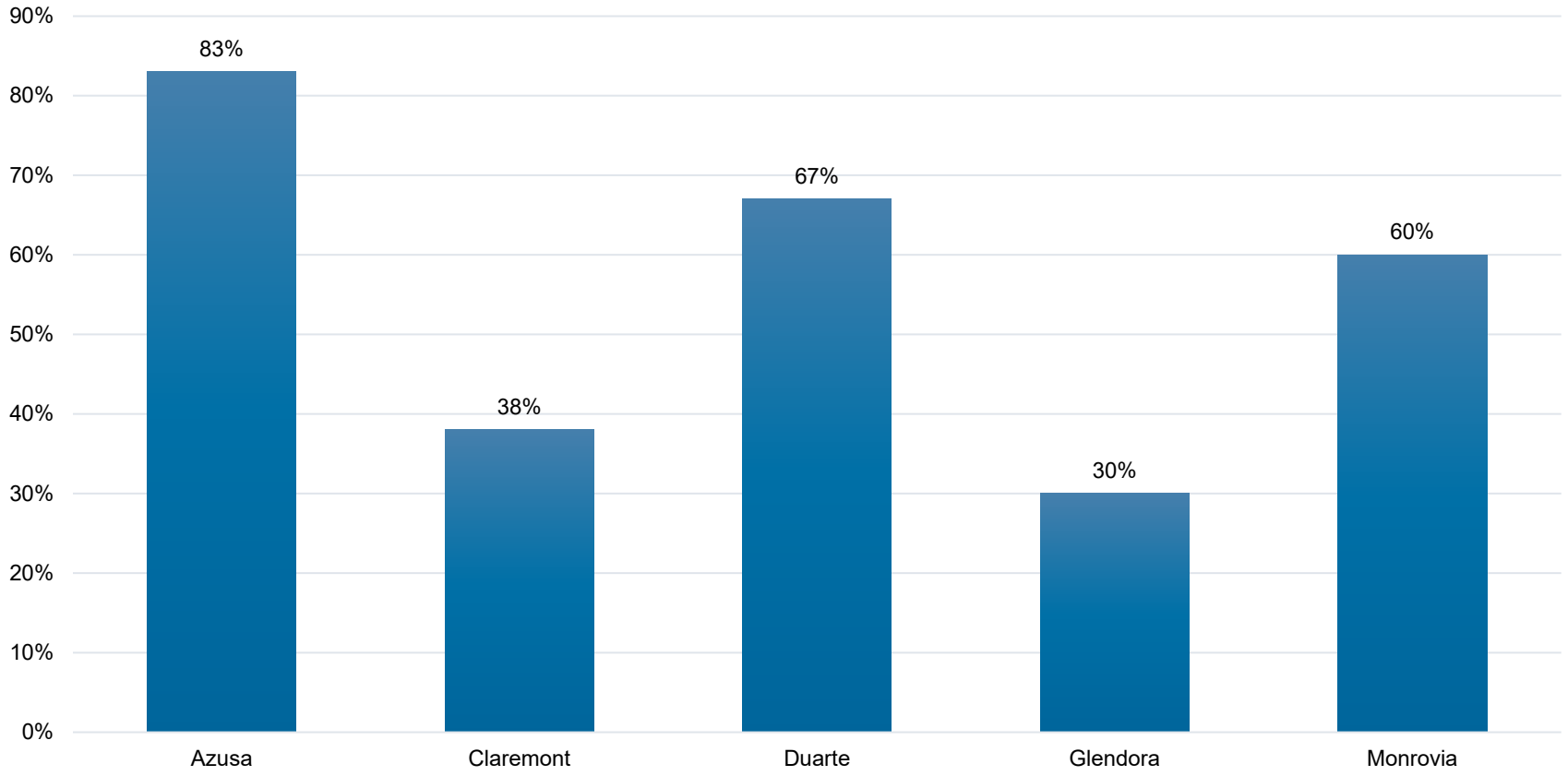
Source: US Census American Community Survey, 2017

FIGURE 2.26: PERCENT OF LOCAL HOUSEHOLDS IN POVERTY, CITRUS COLLEGE SERVICE AREA AND REGIONAL COMPARISON, 2017



Source: US Census American Community Survey, 2017

FIGURE 2.27: PERCENT OF STUDENTS IN CITRUS COLLEGE SERVICE AREA FEEDER SCHOOL DISTRICTS WHO PARTICIPATE IN FREE/REDUCED-PRICE MEALS, 2018



Sources: Citrus College Fact Book, 2019; California Department of Education

CITRUS COMMUNITY
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205
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REGIONAL EMPLOYMENT TRENDS

There are roughly 95,000 people working in the Citrus College service area (in the top five cities), which is approximately two percent of the total Los Angeles County working population. The broader region around the college, which includes cities in eastern San Gabriel Valley and in the western-most cities in the Inland Empire, employs nearly 1 million people (see Figure 2.28).

FIGURE 2.28: TOTAL EMPLOYMENT, ADULTS 16 YEARS OR OLDER, 2017

City/Region	Total employed
Azusa	23,299
Claremont	17,184
Duarte	10,503
Glendora	24,394
Monrovia	19,244
Citrus College Service Area Cities Total	**94,624**
Citrus College Enrollment Area Total	898,485
Los Angeles County Total	4,805,817
SoCal Region Total	8,215,198

Source: US Census American Community Survey, 2017

Employment in the Citrus College service area, in Los Angeles County and the broader region is projected to grow over the next few decades. The Southern California Association of Governments (SCAG) region will grow by 33%, or 2.4 million jobs (see Figure 2.29).[27]

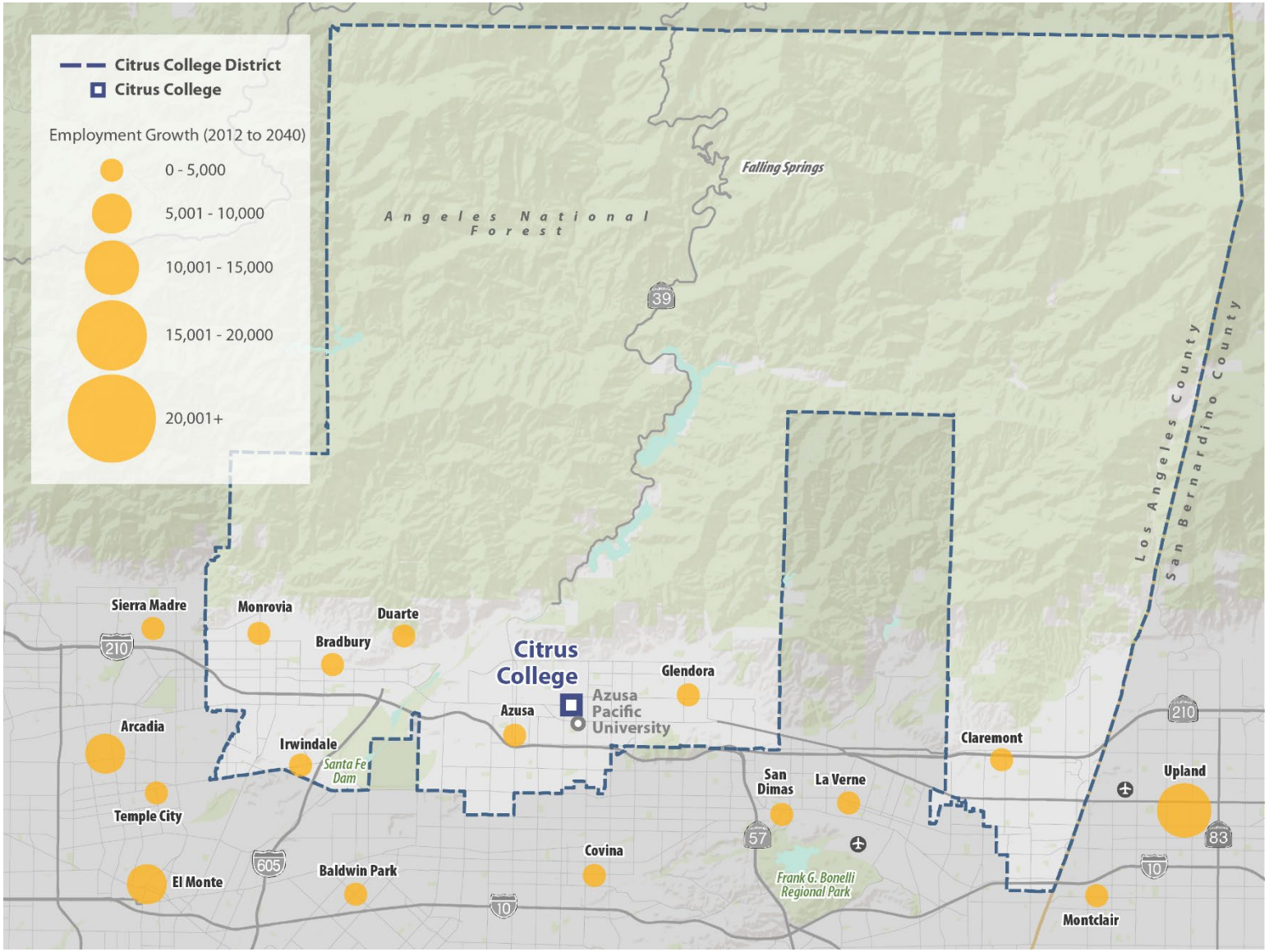
Among the cities around Citrus College, El Monte, Arcadia and Upland are projected to experience some of the most growth, see Map 2.6 on the next page.

Azusa will gain an additional 4,000 jobs (24 percent growth), while Monrovia and Duarte are projected to add 18 percent more jobs by the year 2040, or 3,600 and 1,800 jobs, respectively (see Figure 2.30). Glendora will gain another 3,000 jobs in the next two decades (15 percent), and Claremont is projected to grow by 2,300 jobs (13 percent).

Overall, the San Gabriel Valley is projected to add 124,000 jobs by 2035, while cities in the Inland Empire with significant numbers of Citrus College student residents (including Ontario, Chino Hills, Fontana, and Rancho Cucamonga) are projected to see the greatest rates of job growth between 2012 and 2040 (see Figure 2.31).

[27] The Southern California Association of Governments (SCAG) region encompasses Los Angeles, Orange, Riverside, San Bernardino, and parts of Imperial and Ventura Counties.

MAP 2.6: EMPLOYMENT GROWTH, CITRUS COLLEGE SERVICE AREA, 2005 TO 2035



Source: SCAG, RTP/SCS Growth Forecast, 2012

Employment Growth Projections

FIGURE 2.29: EMPLOYMENT GROWTH PROJECTIONS, LOS ANGELES COUNTY AND SOCAL REGION, 2012 TO 2040

Region	2012 Employment	2020 Employment	2035 Employment	2040 Employment	Total Growth	% Change
Los Angeles County	4,246,600	4,662,500	5,062,100	5,225,800	979,200	23%
Orange County	1,526,500	1,730,400	1,870,500	1,898,900	372,400	24%
Riverside County	616,600	848,700	1,111,800	1,174,300	557,700	90%
San Bernardino County	659,500	789,500	998,000	1,028,100	368,600	56%
SCAG Region	**7,440,400**	**8,507,100**	**9,572,600**	**9,871,500**	**2,431,100**	**33%**

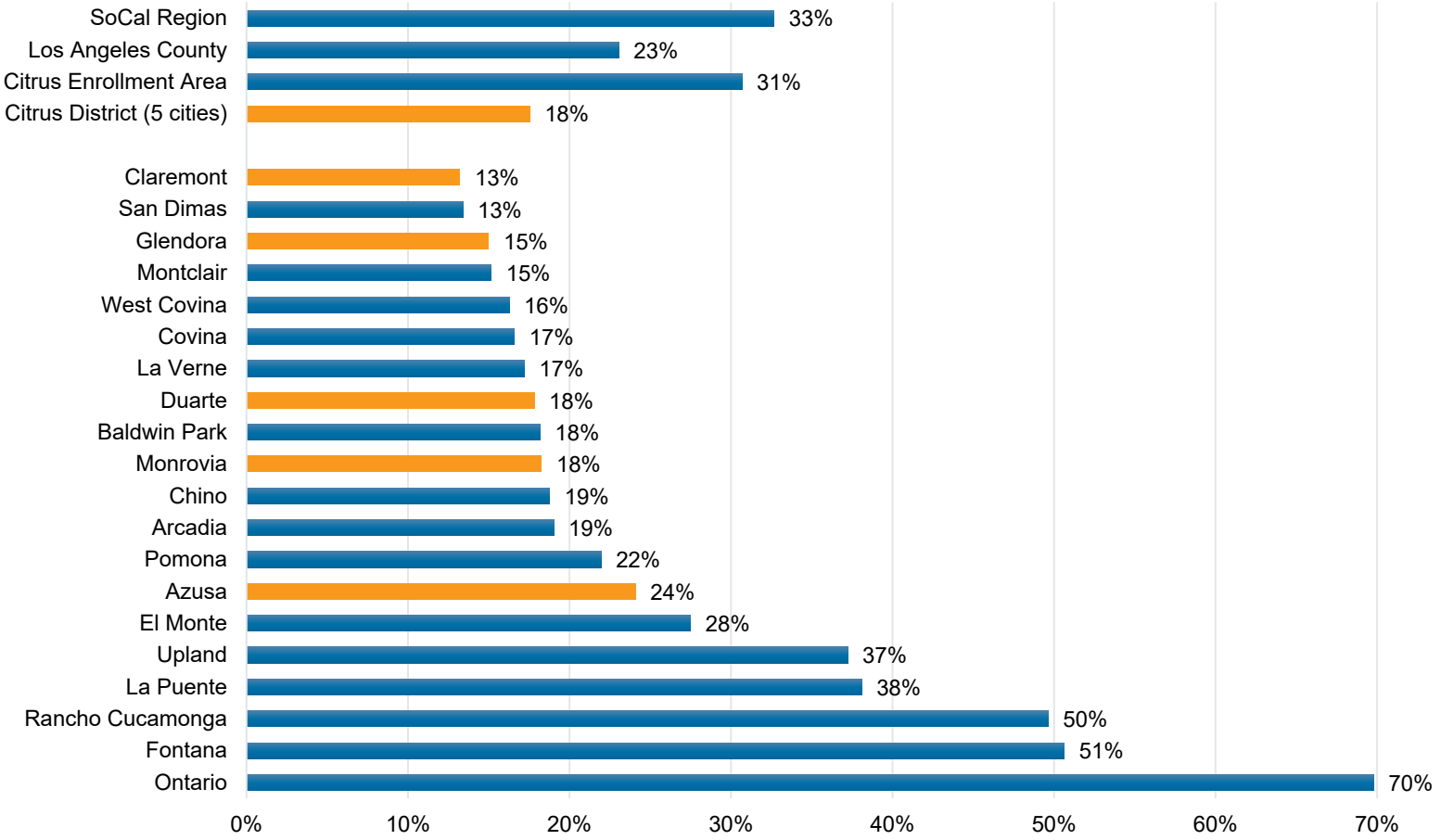
Source: SCAG RTP/SCS Growth Forecast, 2016

FIGURE 2.30: EMPLOYMENT GROWTH PROJECTIONS, CITRUS COLLEGE SERVICE AND ENROLLMENT AREAS, 2012 TO 2040

City /Region	2012 Employment	2020 Employment	2035 Employment	2040 Employment	Total Growth	% Change
Azusa	16,600	18,500	19,800	20,600	4,000	24%
Claremont	17,400	18,500	19,300	19,700	2,300	13%
Duarte	10,100	10,900	11,600	11,900	1,800	18%
Glendora	20,000	21,400	22,400	23,000	3,000	15%
Monrovia	19,700	21,500	22,600	23,300	3,600	18%
Citrus College Service Area	**83,800**	**90,800**	**95,700**	**98,500**	**14,700**	**18%**
Citrus College Enrollment Area	**800,200**	**897,800**	**1,016,500**	**1,045,700**	**245,500**	**31%**

Source: SCAG RTP/SCS Growth Forecast, 2016

FIGURE 2.31: EMPLOYMENT GROWTH, CITRUS COLLEGE SERVICE AND ENROLLMENT AREAS, AND THE REGION, 2012 TO 2040



Source: SCAG RTP/SCS Growth Forecast, 2016

FIGURE 2.32: PROJECTED EMPLOYMENT GROWTH AMONG TOP CITIES FOR CITRUS COLLEGE ENROLLMENT, 2012 TO 2040

City	Employment 2012	Employment 2020	Employment 2035	Employment 2040	Total Growth	% Change
Bradbury	100	200	200	200	100	100.0%
La Habra Heights	200	300	400	400	200	100.0%
Ontario	103,300	129,300	170,600	175,400	72,100	69.8%
Chino Hills	11,500	13,900	17,900	18,600	7,100	61.7%
Fontana	47,000	55,400	68,900	70,800	23,800	50.6%
Rancho Cucamonga	69,900	82,300	101,800	104,600	34,700	49.6%
La Puente	6,300	7,300	8,100	8,700	2,400	38.1%
Upland	31,700	35,900	42,300	43,500	11,800	37.2%
El Monte	28,000	31,400	34,100	35,700	7,700	27.5%
Diamond Bar	15,400	17,100	18,500	19,300	3,900	25.3%
Azusa	16,600	18,500	19,800	20,600	4,000	24.1%
Pomona	55,100	60,500	64,700	67,200	12,100	22.0%
Temple	6,900	7,500	8,100	8,400	1,500	21.7%
Arcadia	28,900	31,400	33,200	34,400	5,500	19.0%
Chino	42,600	45,500	50,000	50,600	8,000	18.8%
Pico Rivera	18,900	20,600	21,700	22,400	3,500	18.5%
Monrovia	19,700	21,500	22,600	23,300	3,600	18.3%
Baldwin Park	16,500	17,900	18,900	19,500	3,000	18.2%
Walnut	8,400	9,100	9,600	9,900	1,500	17.9%
Whittier	26,900	29,100	30,700	31,700	4,800	17.8%
Duarte	10,100	10,900	11,600	11,900	1,800	17.8%

Source: SCAG RTP/SCS Growth Forecast, 2016

TICKET
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COUPON

REGIONAL INDUSTRY AND OCCUPATIONAL TRENDS

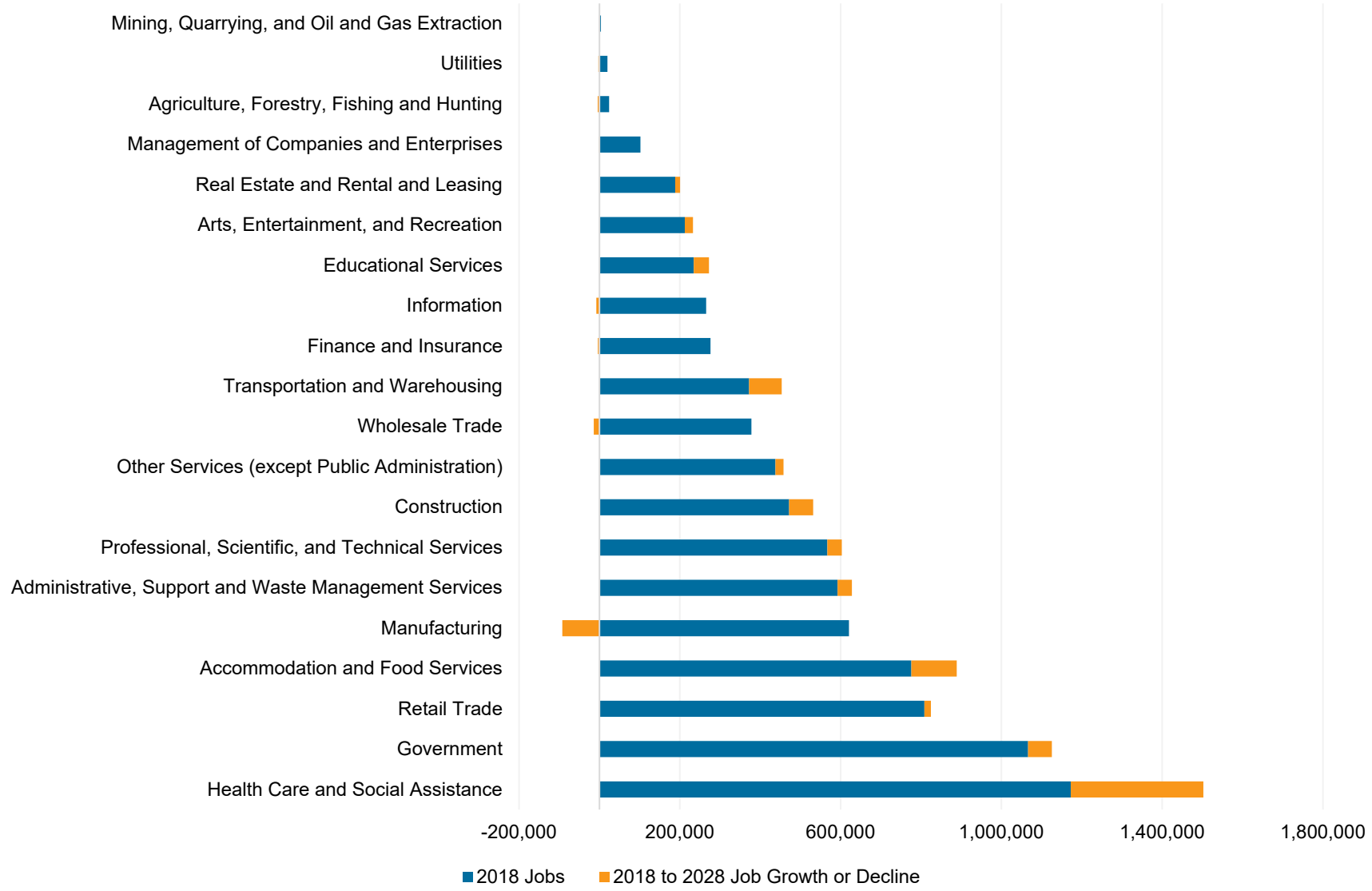
SOUTHERN CALIFORNIA REGIONAL CONTEXT

Several industry sectors, including health care services, entertainment, professional and technical services, and logistics and transportation, provide large numbers of middle-skill jobs in Southern California.

Many of these same sectors are projected to see substantial growth over the coming decade (see Figure 2.33 and Figure 2.34), due to rising demand for services to support older adult populations, the ongoing integration of technology into the workplace and the digitization of our daily lives, and the need to address large-scale issues such as climate change and antibiotic-resistant viruses.

These trends present both challenges and opportunities for community colleges to build training programs and curriculums which offer students the skills they need to work in the challenging careers of the present and participate in shaping the regional economy of the near future.

FIGURE 2.33: LARGEST INDUSTRIES BY EMPLOYMENT, AND FUTURE GROWTH OR DECLINE IN JOBS THROUGH 2028, SOCAL REGION



Source: EMSI; Data for Southern California Region includes four counties of Los Angeles, Orange, San Bernardino and Riverside

FIGURE 2.34: GROWTH PROJECTIONS BY INDUSTRY SECTOR, SOUTHERN CALIFORNIA REGION, 2018 TO 2028

Industry Sector	2018 Jobs	2028 Jobs	2018 to 2028 Change	Growth, 2018 to 2028
Health Care and Social Assistance	1,172,637	1,502,469	329,832	28%
Accommodation and Food Services	776,042	889,000	112,958	15%
Transportation and Warehousing	372,377	453,416	81,039	22%
Construction	471,830	531,579	59,749	13%
Government	1,066,519	1,125,505	58,986	6%
Educational Services	234,545	272,373	37,828	16%
Professional, Scientific, and Technical Services	566,929	602,852	35,923	6%
Administrative, Support and Waste Management and Remediation Services	592,584	628,039	35,455	6%
Arts, Entertainment, and Recreation	212,345	232,649	20,304	10%
Other Services (except Public Administration)	437,954	457,776	19,822	5%
Retail Trade	808,369	824,751	16,382	2%
Real Estate and Rental and Leasing	188,489	200,448	11,959	6%
Mining, Quarrying, and Oil and Gas Extraction	3,695	3,667	(28)	(1%)
Management of Companies and Enterprises	101,852	101,061	(791)	(1%)
Utilities	19,815	17,192	(2,623)	(13%)
Finance and Insurance	276,186	272,147	(4,039)	(1%)
Agriculture, Forestry, Fishing and Hunting	24,164	19,832	(4,332)	(18%)
Information	265,509	257,588	(7,921)	(3%)
Wholesale Trade	377,932	363,875	(14,057)	(4%)
Manufacturing	620,719	528,346	(92,373)	(15%)
Total Jobs	**8,627,778**	**9,332,832**	**705,054**	**8%**

Source: EMSI; Data for Southern California Region includes four counties of Los Angeles, Orange, San Bernardino and Riverside

Key and Emerging Regional Industry Clusters

The Southern California region, which includes the four counties of Los Angeles, Orange, Riverside and San Bernardino, are home to a number of key industry clusters driving much of the economic growth in the region. Some of these clusters, including health care, entertainment and logistics, also offer large numbers of middle-skill employment opportunities.[28]

In Los Angeles County, key industry clusters include the entertainment and film industry, which is rapidly changing due to the growing use of digital technology;[29] apparel manufacturing; and transportation-related industries, which include growing clean technology and "new mobility" automobiles and transit vehicles.[30] The broader LA Basin, which includes Los Angeles and Orange Counties, are hotbeds for IT, digital media and big data analytics, bioscience research, biopharmaceuticals and medical device manufacturing,[31] and aerospace and advanced transportation.[32] There are key clusters of fabricated metal manufacturers in the San Gabriel Valley, which contract with local aerospace and medical device companies.[33]

In the Inland Empire, key industries include distribution and e-commerce; transportation and logistics; furniture and plastics manufacturing; small electronics, medical devices and hospitality.[34]

Figures 2.35 and 2.36 show the industries which have the highest regional share of jobs relative to their share of national employment (known as an industry's location quotient (LQ)) in Los Angeles County, and in the Inland Empire. In Los Angeles County, entertainment, manufacturing, transportation, and financial and information services industries are highly concentrated. Broadcasting and transportation-related industries are projected to grow even more concentrated by 2028. In the Inland Empire, transit and logistics industries are among the highest concentrated sectors in the region and are projected to remain so over the next decade. There are also many specialized manufacturing sub-sectors, such as plastics, beverage, furniture and metal manufacturing, which employ more workers in the region than elsewhere.

[28] SCAG, County Economic Report: Los Angeles County, 2018, http://economy.scag.ca.gov/Economy%20site%20document%20library/2018_EconomicReportLA.pdf; SCAG, County Economic Report: San Bernardino and Riverside, 2018, http://economy.scag.ca.gov/Economy%20site%20document%20library/2018_EconomicReportIE.pdf; San Gabriel Valley Partnership, Economic Forecast Summit, 2018 and 2019, https://sgvpartnership.org/resources/Documents/2018%20SGV%20Economic%20Forecast%20Summit%20Report_web.pdf; https://sgvpartnership.org/resources/Documents/2018%20SGV%20Economic%20Forecast%20Summit%20Report_web.pdf

[29] Center for a Competitive Workforce, Entertainment and the Rise of Digital Media in the Los Angeles Basin: An Industry Disrupted, February 2018, pp. 4 and 11, https://laedc.org/download/38273/

[30] SCAG, Exponential Growth, Exponential Future, 2018, http://economy.scag.ca.gov/Economy%20site%20document%20library/2018EconSummitProgram.pdf; Los Angeles County Economic Development Corporation, New Mobility, accessed May 2019 from: https://www.laedc.org/industries/advanced-transportation/

[31] Center for a Competitive Workforce, Powering Economic Opportunity, 2017, updated 2019, p. 4, https://competitiveworkforce.la/2019-update-to-powering-opportunity/

[32] SCAG, County Economic Report: Los Angeles County, 2018; Center for a Competitive Workforce, Powering Economic Opportunity, 2019

[33] San Gabriel Valley Economic Partnership, Economic Forecast Summit, 2019, p.29, https://sgvpartnership.org/resources/Documents/2019_Econ_Summit_final_w_appendices.pdf

[34] Exponential Growth, Exponential Future, SCAG, 2018

FIGURE 2.35: INDUSTRIES WITH THE HIGHEST LOCATION QUOTIENTS (LQ), LOS ANGELES COUNTY, 2018 AND 2028

Industry	2018 Jobs	2028 Jobs	% Change	2018 LQ	2028 LQ
Motion Picture and Sound Recording Industries	115,454	94,511	(18%)	9.00	6.80
Apparel Manufacturing	28,203	7,601	(73%)	8.12	3.22
Broadcasting (except Internet)	23,624	26,390	12%	2.88	3.58
Performing Arts, Spectator Sports, and Related Industries	42,830	46,486	9%	2.84	2.86
Support Activities for Transportation	54,599	67,337	23%	2.55	2.84
Social Assistance	270,587	384,104	42%	2.33	2.68
Leather and Allied Product Manufacturing	1,879	1,486	(21%)	2.22	1.93
Air Transportation	31,863	42,768	34%	2.09	2.72
Water Transportation	3,679	4,577	24%	1.88	2.16
Merchant Wholesalers, Nondurable Goods	106,323	108,959	2%	1.64	1.66
Petroleum and Coal Products Manufacturing	5,575	6,368	14%	1.63	1.90
Other Information Services	14,321	19,731	38%	1.56	1.52

FIGURE 2.36: INDUSTRIES WITH THE HIGHEST LOCATION QUOTIENTS (LQ), INLAND EMPIRE, 2018 AND 2028

Industry	2018 Jobs	2028 Jobs	% Change	2018 LQ	2028 LQ
Warehousing and Storage	66,663	99,642	49%	5.90	6.65
Couriers and Messengers	13,928	18,408	32%	1.95	2.22
Truck Transportation	26,324	28,671	9%	1.75	1.72
Social Assistance	66,264	99,726	50%	1.71	1.92
Specialty Trade Contractors	75,304	92,921	23%	1.64	1.70
Support Activities for Agriculture and Forestry	6,229	5,770	(7%)	1.59	1.26
Nonmetallic Mineral Product Manufacturing	6,418	5,808	(10%)	1.53	1.34
Clothing and Clothing Accessories Stores	20,791	23,029	11%	1.50	1.71
Beverage and Tobacco Product Manufacturing	4,031	4,525	12%	1.46	1.40
Local Government	206,832	230,718	12%	1.44	1.45
Plastics and Rubber Products Manufacturing	10,093	9,291	(8%)	1.37	1.24
Support Activities for Transportation	9,452	11,861	25%	1.32	1.38
Furniture and Related Product Manufacturing	5,270	4,751	(10%)	1.32	1.12
Repair and Maintenance	17,183	18,757	9%	1.28	1.23
Motor Vehicle and Parts Dealers	25,818	29,525	14%	1.26	1.26

Source: EMSI

Middle-Skill Industry Sectors

Among broad industry sectors, there are a few key sectors which provide large numbers of middle-skill job openings. Health care, which is projected to grow the most over the next decade, offers the most opportunities for middle-skill workers, more than 380,000 jobs as of 2016 (see Figure 2.37).[35] The majority of jobs in health care and in entertainment are middle-skill positions.

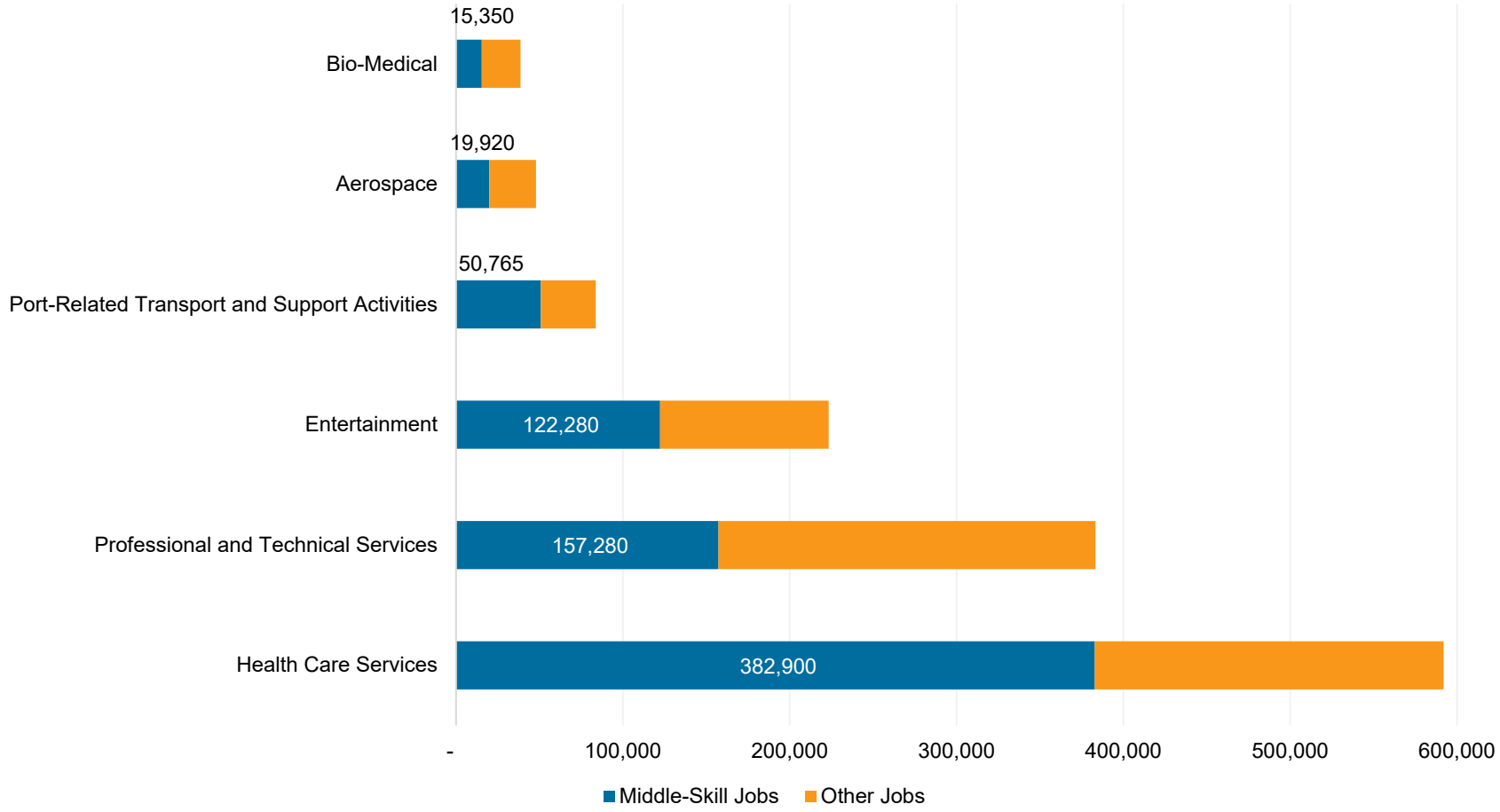
The professional services sector, which includes occupations in specialized knowledge-based services such as advertising, accounting, financial and legal services, engineers, real estate and business consulting, provides more than 150,000 middle-skill jobs in the Southern California region.

Other key industry sectors, including transportation and logistics, aerospace and biotechnology also employ many workers in middle-skill positions.[36]

[35] Center for Competitive Workforce, Initial Findings Report: L.A. and Orange County Community Colleges: Powering Economic Opportunity, Target Industries, https://competitiveworkforce.la/initial-findings/

[36] Center for Competitive Workforce, Initial Findings Report: L.A. and Orange County Community Colleges: Powering Economic Opportunity, Target Industries, https://competitiveworkforce.la/initial-findings/

FIGURE 2.37: KEY INDUSTRY SECTORS AND TOTAL MIDDLE-SKILL JOBS, SOCAL REGION, 2016



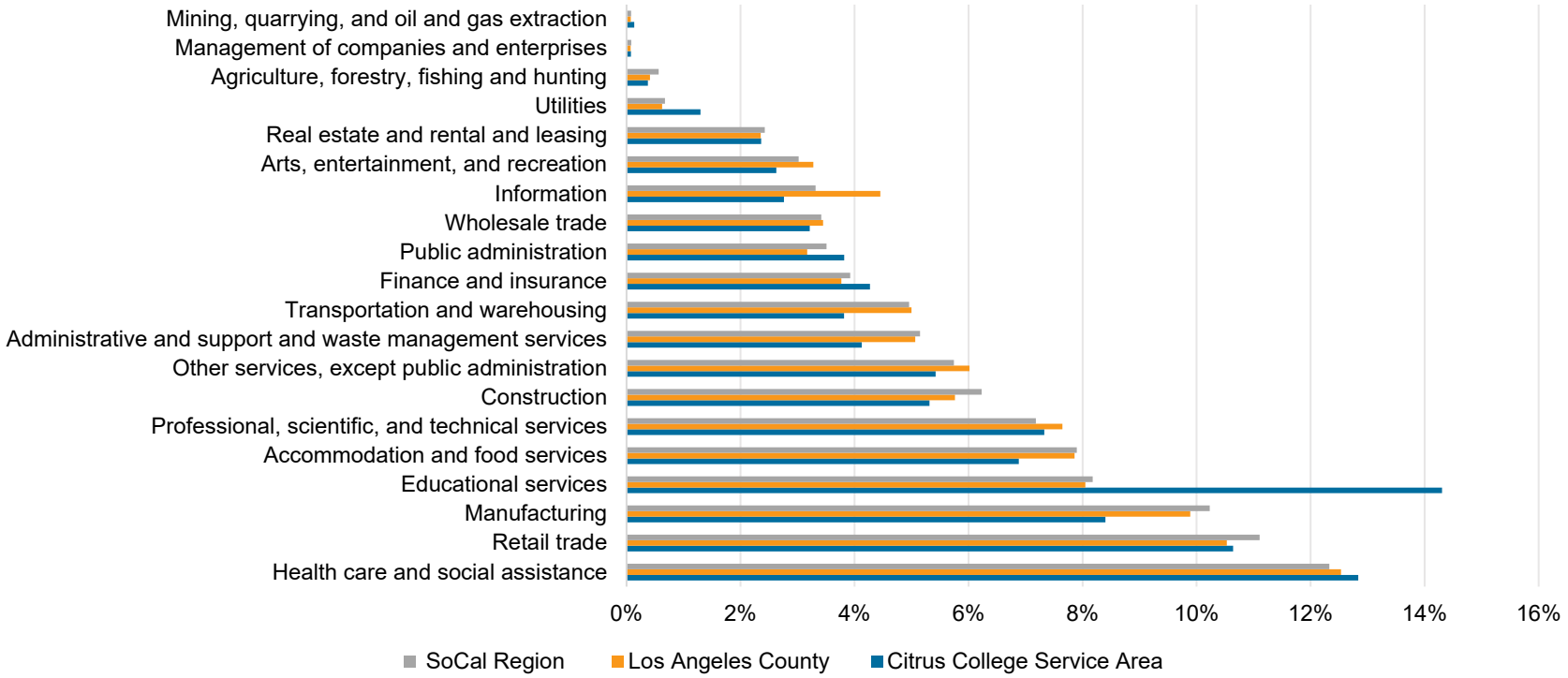
Source: Center for Competitive Workforce, 2019

Employment by Industry Sector

The health care and educational services industries represent a larger share of jobs in both the Citrus College service area and the broader enrollment area than the proportion of jobs in Los Angeles County and in Southern California (see Figure 2.38 and Figure 2.39).

Citrus College's enrollment area also has a higher share of retail, manufacturing, transportation and warehousing, wholesale trade, public administration and utilities sector positions than Los Angeles County or the Southern California region.

FIGURE 2.38: TOTAL EMPLOYMENT BY MAJOR INDUSTRY SECTOR, CITRUS COLLEGE SERVICE AREA, LOS ANGELES COUNTY AND SOCAL, 2017



Source: US Census American Community Survey, 2017

FIGURE 2.39: TOTAL EMPLOYMENT BY MAJOR INDUSTRY SECTOR, CITRUS COLLEGE SERVICE AREA, LOS ANGELES COUNTY AND SOCAL, 2017

Industry Sector	Total Jobs, Citrus College Service Area Cities	Total Jobs, Citrus College Enrollment Area	Total Jobs, Los Angeles County	Total Jobs, SoCal Region
Health Care and Social Assistance	12.8%	13.1%	12.5%	12.3%
Retail Trade	10.6%	11.6%	10.5%	11.1%
Manufacturing	8.4%	11.2%	9.9%	10.2%
Educational Services	14.3%	9.0%	8.0%	8.2%
Accommodation and Food Services	6.9%	7.2%	7.9%	7.9%
Professional, Scientific and Technical Services	7.3%	5.7%	7.6%	7.2%
Construction	5.3%	6.0%	5.8%	6.2%
Other Services, Except Public Administration	5.4%	5.0%	6.0%	5.7%
Administrative, Support and Waste Management Services	4.1%	4.9%	5.1%	5.1%
Transportation and Warehousing	3.8%	5.5%	5.0%	5.0%
Finance and Insurance	4.3%	4.1%	3.8%	3.9%
Public Administration	3.8%	4.2%	3.2%	3.5%
Wholesale Trade	3.2%	4.7%	3.4%	3.4%
Information	2.8%	1.9%	4.5%	3.3%
Arts, Entertainment and Recreation	2.6%	2.0%	3.3%	3.0%
Real Estate and Rental and Leasing	2.4%	2.0%	2.4%	2.4%
Utilities	1.3%	1.1%	0.6%	0.7%
Agriculture, Forestry, Fishing and Hunting	0.4%	0.5%	0.4%	0.6%
Management Of Companies and Enterprises	0.1%	0.1%	0.1%	0.1%
Mining, Quarrying and Oil and Gas Extraction	0.1%	0.1%	0.1%	0.1%
Total civilian employed population 16 years and over	**94,624**	**898,485**	**4,805,817**	**8,215,198**

Source: US Census American Community Survey, 2017

Employment by Occupation

Forty percent, or nearly 40,000 people, in the Citrus College service area work in management, business, science and arts occupations (see Figure 2.40). Approximately one in four workers in both the service area and the broader enrollment area work in sales and office occupations (25 percent and 26 percent, respectively) and another one in six work in service jobs (17 and 18 percent, respectively). In the enrollment area beyond the district, more people work in jobs related to manufacturing, transportation and logistics, due in large part to the concentration of these jobs in the Inland Empire.

Looking at more detailed occupation categories, one in seven workers in the service area (14 percent) is employed in office and administrative occupations, a rate greater than Los Angeles County and the Southern California region (see Figure 2.41 and Figure 2.42). More than ten percent work in sales and management positions. The Citrus College service area also employs more managers, teachers and librarians, business and financial operations workers, health practitioners and technicians, and math and computer workers at a rate greater than Los Angeles County and the Southern California region.

FIGURE 2.40: EMPLOYMENT BY MAJOR OCCUPATION CATEGORY, TOTAL JOBS AND PERCENTAGE OF TOTAL JOBS, CITRUS COLLEGE SERVICE AREA, LOS ANGELES COUNTY AND SOCAL REGION, 2017

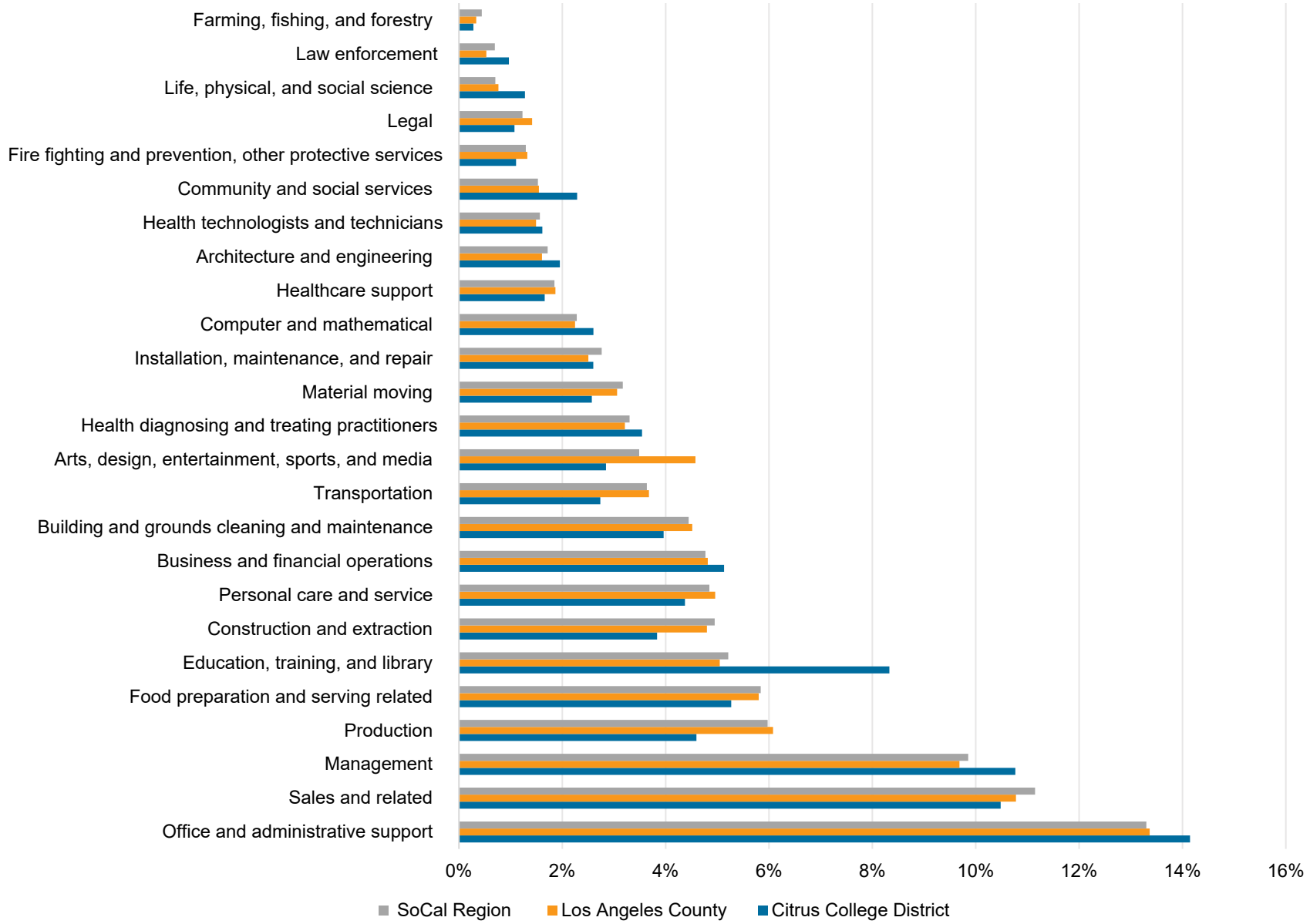
Occupation Category	Citrus College Service Area	Citrus College Enrollment Area	Los Angeles County	Inland Empire	SoCal Region
Civilian employed population 16 years and over	**94,624**	**898,485**	**4,805,817**	**1,848,384**	**8,215,198**
Management, Business, Science and Arts occupations	39,193	305,390	1,749,614	540,387	2,928,669
Service occupations	16,406	158,372	912,905	372,495	1,558,215
Sales and Office occupations	23,303	234,205	1,160,343	461,798	2,008,625
Natural Resources, Construction and Maintenance occupations	6,352	73,171	367,072	198,937	669,715
Production, Transportation and Material Moving occupations	9,370	127,347	615,883	274,767	1,049,974

Source: US Census American Community Survey, 2017

Occupation Category	Citrus College Service Area	Citrus College Enrollment Area	Los Angeles County	Inland Empire	SoCal Region
Management, Business, Science and Arts occupations	41%	34%	36%	29%	36%
Service occupations	17%	18%	19%	20%	19%
Sales and Office occupations	25%	26%	24%	25%	25%
Natural Resources, Construction and Maintenance occupations	7%	8%	8%	11%	8%
Production, Transportation and Material Moving occupations	10%	14%	13%	15%	13%

Source: US Census American Community Survey, 2017

FIGURE 2.41: EMPLOYMENT BY OCCUPATION, CITRUS COLLEGE SERVICE AREA, LOS ANGELES COUNTY AND SOCAL REGION, 2017



Source: US Census American Community Survey, 2017

FIGURE 2.42: EMPLOYMENT BY OCCUPATION, CITRUS COLLEGE SERVICE AND ENROLLMENT AREAS, LOS ANGELES COUNTY, INLAND EMPIRE AND SOCAL REGION, 2017

Occupation Category	Citrus College Service Area	Citrus College Enrollment Area	Los Angeles County	Inland Empire	SoCal Region
Office and Administrative Support occupations	14%	15%	13%	14%	13%
Sales and Related occupations	11%	11%	11%	11%	11%
Management occupations	11%	10%	10%	8%	10%
Production occupations	5%	7%	6%	6%	6%
Food Preparation and Serving-Related occupations	5%	6%	6%	6%	6%
Education, Training and Library occupations	8%	6%	5%	6%	5%
Construction and Extraction occupations	4%	5%	5%	6%	5%
Personal Care and Service occupations	4%	4%	5%	5%	5%
Business and Financial Operations occupations	5%	5%	5%	4%	5%
Building and Grounds Cleaning and Maintenance occupations	4%	4%	5%	5%	4%
Transportation occupations	3%	4%	4%	5%	4%
Arts, Design, Entertainment, Sports and Media occupations	3%	2%	5%	1%	4%
Health Diagnosing and Treating Practitioners and other technical occupations	4%	3%	3%	3%	3%
Material Moving occupations	3%	4%	3%	4%	3%
Installation, Maintenance and Repair occupations	3%	3%	3%	4%	3%
Computer and Mathematical occupations	3%	2%	2%	2%	2%
Healthcare Support occupations	2%	2%	2%	2%	2%
Architecture and Engineering occupations	2%	2%	2%	1%	2%
Health Technologists and Technicians	2%	2%	2%	2%	2%
Community and Social Services occupations	2%	2%	2%	2%	2%
Firefighting and Prevention and other protective service occupations	1%	1%	1%	1%	1%
Legal Occupations	1%	1%	1%	1%	1%
Life, Physical and Social Science occupations	1%	1%	1%	1%	1%
Law Enforcement Workers including Supervisors	1%	1%	1%	1%	1%
Farming, Fishing and Forestry occupations	0%	0%	0%	1%	0%

Source: US Census American Community Survey, 2017

Employment Projections by Industry

Health care and social assistance, hospitality, and transportation and warehousing will see the largest growth in available jobs in Los Angeles County between 2018 and 2028 (see Figure 2.43 and Figure 2.44). Health care alone is projected to account for two-thirds of these positions, adding more than 203,000 jobs by 2028. Hospitality sector jobs will account for another 20 percent of total job growth, or an additional 65,800 positions. Transportation and warehousing will add an additional 36,500 positions in Los Angeles County by 2028.

These same sectors are driving regional job growth as well. Health care is projected to make up 46 percent of job growth in Southern California through 2028, adding an additional 330,000 jobs in the SoCal Region by 2028. The hospitality industry will account for one in six of all new jobs, and transportation and warehousing will represent one in nine of all new jobs. The construction, arts and educational services industries are also projected to experience substantial growth by 2028.

FIGURE 2.43: EMPLOYMENT PROJECTIONS BY INDUSTRY, LOS ANGELES COUNTY, 2018 TO 2028

Industry	2018 Jobs	2023 Jobs	2028 Jobs	2018 - 2028 Change	2018 - 2028 % Change
Health Care and Social Assistance	748,548	871,734	951,913	**203,365**	27%
Accommodation and Food Services	450,444	493,177	516,275	**65,831**	15%
Transportation and Warehousing	208,810	233,492	245,346	**36,536**	17%
Educational Services	169,064	185,026	194,775	**25,711**	15%
Government	616,139	630,026	639,159	**23,020**	4%
Professional, Scientific and Technical Services	356,618	370,480	378,169	**21,551**	6%
Construction	211,002	221,308	227,374	**16,372**	8%
Arts, Entertainment and Recreation	130,767	139,035	142,583	**11,816**	9%
Real Estate and Rental and Leasing	112,682	118,471	121,434	**8,752**	8%
Unclassified Industry	24,059	28,359	31,012	**6,953**	29%
Other Services (except Public Administration)	280,156	282,890	287,046	**6,890**	2%
Retail Trade	454,557	458,604	459,333	**4,776**	1%
Administrative, Support and Waste Management and Remediation Services	313,657	316,528	317,107	**3,450**	1%
Mining, Quarrying and Oil and Gas Extraction	2,035	1,655	1,602	**(433)**	(21%)
Utilities	11,633	10,873	10,290	**(1,343)**	(12%)
Agriculture, Forestry, Fishing and Hunting	5,800	4,871	4,289	**(1,511)**	(26%)
Management of Companies and Enterprises	58,436	56,475	54,639	**(3,797)**	(6%)
Finance and Insurance	156,309	152,696	150,222	**(6,087)**	(4%)
Information	223,244	216,225	213,307	**(9,937)**	(4%)
Wholesale Trade	228,900	221,845	215,136	**(13,764)**	(6%)
Manufacturing	353,581	308,384	275,892	**(77,689)**	(22%)
Total	**5,116,440**	**5,322,153**	**5,436,904**	**320,464**	**6%**

Note: This table is sorted by projected change in jobs, 2018 to 2028 (in bold)
Source: EMSI

FIGURE 2.44: EMPLOYMENT PROJECTIONS BY INDUSTRY, SOCAL REGION (4 COUNTIES), 2018 TO 2028

Industry	2018 Jobs	2023 Jobs	2028 Jobs	2018 - 2028 Change	2018 - 2028 % Change
Health Care and Social Assistance	1,172,637	1,372,082	1,502,469	**329,832**	28%
Accommodation and Food Services	776,042	849,377	889,000	**112,958**	15%
Transportation and Warehousing	372,377	427,062	453,416	**81,039**	22%
Construction	471,830	509,297	531,579	**59,749**	13%
Government	1,066,519	1,102,240	1,125,505	**58,986**	6%
Educational Services	234,545	258,082	272,373	**37,828**	16%
Professional, Scientific and Technical Services	566,929	589,901	602,852	**35,923**	6%
Administrative, Support and Waste Management and Remediation Services	592,584	616,321	628,039	**35,455**	6%
Arts, Entertainment and Recreation	212,345	226,515	232,649	**20,304**	10%
Other Services (except Public Administration)	437,954	448,374	457,776	**19,822**	5%
Retail Trade	808,369	820,180	824,751	**16,382**	2%
Real Estate and Rental and Leasing	188,489	196,496	200,448	**11,959**	6%
Unclassified industry	37,286	44,075	48,264	**10,978**	29%
Mining, Quarrying and Oil and Gas Extraction	3,695	3,580	3,667	**(28)**	(1%)
Management of Companies and Enterprises	101,852	102,103	101,061	**(791)**	(1%)
Utilities	19,815	18,319	17,192	**(2,623)**	(13%)
Finance and Insurance	276,186	273,818	272,147	**(4,039)**	(1%)
Agriculture, Forestry, Fishing and Hunting	24,164	21,470	19,832	**(4,332)**	(18%)
Information	265,509	259,637	257,588	**(7,921)**	(3%)
Wholesale trade	377,932	371,660	363,875	**(14,057)**	(4%)
Manufacturing	620,719	569,224	528,346	**(92,373)**	(15%)
Total	**8,627,778**	**9,079,810**	**9,332,832**	**705,054**	**8%**

Note: This table is sorted by projected change in jobs, 2018 to 2028 (in bold)
Source: EMSI

Employment Projections by Occupation

Jobs which require an associate degree, some college study or a post-secondary non-degree award make up ten percent of employment in Los Angeles County.[37] These jobs tend to pay better than lower skill jobs, with average median wages for these occupations in the range of $25 to nearly $30 per hour (see Figure 2.45).

Most of the occupations with the greatest number of expected additional openings by 2028 (see Figure 2.46) do not require much additional education beyond a high school diploma. However, those occupations also do not pay very well. Many of these low-skill positions have median hourly wages of less than $17 per hour.

Many jobs in the region with the highest replacement needs — in which there are more expected retirements or job changers — are middle-skill positions which require some additional education such as forest and conservation technicians, registered nurses and health technicians and teacher assistants.[38]

FIGURE 2.45: MEDIAN WAGES FOR OCCUPATIONS BY EDUCATIONAL ACHIEVEMENT, SOCAL REGION, 2017

Education Required	Average of Median Hourly Wages (2017)
Doctoral or professional degree	$70.59
Master's degree	$40.63
Bachelor's degree	$39.19
Associate degree	$29.19
Postsecondary nondegree award	$25.67
High school diploma or equivalent	$21.71
Some college, no degree	$19.18
No formal educational credential	$16.60

Source: EMSI

[37] Center for a Competitive Workforce, L.A. and Orange County Community Colleges: Powering Economic Opportunity, October 2017, p.18

[38] Center for a Competitive Workforce, L.A. and Orange County Community Colleges: Powering Economic Opportunity, October 2017, p.15

FIGURE 2.46: TOP 25 OCCUPATIONS WITH THE MOST PROJECTED OPENINGS, SOCAL REGION, 2018 TO 2028

Occupation	2018 Jobs	2028 Jobs	2018 - 2028 % Change	2018 - 2028 Openings	Median Annual Earnings	Typical Entry Level Education
Personal Care Aides	286,449	411,268	44%	**619,784**	$23,953	High school diploma or equivalent
Combined Food Preparation and Serving Workers	185,352	233,276	26%	**430,434**	$23,573	No formal educational credential
Cashiers	183,144	184,507	1%	**345,214**	$23,901	No formal educational credential
Retail Salespersons	201,560	208,570	3%	**302,078**	$25,097	No formal educational credential
Laborers and Freight, Stock and Material Movers	190,874	210,687	10%	**293,808**	$26,486	No formal educational credential
Waiters and Waitresses	131,986	147,656	12%	**279,200**	$24,663	No formal educational credential
Office Clerks	141,422	142,767	1%	**168,731**	$32,367	High school diploma or equivalent
Stock Clerks and Order Fillers	115,861	119,789	3%	**153,291**	$25,499	High school diploma or equivalent
Janitors and Cleaners	97,100	108,695	12%	**143,844**	$28,334	No formal educational credential
Customer Service Representatives	96,575	100,172	4%	**128,377**	$36,067	High school diploma or equivalent
Security Guards	84,103	93,153	11%	**125,164**	$27,037	High school diploma or equivalent
Secretaries and Administrative Assistants	109,249	106,406	(3%)	**115,590**	$39,666	High school diploma or equivalent
Cooks, Restaurant	64,836	75,215	16%	**108,422**	$27,713	No formal educational credential
General and Operations Managers	115,059	122,772	7%	**103,363**	$111,803	Bachelor's degree
Registered Nurses	134,329	158,213	18%	**97,414**	$94,325	Associate degree
Bookkeeping, Accounting and Auditing Clerks	86,683	85,083	(2%)	**95,712**	$44,102	Some college, no degree
Packers and Packagers, Hand	57,115	58,759	3%	**90,465**	$23,874	No formal educational credential
Food Preparation Workers	47,161	52,630	12%	**89,472**	$24,710	No formal educational credential
Heavy and Tractor-Trailer Truck Drivers	69,825	77,127	10%	**85,184**	$45,449	Postsecondary nondegree award
First-Line Supervisors of Office and Administrative Support Workers	82,245	84,226	2%	**83,233**	$57,517	High school diploma or equivalent
Teacher Assistants	69,359	76,071	10%	**80,310**	$34,513	Some college, no degree
Cooks, Fast Food	54,916	56,095	2%	**79,678**	$23,301	No formal educational credential
Postsecondary Teachers	82,196	91,694	12%	**74,867**	$80,522	Doctoral or professional degree
Sales Representatives, Wholesale and Manufacturing	73,995	71,225	(4%)	**74,320**	$54,101	High school diploma or equivalent
Receptionists and Information Clerks	50,784	55,939	10%	**74,309**	$29,582	High school diploma or equivalent

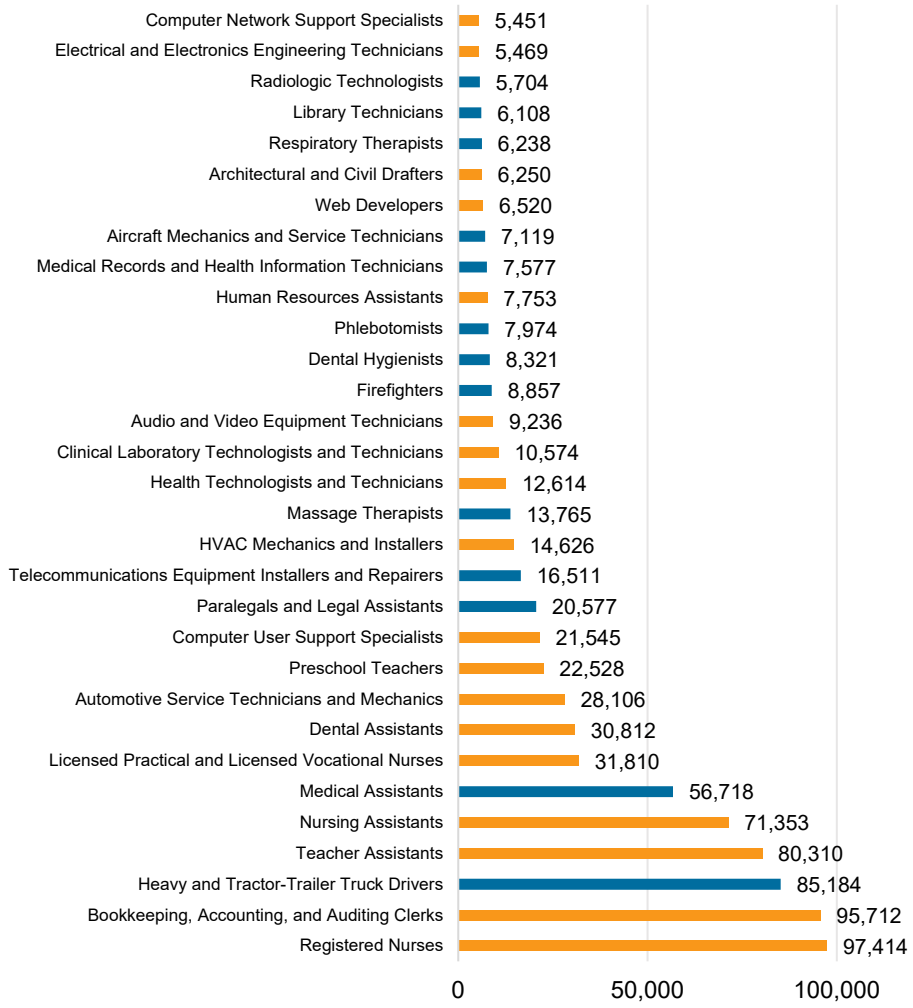
Note: This table is sorted by total projected openings, 2018 to 2028 (in bold)
Source: EMSI; Occupations highlighted in orange require community college-level education

MIDDLE-SKILL OCCUPATIONS WITH HIGHEST PROJECTED GROWTH

Growth in the number of middle-skill jobs is fueling much of the regional growth in good work opportunities. The top 35 occupations listed below which need at least some form of postsecondary education (see Figures 2.47 and 2.48) will provide an additional 510,000 jobs to the region by 2028. These include occupations such as: paralegals, computer network specialists, healthcare and engineering technicians, automotive service techs, LVNs, heavy and tractor truck drivers, teacher assistants, bookkeepers and auditing clerks.

Citrus College provides training and education for most of these among their discipline areas (see those highlighted in orange in Figure 2.47 and the tables which follow). Many other top-growing jobs which often require a 4-year degree, like registered nurses, market research analysts, software developers and accountants, are available as pathways within Citrus College.

FIGURE 2.47: MIDDLE-SKILL OCCUPATIONS WITH GREATEST PROJECTED OPENINGS OVER THE NEXT DECADE, SOCAL REGION, 2018 TO 2028



Source: EMSI; Orange highlight indicates current programming at Citrus College

FIGURE 2.48: TOP OCCUPATIONS WHICH REQUIRE POSTSECONDARY EDUCATION WITH THE GREATEST NUMBER OF EXPECTED OPENINGS, SOCAL REGION, 2018 TO 2028

Occupation	2018 Jobs	2028 Jobs	2018 – 2028 Change	2018 – 2028 % Change	2018 – 2028 Openings	Median Annual Earnings
Registered Nurses	134,329	158,213	23,884	18%	**97,414**	$94,325.33
Bookkeeping, Accounting and Auditing Clerks	86,683	85,083	(1,600)	(2%)	**95,712**	$44,102.28
Heavy and Tractor-Trailer Truck Drivers	69,825	77,127	7,302	10%	**85,184**	$45,448.77
Teacher Assistants	69,359	76,071	6,712	10%	**80,310**	$34,512.96
Nursing Assistants	47,802	59,343	11,541	24%	**71,353**	$29,542.04
Medical Assistants	42,021	50,233	8,212	20%	**56,718**	$33,003.72
Licensed Practical and Licensed Vocational Nurses	33,545	39,625	6,080	18%	**31,810**	$50,476.00
Dental Assistants	22,179	26,597	4,418	20%	**30,812**	$34,413.26
Automotive Service Technicians and Mechanics	27,789	29,494	1,705	6%	**28,106**	$42,184.79
Preschool Teachers	20,004	22,186	2,182	11%	**22,528**	$31,505.56
Computer User Support Specialists	25,751	27,885	2,134	8%	**21,545**	$55,048.13
Paralegals and Legal Assistants	15,994	19,034	3,040	19%	**20,577**	$50,257.70
Telecommunications Equipment Installers, Repairers	16,493	15,109	(1,384)	(8%)	**16,511**	$55,163.05
HVAC Mechanics and Installers	11,218	13,842	2,624	23%	**14,626**	$53,871.18
Massage Therapists	9,534	12,242	2,708	28%	**13,765**	$34,993.07
Health Technologists and Technicians	12,453	16,219	3,766	30%	**12,614**	$41,864.92
Clinical Laboratory Technologists and Technicians	13,882	15,476	1,594	11%	**10,574**	$50,188.00
Audio and Video Equipment Technicians	10,246	9,924	(322)	(3%)	**9,236**	$44,011.08
Firefighters	11,295	12,431	1,136	10%	**8,857**	$78,125.08
Dental Hygienists	9,056	11,348	2,292	25%	**8,321**	$97,453.23
Phlebotomists	6,320	7,367	1,047	17%	**7,974**	$41,973.36
Human Resources Assistants	7,037	6,974	(63)	(1%)	**7,753**	$39,485.48
Medical Records and Health Information Technicians	10,093	11,327	1,234	12%	**7,577**	$41,517.15
Aircraft Mechanics and Service Technicians	6,936	8,264	1,328	19%	**7,119**	$66,703.73
Web Developers	8,296	8,865	569	7%	**6,520**	$66,418.65
Architectural and Civil Drafters	6,827	7,173	346	5%	**6,250**	$58,738.20
Respiratory Therapists	9,258	10,855	1,597	17%	**6,238**	$74,536.62
Library Technicians	4,124	4,565	441	11%	**6,108**	$43,825.60
Radiologic Technologists	8,060	9,314	1,254	16%	**5,704**	$72,221.64
Electrical and Electronics Engineering Technicians	6,541	6,231	(310)	(5%)	**5,469**	$60,977.29
Computer Network Support Specialists	6,794	7,192	398	6%	**5,451**	$68,094.83
Physical Therapist Assistants	2,733	4,090	1,357	50%	**5,410**	$65,624.78
Surgical Technologists	4,201	5,242	1,041	25%	**4,707**	$57,823.13
Veterinary Technologists and Technicians	3,667	4,565	898	24%	**4,099**	$39,267.94
Civil Engineering Technicians	4,137	4,403	266	6%	**3,900**	$67,499.44

Note: This table is sorted by total projected openings, 2018 to 2028 (in bold)
Source: EMSI; Orange highlight indicates current programming at Citrus College

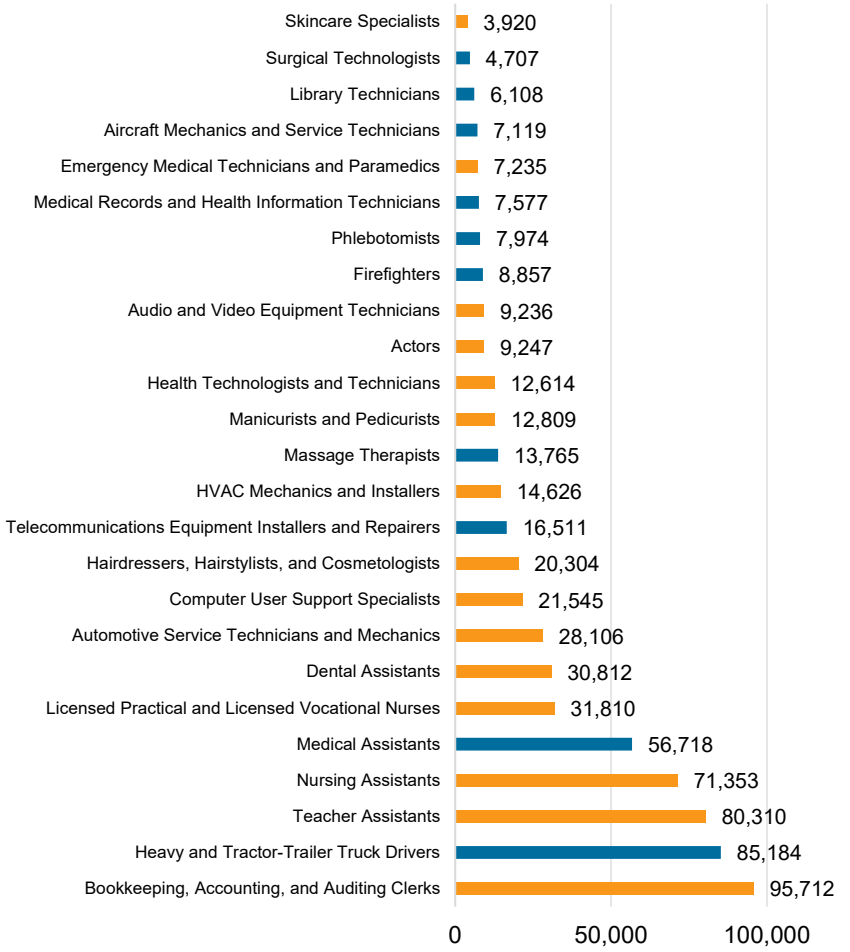
Postsecondary Certificates and Projected Job Growth

Figure 2.49 and the tables which follow (Figure 2.50 and Figure 2.51) display the middle-skill jobs which require a postsecondary certificate education and are projected to have the most openings over the next decade.

In Southern California, jobs expected to have the most openings include accountants and bookkeepers; teacher, medical, dental and nursing assistants; vocational nurses; auto mechanics; cosmetologists; surgical and other health techs; audio/video technicians and EMTs (see Figure 2.49). Those in orange represent occupations where Citrus College has a related educational program.

Some of these positions are projected to see greater growth in demand through 2028, with ten occupations expected to grow by more than 20 percent in available jobs. Those most in demand (with significant numbers of openings) include health technologists and technicians, massage therapists, cosmetologists and surgical techs. In addition, many of these, like nursing and medical assistants, will have additional openings in the thousands as older workers retire or others leave for new jobs.

FIGURE 2.49: OCCUPATIONS WHICH REQUIRE A POSTSECONDARY CERTIFICATE WITH GREATEST NUMBER OF PROJECTED OPENINGS, SOCAL REGION, 2018 TO 2028



Source: EMSI; Orange highlight indicates current programming at Citrus College

FIGURE 2.50: TOP 25 OCCUPATIONS WHICH REQUIRE A POSTSECONDARY CERTIFICATE AWARD BY TOTAL OPENINGS, SOCAL REGION, 2018 TO 2028

Occupations Requiring a Postsecondary Certificate Award	2018 Jobs	2028 Jobs	2018 - 2028 Change	2018 - 2028 % Change	2018 - 2028 Openings	Median Annual Earnings
Bookkeeping, Accounting and Auditing Clerks	86,683	85,083	(1,600)	(2%)	**95,712**	$44,102.28
Heavy and Tractor-Trailer Truck Drivers	69,825	77,127	7,302	10%	**85,184**	$45,448.77
Teacher Assistants	69,359	76,071	6,712	10%	**80,310**	$34,512.96
Nursing Assistants	47,802	59,343	11,541	24%	**71,353**	$29,542.04
Medical Assistants	42,021	50,233	8,212	20%	**56,718**	$33,003.72
Licensed Practical and Licensed Vocational Nurses	33,545	39,625	6,080	18%	**31,810**	$50,476.00
Dental Assistants	22,179	26,597	4,418	20%	**30,812**	$34,413.26
Automotive Service Technicians and Mechanics	27,789	29,494	1,705	6%	**28,106**	$42,184.79
Computer User Support Specialists	25,751	27,885	2,134	8%	**21,545**	$55,048.13
Telecommunications Equipment Installers and Repairers	16,493	15,109	(1,384)	(8%)	**16,511**	$55,163.05
HVAC Mechanics and Installers	11,218	13,842	2,624	23%	**14,626**	$53,871.18
Massage Therapists	9,534	12,242	2,708	28%	**13,765**	$34,993.07
Health Technologists and Technicians	12,453	16,219	3,766	30%	**12,614**	$41,864.92
Audio and Video Equipment Technicians	10,246	9,924	(322)	(3%)	**9,236**	$44,011.08
Firefighters	11,295	12,431	1,136	10%	**8,857**	$78,125.08
Phlebotomists	6,320	7,367	1,047	17%	**7,974**	$41,973.36
Medical Records and Health Information Technicians	10,093	11,327	1,234	12%	**7,577**	$41,517.15
Aircraft Mechanics and Service Technicians	6,936	8,264	1,328	19%	**7,119**	$66,703.73
Library Technicians	4,124	4,565	441	11%	**6,108**	$43,825.60
Surgical Technologists	4,201	5,242	1,041	25%	**4,707**	$57,823.13
Computer, Automated Teller and Office Machine Repairers	4,034	3,657	(377)	(9%)	**3,699**	$41,323.19
Sound Engineering Technicians	3,546	3,088	(458)	(13%)	**2,983**	$67,730.74
Captains, Mates, and Pilots of Water Vessels	1,638	2,281	643	39%	**2,646**	$74,914.62
Medical Transcriptionists	2,220	2,127	(93)	(4%)	**2,615**	$31,741.18
Psychiatric Technicians	2,973	3,035	62	2%	**2,487**	$58,536.27

Note: This table is sorted by total projected openings, 2018 to 2028 (in bold)
Source: EMSI; Orange highlight indicates current programming at Citrus College

FIGURE 2.51: TOP 25 OCCUPATIONS WHICH REQUIRE A POSTSECONDARY CERTIFICATE AWARD BY GREATEST CHANGE IN JOB GROWTH, SOCAL REGION, 2018 TO 2028

Occupations Requiring a Postsecondary Certificate Award	2018 Jobs	2028 Jobs	2018 - 2028 Change	2018 - 2028 % Change	2018 - 2028 Openings	Median Annual Earnings
Captains, Mates and Pilots of Water Vessels	1,638	2,281	643	**39%**	2,646	$74,914.62
Health Technologists and Technicians	12,453	16,219	3,766	**30%**	12,614	$41,864.92
Massage Therapists	9,534	12,242	2,708	**28%**	13,765	$34,993.07
Hairdressers, Hairstylists and Cosmetologists	12,589	16,010	3,421	**27%**	20,304	$25,496.68
Barbers	836	1,053	217	**26%**	1,075	$36,854.54
Surgical Technologists	4,201	5,242	1,041	**25%**	4,707	$57,823.13
Nursing Assistants	47,802	59,343	11,541	**24%**	71,353	$29,542.04
HVAC Mechanics and Installers	11,218	13,842	2,624	**23%**	14,626	$53,871.18
Dental Assistants	22,179	26,597	4,418	**20%**	30,812	$34,413.26
Medical Assistants	42,021	50,233	8,212	**20%**	56,718	$33,003.72
Aircraft Mechanics and Service Technicians	6,936	8,264	1,328	**19%**	7,119	$66,703.73
Skincare Specialists	2,785	3,301	516	**19%**	3,920	$27,060.68
Ophthalmic Medical Technicians	1,040	1,229	189	**18%**	1,063	$36,561.13
Licensed Practical and Licensed Vocational Nurses	33,545	39,625	6,080	18%	31,810	$50,476.00
Manicurists and Pedicurists	9,157	10,800	1,643	**18%**	12,809	$23,719.86
Emergency Medical Technicians and Paramedics	8,860	10,399	1,539	**17%**	7,235	$28,551.16
Phlebotomists	6,320	7,367	1,047	**17%**	7,974	$41,973.36
Healthcare Practitioners and Technical Workers, all other	2,326	2,619	293	**13%**	1,537	$73,068.22
Medical Records and Health Information Technicians	10,093	11,327	1,234	**12%**	7,577	$41,517.15
Library Technicians	4,124	4,565	441	**11%**	6,108	$43,825.60
Heavy and Tractor-Trailer Truck Drivers	69,825	77,127	7,302	**10%**	85,184	$45,448.77
Firefighters	11,295	12,431	1,136	**10%**	8,857	$78,125.08
Teacher Assistants	69,359	76,071	6,712	**10%**	80,310	$34,512.96
Computer User Support Specialists	25,751	27,885	2,134	**8%**	21,545	$55,048.13
Automotive Service Technicians and Mechanics	27,789	29,494	1,705	**6%**	28,106	$42,184.79

Note: This table is sorted by total projected change percent in jobs, 2018 to 2028 (in bold)
Source: EMSI; Orange highlight indicates current programming at Citrus College

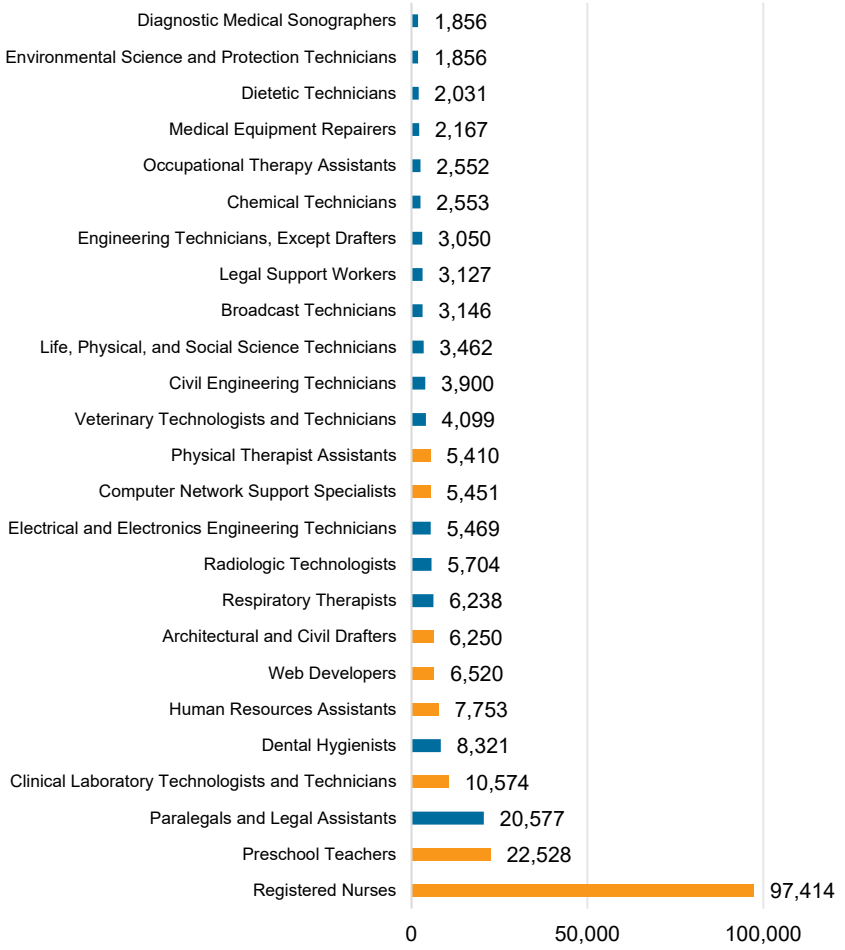
Associate Degrees and Related Job Growth

The graph on the right and the tables which follow display middle-skill jobs which require an associate degree and are projected to have the most openings over the next decade.

Positions with the highest projected openings in Southern California through 2028 (see Figure 2.52) include registered nurses; preschool teachers; paralegals and other legal-support workers; web developers and computer network specialists; clinical lab and other health specialties techs; physical therapist assistants and engineering and environmental science technicians. Those highlighted in orange represent occupations which Citrus College has a related educational program.

Figure 2.54 lists the occupations which need an associate degree by greatest change in job growth. Positions with highest expected demand include occupational and physical therapy assistants, which may grow by 50 percent in the number of openings by 2028.

FIGURE 2.52: OCCUPATIONS WHICH REQUIRE AN ASSOCIATE DEGREE WITH GREATEST NUMBER OF PROJECTED OPENINGS, SOCAL REGION, 2018 TO 2028



Source: EMSI; Orange highlight indicates current programming at Citrus College

FIGURE 2.53: TOP 25 OCCUPATIONS WHICH REQUIRE AN ASSOCIATE DEGREE BY TOTAL OPENINGS, SOCAL REGION, 2018 TO 2028

Occupations Requiring an Associate Degree	2018 Jobs	2028 Jobs	2018 - 2028 Change	2018 - 2028 % Change	2018 - 2028 Openings	Median Annual Earnings
Registered Nurses	134,329	158,213	23,884	18%	**97,414**	$94,325.33
Preschool Teachers	20,004	22,186	2,182	11%	**22,528**	$31,505.56
Paralegals and Legal Assistants	15,994	19,034	3,040	19%	**20,577**	$50,257.70
Clinical Laboratory Technologists and Technicians	13,882	15,476	1,594	11%	**10,574**	$50,188.00
Dental Hygienists	9,056	11,348	2,292	25%	**8,321**	$97,453.23
Human Resources Assistants, except Payroll and Timekeeping	7,037	6,974	(63)	(1%)	**7,753**	$39,485.48
Web Developers	8,296	8,865	569	7%	**6,520**	$66,418.65
Architectural and Civil Drafters	6,827	7,173	346	5%	**6,250**	$58,738.20
Respiratory Therapists	9,258	10,855	1,597	17%	**6,238**	$74,536.62
Radiologic Technologists	8,060	9,314	1,254	16%	**5,704**	$72,221.64
Electrical and Electronics Engineering Technicians	6,541	6,231	(310)	(5%)	**5,469**	$60,977.29
Computer Network Support Specialists	6,794	7,192	398	6%	**5,451**	$68,094.83
Physical Therapist Assistants	2,733	4,090	1,357	50%	**5,410**	$65,624.78
Veterinary Technologists and Technicians	3,667	4,565	898	24%	**4,099**	$39,267.94
Civil Engineering Technicians	4,137	4,403	266	6%	**3,900**	$67,499.44
Life, Physical and Social Science Technicians	2,807	2,946	139	5%	**3,462**	$46,862.05
Broadcast Technicians	2,990	3,267	277	9%	**3,146**	$39,115.44
Legal Support Workers, all other	3,578	3,737	159	4%	**3,127**	$46,124.89
Engineering Technicians, except Drafters	3,567	3,506	(61)	(2%)	**3,050**	$67,477.79
Chemical Technicians	2,813	2,683	(130)	(5%)	**2,553**	$41,523.63
Occupational Therapy Assistants	1,253	1,879	626	50%	**2,552**	$69,060.06
Medical Equipment Repairers	2,297	2,431	134	6%	**2,167**	$50,944.05
Dietetic Technicians	2,091	2,389	298	14%	**2,031**	$28,127.27
Environmental Science and Protection Technicians, including Health	1,471	1,572	101	7%	**1,856**	$56,331.28
Diagnostic Medical Sonographers	2,353	2,873	520	22%	**1,856**	$82,387.32

Note: This table is sorted by total projected openings, 2018 to 2028 (in bold)
Source: EMSI; Orange highlight indicates current programming at Citrus College

FIGURE 2.54: TOP 25 JOBS WHICH REQUIRE AN ASSOCIATE DEGREE BY GREATEST CHANGE IN JOB GROWTH, SOCAL REGION, 2018 TO 2028

Occupations Requiring an Associate Degree	2018 Jobs	2028 Jobs	2018 - 2028 Change	2018 - 2028 % Change	2018 - 2028 Openings	Median Annual Earnings
Occupational Therapy Assistants	1,253	1,879	626	**50%**	2,552	$69,060.06
Physical Therapist Assistants	2,733	4,090	1,357	**50%**	5,410	$65,624.78
Dental Hygienists	9,056	11,348	2,292	**25%**	8,321	$97,453.23
Veterinary Technologists and Technicians	3,667	4,565	898	**24%**	4,099	$39,267.94
Radiation Therapists	377	467	90	**24%**	285	$109,525.14
Diagnostic Medical Sonographers	2,353	2,873	520	**22%**	1,856	$82,387.32
Paralegals and Legal Assistants	15,994	19,034	3,040	**19%**	20,577	$50,257.70
Registered Nurses	134,329	158,213	23,884	**18%**	97,414	$94,325.33
Respiratory Therapists	9,258	10,855	1,597	**17%**	6,238	$74,536.62
Magnetic Resonance Imaging Technologists	1,270	1,480	210	**17%**	914	$83,992.42
Radiologic Technologists	8,060	9,314	1,254	**16%**	5,704	$72,221.64
Dietetic Technicians	2,091	2,389	298	**14%**	2,031	$28,127.27
Morticians, Undertakers and Funeral Directors	472	539	67	**14%**	686	$43,573.94
Avionics Technicians	858	977	119	**14%**	833	$66,940.32
Funeral Service Managers	189	213	24	**13%**	163	$120,067.18
Nuclear Medicine Technologists	663	747	84	**13%**	445	$104,155.30
Clinical Laboratory Technologists and Technicians	13,882	15,476	1,594	**11%**	10,574	$50,188.00
Preschool Teachers	20,004	22,186	2,182	**11%**	22,528	$31,505.56
Cardiovascular Technologists and Technicians	2,137	2,356	219	**10%**	1,369	$66,365.30
Broadcast Technicians	2,990	3,267	277	**9%**	3,146	$39,115.44
Environmental Science and Protection Technicians, including Health	1,471	1,572	101	**7%**	1,856	$56,331.28
Web Developers	8,296	8,865	569	**7%**	6,520	$66,418.65
Civil Engineering Technicians	4,137	4,403	266	**6%**	3,900	$67,499.44
Computer Network Support Specialists	6,794	7,192	398	**6%**	5,451	$68,094.83
Medical Equipment Repairers	2,297	2,431	134	**6%**	2,167	$50,944.05

Note: This table is sorted by total projected change percent in jobs, 2018 to 2028 (in bold)
Source: EMSI; Orange highlight indicates current programming at Citrus College

Program Completions and Job Availability - Gap Analysis

The following tables provide connections between Citrus College Career Technical Education (CTE) programs and related occupation growth, in Los Angeles County (see Figure 2.55) and in the Southern California region (see Figure 2.56).

These tables are sorted by largest to smallest surplus (or gap) of available positions, where the number of student completions of related programs in the region (either Los Angeles County or Southern California) is not enough to cover the number of average annual job openings. For example, accounting technology programs in Los Angeles County (see Figure 2.55) award an average of 1,002 annual degrees or certificates (see column labelled "Average Annual Completions"), but there are nearly 9,800 annual job openings projected over the next decade (see column labelled "Average Annual Openings"), resulting in an estimated annual surplus of 8,776 jobs.

Surpluses in available jobs are the biggest among office and business, accounting, construction, game and interactive media and design and other related IT professions. Child development appears to have a surplus in job openings relative to awardees, however, the number of total jobs is declining, and the median hourly wage is much lower than the living wage in Los Angeles County.

FIGURE 2.55: GAP ANALYSIS OF CITRUS COLLEGE CTE PROGRAMS, LOS ANGELES COUNTY, 2018 TO 2028

Citrus College Program	2018 Jobs	2028 Jobs	Job Growth, 2018 to 2028	Median Hourly Earnings	Average Annual Openings	Average Annual Completions	Gap / Surplus
Administrative Office Occupations	105,177	99,153	(6,025)	$21.10	10,941	881	10,060
Accounting Technology/Technician and Bookkeeping	89,926	89,183	(742)	$20.91	9,778	1,002	8,776
Business Administration and Management	227,711	239,950	12,239	$39.36	20,228	12,370	7,858
Construction Trades (Public Works)	57,185	61,499	4,314	$17.23	6,452	22	6,430
Office Management and Supervision	50,432	50,392	(40)	$27.56	4,921	92	4,829
Game and Interactive Media Design	55,992	60,603	4,611	$38.48	4,947	168	4,780
Child Development	48,213	45,062	(3,151)	$9.51	6,702	2,359	4,343
Information Technology	61,120	66,376	5,256	$48.69	4,635	325	4,310
Computer and Information Systems Security/Information Assurance	47,250	50,409	3,159	$32.99	3,649	124	3,525
Real Estate	38,333	41,304	2,971	$21.40	3,642	205	3,437
Web Page, Digital/Multimedia and Information Resources Design	35,932	35,675	(257)	$27.21	2,994	196	2,797
Banking and Financial Support Services	27,410	24,507	(2,903)	$16.69	2,721	32	2,690
Cosmetology/Cosmetologist	35,336	41,056	5,720	$11.94	5,012	2,389	2,623
Homeland Security	33,165	35,649	2,484	$23.09	2,618	200	2,418

Citrus College Program	2018 Jobs	2028 Jobs	Job Growth, 2018 to 2028	Median Hourly Ernings	Average Annual Openings	Average Annual Completions	Gap / Surplus
Registered Nursing	82,848	96,828	13,980	$45.89	5,911	4,016	1,894
Computer Support Specialist - IT Technician	22,194	23,998	1,804	$27.83	1,850	25	1,825
Computer Generated Imagery and Graphic Design	23,522	22,615	(908)	$26.64	1,930	106	1,825
Building/Home/Construction Inspection/Inspector	16,660	17,312	651	$32.40	1,793	19	1,774
Business Information Professional	14,519	15,228	708	$17.10	1,664	128	1,536
Automobile/Automotive Mechanics Technology/Technician	20,986	21,247	261	$16.90	1,978	923	1,054
Construction Management	12,152	12,596	444	$18.11	907	22	885
Ceramic Arts and Ceramics	7,506	7,766	260	$9.87	636	4	632
Photography	8,315	8,841	527	$18.10	781	166	615
Licensed Practical/Vocational Nurse Training	20,732	24,399	3,667	$24.09	1,952	1,417	535
Diesel Mechanics Technology/Technician	5,194	5,675	481	$26.73	530	70	460
Heating Ventilation, Air Conditioning and Refrigeration Engineering Technology/Technician	7,014	7,715	701	$26.32	772	371	401
Criminal Justice/Police Science	32,397	34,784	2,387	$50.10	2,424	2,060	364
Corrections	4,689	4,958	269	$31.95	396	44	352
Architectural Drafting and Architectural CAD/CADD	4,293	4,417	124	$28.47	380	39	341
Dental Assisting/Assistant	12,024	14,193	2,169	$16.74	1,634	1,327	307
Drafting and Design Technology/Technician	4,577	4,701	124	$28.32	404	181	224
Recording Arts Technology/Technician	14,114	13,393	(721)	$23.87	1,260	1,043	217
Architectural Technology/Technician	4,293	4,417	124	$28.47	380	163	217
Database Administrator	2,557	2,754	197	$46.78	188	23	165
Technical Theatre/Theatre Design and Technology	2,490	2,251	(239)	$25.17	220	66	155
Wildland Resources and Forestry	1,045	1,091	46	$19.72	130	21	109
Water Quality and Wastewater Treatment Management and Recycling Technology/Technician	2,068	2,082	14	$35.31	173	72	101
Commercial Dance	721	709	(12)	$17.57	98	7	91
Biomedical Technology/Technician	1,200	1,273	72	$26.85	114	57	56
Emergency Medical Technology/Technician (EMT Paramedic)	5,016	5,293	278	$13.68	366	313	53
Aesthetician/Esthetician and Skin Care Specialist	2,516	2,978	461	$13.75	353	514	(161)

Note: This table is sorted by total projected gap or surplus in available positions (in orange). “Average annual completions” represents the average number of awards by program in Los Angeles County compiled by IPEDS for the last five years where data was available, 2013-14 to 2017-18 academic years. This may not include all noncredit or skill awards.
Source: EMSI; IPEDS

FIGURE 2.56: REGIONAL GAP ANALYSIS OF CITRUS COLLEGE CTE PROGRAMS, SOCAL REGION, 2018 TO 2028

Citrus College Program	2018 Jobs	2028 Jobs	Job Growth, 2018 to 2028	Median Hourly Earnings	Average Annual Openings	Average Annual Completions	Gap / Surplus
Administrative Office Occupations	167,004	160,115	(6,889)	$20.84	17,582	1,154	16,428
Accounting Technology/Technician and Bookkeeping	148,550	150,910	2,359	$20.85	16,545	1,721	14,824
Construction Trades (Public Works)	123,370	137,537	14,167	$18.04	14,576	46	14,530
Business Administration and Management	386,303	414,032	27,729	$39.58	35,230	24,736	10,494
Office Management and Supervision	84,721	86,758	2,036	$27.52	8,574	403	8,170
Game and Interactive Media Design	92,001	101,391	9,390	$37.64	8,321	252	8,069
Child Development	71,749	67,816	(3,934)	$10.17	10,104	3,186	6,918
Information Technology	98,152	108,072	9,920	$48.29	7,635	795	6,840
Computer and Information Systems Security/Information Assurance	78,629	84,652	6,023	$32.23	6,185	272	5,914
Real Estate	63,798	67,130	3,333	$21.71	5,852	304	5,549
Banking and Financial Support Services	53,056	51,258	(1,798)	$16.89	5,589	44	5,545
Homeland Security	54,540	59,315	4,775	$23.15	4,399	221	4,178
Web Page, Digital/Multimedia and Information Resources Design	51,040	51,760	720	$26.38	4,330	277	4,052
Cosmetology/Cosmetologist	60,783	71,064	10,281	$11.95	8,670	4,674	3,996
Building/Home/Construction Inspection/Inspector	35,064	38,032	2,968	$33.29	3,978	70	3,908
Computer Support Specialist - IT Technician	38,220	41,593	3,372	$27.66	3,224	83	3,141
Registered Nursing	136,587	160,929	24,341	$45.15	9,910	7,179	2,731
Business Information Professional	24,363	25,895	1,532	$16.43	2,847	128	2,719
Computer Generated Imagery and Graphic Design	34,900	33,938	(962)	$26.49	2,867	216	2,651
Construction Management	24,258	25,883	1,625	$27.81	1,897	37	1,859
Automobile/Automotive Mechanics Technology/Technician	39,039	40,865	1,826	$16.82	3,885	2,387	1,497
Heating Ventilation, Air Conditioning and Refrigeration Engineering Technology/Technician	13,731	16,504	2,773	$23.38	1,723	555	1,168
Dental Assisting/Assistant	22,752	27,326	4,573	$16.60	3,167	2,204	963
Photography	11,997	12,763	766	$18.09	1,134	205	929
Diesel Mechanics Technology/Technician	10,776	12,031	1,255	$25.16	1,136	283	854
Ceramic Arts and Ceramics	9,545	9,981	435	$9.79	820	6	814
Corrections	11,536	11,960	424	$36.67	950	143	807
Criminal Justice/Police Science	46,650	50,457	3,807	$49.03	3,545	2,868	677
Architectural Drafting and Architectural CAD/CADD	7,390	7,720	330	$27.96	672	52	620
Licensed Practical/Vocational Nurse Training	35,070	41,466	6,395	$24.08	3,329	2,770	559
Architectural Technology/Technician	7,390	7,720	330	$27.96	672	248	423

Citrus College Program	2018 Jobs	2028 Jobs	Job Growth, 2018 to 2028	Median Hourly Earnings	Average Annual Openings	Average Annual Completions	Gap / Surplus
Drafting and Design Technology/Technician	8,018	8,383	365	$27.78	730	317	413
Recording Arts Technology/Technician	16,740	16,280	(460)	$22.82	1,536	1,159	377
Database Administrator	4,364	4,729	366	$44.50	325	36	289
Wildland Resources and Forestry	2,065	2,165	99	$21.29	256	21	235
Emergency Medical Technology/Technician (EMT Paramedic)	10,047	11,697	1,649	$13.42	886	681	205
Commercial Dance	1,334	1,356	22	$18.08	186	17	170
Technical Theatre/Theatre Design and Technology	2,905	2,688	(217)	$24.80	262	97	165
Biomedical Technology/Technician	2,440	2,558	118	$23.72	228	133	96
Water Quality and Wastewater Treatment Management and Recycling Technology/Technician	4,020	4,039	19	$34.14	336	245	91
Aesthetician/Esthetician and Skin Care Specialist	4,585	5,431	846	$13.74	644	1,241	(597)

Note: This table is sorted by total projected gap or surplus in available positions (in orange). “Average annual completions” represents the average number of awards by program in Los Angeles, Orange, Riverside and San Bernardino Counties combined, compiled by IPEDS for the last five years where data was available, 2013-14 to 2017-18 academic years. This may not include all noncredit or skill awards.
Source: EMSI; IPEDS

Regional Career Technical Education (CTE) Program Comparison

Figure 2.57 compares the availability of Career Technical Education (CTE) programs at Citrus College with those offered at neighboring community colleges. The subjects offered most often at these colleges include automotive, business, child development and computer science/information technology-related programs. All five colleges offer accounting, administration of justice, business, digital media and web design and computer programming awards, though sub-specializations offered at each college varies. The right column, labelled "Total Degree Awards/Certificates Available," is a total of all the awards and certificates available at these five colleges in each program in fall 2019.[39]

FIGURE 2.57: COMPARISON OF CTE PROGRAMS AT CITRUS COLLEGE AND NEIGHBORING COMMUNITY COLLEGES, FALL 2019

Program	Citrus College	Chaffey	Mt. San Antonio	Pasadena	Rio Hondo	Total Degree Awards/ Certificates Available
Accounting	Yes	Yes	Yes	Yes	Yes	**9**
Administration of Justice	Yes	Yes	Yes	Yes	Yes	**13**
Advanced Transportation Tech	No	No	No	No	Yes	**5**
Agricultural Tech, Livestock Mgt, Pet Science	No	No	Yes	No	No	**11**
Animation	No	No	Yes	Yes	Yes	**5**
Applied Horticulture	No	No	Yes	No	No	**2**
Architectural Drafting Technology	Yes	No	No	No	No	**2**
Architecture and Architectural Technology	Yes	No	Yes	No	Yes	**11**
Automotive Technology	Yes	Yes	No	Yes	Yes	**37**
Aviation Science	No	No	Yes	No	No	**2**
Aviation Technology and Maintenance	No	Yes	No	No	No	**6**
Banking and Finance	No	Yes	No	Yes	No	**3**
Biotechnology and Biomedical Technology	Yes	No	No	Yes	No	**7**
Business Administration and Management	Yes	Yes	Yes	Yes	Yes	**24**
Carpentry	No	No	No	No	Yes	**6**
Child Development	Yes	No	Yes	Yes	Yes	**37**
Commercial Art	No	No	No	Yes	No	**6**

[39] This data represents active programs in the Chancellor's CTE data clearinghouse and may not include all noncredit and skill awards.

Program	Citrus College	Chaffey	Mt. San Antonio	Pasadena	Rio Hondo	Total Degree Awards/ Certificates Available
Commercial Dance	Yes	No	Yes	No	No	**2**
Commercial Music	Yes	Yes	No	Yes	No	**6**
Community Health Care Worker	No	No	No	No	Yes	**1**
Computer Graphic Art and Design	No	Yes	No	Yes	No	**5**
Construction Management and Inspection	Yes	No	Yes	Yes	Yes	**9**
Consumer Services	No	No	Yes	No	No	**1**
Correctional Science	Yes	No	No	No	Yes	**3**
Cosmetology	Yes	No	No	Yes	No	**7**
Dental Assistant	Yes	Yes	No	Yes	No	**9**
Dental Hygienist	No	No	No	Yes	No	**1**
Dental Lab Tech	No	No	No	Yes	No	**2**
Diesel and Heavy Equipment Technology	Yes	No	No	No	Yes	**10**
Digital Media - Game Design and Development	Yes	No	No	Yes	No	**3**
Digital Media and Web Design	Yes	Yes	Yes	Yes	Yes	**16**
Drafting Technology	Yes	No	Yes	Yes	Yes	**20**
Education	No	No	Yes	No	Yes	**2**
Electrical Tech	No	Yes	No	No	No	**4**
Electro-Mechanical Tech	No	Yes	No	No	No	**3**
Electronics Tech	No	No	Yes	Yes	Yes	**20**
Emergency Management and Homeland Security	Yes	Yes	No	No	Yes	**5**
Emergency Medical Tech	No	Yes	No	No	No	**1**
Energy Systems Technology	No	No	No	Yes	Yes	**4**
Engineering	No	Yes	No	Yes	No	**3**
English as a Second Language	Yes	No	Yes	No	Yes	**16**
Environmental Control Technology (HVAC, Refrigeration)	No	Yes	Yes	No	No	**4**
Environmental Technology	No	No	No	No	Yes	**6**
Fashion Design and Merchandising	No	Yes	Yes	Yes	No	**10**
Film and Video Production	No	Yes	No	Yes	No	**6**
Fire Technology	No	Yes	Yes	Yes	Yes	**12**
Fitness	No	No	No	Yes	Yes	**6**
Fitness and Coaching	Yes	Yes	No	No	No	**5**
Floriculture	No	No	Yes	No	No	**1**

Program	Citrus College	Chaffey	Mt. San Antonio	Pasadena	Rio Hondo	Total Degree Awards/ Certificates Available
Geographic Information Systems	No	No	No	No	Yes	**2**
Gerontology	No	Yes	No	Yes	No	**6**
Graphic Art and Design	No	No	Yes	Yes	Yes	**12**
Home Health Aide	Yes	Yes	Yes	No	No	**3**
Hospitality Management	No	Yes	Yes	Yes	No	**9**
Industrial Maintenance Tech	No	Yes	No	No	No	**4**
Information Technology	Yes	No	Yes	No	No	**3**
Information Technology: CIS	Yes	Yes	No	No	Yes	**9**
Information Technology: Computer Programming	Yes	Yes	Yes	Yes	No	**10**
Information Technology: Computer Systems Analysis	No	No	No	Yes	Yes	**3**
Information Technology: Cybersecurity	No	Yes	No	Yes	Yes	**9**
Information Technology: Database Design and Administration	Yes	No	Yes	No	No	**2**
Information Technology: Infrastructure and Support	No	No	No	Yes	Yes	**4**
Information Technology: Networking	No	Yes	Yes	No	Yes	**8**
Information Technology: Support	Yes	Yes	Yes	Yes	No	**6**
Interior Design	No	Yes	Yes	No	No	**9**
International Business and Trade	No	Yes	Yes	Yes	Yes	**9**
Journalism	Yes	No	No	Yes	Yes	**9**
Laboratory Science Technology	No	No	Yes	No	No	**1**
Landscape Tech	Yes	No	Yes	No	No	**9**
Library Tech	No	No	No	Yes	No	**3**
Logistics	No	Yes	Yes	No	Yes	**7**
Machine Shop	No	No	No	Yes	No	**2**
Marketing and Distribution	Yes	No	Yes	Yes	Yes	**7**
Medical Assistant	No	No	No	Yes	No	**6**
Medical Lab Tech	No	No	Yes	No	No	**1**
Medical Office Tech	No	Yes	No	No	No	**5**
Nursing: Anesthesia Tech	No	No	No	Yes	No	**2**
Nursing: CNA	Yes	No	Yes	No	No	**3**
Nursing: LVN	Yes	Yes	No	Yes	Yes	**8**
Nursing: Registered Nursing	Yes	No	Yes	Yes	Yes	**7**

Program	Citrus College	Chaffey	Mt. San Antonio	Pasadena	Rio Hondo	Total Degree Awards/ Certificates Available
Nutrition and Culinary Arts	No	Yes	Yes	No	No	**5**
Office Management	No	Yes	No	No	No	**2**
Office Tech	Yes	Yes	Yes	Yes	No	**29**
Orthopedic Tech	No	No	No	No	Yes	**1**
Paralegal	No	Yes	Yes	Yes	No	**5**
Pharmacy Tech	No	Yes	No	No	No	**2**
Photography	No	Yes	Yes	Yes	No	**9**
Physical Therapy Aide	No	No	Yes	No	No	**1**
Plant Nursery Operations and Management	No	No	Yes	No	No	**2**
Plant Science	No	No	Yes	No	No	**1**
Plumbing	No	No	No	No	Yes	**3**
Psychiatric Science/Alcohol and Drug Counseling	No	No	Yes	No	Yes	**6**
Public Works	Yes	No	Yes	No	No	**5**
Radio and Television Production	No	Yes	Yes	Yes	No	**14**
Radiologic Tech	No	Yes	Yes	Yes	No	**4**
Real Estate	Yes	Yes	Yes	No	Yes	**8**
Respiratory Tech	No	No	Yes	No	No	**1**
Secondary Education	No	No	Yes	No	Yes	**15**
Sign Language	No	No	Yes	No	No	**2**
Small Business and Entrepreneurship	Yes	Yes	Yes	Yes	Yes	**12**
Speech-Language Tech	No	No	No	Yes	No	**1**
Theater Technology	Yes	Yes	Yes	Yes	No	**5**
Turf and Turfgrass Management	No	No	Yes	No	No	**1**
Water Technology	Yes	No	No	No	No	**4**
Welding	No	No	Yes	Yes	Yes	**16**
Wildland Resources and Forestry	Yes	No	No	No	No	**1**
Workplace and Career Readiness	No	No	Yes	Yes	No	**2**
Total	**85**	**118**	**193**	**173**	**155**	**724**

Note: This data represents active programs in the Chancellor's CTE data clearinghouse and may not include all noncredit and skill awards.
Source: COCI, California Community College's Chancellor's Office, 2019

CITRUS COLLEGE DEMOGRAPHICS AND TRENDS

ENROLLMENT TRENDS

The following sections focus on the demographic composition of Citrus College students, and explore metrics such as enrollment trends, college preparedness, economic status and completion rates to guide and inform the development of future programs and services. Data is displayed in five- or ten-year periods from the most recent fall term, either fall 2017 or fall 2018, based on data availability.

Citrus College enrollment has remained relatively stable between 2013 and 2018, with an average of 13,227 students enrolled over the last six fall terms (2013 to 2018, see Figure 2.58). The equivalent number of full-time students has also been flat over this period, an average equivalent of 5,165 full-time students in fall terms from 2013 to 2018. Student headcount, FTES and enrollments peaked in fall 2008 following the start of the Great Recession of 2008, a trend experienced at many community colleges as high unemployment rates led to increases in enrollments at colleges, especially among recent high school graduates.[40]

Three in five students (60 percent) at Citrus College are continuing students, while 11 percent are first-time college students. Fifteen percent of students are returning to Citrus College to continue their education and another eight percent are first-time students who have transferred from other institutions (see Figure 2.61).

Forty percent of students at Citrus College are enrolled full-time, taking class loads of 12 or more units. Twenty-one percent of students take less than six units and another twenty percent have a class load of six to nine units (see Figure 2.62).

While Citrus College had a larger evening program in the past, only about 11 percent of students currently take classes in the evening, while more than 80 percent of students are enrolled in daytime classes (see Figure 2.63).

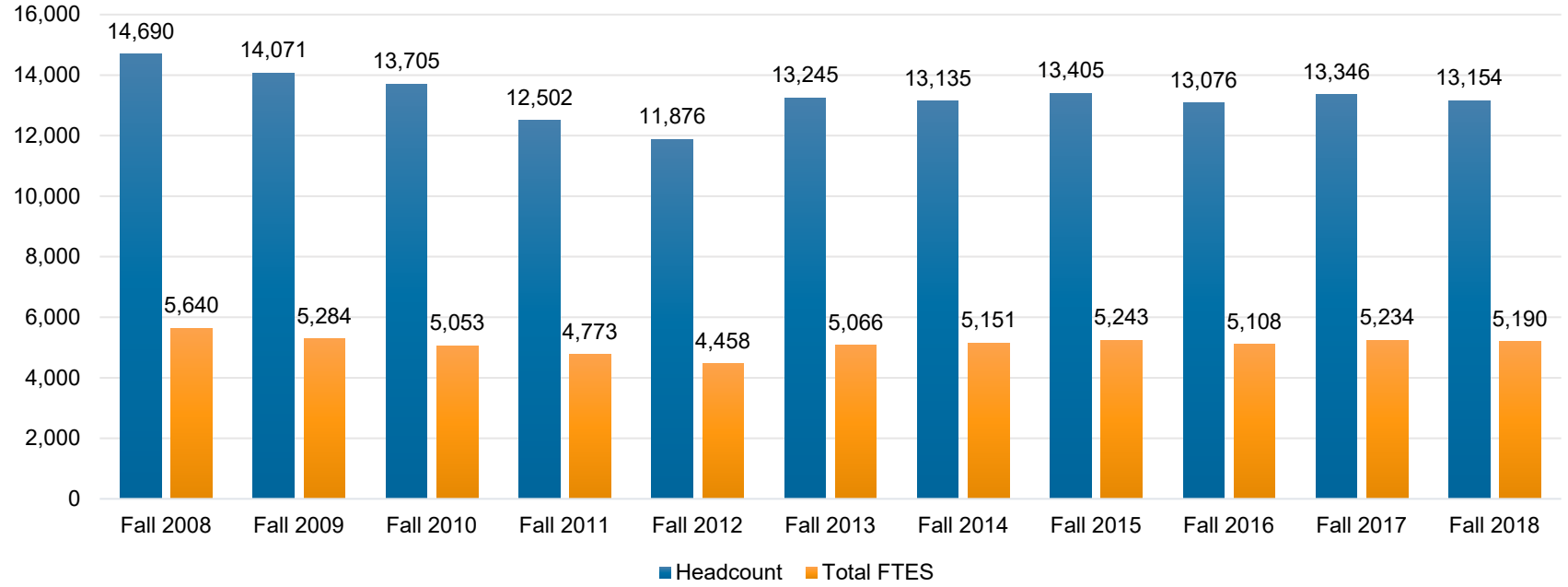
Online enrollments have increased by five percentage points between 2013 and 2017 and make up 15 percent of all class enrollments (see Figure 2.64).

Approximately one in three high school graduates who enroll at Citrus College are from within the college's service area (see Figure 2.66). High school graduates from Azusa represent 13 percent of all new high school graduates who enroll at Citrus College; in 2017, this was nearly 250 students (see Figure 2.65 and Figure 2.67).

[40] National Student Clearinghouse Research Center, Understanding the Recession's Impact on U.S. College Enrollment and Persistence Patterns, July 2011, pp.45-46, https://nscresearchcenter.org/wp-content/uploads/NSC_Signature_Report_1.pdf

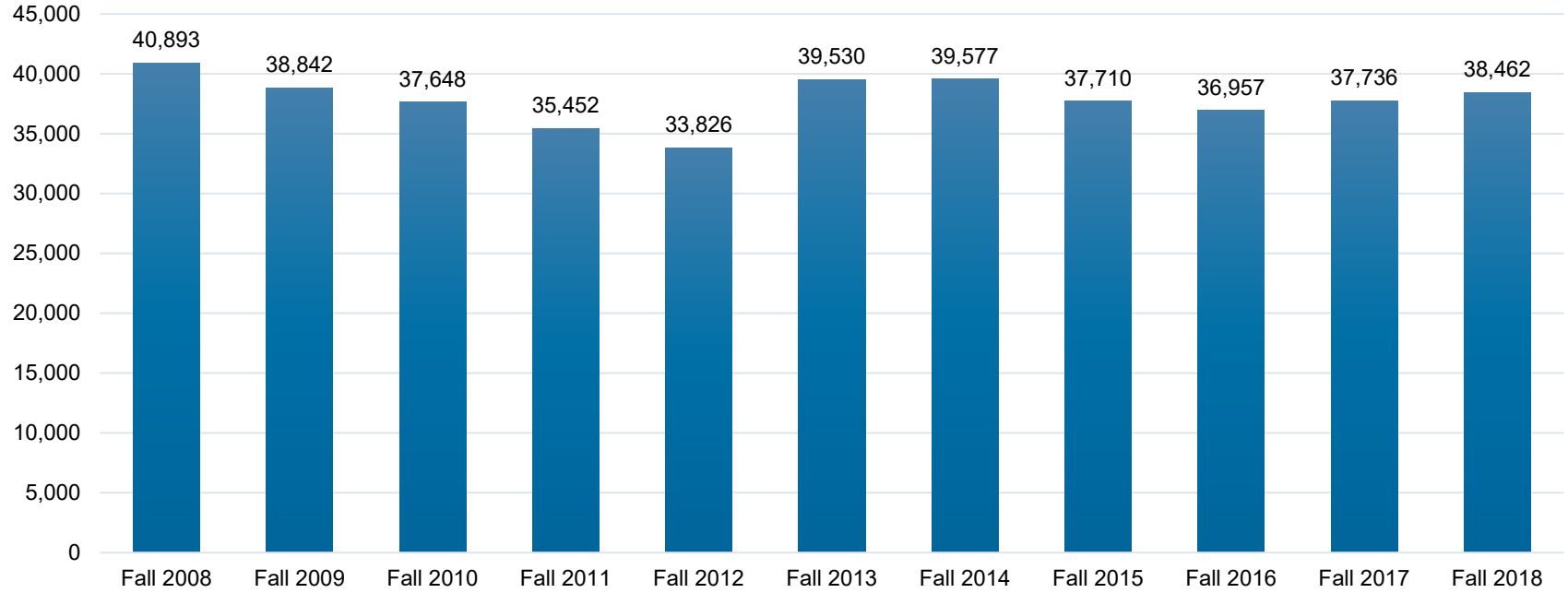
Student Headcount and Enrollments

FIGURE 2.58: STUDENT HEADCOUNT AND FTES AT CITRUS COLLEGE, FALL TERMS 2008 TO 2018



Source: Citrus College Fact Book, 2019; California Community Colleges Chancellor's Office Datamart

FIGURE 2.59: TOTAL CLASS ENROLLMENTS AT CITRUS COLLEGE, FALL TERMS 2008 TO 2018

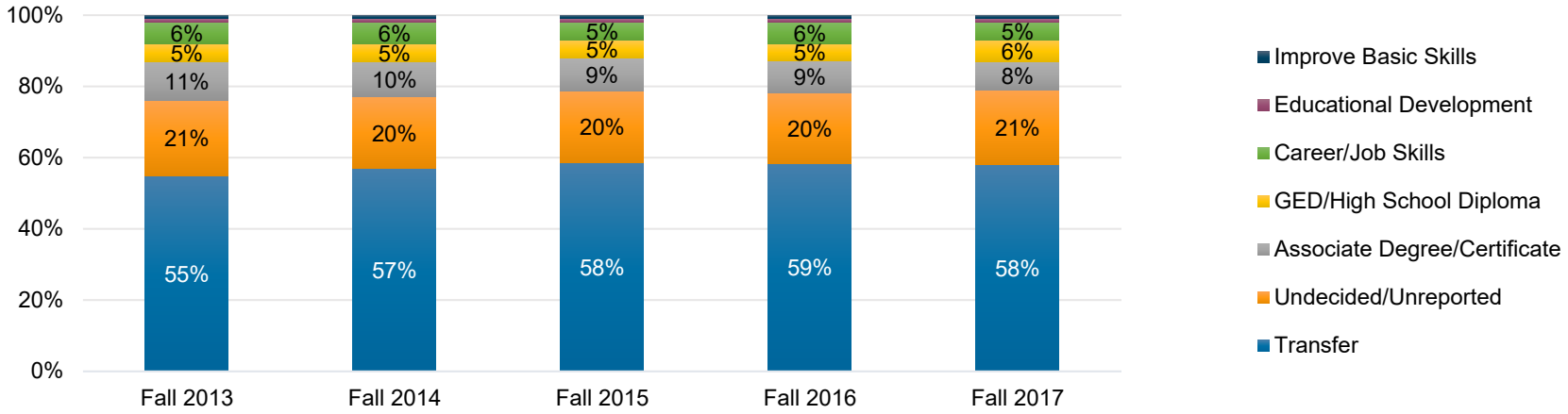


Source: California Community Colleges Chancellor's Office Datamart

Educational Goals

Recent trends show that nearly 60 percent of students enrolled at Citrus College indicate they plan to transfer to a four-year institution. Another eight percent indicate they are studying for a terminal associate degree or certificate, while five percent indicate interest in career training and job skills. Six percent of students indicate they are working toward earning a GED or high school diploma.

FIGURE 2.60: ENROLLED STUDENTS BY EDUCATIONAL GOALS, CITRUS COLLEGE, FALL 2013 TO FALL 2017

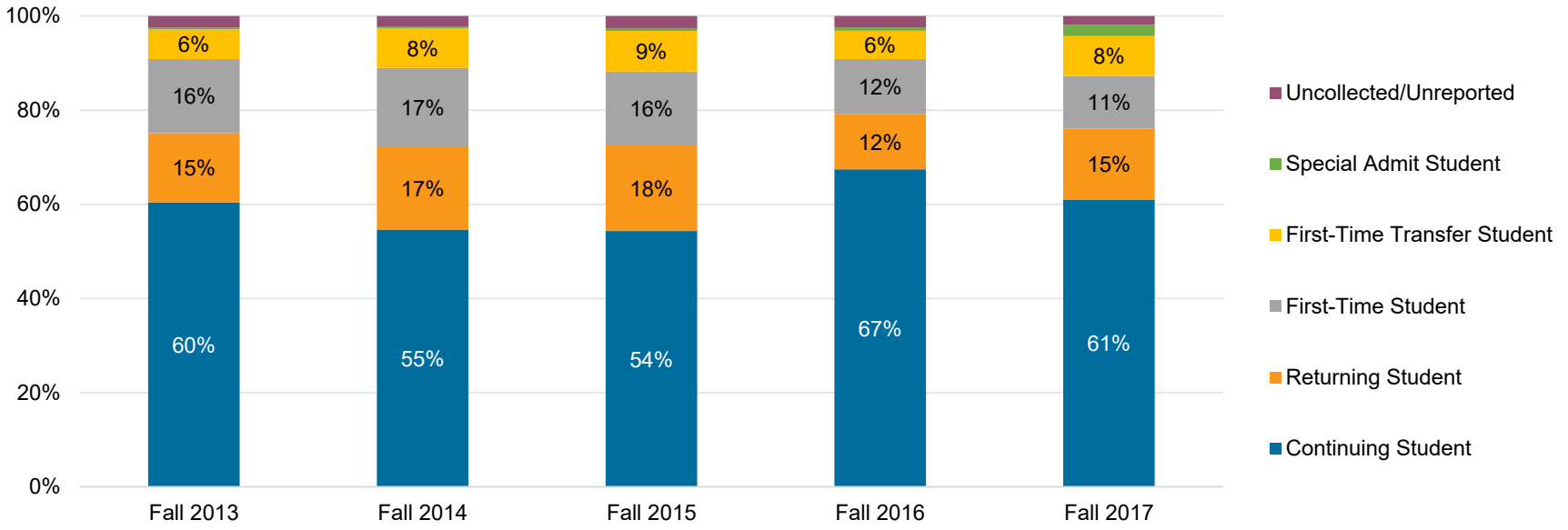


	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
Transfer	7,272	55%	7,534	57%	7,832	58%	7,720	59%	7,755	58%
Associate Degree/Certificate	1,420	11%	1,283	10%	1,234	9%	1,137	9%	1,086	8%
Career/Job Skills	774	6%	742	6%	721	5%	753	6%	697	5%
GED/High School Diploma	679	5%	721	5%	708	5%	654	5%	841	6%
Educational Development	153	1%	169	1%	138	1%	130	1%	124	1%
Improve Basic Skills	106	1%	95	1%	106	1%	87	1%	101	1%
Undecided/Unreported	2,841	21%	2,591	20%	2,666	20%	2,595	20%	2,748	21%
Citrus College Total	**13,245**	**100%**	**13,135**	**100%**	**13,405**	**100%**	**13,076**	**100%**	**13,346**	**100%**

Source: Citrus College Fact Book, 2019

Enrollment Status and Credit Load

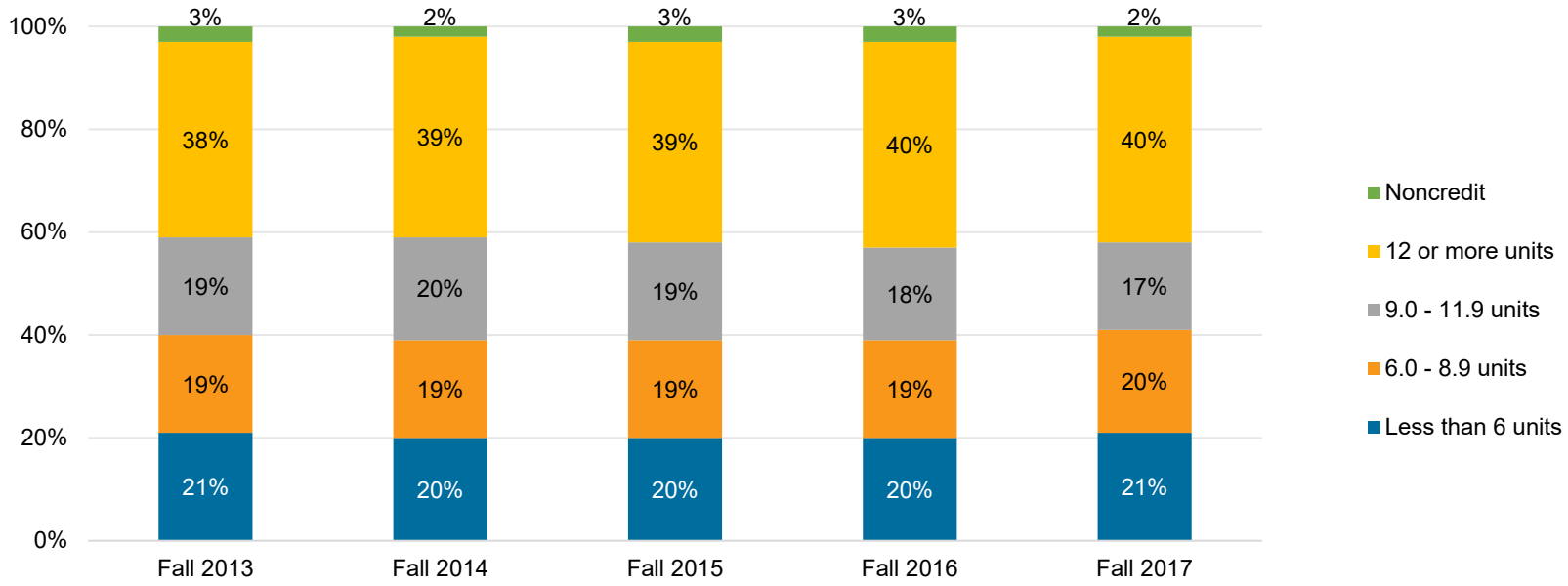
FIGURE 2.61: STUDENT HEADCOUNT BY ENROLLMENT STATUS AT CITRUS COLLEGE, FALL 2013 TO FALL 2017



	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
First-Time Student	2,082	16%	2,212	17%	2,104	16%	1,522	12%	1,490	11%
First-Time Transfer Student	837	6%	1,110	8%	1,156	9%	789	6%	1,131	8%
Returning Student	1,948	15%	2,297	17%	2,436	18%	1,539	12%	2,011	15%
Continuing Student	8,002	60%	7,178	55%	7,284	54%	8,817	67%	8,143	61%
Uncollected/Unreported	328	2%	291	2%	345	3%	315	2%	253	2%
Special Admit Student	48	0%	47	0%	80	1%	94	1%	318	2%
Citrus College Total	**13,245**	**100%**	**13,135**	**100%**	**13,405**	**100%**	**13,076**	**100%**	**13,346**	**100%**

Source: California Community Colleges Chancellor's Office Datamart

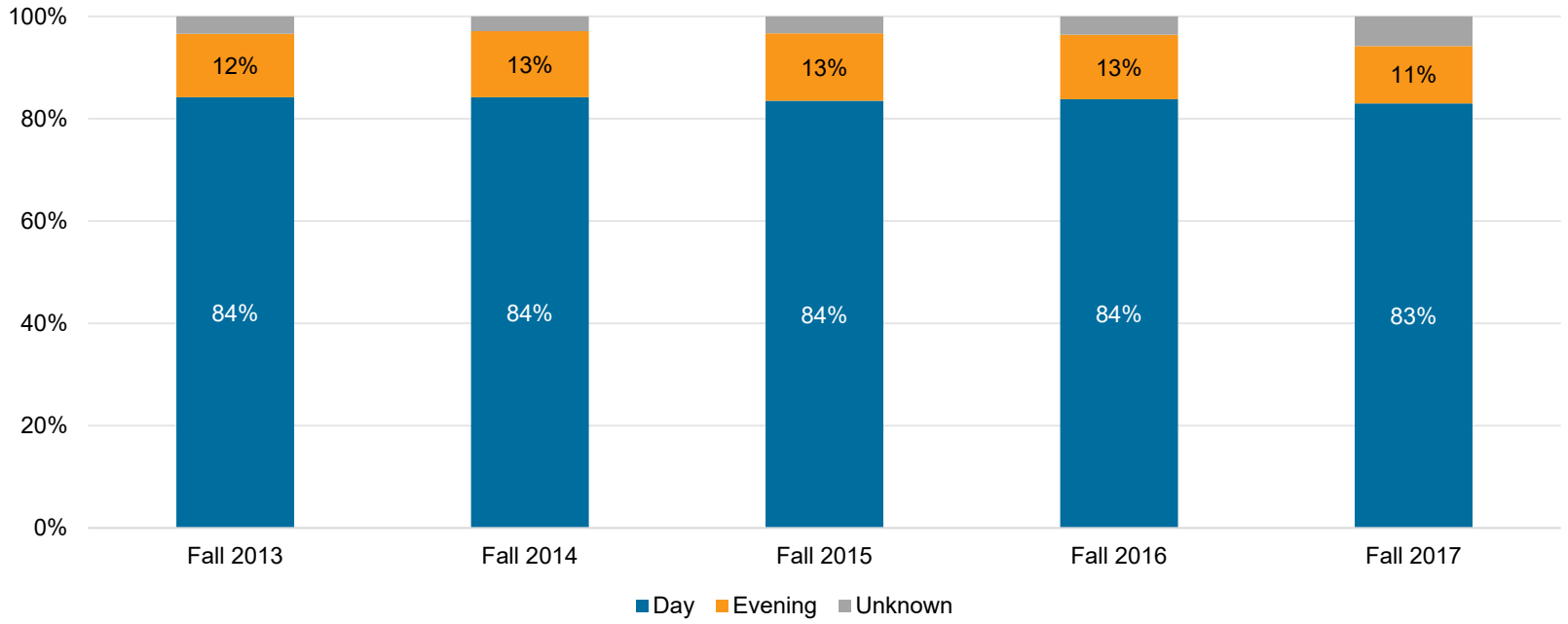
FIGURE 2.62: STUDENT HEADCOUNT BY CREDIT LOAD, CITRUS COLLEGE, FALL 2013 TO FALL 2017



Credit Load	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
Less than 6 units	2,775	21%	2,630	20%	2,632	20%	2,599	20%	2,773	21%
6.0 - 8.9 units	2,562	19%	2,531	19%	2,592	19%	2,502	19%	2,644	20%
9.0 - 11.9 units	2,495	19%	2,489	20%	2,513	19%	2,351	18%	2,260	17%
12 or more units	5,053	38%	5,166	39%	5,284	39%	5,279	40%	5,381	40%
Noncredit	360	3%	319	2%	382	3%	345	3%	288	2%
Citrus College Total	**13,245**	**100%**	**13,135**	**100%**	**13,405**	**100%**	**13,076**	**100%**	**13,346**	**100%**

Source: California Community Colleges Chancellor's Office Datamart

FIGURE 2.63: STUDENT HEADCOUNT BY DAY AND EVENING CLASS ENROLLMENTS, FALL 2013 TO FALL 2017



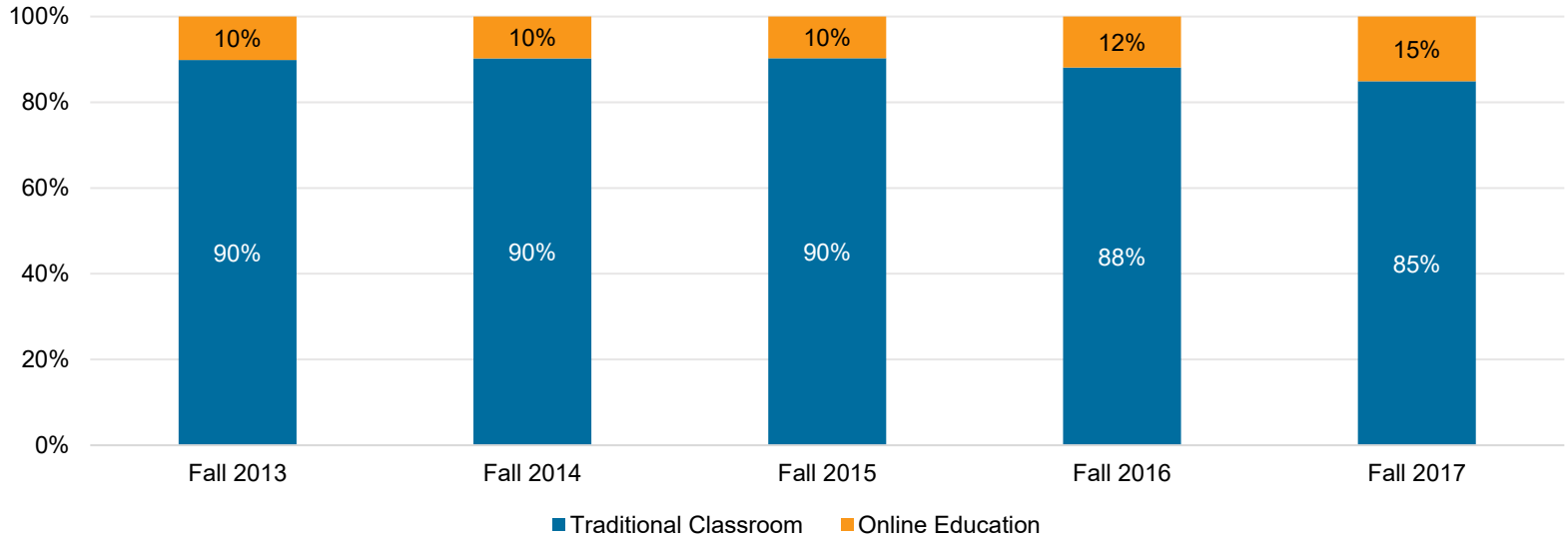
Class Time	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
Day	11,152	84%	11,056	84%	11,197	84%	10,953	84%	11,074	83%
Evening	1,642	12%	1,693	13%	1,766	13%	1,644	13%	1,500	11%
Unknown	451	3%	386	3%	442	3%	479	4%	772	6%
Citrus College Total	**13,245**	**100%**	**13,135**	**100%**	**13,405**	**100%**	**13,076**	**100%**	**13,346**	**100%**

Source: California Community Colleges Chancellor's Office Datamart

Enrollment by Instruction Method

The number of enrollments in online classes has grown 51 percent between 2013 and 2017 at Citrus College (see Figure 2.64). Online class enrollments made up 15 percent of all enrollments in fall 2017.

FIGURE 2.64: ENROLLMENT BY INSTRUCTION METHOD, CITRUS COLLEGE, FALL 2013 TO FALL 2017

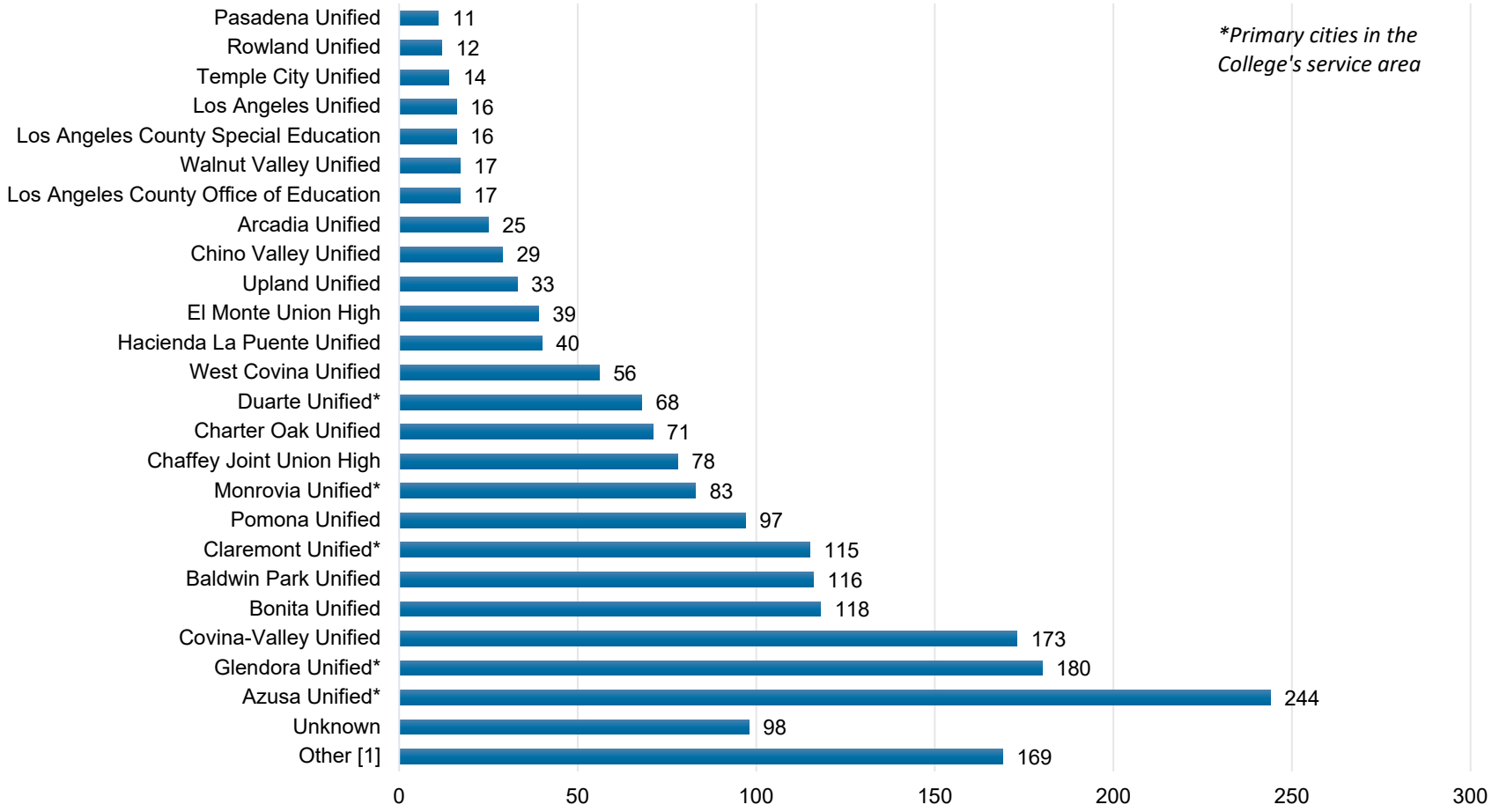


Instruction Method	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% change, 2013 to 2017
Traditional Classroom	33,459	33,659	34,041	32,562	32,036	(4%)
Online Education	3,776	3,648	3,669	4,394	5,700	51%
Citrus College Total	**37,235**	**37,307**	**37,710**	**36,956**	**37,736**	**1%**

Citrus College Fact Book, 2019

High School Student Enrollment at Citrus College

FIGURE 2.65: ENROLLMENT OF NEW HIGH SCHOOL GRADUATES BY SCHOOL DISTRICT, CITRUS COLLEGE, FALL 2017

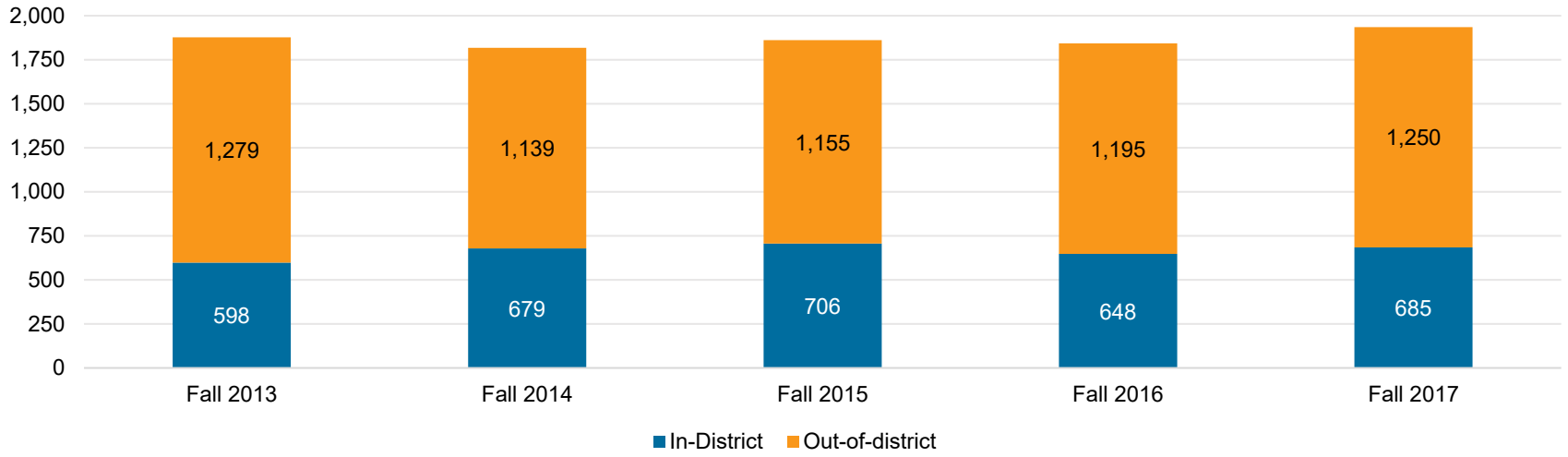


* Citrus College Feeder Districts

[1] This category includes students from more than 35 districts, as well as those who come from private, out-of-state schools or are home schooled.

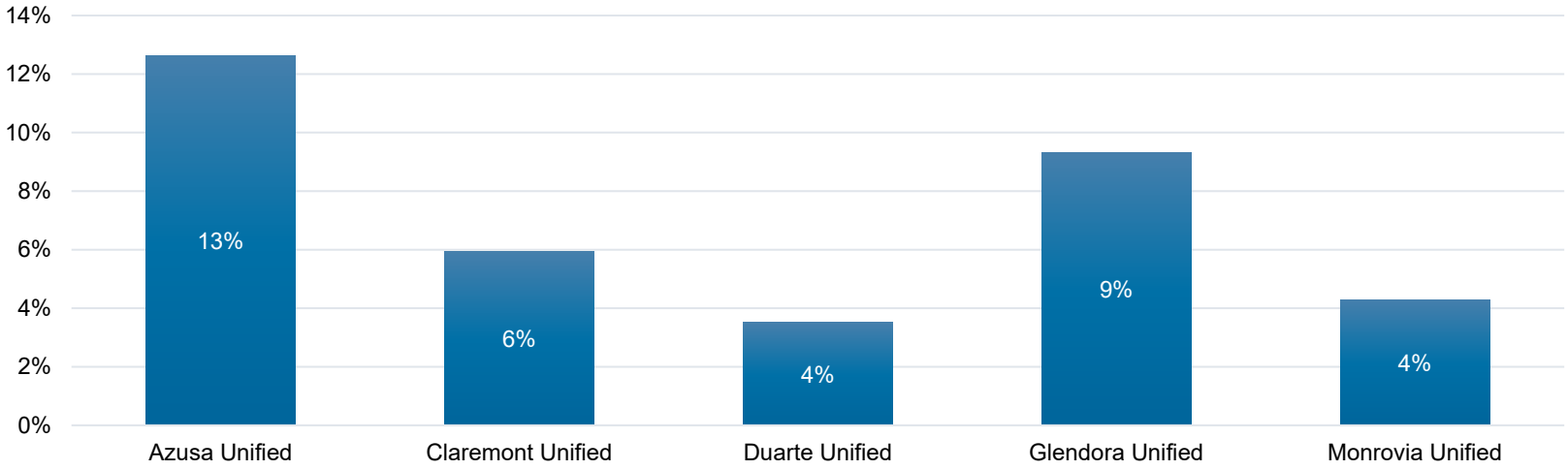
Source: Citrus College Fact Book, 2019

FIGURE 2.66: NEW HIGH SCHOOL GRADUATES ENROLLED IN CITRUS COLLEGE, FALL 2013 TO FALL 2017



Source: Citrus College Fact Book, 2019

FIGURE 2.67: PERCENT OF NEW HIGH SCHOOL GRADUATE ENROLLMENTS AT CITRUS COLLEGE FROM SERVICE AREA HIGH SCHOOLS, 2017



Source: Citrus College Fact Book, 2019

STUDENT-TO-FACULTY RATIOS

Student-to-faculty ratios help measure how efficiently colleges use their teaching resources. In Figure 2.68, student and faculty counts are compared to get a sense of instructional productivity and efficiency at Citrus College.

From 2013 to 2017, Citrus College had an average full-time equivalent faculty count of nearly 300; in 2017, there were nearly 47 more FTEF (323.50) than in 2013 (276.87). The college's average student-to-faculty ratio over this period was approximately 17 full-time equivalent students (FTES) per full-time equivalent faculty member (FTEF), however, this number has declined from 18.28 FTES per FTEF in 2013 to just under 16 FTES per FTEF in fall 2017.

Instructional load, or weekly student contact hours per FTEF (WSCH/FTEF), averaged 553.44 WSCH per FTEF from Fall 2013 to Fall 2017. Load in fall 2017 was at its lowest over this period, 517.12 WSCH per FTEF and highest in fall 2013, 592.36 WSCH per FTEF.

FIGURE 2.68: STUDENT-TO-FACULTY RATIOS AND INSTRUCTIONAL LOADS,[41] CITRUS COLLEGE, FALL 2013 TO FALL 2017

Term	Total FTEF	Census WSCH	Census FTES	Student/Faculty Ratio (FTES/FTEF)	Instructional Load (WSCH/FTEF)
Fall 2013	276.87	164,010.00	5,060.88	18.28	592.36
Fall 2014	287.80	164,933.94	5,089.39	17.68	573.09
Fall 2015	305.35	168,231.06	5191.13	17.00	550.95
Fall 2016	302.67	163,592.92	5,048.01	16.68	540.50
Fall 2017	323.50	167,288.66	5,162.05	15.96	517.12
Average, Fall Terms 2013 to 2017	**299.24**	**165,611.31**	**5,110.29**	**17.08**	**553.44**

Source: Citrus College, 2019, based on institutional data compiled from the college's student information system

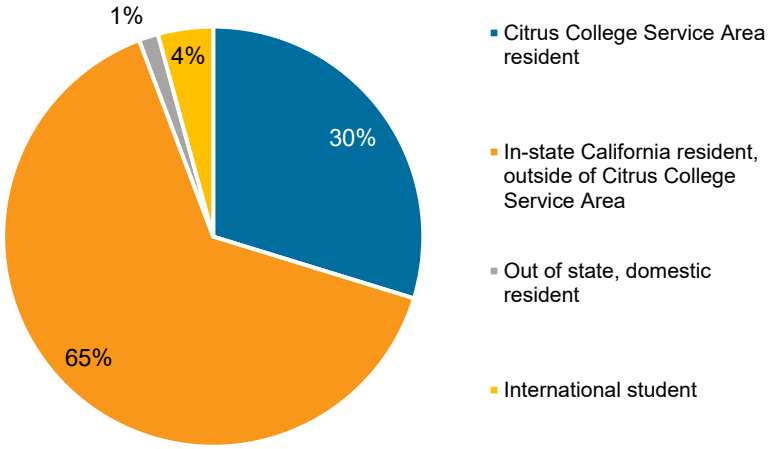
[41] Student-to-Faculty ratio, or FTES/FTEF, measures full-time equivalent students per each full-time equivalent faculty member. Instructional load, or WSCH/FTEF (Weekly Student Contact Hours/ Full-Time Equivalent Faculty) measures the number of student hours per week each full-time equivalent faculty member has per week in the school term.

STUDENT CHARACTERISTICS

Residency

Approximately 30 percent of Citrus College students (nearly 4,000 students) live within the college's service area, while two-thirds of students (8,610) are residents of California but live outside the service area. Approximately four percent of Citrus College students are international students.

FIGURE 2.69: STUDENT HEADCOUNT BY RESIDENCY AT CITRUS COLLEGE, FALL 2017



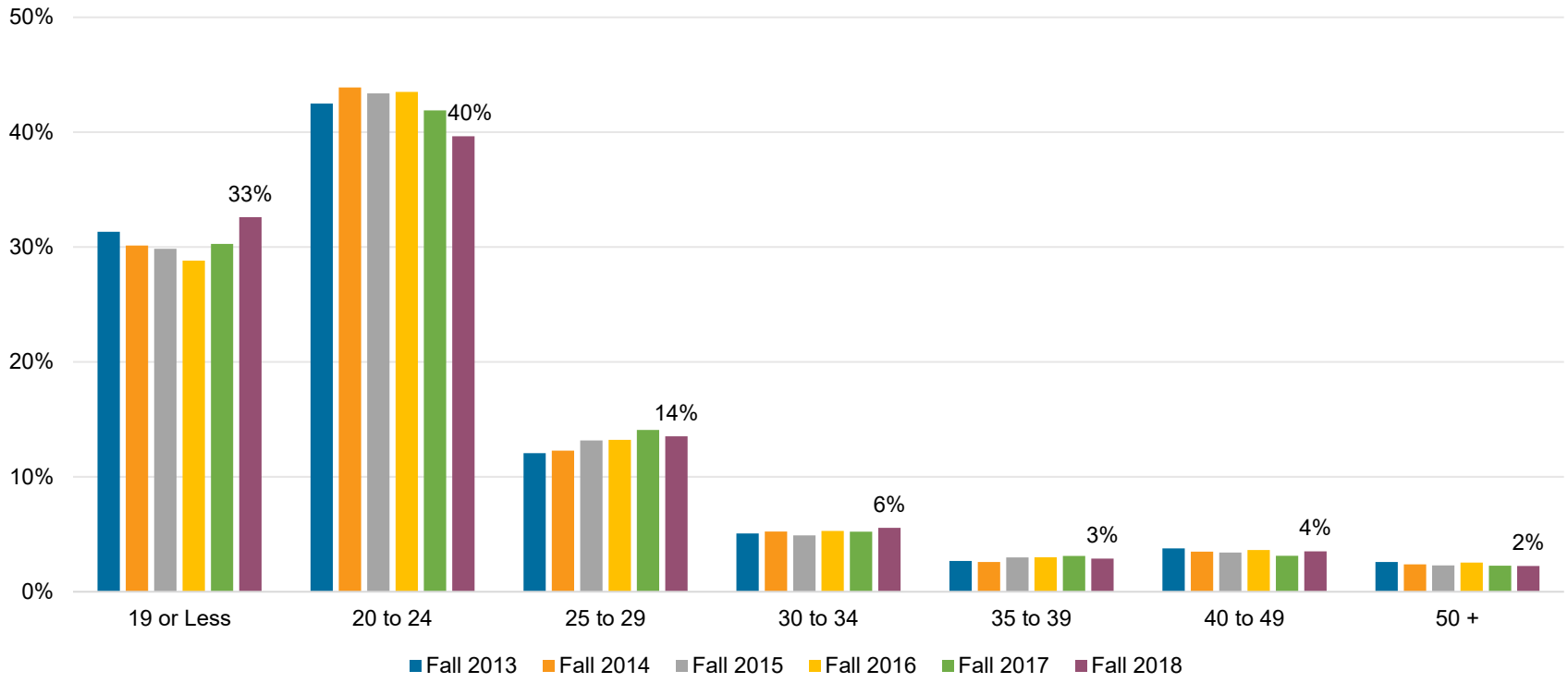
Location of Student Residence	Count	Percent
Citrus College Service Area resident	3,970	30%
In-state California resident, outside of Citrus College Service Area	8,610	65%
Out of state, domestic resident	199	1%
International student	567	4%
Total	**13,346**	**100%**

Source: Citrus College, 2019, based on institutional data compiled from the college's student information system

Age

Nearly three-fourths of Citrus College students are under the age of 24. Twenty-three percent of students are in the millennial generation age range, from 25 to 39 years of age, while six percent of students are age 40 and older. The proportion of college-age students (20 to 24 years old) has declined over the past six school years, while those in their late twenties (25 to 29 years old) has grown slightly. Citrus College has also experienced a rise in recent years of high school-age students, due to dual enrollment.

FIGURE 2.70: STUDENTS BY AGE GROUP, CITRUS COLLEGE, FALL 2013 TO FALL 2018

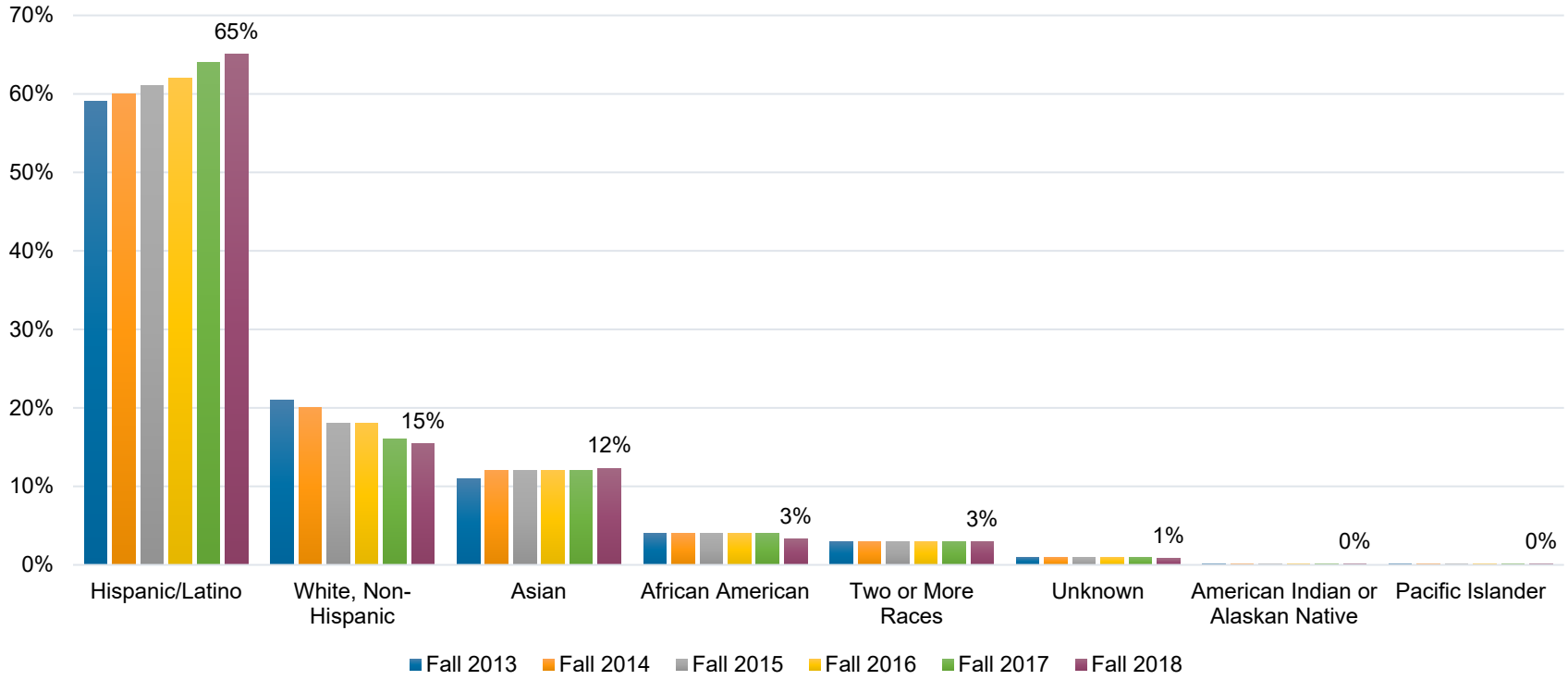


Source: Citrus College Fact Book, 2019, and California Community Colleges Chancellor's Office Datamart

Race and Ethnicity

Hispanic/Latino students make up two-thirds of the student population at Citrus College, a rate that has grown six percentage points since 2013. The number of White students has declined by a similar rate, making up only about 15 percent of the Citrus College student population by 2018. Approximately 12 percent of students are of Asian descent; three percent of students are African American, and another three percent of mixed race/ethnicities.

FIGURE 2.71: TRENDS IN RACE AND ETHNICITY AMONG STUDENTS AT CITRUS COLLEGE, FALL 2013 TO FALL 2018

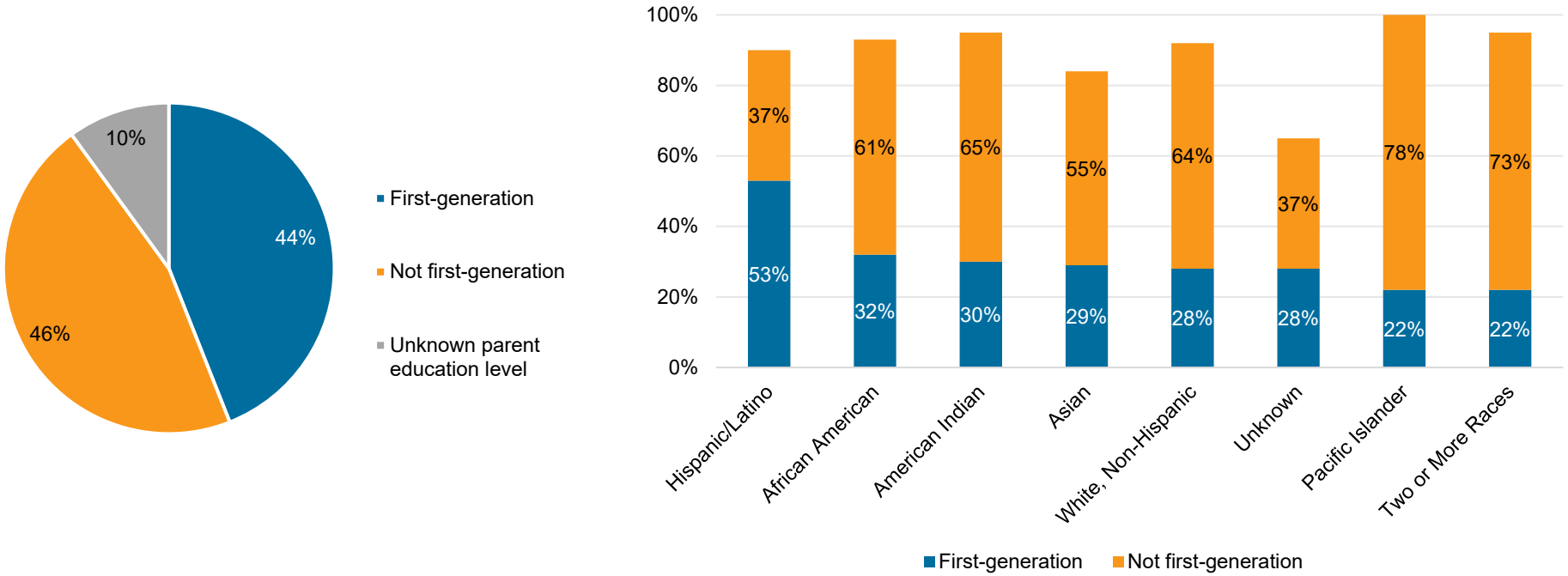


Source: Citrus College Fact Book, 2019, and California Community Colleges Chancellor's Office Datamart

First-Generation Students

At least 44 percent of students at Citrus College report they are among the first generation of their families to attend college.[42] Half of Hispanic/Latino students and one-third of both African American and Asian students are among the first generation of college students in their families.

FIGURE 2.72: FIRST-GENERATION STUDENTS, TOTAL AND BY ETHNICITY, CITRUS COLLEGE, 2017



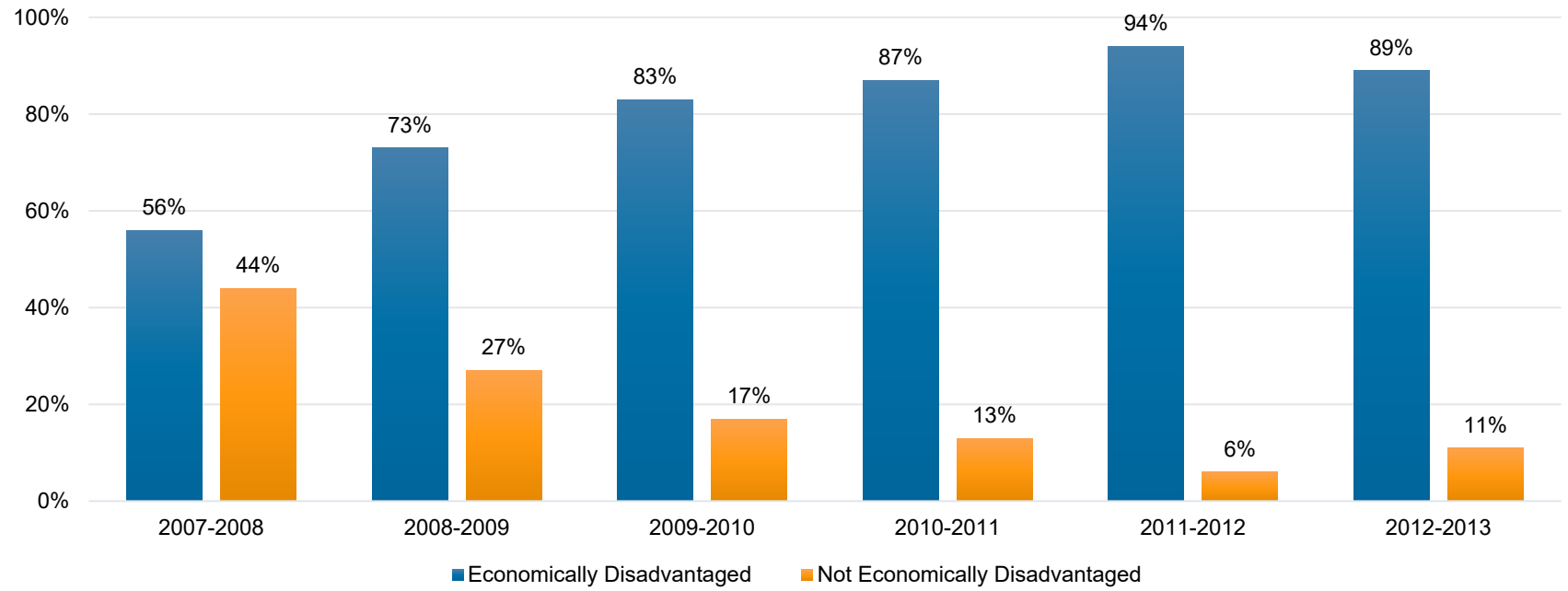
*Note: Table does not equal 100 percent due to some unknown parent education levels; data is sorted from greatest to least rates of first-generation students by ethnicity.
Source: Citrus College, 2019, based on institutional data compiled from the college's student information system

[42] The California Community Colleges Chancellor's Office defines first-generation status as "a student for whom no parent or guardian has earned more than a high school diploma nor has any college experience." See California Community Colleges Chancellor's Office, Methodology for College Profile Metrics, p.3, https://datamart.cccco.edu/App_Doc/Scorecard_Data_Mart_Specs.pdf

Economic Characteristics of Students

A large majority of students at Citrus College are considered economically disadvantaged, a term used by the California Community Colleges Chancellor's Office, which means that students are eligible for CalWORKs or other economic assistance subsidy programs and income-based financial aid; their families may also have household incomes below the poverty line.

FIGURE 2.73: ECONOMICALLY DISADVANTAGED STUDENTS BY COHORT, CITRUS COLLEGE, 2007-08 TO 2012-13



Source: California Community Colleges Chancellor's Office Student Success Scorecard, Citrus College, 2018

FINANCIAL AID AND THE COSTS OF ATTENDING COLLEGE

For many community college students in California, the majority of their costs to attend school are non-tuition related expenses, such as textbooks, transportation, food and housing. Because of this, 62 percent of full-time and 72 percent of part-time community college students work while they take classes.[43] Many low-income students are too busy working to handle a full course load, but that makes them ineligible for much of the financial aid available to full-time students.[44]

California community college students pay more in the net price of college (tuition and non-tuition expenses) than they might at public universities, due to the availability of more grant and financial aid at University of California (UC) and California State University (CSU) institutions.[45] In the Los Angeles area, students pay an average net price of $13,800 per year at community colleges and $13,100 at CSUs, but only $8,000 at UCs.[46]

At Citrus College, in-state students will pay less than $1,200 per year in tuition and fees, but the net price of education reaches $20,000 when housing, school supplies and other expenses are added (see Figure 2.74).

Approximately 84 percent of Citrus College students receive some form of financial aid; the average award is $2,740 (see Figure 2.75 and Figure 2.76). Nearly that many qualify for the California College Promise Grant, a fee waiver which covers the cost of enrollment fees for eligible community college students.[47] At Citrus College, enrollment and other fees are covered for the first two years for Early Decision high school students who choose to enroll at the school.[48]

Figure 2.77 represents the change in the number of financial aid awards granted to Citrus College students between 2013 and 2017. While the number of awardees has remained about the same overall, there has been a decline in the total amount of aid offered to students through the California College Promise Grant, and less in loans as well. Nearly 22 percent less students used loans in 2017 compared to 2013, while 40 percent more students used scholarships to cover the cost of college. Overall, the amount of financial aid awarded to Citrus College students increased eight percent ($2.4 million) between 2013 and 2017, as a result of growth in other types of grant awards to students.

[43] Fast Facts 2019, American Association of Community Colleges, https://www.aacc.nche.edu/research-trends/fast-facts/, and 2015-2016 National Postsecondary Student Aid Study, National Center for Education Statistics, 2018

[44] Felicia Mello, Not-so-free college: The limits of California's Promise program, Cal Matters, February 7, 2019, https://calmatters.org/articles/california-free-community-college-cost/

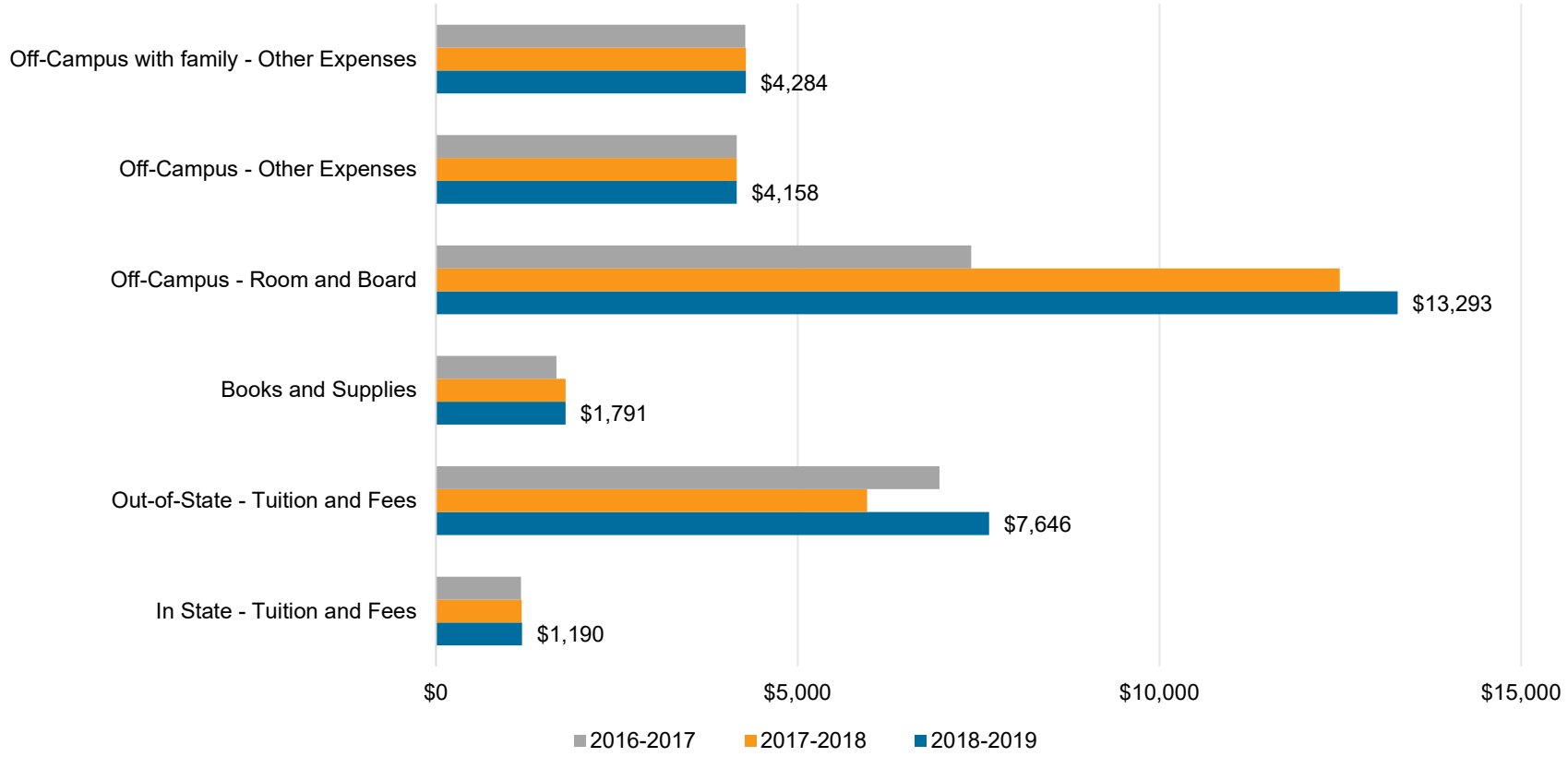
[45] What Colleges Cost for Low Income Californians, The Institute for College Access and Success, January 2019, p.2, https://ticas.org/sites/default/files/pub_files/what_college_costs_for_low-income_californians_0.pdf

[46] What Colleges Cost for Low Income Californians, January 2019

[47] California Community Colleges, I Can Afford College, https://icanaffordcollege.com/en-us/financialaidinfo/californiacollegepromisegrant.aspx

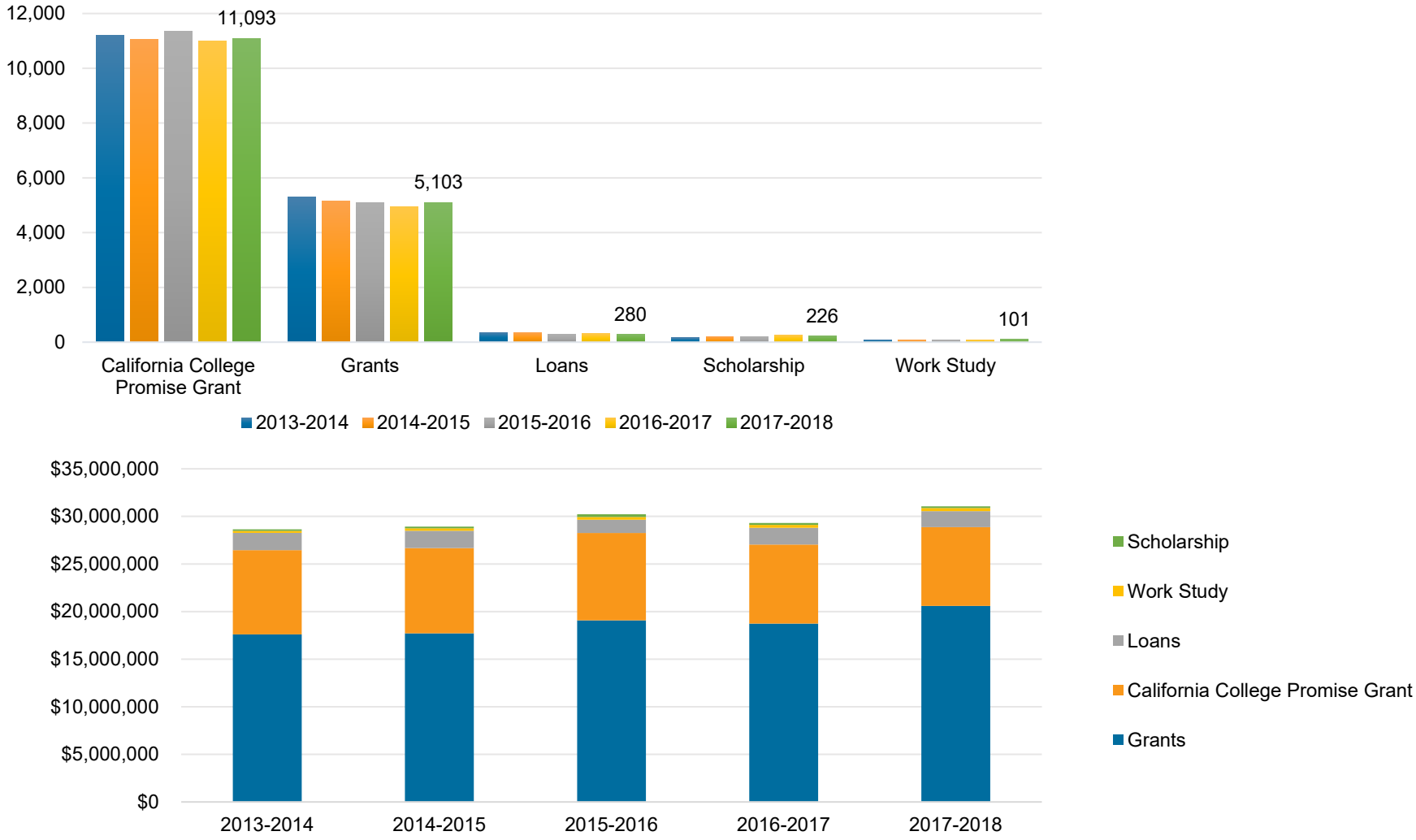
[48] Citrus College Promise, http://www.Citrus Collegecollege.edu/promise/Pages/default.aspx

FIGURE 2.74: TUITION AND OTHER EXPENSES, CITRUS COLLEGE, 2016 TO 2018 ACADEMIC YEARS



Source: National Center for Education Statistics and IPEDS, 2019

FIGURE 2.75: FINANCIAL AID USE, STUDENT COUNTS AND AID AMOUNTS, CITRUS COLLEGE, 2013-14 TO 2017-18 ACADEMIC TERMS



Source: Citrus College Fact Book, 2019; California Community Colleges Chancellor's Office Datamart

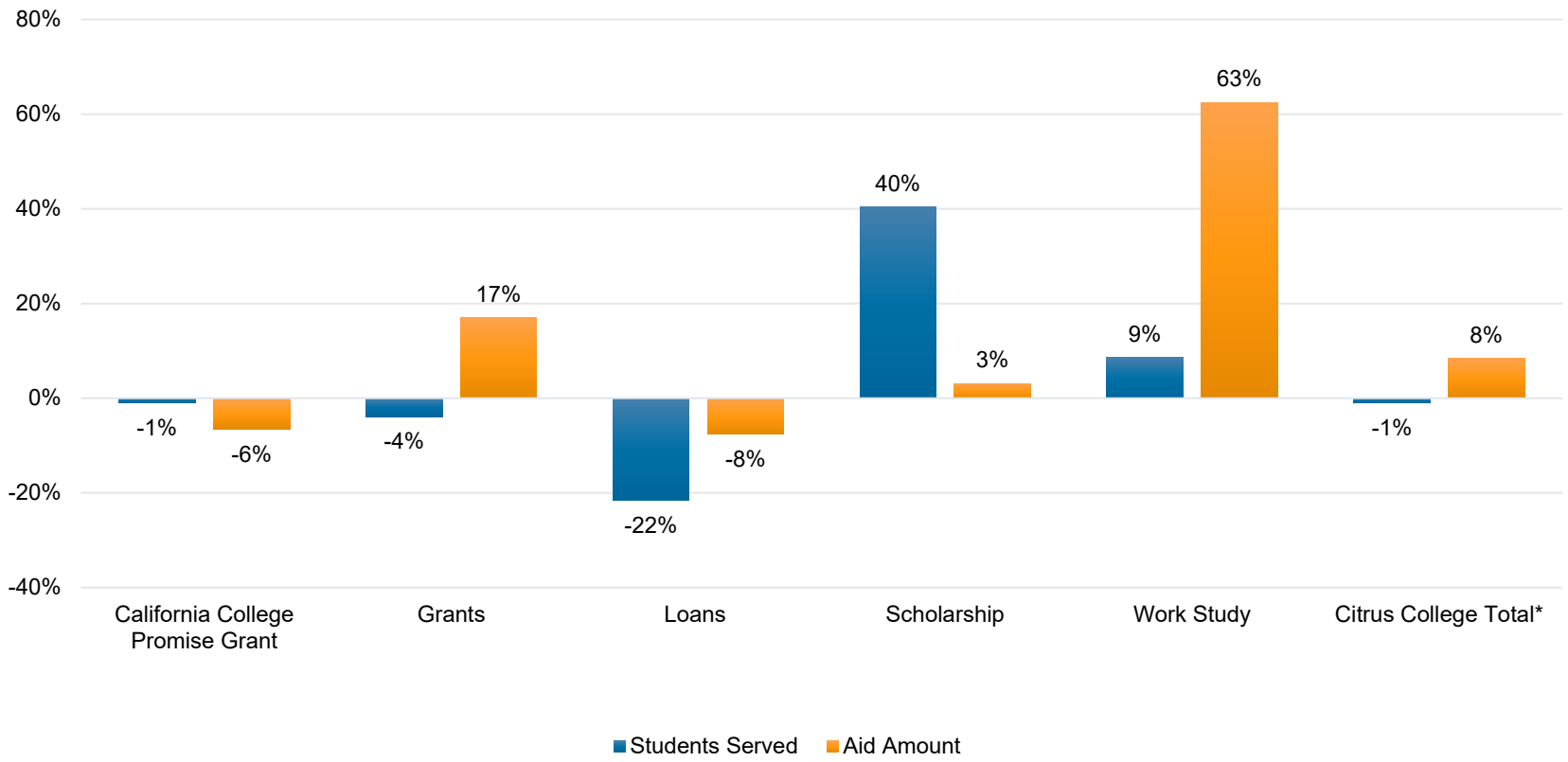
FIGURE 2.76: FINANCIAL AID USE, STUDENT COUNTS AND AID AMOUNTS, CITRUS COLLEGE, 2013-14 TO 2017-18 ACADEMIC TERMS

Students Served	2013-14	2014-15	2015-16	2016-17	2017-18	Change, 2013-14 to 2017-18
California College Promise Grant	11,191	$11,063	11,343	$10,988	11,093	(1%)
Grants	5,309	$5,153	5,081	$4,952	5,103	(4%)
Loans	357	$356	285	$305	280	(22%)
Scholarship	161	$211	194	$258	226	40%
Work Study	93	$78	90	$91	101	9%
Citrus College Total*	**11,422**	**$11,302**	**11,560**	**$11,217**	**11,322**	**(1%)**

Aid Amount	2013-14	2014-15	2015-16	2016-17	2017-18	Change, 2013-14 to 2017-18
Grants	$17,602,681	$17,715,969	$19,085,719	$18,746,048	$20,598,162	17%
California College Promise Grant	$8,849,848	$8,960,202	$9,176,885	$8,290,189	$8,275,515	(6%)
Loans	$1,821,964	$1,818,567	$1,384,237	$1,773,658	$1,683,295	(8%)
Work Study	$199,632	$251,028	$285,914	$292,961	$324,414	63%
Scholarship	$165,749	$183,608	$286,564	$207,688	$170,920	3%
Citrus College Total*	**$28,639,874**	**$28,929,374**	**$30,191,537**	**$29,310,544**	**$31,052,356**	**8%**
Average Total Award per Student	**$2,507.43**	**$2,559.67**	**$2,611.72**	**$2,613.05**	**$2,742.66**	**9%**

*Note: Citrus College Total in the first chart above is an unduplicated number of students receiving aid; many students receive multiple types of financial aid to pay for college.
Average Total Award per Student is a calculation of Citrus College Total Aid Amount/ Citrus College Total Students Served.
Source: Citrus College Fact Book, 2019; California Community Colleges Chancellor's Office Datamart

FIGURE 2.77: CHANGE IN TOTAL FINANCIAL AID AWARDS, CITRUS COLLEGE, 2013 TO 2017 ACADEMIC YEARS



Source: California Community Colleges Chancellor's Office Datamart; analysis of data in tables above

Citrus College

COLLEGE READINESS

College readiness is a strong predictor of whether a new student will complete their educational program successfully. Readiness refers to a set of skills, knowledge and attributes a student should possess to be ready to succeed in entry-level college courses. However, in practice, readiness is difficult to assess on a student-by-student basis. Nationally, sixty percent of community college students are directed to remedial classes by placement tests used to assess readiness in math and English, before they can begin regular course work in those subjects.[49] This delays and often ends a student's educational progress — studies show that for every remedial-level course placement, a student's chances of completing college and transfer-level English and math classes declines.[50] Remedial placements exacerbate the achievement gap among low-income college students and students of color.

As a result of the passage of AB 705 in 2018, California community colleges are required to maximize the probability that all students will enter and complete transfer-level coursework in English and math within a one-year time frame. Instead of testing, students are assessed for placement based upon multiple measures, including high school coursework, grades, and grade point average, which are considered better predictors of college success.[51]

Citrus College piloted this placement method with approximately one-fourth of all new, first-time students in the fall 2017 cohort, and many were placed into higher-level English and math courses.[52] By fall 2018 (shown in Figure 2.78), all new students were placed into transfer-level English classes in their first term. In addition, 56 percent of all new students taking a math class began in a transfer level class.

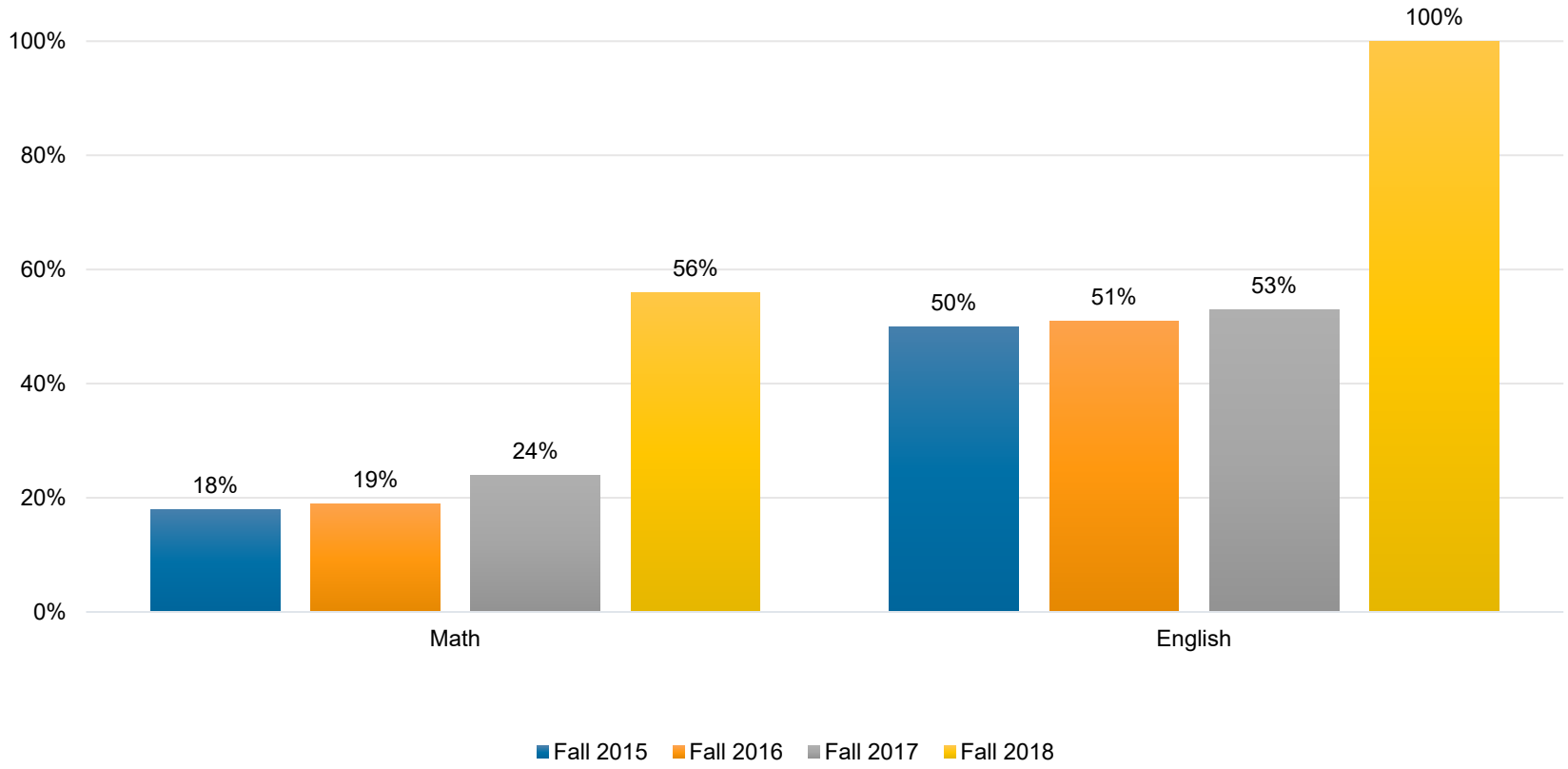
To support students in these more advanced placements, colleges are using co-requisite classes, tutoring and other strategies to improve outcomes for students who may need additional assistance to progress in their studies. Early outcomes statewide show that success rates in transfer-level courses have remained stable and the share of students finishing these classes has risen. Outcomes have improved for students in every demographic group.[53]

In the past, community colleges tracked first-time students assessed into basic skills English, math and ESL classes and evaluated completion outcomes in these classes. Now, most students starting community college will begin their postsecondary careers in transfer level English and math courses. The data included in Figures 2.79, 2.80 and 2.81 looks at the recent historic performance of basic skills English and math progression rates among students placed into remedial courses before AB 705 was instituted. Future analysis will focus on college- and transfer-level outcomes among students.

[49] Community College Research Center, Toward Better Course Placements: A Guide to Launching a Multiple Measures Assessment System, Teacher's College, Columbia University, July 2018, https://ccrc.tc.columbia.edu/media/k2/attachments/2018_Multiple_Measures_Guide_1.pdf
[50] California Acceleration Project, Changing Placement Policies, accessed October 2019 from https://accelerationproject.org/Placement
[51] Community College Research Center, Toward Better Course Placements, July 2018
[52] Citrus College, Fact Book, 2019, p.27
[53] Public Policy Institute of California, Remedial Education Reforms at California's Community Colleges: Early Evidence on Placement and Curricular Reforms, August 2018, p.3, https://www.ppic.org/wp-content/uploads/remedial-education-reforms-at-californias-community-colleges-august-2018.pdf

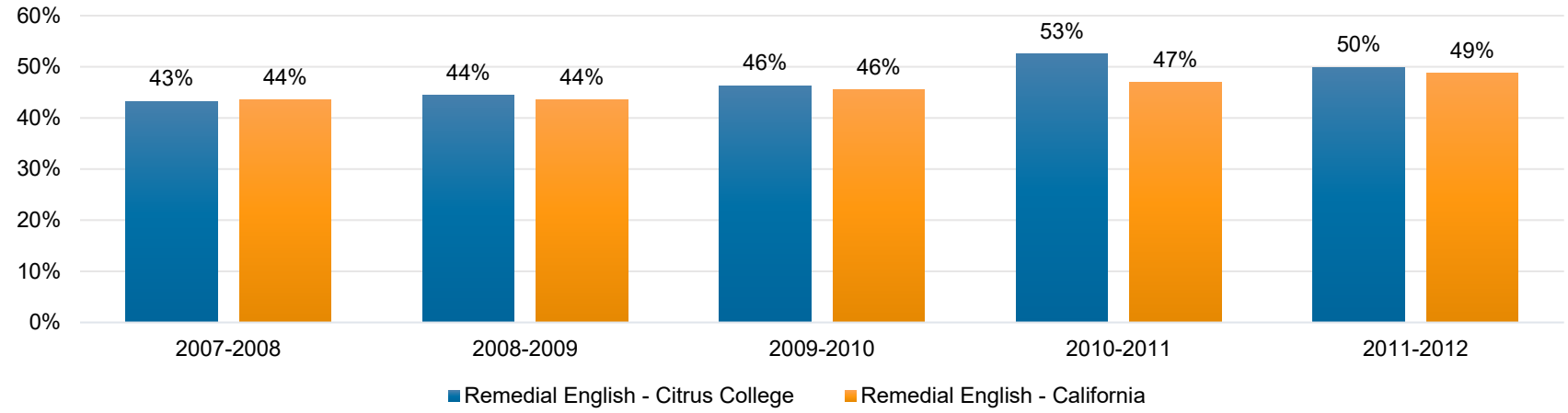
Recent progression rates among Citrus College students who start in basic skills classes are at or better than those statewide. Half of all remedial English and 40 percent of remedial math students at Citrus College in the 2011-2012 cohort completed a transfer-level class in the same discipline, higher than statewide rates among students in the same cohort year.

FIGURE 2.78: NEW STUDENT ENROLLMENTS INTO TRANSFER LEVEL MATH AND ENGLISH CLASSES, CITRUS COLLEGE, 2015 TO 2018



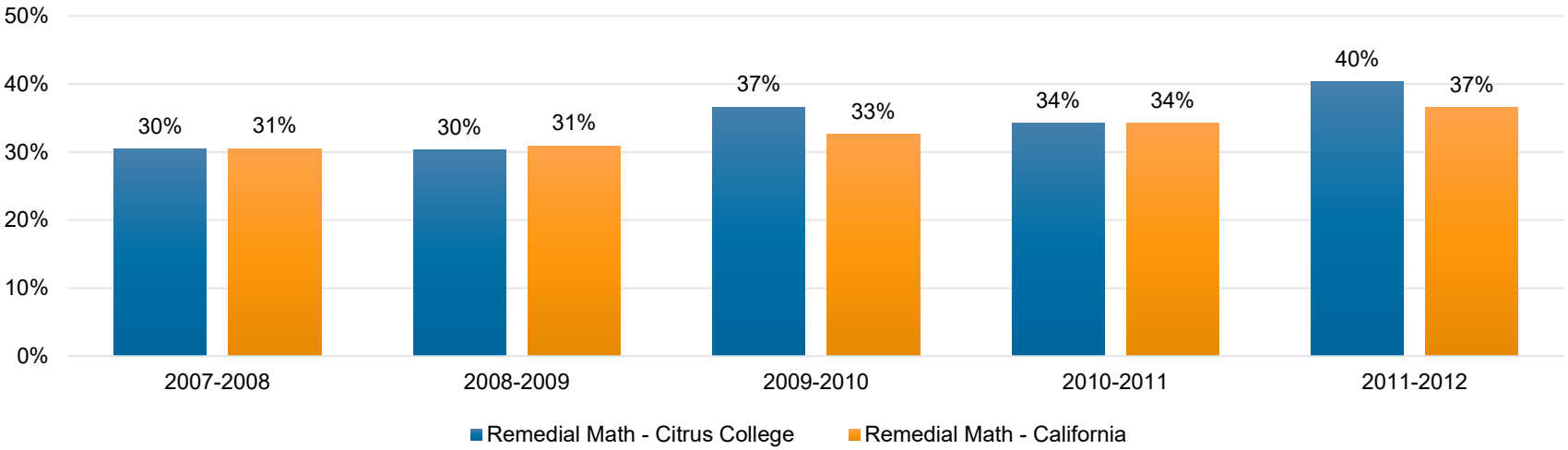
Source: Citrus College Fact Book, 2019

FIGURE 2.79: REMEDIAL PROGRESSION RATES, ENGLISH, CITRUS COLLEGE AND CALIFORNIA STATEWIDE RATES, COHORTS 2007-08 TO 2011-12



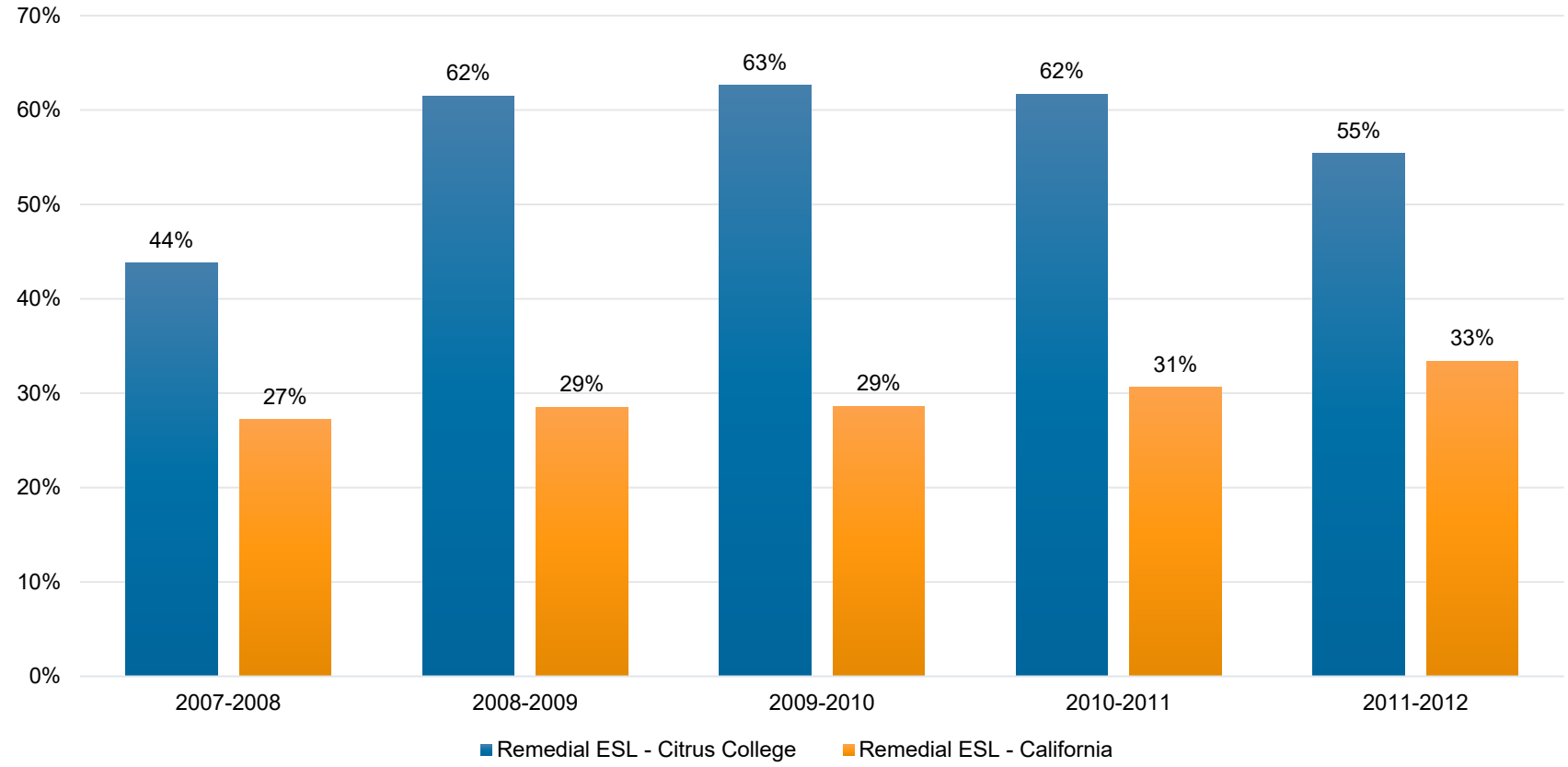
Source: California Community Colleges Chancellor's Office Student Success Scorecards, Citrus College and Statewide, 2018

FIGURE 2.80: REMEDIAL PROGRESSION RATES, MATH, CITRUS COLLEGE AND CALIFORNIA STATEWIDE RATES, COHORTS 2007-08 TO 2011-12



Source: California Community Colleges Chancellor's Office Student Success Scorecards, Citrus College and Statewide, 2018

FIGURE 2.81: REMEDIAL PROGRESSION RATES, ESL, CITRUS COLLEGE AND CALIFORNIA STATEWIDE RATES, COHORTS 2007-08 TO 2011-12



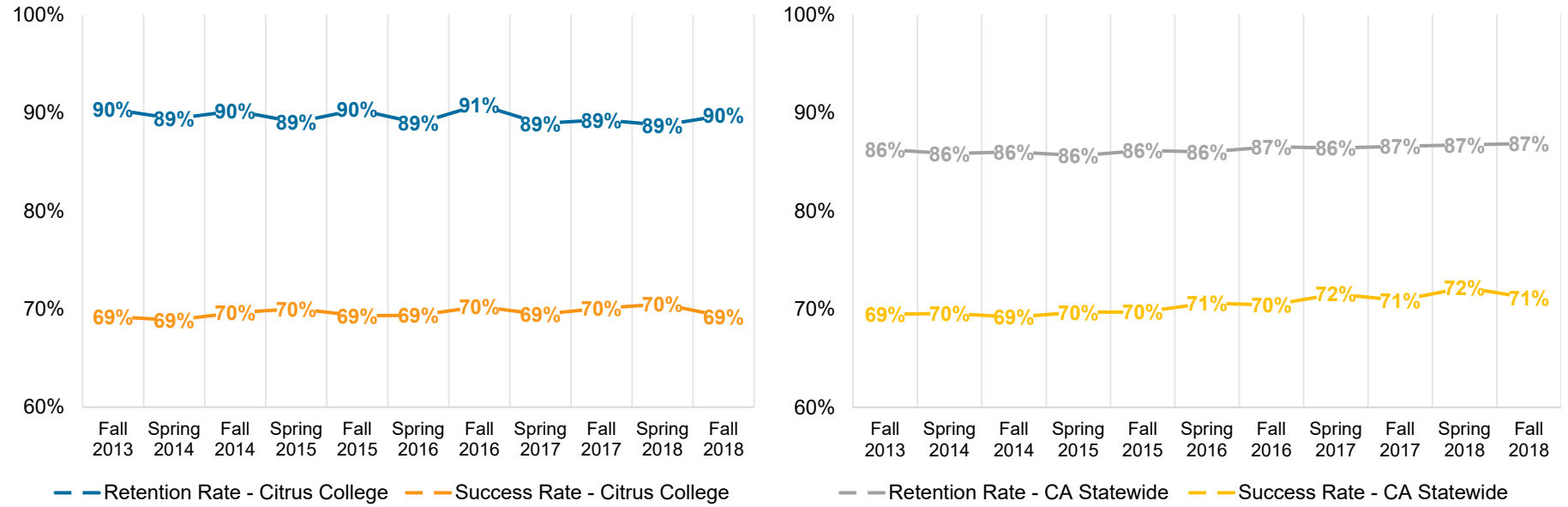
Source: California Community Colleges Chancellor's Office Student Success Scorecards, Citrus College and Statewide, 2018

STUDENT RETENTION AND SUCCESS OUTCOMES

Overall, Citrus College retention rates have been at or near 90 percent since 2013, higher than the statewide average (see Figure 2.82). College-wide success rates have mirrored those statewide; approximately 70 percent of students at Citrus College completed and passed their coursework in Fall 2018.

In the last few years, rates of completion among Citrus College student cohorts have surpassed those statewide; more than half of students in the three most recent student cohorts (2009-10, 2010-11, and 2011-12) completed a degree, certificate and/or transferred to a four-year school (see Figure 2.85).

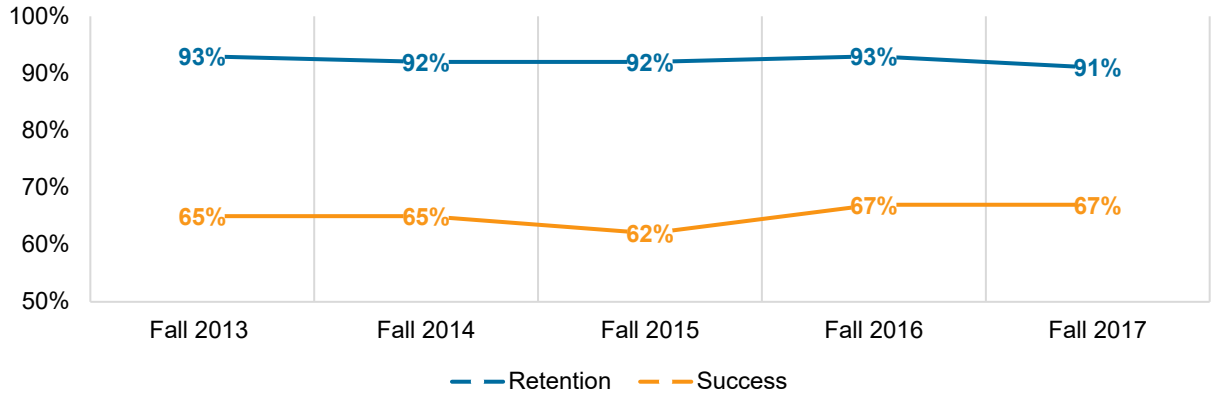
FIGURE 2.82: RETENTION AND SUCCESS, CITRUS COLLEGE AND STATEWIDE, FALL AND SPRING TERMS, 2013 TO 2018



Source: Citrus College Fact Book, 2019, and California Chancellors Office Datamart

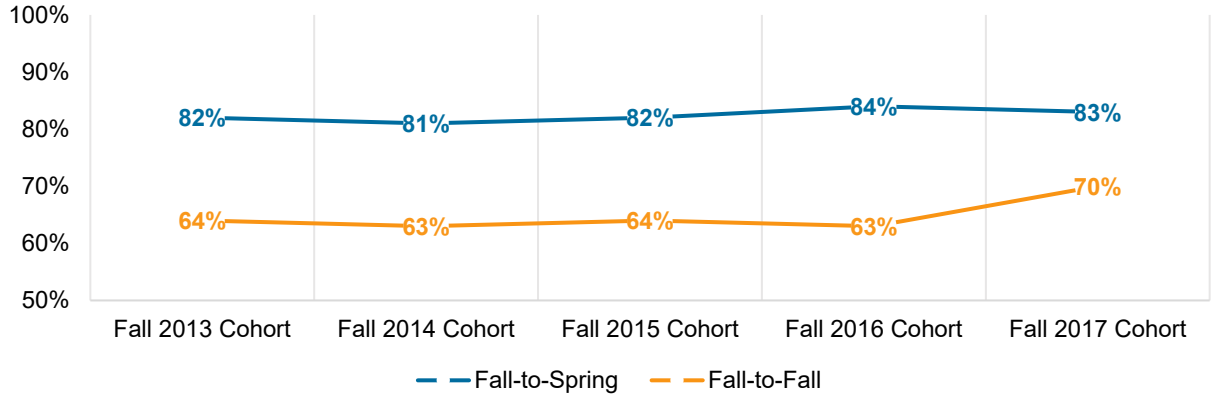
First-Time Student Outcomes

FIGURE 2.83: RETENTION AND SUCCESS RATES IN THE FIRST TERM FOR FIRST-TIME, HIGH SCHOOL GRADUATE STUDENTS AT CITRUS COLLEGE, FALL 2013 TO FALL 2017



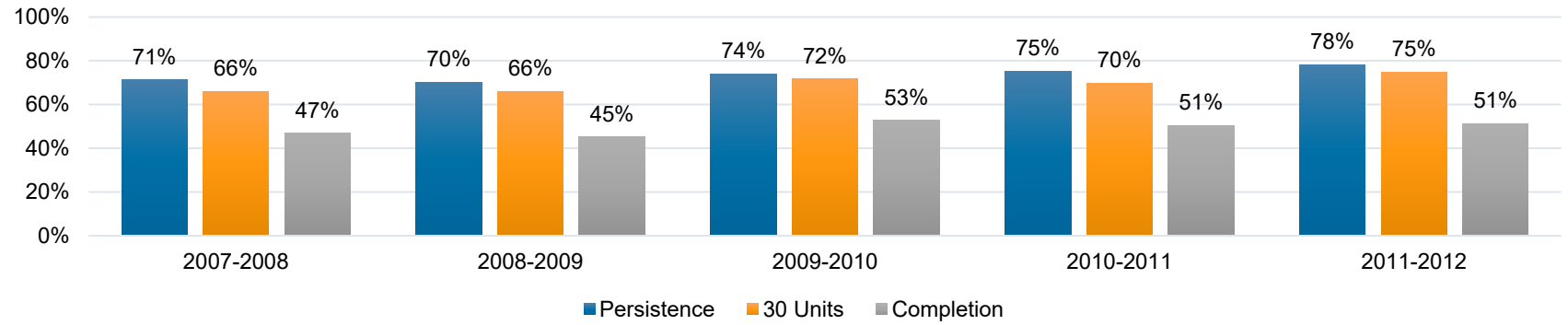
Source: Citrus College Fact Book, 2019

FIGURE 2.84: PERSISTENCE RATES AMONG NEW FIRST-TIME STUDENTS, CITRUS COLLEGE, FALL 2013 TO FALL 2017 STUDENT COHORTS



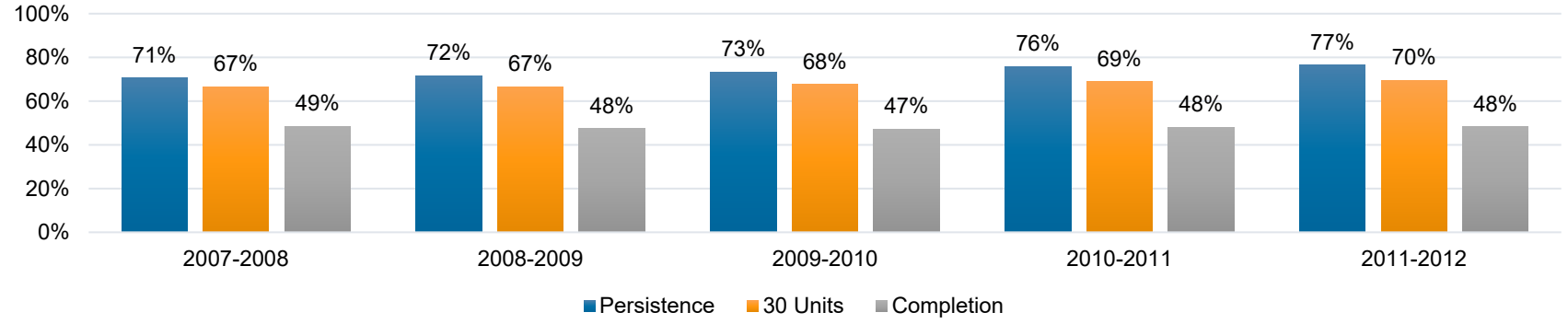
Source: Citrus College Fact Book, 2019

FIGURE 2.85: PERSISTENCE, 30 UNITS AND COMPLETION RATES FOR ALL STUDENTS AT CITRUS COLLEGE BY COHORT YEAR, 2007-08 TO 2011-12



Source: California Community Colleges Chancellor's Office Student Success Scorecard, Citrus College, 2018

FIGURE 2.86: PERSISTENCE, 30 UNITS AND COMPLETION RATES FOR ALL STUDENTS AT ALL CALIFORNIA COMMUNITY COLLEGES STATEWIDE BY COHORT YEAR, 2007-08 TO 2011-12



Source: California Community Colleges Chancellor's Office Student Success Scorecard, Statewide, 2018

Retention and Success by Instruction Method: Classroom and Online

FIGURE 2.87: TRADITIONAL AND ONLINE RETENTION RATES, CITRUS COLLEGE, FALL 2013 TO FALL 2017

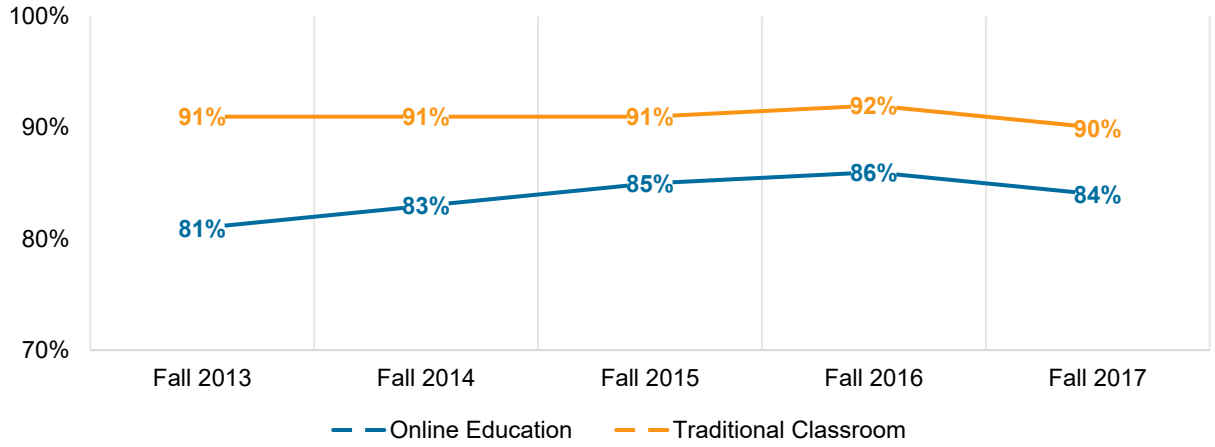
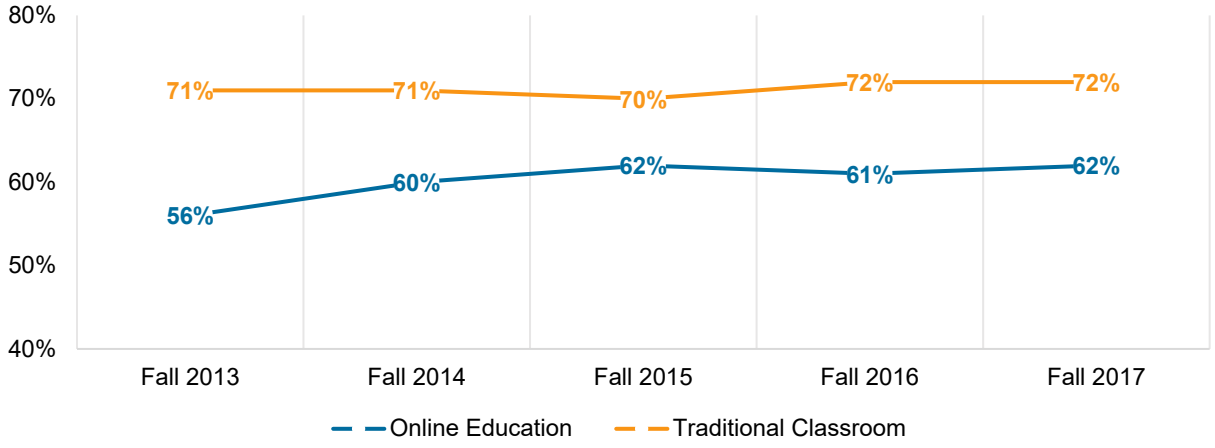


FIGURE 2.88: TRADITIONAL AND ONLINE SUCCESS RATES, CITRUS COLLEGE, FALL 2013 TO FALL 2017



Source: Citrus College Fact Book, 2019

FIGURE 2.89: ONLINE RETENTION AND SUCCESS BY AGE, CITRUS COLLEGE, FALL 2017

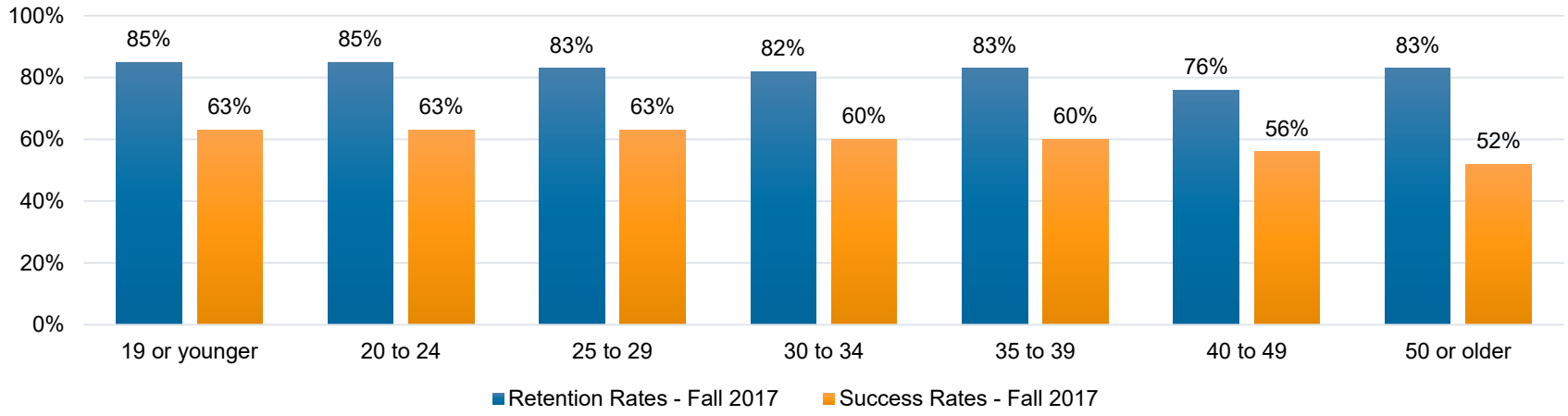
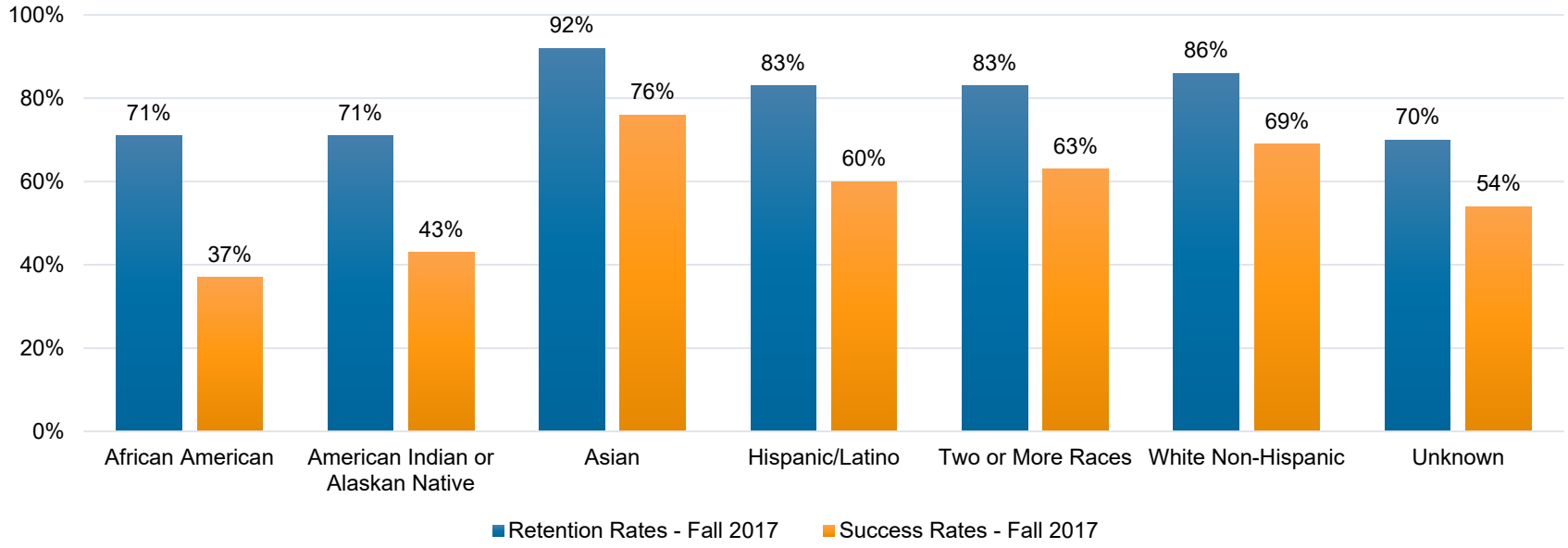


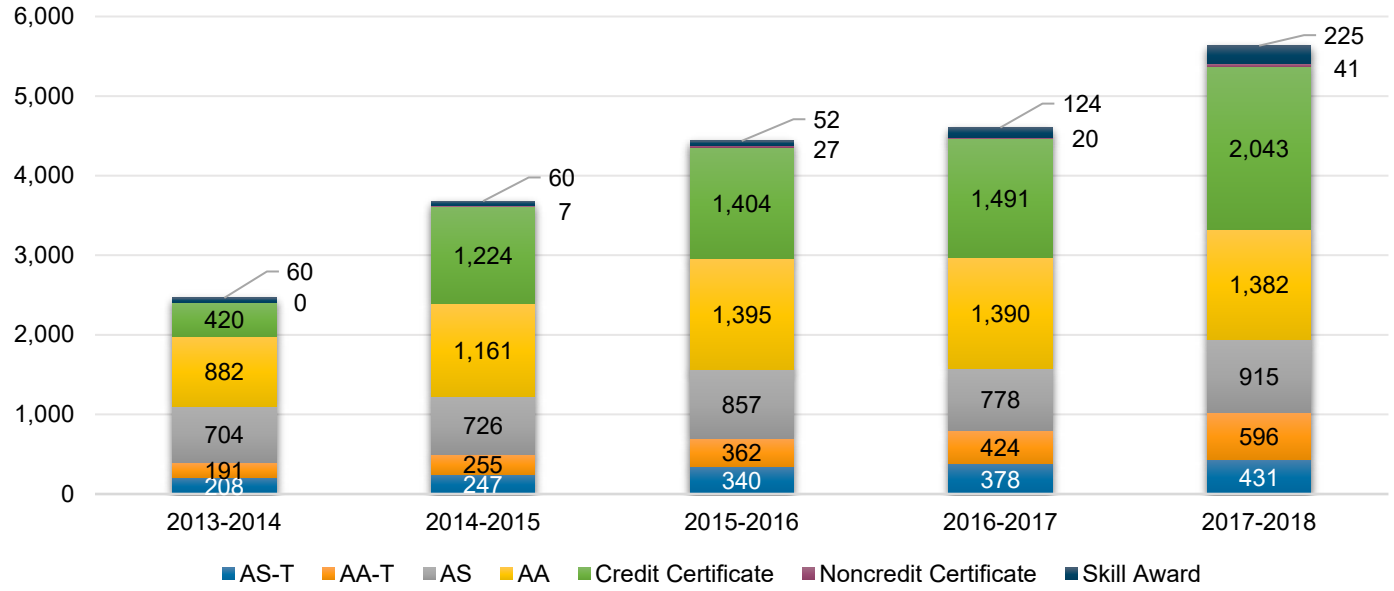
FIGURE 2.90: ONLINE RETENTION AND SUCCESS BY RACE/ETHNICITY, CITRUS COLLEGE, FALL 2017



Note: No data available for students of Pacific Islander descent in 2017
Source: Citrus College Fact Book, 2019

CITRUS COLLEGE DEGREES AND AWARDS

FIGURE 2.91: DEGREE AND CERTIFICATE AWARDS, CITRUS COLLEGE, 2013-14 TO 2017-18 ACADEMIC YEARS

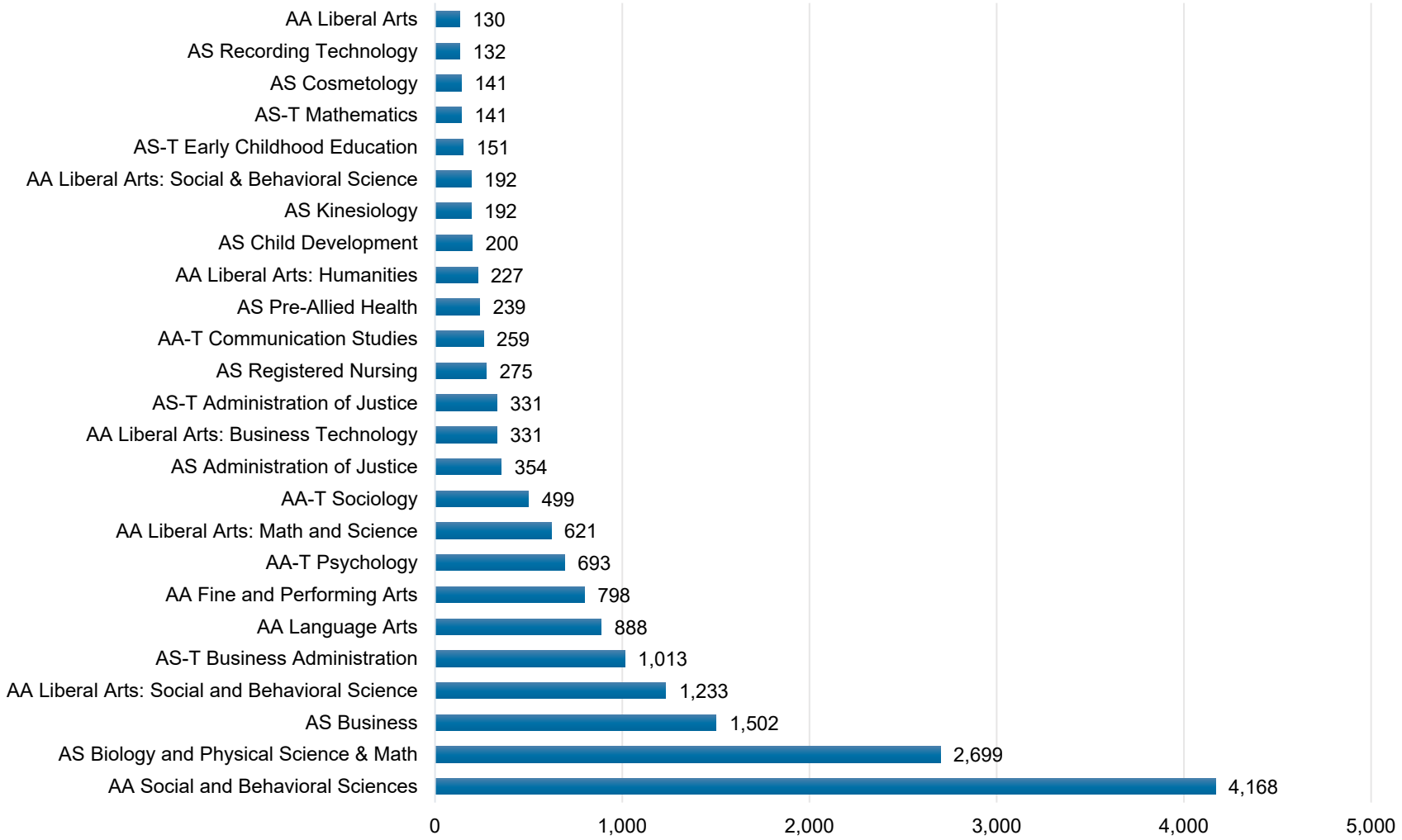


Degrees/Awards	2013-14	2014-15	2015-16	2016-17	2017-18
AS-T	208	247	340	378	431
AA-T	191	255	362	424	596
AS	704	726	857	778	915
AA	882	1,161	1,395	1,390	1,382
Credit Certificate	420	1,224	1,404	1,491	2,043
Noncredit Certificate	0	7	27	20	41
Skill Award	60	60	52	124	225
Total Number of Awards	**2,465**	**3,680**	**4,437**	**4,605**	**5,633**

Source: Citrus College Fact Book, 2019

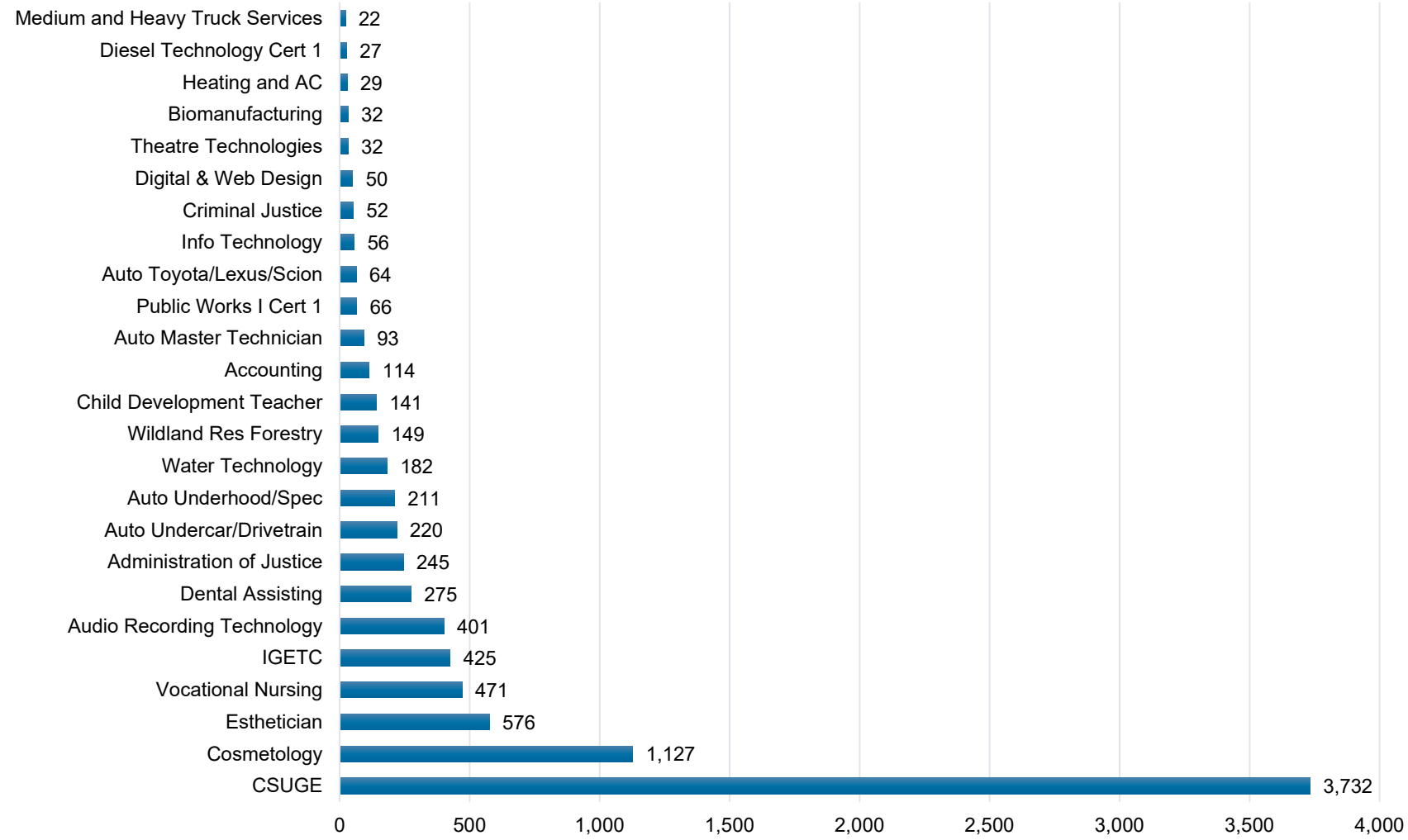
Top Disciplines, Degree and Certificate Awards

FIGURE 2.92: TOP AWARDS, ASSOCIATE DEGREES, CITRUS COLLEGE, 2008-09 TO 2017-18 ACADEMIC YEARS



Source: Citrus College, 2019, based on institutional data compiled from the college's student information system

FIGURE 2.93: TOP AWARDS, CERTIFICATE PROGRAMS, CITRUS COLLEGE, 2008-09 TO 2017-18 ACADEMIC YEARS



Source: Citrus College, 2019, based on institutional data compiled from the college's student information system

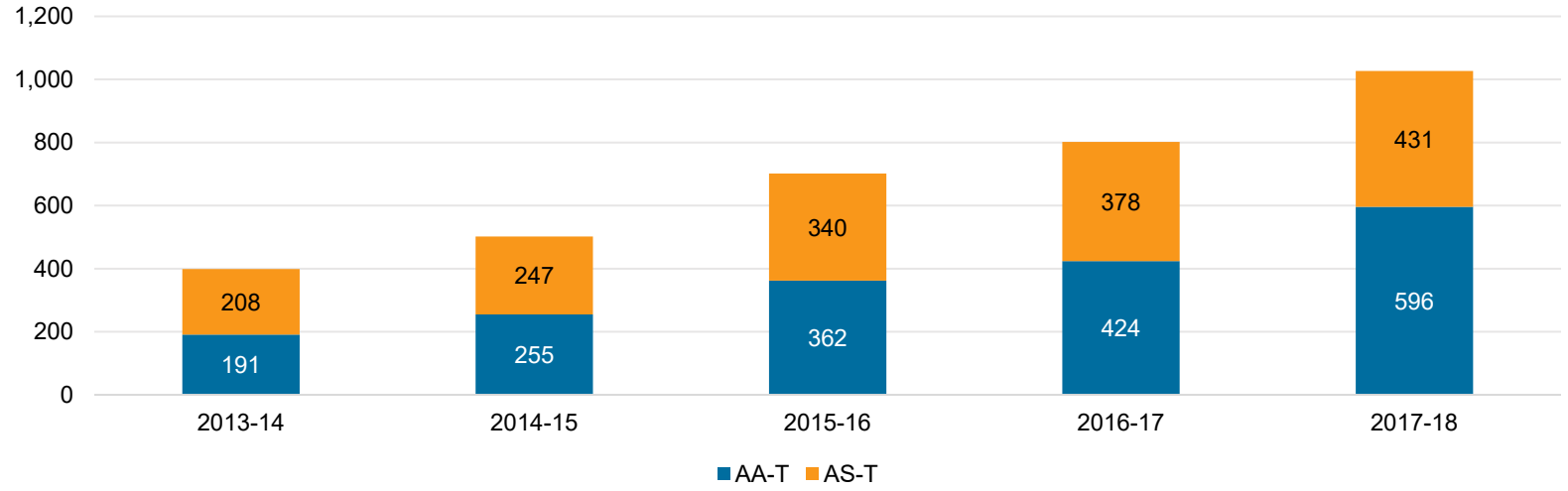
Transfer Outcomes

The number of transfer degrees awarded by Citrus College to students has grown more than 150 percent between the 2013-14 and 2017-18 academic years, with 400 more associate of arts for transfer degrees and more than 200 more associate of science degrees for transfer awarded in 2017-18 than in 2013-14 (see Figure 2.94).

Associate degrees for transfer now account for 30 percent of the top 25 awards given by Citrus College (see Figure 2.95, based upon the degrees listed in Figure 2.92).

Nearly 1,000 Citrus College students enrolled in a California State or University of California institution in fall 2017 (see Figure 2.96). The number of Citrus College students heading to California State and University of California institutions has grown almost 40 percent since 2013.

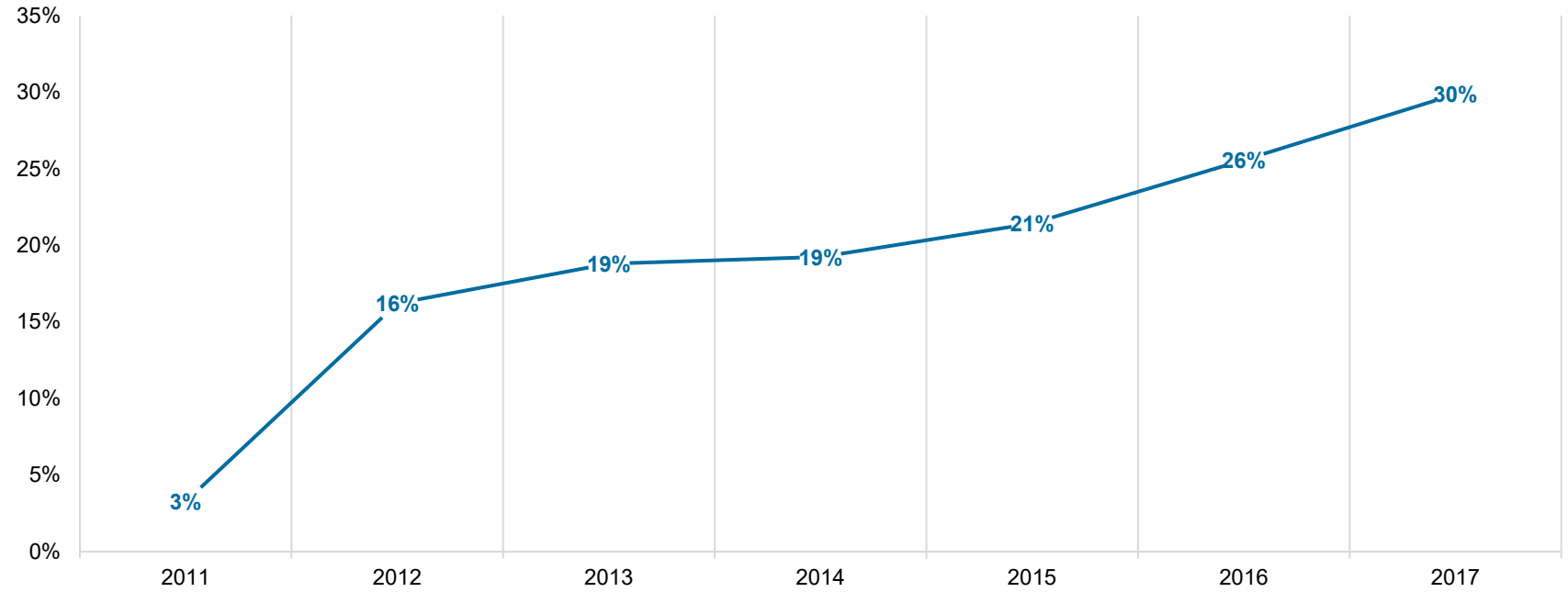
FIGURE 2.94: TRANSFER DEGREES AWARDED, CITRUS COLLEGE, 2013-14 TO 2017-18 ACADEMIC YEARS



Associate Degrees for Transfer (ADT)	2013-14	2014-15	2015-16	2016-17	2017-18	% change, 2013 to 2017
AA-T	191	255	362	424	596	212%
AS-T	208	247	340	378	431	107%
Total	**399**	**502**	**702**	**802**	**1027**	**157%**

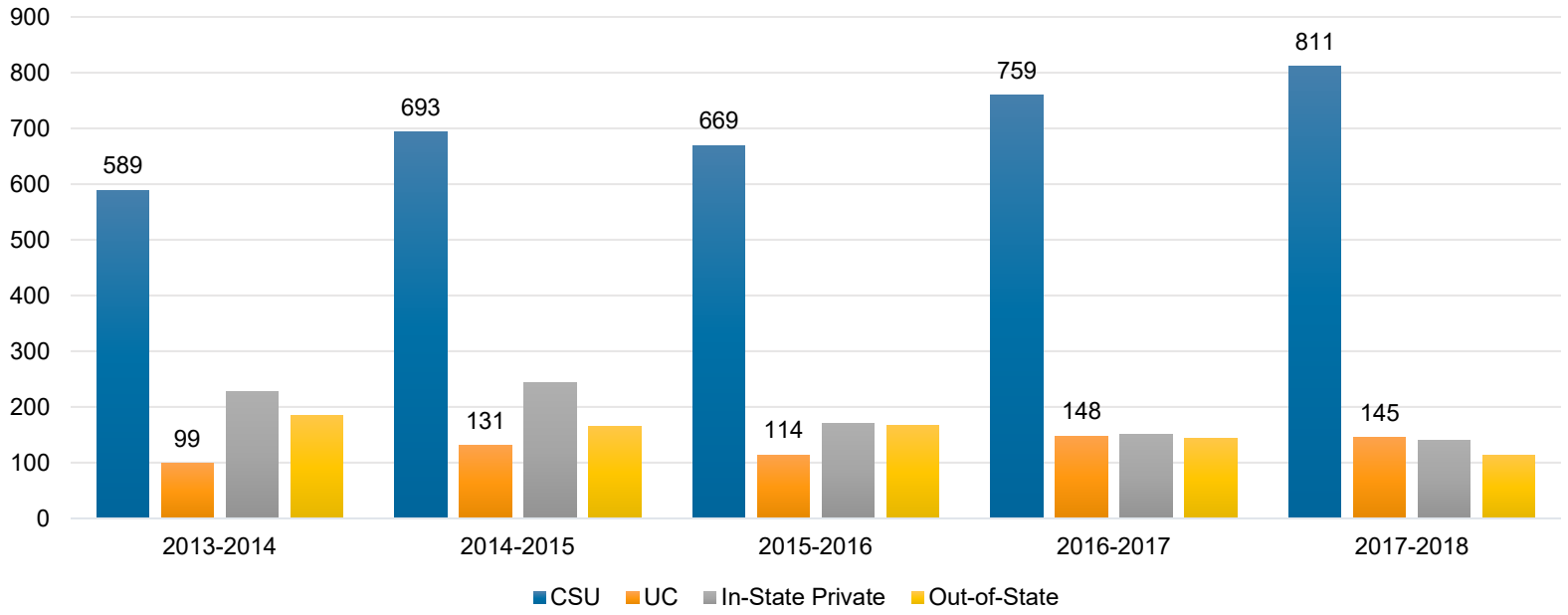
Source: Citrus College Fact Book, 2019

FIGURE 2.95: RATE OF ASSOCIATE DEGREES FOR TRANSFER AMONG THE TOP 25 DEGREES AWARDED AT CITRUS COLLEGE, 2011 TO 2017



Note: This calculation is based upon data in Figure 2.92 above and includes those transfer degrees among the top 25 of degrees awarded at Citrus College.
Source: Citrus College, 2019, based on institutional data compiled from the college's student information system

FIGURE 2.96: STUDENT TRANSFERS BY INSTITUTION TYPE, CITRUS COLLEGE, 2013-14 TO 2017-18 ACADEMIC YEARS



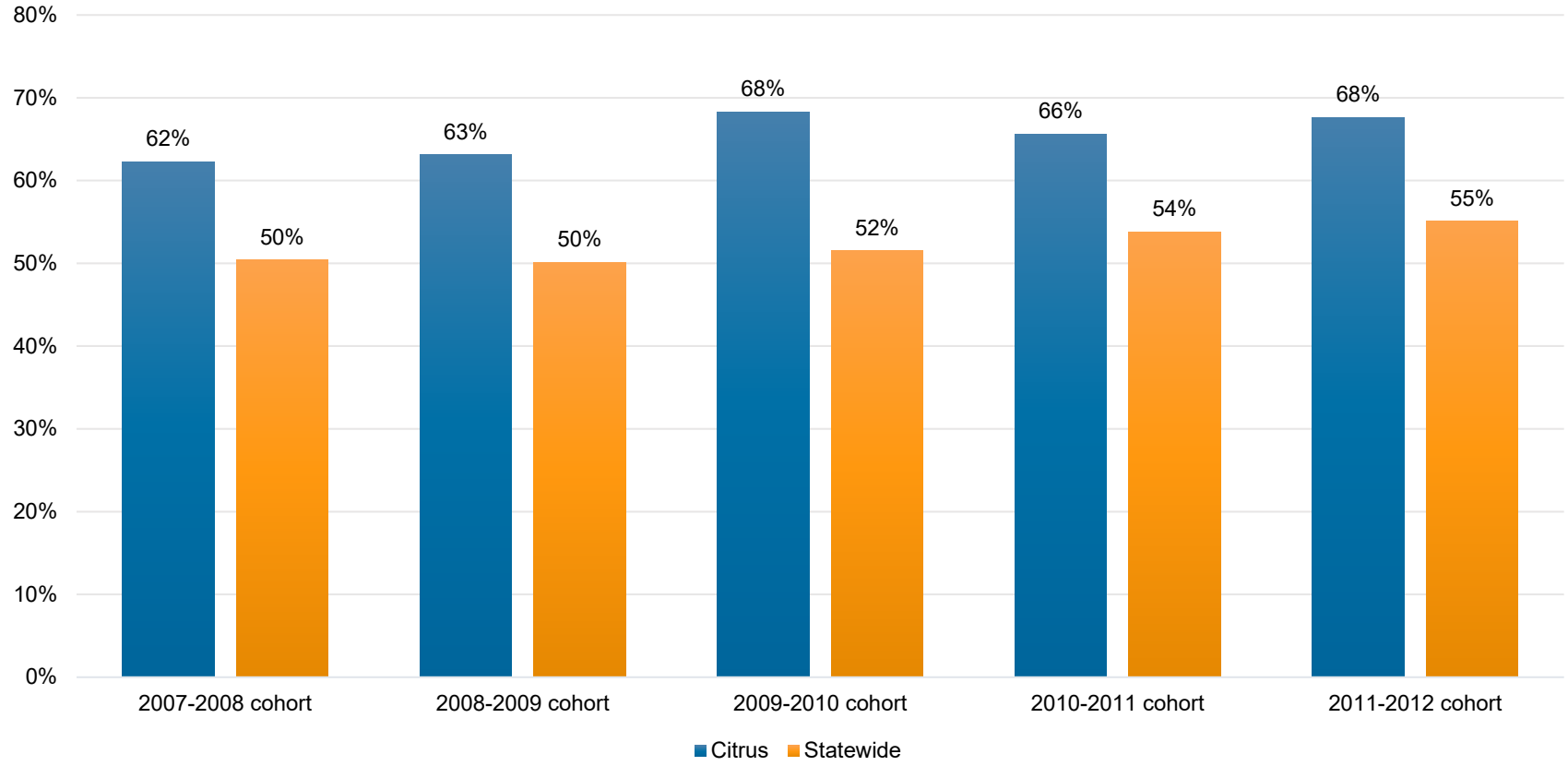
Institution	2013-14	2014-15	2015-16	2016-17	2017-18	% change, 2013 to 2017
California State University	589	693	669	759	811	**38%**
University of California	99	131	114	148	145	**46%**
In-State Private	228	244	171	150	141	**(38%)**
Out-of-State	185	166	167	143	114	**(38%)**
Total	**1,101**	**1,234**	**1,121**	**1,200**	**1,211**	**10%**

Source: Citrus College Fact Book, 2019

Career Technical Education Outcomes

Two-thirds of students enrolled in Career Technical Education (CTE) programs at Citrus College complete their programs within a six-year period (see Figure 2.97). Among the last five student cohort groups, Citrus College's CTE graduation rates have been 12 to 16 percentage points higher than the rates of completion statewide.

FIGURE 2.97: COMPLETION RATES IN CTE DISCIPLINES, CITRUS COLLEGE AND CALIFORNIA STATEWIDE



Source: Citrus College Fact Book, 2019; California Community Colleges Chancellor's Office Student Success Scorecard, 2018

3 EDUCATIONAL PROGRAMS AND SERVICES

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3 EDUCATIONAL PROGRAMS AND SERVICES

The Citrus College Educational and Facilities Master Plan is rooted in an analysis of the programs and services offered to students at the college and in the expectations of future trends and program needs.

This chapter presents detailed assessments of the recent conditions of each academic and student services program at Citrus College, as well as the anticipated needs of programs and services to assist current and future students. Following the overview, the chapter is divided into two sections. First are program assessments for each academic division. These programs are organized alphabetically by division. In addition, some larger divisions, such as Natural, Physical and Health Sciences, Social and Behavioral Sciences, and Visual and Performing Arts, also contain major subdivisions, in which case their academic programs are listed alphabetically by subdivision. Each division is separated by a section heading with the related list of programs. The second section of this chapter contains detailed program assessments for student services divisions and programs – Campus Safety, Counseling Programs and Services, Enrollment Services and Student Affairs.

Each academic and student support program assessment was informed by key qualitative and quantitative data and written by its dean, in collaboration with faculty. Academic program sections include the following:

- A description of the program, including goals and any notable attributes or strengths
- Observations on growth prospects for the program and related challenges and opportunities
- An occupational growth analysis of program-related occupations and projected openings in Los Angeles County
- Data related to program, division and college-wide enrollment trends, including:
  - Efficiency trends, including full-time equivalent students (FTES), full-time equivalent faculty (FTEF) and productivity (FTES/FTEF)
  - Demand trends, including class size, enrollments, program capacity and fill rates
  - Retention and success rates and trends, including comparisons with statewide outcomes
  - Weekly student contact hour (WSCH) trends
- Program growth trends data and growth estimates

- Remarks related to the program's future direction, including:
  - Curriculum and programming
  - Collaboration and interdisciplinary studies
  - Technology and facilities
  - Meeting the needs of industry employers and partners
  - Program growth projections

Student support programs assessments also include descriptions and relevant observations on growth prospects and future direction of the programs. Data for each support program relates to its scope of work. Given that Counseling and Advising and Disabled Student Programs and Services include some academic programming, their assessments include the datasets from academic program sections and additional services related data.

Data related to each academic program is presented as a snapshot of the most recent (fall 2018) data and five-year trends, from fall 2014 to fall 2018. While fall term data does not provide the full-year picture of program and college trends, it is the standard dataset for translating program needs into facilities projections, since it is usually the largest academic term of the school year.

Citrus College estimates that enrollments at the college will increase slightly, at an average annual rate of 0.49% per year, due to the following factors:

- There are current and projected declines among college-age residents and in high school graduation rates in Citrus College's service area and Los Angeles County.
- These are offset by growing dual enrollments among service area high school students and projected growth among older adult populations in the region.
- Growing demand for middle-skill workers may drive older adult students to enroll or re-enroll in community colleges in greater numbers for training.

Not all programs are projected to grow at the same rate as the college's overall rate. In the summaries that follow in the sections below, each academic program has its own estimated growth rate, benchmarked to the college's growth rate, and based upon the program's relative performance among factors including enrollments, fill rates, award outcomes and related program job growth. A more detailed explanation of the college and program growth projections methodology can be found in Chapter 4.

CITRUS COLLEGE ACADEMIC AFFAIRS AND STUDENT SERVICES DIVISIONS

The educational programs and services at Citrus College are organized into 11 academic and student services divisions and departments. The academic divisions provide credit course offerings to students who wish to earn an associate degree, certificate and/or skill award. In addition, these divisions also offer noncredit and community education courses and provide academic support services to students, such as the Library, an Honors program and tutoring, among others. Student services divisions are the primary provider of educational services that enable students to apply to the college, enroll in courses, obtain financial aid, receive counseling and advising, and participate in support programs, clubs and student government.

The academic affairs divisions are as follows:

- Career, Technical and Continuing Education
- Kinesiology and Athletics
- Language Arts and Library
- Mathematics and Business
- Natural, Physical and Health Sciences
- Social and Behavioral Sciences
- Visual and Performing Arts

The student services divisions and departments are as follows:

- Campus Safety
- Counseling Programs and Services
- Enrollment Services
- Student Affairs

Guided Pathways

The college is in the process of creating a Guided Pathways model that will be implemented over the next few years. Faculty, staff, students and administrators have met over the past two years to create a Guided Pathways framework that is intuitive to students, while maintaining a sense of structure that will allow the college to transition to this new model relatively seamlessly. The first step in the process was the college-wide effort to categorize academic programs into similar clusters of majors, or pathways. This will allow students to choose a pathway, yet still move within the cluster of majors, without completely starting over.

These pathways are called Career and Academic Pathways (CAPs). The college developed seven CAPs to cover all of the degrees, certificates and skill awards that are currently available to students. Two CAPs will be offered to the public in fall 2020, with the remainder of the CAPs being offered by fall 2021. The structure for the CAPs is as follows:

Business and Information Technology

- Business
- Economics
- Information Technology

Career and Technical Education

- Cosmetology
- Public Works
- Transportation Technology

Communication, Literature and Languages

- Communication
- Literature and Languages

Exercise and Health Sciences

- Health
- Kinesiology

Social and Behavioral Studies

- Administration of Justice
- Early Childhood and Education
- Law and Policy
- Social Sciences

STEM (Science, Technology, Engineering and Mathematics)

- Computer Science
- Natural Science
- Physical Science
- Mathematics

Visual Arts, Performing Arts and Design

- Architectural Design
- Performing Arts
- Visual Arts

The current structure of the academic affairs divisions will align with the Career and Academic Pathways as shown in the table below.

CITRUS COLLEGE ACADEMIC AFFAIRS DIVISIONS AND ALIGNED CAREER AND ACADEMIC PATHWAYS (CAPS)

Career and Academic Pathway	Current Divisions
Business and Information Technology	Career, Technical and Continuing Education / Mathematics and Business / Social and Behavioral Sciences
Career and Technical Education	Career, Technical and Continuing Education
Communication, Literature and Languages	Language Arts and Library
Exercise and Health Sciences	Kinesiology, Health and Athletics / Natural, Physical and Health Sciences
Social and Behavioral Studies	Social and Behavioral Sciences
STEM (Science, Technology, Engineering and Mathematics)	Career, Technical and Continuing Education / Mathematics and Business / Natural, Physical and Health Sciences
Visual Arts, Performing Arts and Design	Visual and Performing Arts / Career, Technical and Continuing Education

The next phase in the implementation of the Guided Pathways model is the creation of student success completion teams. The college is in the process of designing the best model to support students as they choose and enter a pathway, stay on the path and complete their academic goals. This holistic approach calls for a college-wide collaborative and innovative approach to provide student support services that ensure students receive the assistance they need to achieve their academic goals.

ACADEMIC AND ACADEMIC SUPPORT PROGRAMS

CAREER, TECHNICAL AND CONTINUING EDUCATION 161

KINESIOLOGY AND ATHLETICS 219

LANGUAGE ARTS AND LIBRARY 233

MATHEMATICS AND BUSINESS 271

NATURAL, PHYSICAL AND HEALTH SCIENCES 303

SOCIAL AND BEHAVIORAL SCIENCES 379

VISUAL AND PERFORMING ARTS 467

Bypass Adjustment
HUNTER

CAREER, TECHNICAL AND CONTINUING EDUCATION

ARCHITECTURE / DRAFTING TECHNOLOGY 162

AUTOMOTIVE TECHNOLOGY 167

COMPUTER SCIENCE 173

COSMETOLOGY 178

ESTHETICIAN 183

INFORMATION TECHNOLOGY AND INFORMATION SYSTEMS 188

MEDIUM AND HEAVY TRUCK TECHNOLOGY / STATIONARY POWER GENERATION 194

NONCREDIT AND CONTINUING EDUCATION 200

OFFICE TECHNOLOGY 202

PUBLIC WORKS / CONSTRUCTION MANAGEMENT 207

WATER TECHNOLOGY 212

ARCHITECTURE / DRAFTING TECHNOLOGY

Description

The primary goal of the Architecture/Drafting Technology program at Citrus College is to prepare students for transfer and/or earn certificates. The program prepares students for a career in the fields of architecture, landscape architecture, urban planning, computer-aided drafting/design (CAD), and computer-generated imagery (CGI).

The Architecture/Drafting Technology program consists of architectural, drafting, and art courses, along with relevant academic instruction in college transferable courses. The curriculum visualizes architecture as a cultural, creative, and technical practice and discipline with direct social impact. A balance of architectural, art, and technical design courses provides students with a diverse foundation of knowledge in the fields of architecture, landscape architecture, urban planning, CAD, and CGI, which prepares students for transfer and/or certificates for careers in a wide range of fields.

Students in the Architecture/Drafting Technology program have higher retention and completion rates than the average for the division and the college. The program's students also transfer at high rates to universities, where they persist at significant rates to complete their bachelor's degrees.

Growth Projections

The architectural field is relatively stable with a modest number of positions available in the Los Angeles area.

Architectural and engineering firms help design buildings, bridges, road and water delivery infrastructure, and renewable energy projects. Downtown Los Angeles is experiencing a major revitalization which will continue to spur more construction. Major new projects in development in Los Angeles, the San Gabriel Valley and across the Southern California region will require architectural and engineering services.

The two factors inhibiting program growth are a large number of baby boomers who remain in their jobs but will be retiring in the coming years and a robust economy. As the economy slows down, the number of students enrolling in the architecture/design and engineering drawing program may grow.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

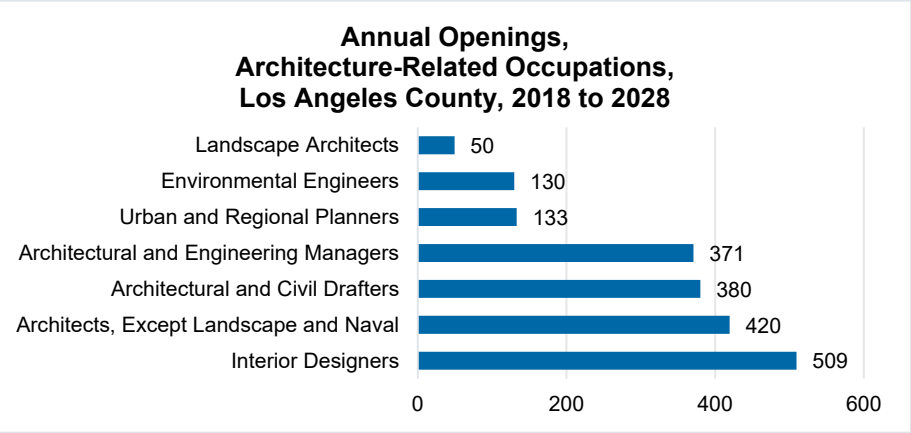
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Architectural Design	04.0901							163		
Computer Aided Design (CAD) - Architecture and Drafting	15.1303							39		
Total*		4,293	4,417	**124**	**2.9%**	380	367	202	**178**	$28.47

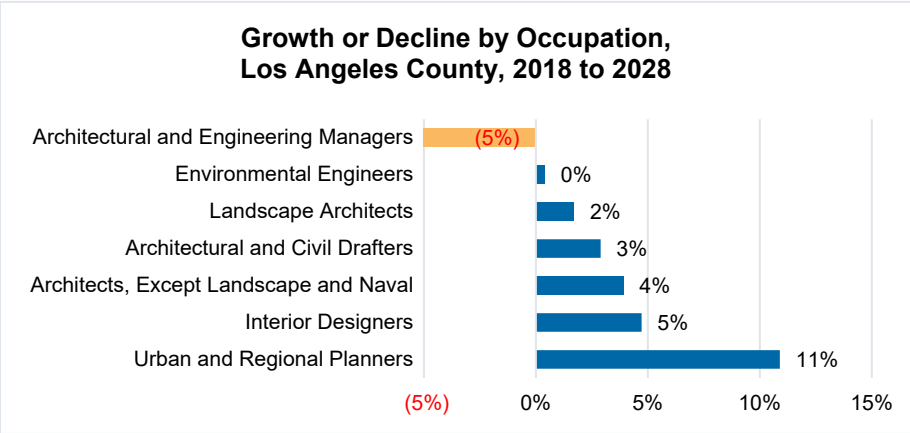
*Note: because there is overlap among these two programs, jobs data has been combined.

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 202 completions per year in architectural design and drafting programs like those offered at Citrus College in Los Angeles County and an additional 470 awards per year in related programs.
- 17 institutions have recently graduated students from architectural design and/or CAD programs; these related programs offer associate degrees or certificate awards.
- The number of architectural technology and design-related jobs is expected to grow slightly over the next decade in Los Angeles County, and some related occupations, including those which might require additional education, like urban planners, are projected to grow nationwide.
- Most job openings in architectural design-related fields are coming from replacement positions, where people are leaving existing positions.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: ARCH	21.38	1.92	23.30	2.22	10.51
Division: CTE	402.70	11.57	414.27	35.52	11.66
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: ARCH	19.95	1.66	21.61	1.82	11.87
Division: CTE	397.69	11.72	409.41	31.71	12.91
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: ARCH	17.10	157	14	171	260	65.77%
Division: CTE	18.82	1,706	68	1,774	2,329	76.17%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: ARCH	20.24	149	12	161	232	69.71%
Division: CTE	21.13	1,654	68	1,722	2,195	78.43%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: ARCH	94.15%	85.96%	91.30%	79.13%
Division: CTE	91.93%	79.80%	91.02%	77.00%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: ARCH	692.87	62.22	**755.09**	646.66	53.67	**700.32**
Division: CTE	13,050.46	374.95	**13,425.42**	12,888.17	379.81	**13,267.98**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: ARCH	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.42%	0.90%	(9.38%)	69.71%	0.19%	0.30%		
Ratings (3, 1, 0 OR -1)	1	1	-1	-1	-1	1	**0.00**	**0.00%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 0.00 program Growth Rating = 0.00% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

All curriculum and programming are being rewritten as the architecture/design and engineering drawing program is seeking accreditation from the Association of Collegiate Schools of Architecture (ACSA) as a community college candidate member. The ACSA is affiliated with the National Architectural Accrediting Board (NAAB) and represents the interests of community colleges in their membership and in their forums.

Program faculty are working on a new certificate in entertainment architecture and show set design.

COLLABORATION AND INTERDISCIPLINARY STUDY

The program requires collaboration and interdisciplinary study with art, math, and physical sciences programs, along with most of the other general education programs.

TECHNOLOGY AND FACILITIES

Students need “studio space experience” for transfer and for work in the real-world. To create this experience for students at Citrus College and gain membership in the ACSA, the program needs a dedicated lecture classroom, studio space, and a computer lab for the architectural program and associated classes. Currently, the architecture and drafting programs have limited growth opportunities due to a lack of sufficient facilities.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Architectural and engineering firms help design buildings, bridges, road and water delivery infrastructure, and renewable energy projects in Southern California, as well as across the United States and internationally. Downtown Los Angeles is experiencing a major revitalization that will continue to spur more construction. Major projects are being planned in the San Gabriel and Santa Clarita Valleys, as well as in the eastern and northern portions of Los Angeles County. The Los Angeles Economic Development Commission (LAEDC) and the Center for Competitive Workforce report that the need for professional, scientific, and technical services is expected to grow by 6%, by 2021.

PROGRAM GROWTH PROJECTIONS

Architecture/design and engineering drawing occupations are expected to grow by 4% in the Los Angeles County area. Job demand in Orange County and the Inland Empire should also be considered as many architecture/design and engineering drawing graduates find employment in these areas. The American Institute of Architects projects 8% growth statewide in California for architecture and design related occupations.

AUTOMOTIVE TECHNOLOGY

Description

The primary goal of the Automotive Technology Technician program at Citrus College is to train students to become career-ready technicians in automotive service, diagnosis, and repair, to assist students in obtaining careers in automotive technology and to advance the skills of incumbent workers.

Notable strengths of the program begin with faculty who share a like-mindedness in terms of their teaching philosophy and a single-minded focus on the success of their students. They are experts in their field and have real-world experience in the industry. The automotive technology program is certified by Toyota Motor North America as a Toyota Technician Training and Education Network (Toyota T-TEN) training partner and has consistently been placed as one of the top Toyota T-TEN schools in the nation. The program is also certified by Automotive Service Excellence Education Foundation (ASE-EF, formerly NATEF) and has held this certification for more than 40 years. The program has close relationships with employers and both secondary and post-secondary educators in the area to assist students in career placement and to assist the program with curriculum development and equipment/facility needs.

The Automotive program boasts a retention rate of 95.09% and a completion rate of 79.55%. These rates are higher than the overall CTE division rates, the college-wide rates, and the statewide rates as shown in the Retention and Success table.

Growth Projections

The data shows that automotive service technicians have the highest projected annual openings in automotive-related occupations at 1,937 jobs with a surplus of more than 1,000 openings due to only 923 completions. This represents an opportunity for growth. With a 91% job placement rate and advisory council members asking for more entry-level technicians than the college can provide, the industry demand will continue to exceed supply.

As vehicle technology continues to advance, new and relevant courses need to be offered at the college. At this time, capacity for such courses is limited. Currently, there is a particularly acute demand for training and education on advanced driver assist systems (ADAS), electrified vehicles and alternative energy. One factor that is currently inhibiting the growth of the program is the limited amount of available classroom space, posing a challenge to incorporating additional courses.

Properly serving students in CTE requires resources. Like most CTE programs, automotive technology is equipment intensive, which requires support. Specialty equipment becomes inoperable when it breaks down and is in need of repair, pending a service call to an outside contractor/vendor, resulting in periods of downtime and missed or delayed instructional objectives.

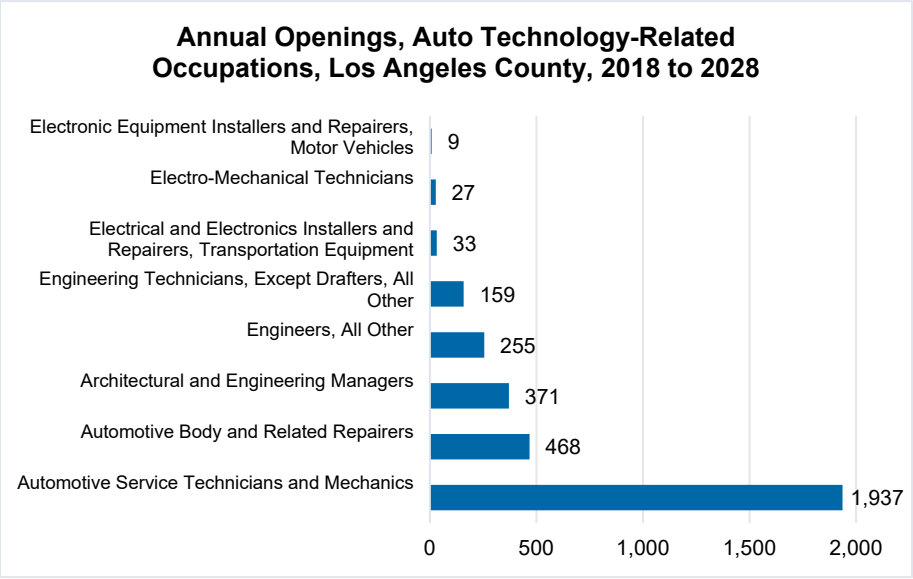
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

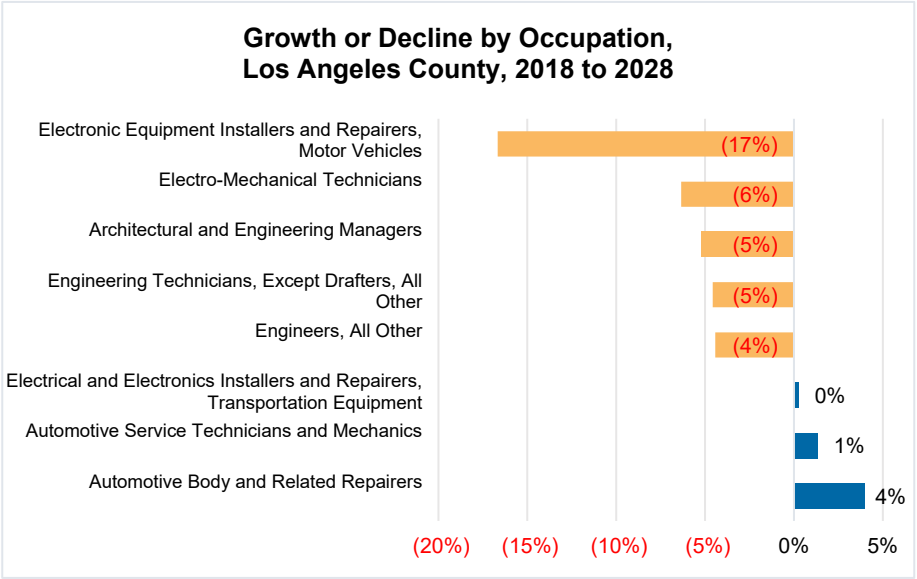
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Automotive Technology	47.0604	20,986	21,247	**261**	**1.2%**	1,978	1,941	923	**1,054**	$16.90

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 923 completions per year in auto technology programs in Los Angeles County, and an additional 181 awards per year in related programs, such as automotive engineering and fuel technology.
- Citrus College is one of 18 institutions to recently graduate students in auto tech; nearly 90 percent are certificate awards of two years or less.
- The number of auto technology-related jobs is expected to be flat over the next decade in Los Angeles County.
- Most job openings in auto technology-related occupations are coming from replacement positions, where people are leaving existing jobs.
- While there are fewer auto technology program completions on average than there are available related jobs, there are other programs and occupations which also prepare 8,000 students per year for these and similar positions.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: AUTO	70.20	1.15	71.35	6.60	10.81
Division: CTE	402.70	11.57	414.27	35.52	11.66
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: AUTO	65.66	0.66	66.32	5.38	12.33
Division: CTE	397.69	11.72	409.41	31.71	12.91
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: AUTO	12.59	212	2	214	288	74.31%
Division: CTE	18.82	1,706	68	1,774	2,329	76.17%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: AUTO	13.33	193	2	195	243	82.11%
Division: CTE	21.13	1,654	68	1,722	2,195	78.43%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: AUTO	95.33%	77.57%	95.09%	79.55%
Division: CTE	91.93%	79.80%	91.02%	77.00%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: AUTO	2,275.00	37.27	**2,312.27**	2,127.94	21.26	**2,149.19**
Division: CTE	13,050.46	374.95	**13,425.42**	12,888.17	379.81	**13,267.98**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: AUTO	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.51%	(0.58%)	(8.71%)	82.11%	0.12%	7.80%		
Ratings (3, 1, 0 OR -1)	1	1	-1	1	-1	3	**0.67**	**0.33%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 0.67 program Growth Rating = 0.33% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Program faculty have developed new courses and a certificate in vehicle electrification and alternative energy. There is still work to do, including the acquisition of specialized vehicles and equipment, and the development of lab sheets and other deliverables for student use.

An emergent need, as expressed by members of the Auto Advisory Council, is to develop training in advanced driver assist systems (ADAS). This will require curriculum development, development of deliverables (lab sheets, presentations, competency-based exams, etc.), and a careful study of available space for classroom and laboratory activities.

COLLABORATION AND INTERDISCIPLINARY STUDY

Program faculty have begun an interdisciplinary collaboration with the mathematics program to offer a technical mathematics course (MATH 144) that is taught in an automotive classroom as a learning community. The reception has been favorable, and the class filled easily. An additional collaboration in development is a learning community that will pair a section of English 101E with students enrolled in the automotive technician or the medium/heavy duty truck programs. This builds on past collaborations such as the automotive and physics “CAPE OWLS” ultra-high-mileage car-building competition. Discussions have begun on a possible fabrication laboratory which could be used for the design and production of parts for such competitions in the future. This would open pathways for potential student engineering transfer programs, such as those offered at California State Polytechnic University, Pomona and California State University, Los Angeles (with which the college already has an articulation agreement).

TECHNOLOGY AND FACILITIES

The college’s laboratory facilities are technologically adequate. Facilities are equipped in a similar manner to most new-car dealerships and even exceed the capabilities of some dealerships. However, there are new and different ways to improve and expand offerings, such as those mentioned above.

Available classroom space has become an issue as instructional offerings grow. There is an area in the auto yard where an old and very large paint booth exists from a now-discontinued program. Additional space could be made available if the paint booth were removed, allowing for expansion of offerings and increased FTES.

The Automotive program houses and uses a fleet of more than 40 automobiles and light trucks. Most of these vehicles have been provided to the program through a partnership with Toyota Motor North America. It is critical to have late-model vehicles on-site with technology that is representative of what students will encounter when they enter the field. However, vehicle storage is a challenge. There are areas that present themselves as possible solutions to this problem and options should be explored.

Training-aid storage is also a challenge. Several lab facilities are filled with large items, such as engines and transmissions on stands, intruding upon walkways and making ingress and egress a challenge. To alleviate this challenge, additional storage options should be explored.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The Automotive program enjoys a robust and well-populated advisory council representing a cross-section of potential employers and training partners, both secondary and post-secondary. Their recent recommendations have centered on advanced driver assist systems (ADAS) and related technologies and equipment. Meeting the needs of this emerging segment of the industry will require investment in vehicles, equipment, and the development of curriculum and deliverables.

Labor market information data shows that the demand for skilled automotive technicians far exceeds the supply from all sources—a concern echoed by the members of the Automotive Advisory Council who hire Citrus College students. In order to expand the program, more space, and particularly more classroom space, is needed.

PROGRAM GROWTH PROJECTIONS

The Automotive program is poised for substantial growth if capacity can match demand. There are opportunities in both the current offerings and emerging areas. Creative solutions will need to be explored to expand capacity, both in what is currently offered and in finding ways to fit new and different technologies into the instructional repertoire.

COMPUTER SCIENCE

Description

The Computer Science program at Citrus College prepares students in the area of coding using various software development techniques. The program's larger purpose is to support students who wish to transfer to a four-year university to pursue a bachelor's degree in computer science.

The main strength of the computer science program is the industry experience of the teaching staff. The instructors stay abreast of industry needs in terms of coding proficiency so that Citrus College computer science students are exposed to current industry requirements.

Demand for computer science classes is strong, with a higher than average fill rate compared to the division and the college. Success rates are on par with the college as a whole. Computer Science staff sees that interest and demand for coding expertise continues to grow.

Growth Projections

Expected growth across the industry is strong, with a projected growth rate of 21% for software developers over the next 10 years.

The potential for future growth in the field of computer science is without bound. The main factor that is driving this future growth is the tremendous amount of data that must be processed. Artificial intelligence and machine learning will provide quick analysis of this huge amount of data to assist all fields such as business, the medical field, and engineering.

Numerous universities, both private and public, are creating online courses to accommodate future growth. It is the goal of the Citrus College Computer Science program to modify its courses so that they are available online. Given that the computer science field is constantly changing, it is extremely difficult for computer science instructors to stay current with the latest technological and software changes. The staff of the Citrus College Computer Science program is constantly engaging in research and development by attending courses at other educational institutions like iTunes University and Udemy.

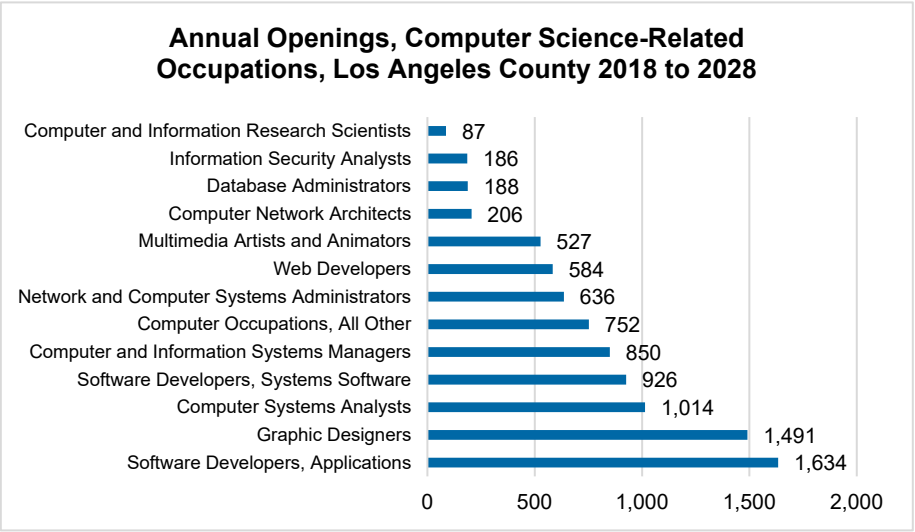
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

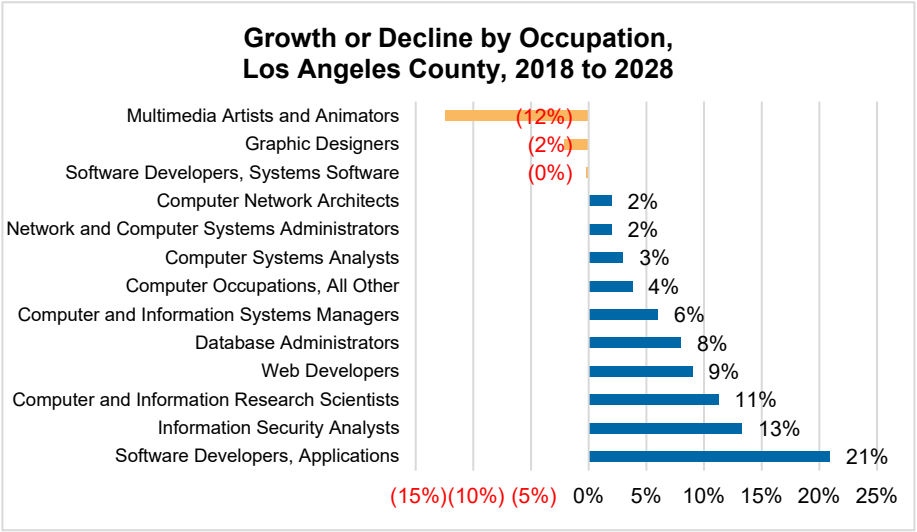
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Computer Science	11.07	96,697	103,80	**7,108**	**7.4%**	7,513	6,373	1,744	**5,769**	$43.42
Gaming and Applications Development	50.0411	41,379	43,899	**2,520**	**6.1%**	3,651	3,257	168	**3,484**	$33.57

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 1,744 completions per year in computer science programs and 168 completions per year in game design programs in Los Angeles County and an additional 2,000 awards per year in related programs, including computer systems networking, graphic design and animation.
- 25 institutions in Los Angeles County have recently graduated students in computer science programs; less than five percent are associate degrees or certificate awards. In game and applications development, ten institutions have granted awards in programs between 2013 and 2017; there has been a 34 percent decline in awards over this period. Citrus College does not have any recent completions in either program.
- The number of computer science-related jobs is expected to grow over the next decade in Los Angeles County and many related occupations may grow nationwide.
- Most job openings in computer science-related fields are coming from replacement positions, though approximately 400 jobs per year will be new openings.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: CS	31.04	4.05	35.09	2.67	13.16
Division: CTE	402.70	11.57	414.27	35.52	11.66
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: CS	22.71	2.04	24.75	1.87	13.23
Division: CTE	397.69	11.72	409.41	31.71	12.91
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: CS	25.64	250	32	282	307	91.86%
Division: CTE	18.82	1,706	68	1,774	2,329	76.17%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: CS	26.23	181	16	197	224	87.25%
Division: CTE	21.13	1,654	68	1,722	2,195	78.43%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: CS	87.28%	73.50%	87.25%	69.78%
Division: CTE	91.93%	79.80%	91.02%	77.00%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: CS	1,005.93	131.25	**1,137.18**	735.97	66.05	**802.02**
Division: CTE	13,050.46	374.95	**13,425.42**	12,888.17	379.81	**13,267.98**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: CS	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.51%	18.71%	(3.60%)	87.25%	0.71%	0.00%		
Ratings (3, 1, 0 OR -1)	1	3	1	1	1	0	**1.17**	**0.57%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.17 program Growth Rating = 0.57% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

As new coding languages and engineering technologies arise, the computer science faculty will create new curriculum to match industry needs.

COLLABORATION AND INTERDISCIPLINARY STUDY

Collaboration with computer science students is of utmost importance given that the computer science advisory council repeatedly states that interpersonal skills and soft skills are what many graduates lack, especially in science, technology, engineering, and math (STEM) fields.

TECHNOLOGY AND FACILITIES

Citrus College must continue to provide fast internet speed as well as access to cloud storage services since saving programs to an online repository is quickly becoming the standard.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Employers in many industries are seeking software developers, computer system analysts, computer and information technologists, and database administrators. The Citrus College Computer Science program will continue to provide the foundational programming courses to meet the needs of students interested in working in these professions.

PROGRAM GROWTH PROJECTIONS

Computer science degrees offer students a lucrative career. Most who work in related fields hold a bachelor's degree, after completing four to five years of education. As the use of data continues to grow and new hardware devices are invented, software development and analysis skills will remain in demand to support and augment technological advances.

COSMETOLOGY

Description

The Cosmetology program is a comprehensive curriculum that prepares students for a wide range of careers in the beauty industry. The program offers theoretical and practical disciplines, as well as interactive demonstrations and hands-on applications that provide students with the knowledge, language, and skills for career opportunities in haircutting, hairstyling, hair coloring, chemical texturizing, skin care, nail care, and sales. Students will understand the importance of professionalism and artistic endeavor in this diverse industry through inspiration and challenge. This program of study also enables students to prepare for and pass the California State Board Exam of Cosmetology.

The Citrus College Cosmetology program is one of the longest running and most highly respected programs in the state. The program not only trains students for jobs in the beauty industry, but also strives to create a culture of teamwork, ethical responsibility, and entrepreneurial thinking amongst its graduates in order to ensure success in this highly competitive industry.

Citrus College is one of the few institutions to offer an associate degree in cosmetology, and awards approximately 36% of all Cosmetology associate degrees in Los Angeles County each year. The Cosmetology program's retention and completion rates are very high, and are well above college and state-wide averages as reflected in the Retention and Success table.

Growth Projections

The number of jobs in the beauty industry is expected to grow over the next decade in Los Angeles County and surrounding counties, and many related occupations are projected to grow nationwide. There is a high growth factor in the cosmetology industry, with an expected growth of 16.2% over the next ten years.

The daytime program is inhibited by the lack of additional lab space, however, there is potential for growth during the late afternoon and evening hours when facilities are underutilized.

The greatest challenge facing students is obtaining a living wage upon graduation. Recent statewide legislation has provided for "externship" opportunities for the first time, which will allow students to gain workplace experience while finishing their program and before taking the state board exam. This will allow the college to seek out industry partners to help provide on-the-job training and a better opportunity for student to obtain a living wage job upon graduation from the program.

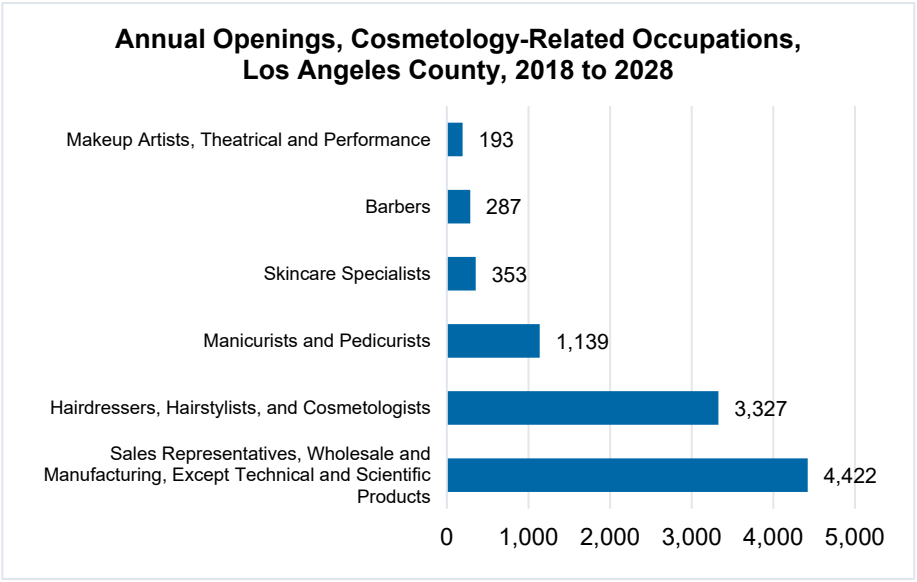
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

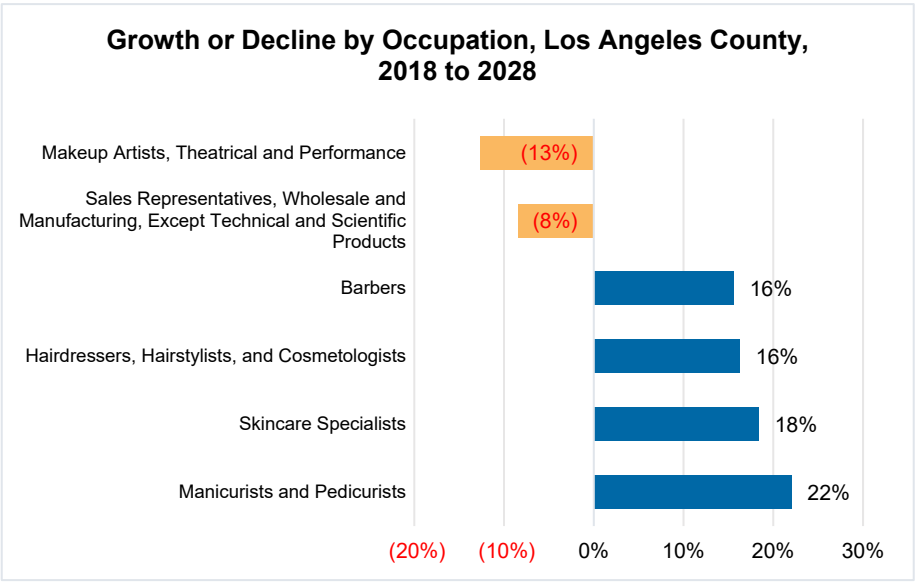
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Cosmetology	12.0401	35,336	41,056	**5,720**	**16.2%**	5,012	4,410	2,389	**2,623**	$11.94

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 2,389 completions per year in cosmetology programs in Los Angeles County and an additional 1,800 awards per year in related programs such as barbering, makeup artistry and other cosmetology studies.
- Citrus College is one of 36 institutions in Los Angeles County which has recently graduated students in cosmetology. The college is one of the few institutions which offers an associate degree in cosmetology and awards approximately 36 percent (14 to 18 awards) of all cosmetology associate degrees each year.
- The number of cosmetology-related jobs is expected to grow over the next decade in Los Angeles County and many related occupations are projected to grow nationwide.
- Half of cosmetology job openings will come from replacement positions, where people are leaving existing jobs. However, estimates in the coming decade show there will be an average of 600 new openings annually in Los Angeles County.
- The median hourly wage among cosmetology positions is lower than the Los Angeles County living wage, which is currently $14.36 per hour for one single adult worker, or $30.27 for an adult worker with one child (MIT Living Wage Calculator).

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: COS	124.75	1.65	126.40	10.31	12.26
Division: CTE	402.70	11.57	414.27	35.52	11.66
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: COS	135.53	2.19	137.73	10.11	13.62
Division: CTE	397.69	11.72	409.41	31.71	12.91
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: COS	16.00	238	3	241	314	76.75%
Division: CTE	18.82	1,706	68	1,774	2,329	76.17%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: COS	20.20	255	4	259	288	90.64%
Division: CTE	21.13	1,654	68	1,722	2,195	78.43%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: COS	95.44%	93.36%	96.68%	94.21%
Division: CTE	91.93%	79.80%	91.02%	77.00%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: COS	4,042.82	53.47	**4,096.30**	4,392.31	71.10	**4,463.41**
Division: CTE	13,050.46	374.95	**13,425.42**	12,888.17	379.81	**13,267.98**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: COS	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.67%	(1.78%)	(3.87%)	90.64%	0.26%	7.00%		
Ratings (3, 1, 0 OR -1)	1	1	1	1	-1	3	**1.00**	**0.49%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.00 program Growth Rating = 0.49% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The Cosmetology program is exploring the possibility of developing a cohort-based evening program that includes built-in externship opportunities with local industry partners. This will allow students to gain workplace experience while attending Citrus College and increase their chances of obtaining living-wage jobs upon graduation from the program. The Cosmetology program is also exploring the development of noncredit state licensure review courses, as well developing a noncredit to credit pathway for new and returning students.

COLLABORATION AND INTERDISCIPLINARY STUDY

The Cosmetology program will continue to collaborate with the Esthetician program and seek out additional collaboration with the Business and Accounting programs to provide entrepreneurial skills for graduating Cosmetology students.

TECHNOLOGY AND FACILITIES

The laboratory facilities need significant upgrades to stay current with modern technology used in the industry. These changes are supported by the Cosmetology advisory board. Working knowledge of industry-specific equipment increases success for graduates entering the workforce.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Meeting future needs within the beauty industry will require increased collaboration with industry partners and creative solutions for training students to meet 21st century standards with limited facilities and resources. Active measures are underway to address the shortfall of living wage jobs for Citrus College graduates in this highly competitive industry.

PROGRAM GROWTH PROJECTIONS

There is significant potential for growth, but only if the program remains competitive with technology and facilities upgrades. Additionally, there are major opportunities for industry partnerships and workplace learning which will enhance the growth and competitiveness of Citrus College graduates.

ESTHETICIAN

Description

The Esthetician program trains students in the art and science of skin care, preparing them for entry level employment into the industry and with the knowledge to pass the California Board of Barbering and Cosmetology licensing examination. Students learn a wide range of skills from beginning to advanced esthetics, preparing them for the workforce and increasing not only their employability but also wage-earning-potential, giving them a competitive advantage.

The program has an impressive state-board passing rate that has typically remained around 90% or higher. Citrus College is known for well-trained and teachable esthetics graduates. According to advisory board members, Citrus College graduates are desirable hires due to their willingness and ability to quickly learn new techniques that build on existing knowledge.

The number of esthetician and skincare-related jobs is expected to grow over the next decade in Los Angeles County and many related occupations are projected to grow nationwide. The Esthetician program's success and retention rates are above average compared to division and college-wide results as shown in the Retention and Success table.

Growth Projections

Among esthetician-related occupations, high rates of growth (18.4%) are projected in Los Angeles County over the next ten years.

The program has the potential to grow if the Cosmetology facial area at the college were reconfigured to include more salon chairs. The program could also grow by providing an additional evening class that would serve about 26 more students per year.

Enrollment in the program has grown but may stagnate as classes are currently at maximum capacity. Low participation and completion among non-traditional students is an area of concern. Additional full-time faculty would ensure the consistency and growth of the evening program.

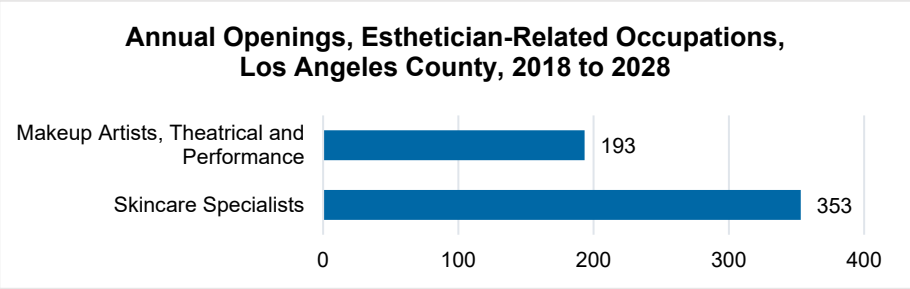
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

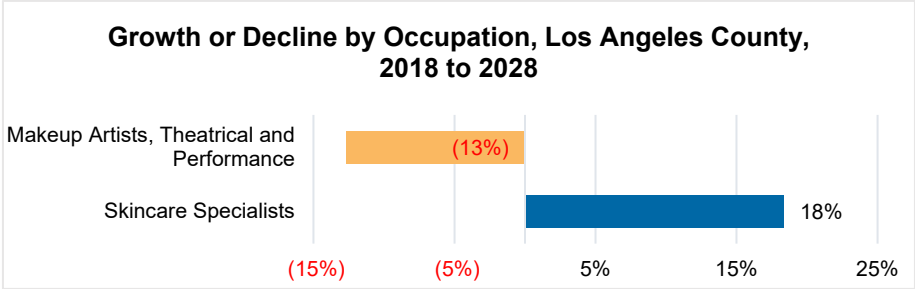
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Esthetician	12.0409	2,516	2,978	**462**	**18.4%**	353	307	514	**(161)**	$13.75

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 514 completions per year in esthetician programs in Los Angeles County and an additional 2,600 awards per year in related programs in cosmetology and advanced aesthetician studies.
- Citrus College is one of 22 to offer esthetician certificate awards, all of which are awards of 1 year or less.
- The number of esthetician and skincare-related jobs is expected to grow over the next decade in Los Angeles County; many related occupations are projected to grow nationwide.
- Most openings in skincare-related fields are coming from replacement positions, where people are leaving existing jobs. However, estimates in the coming decade show there will be an average of 50 new openings annually in Los Angeles County.
- The median hourly wage among cosmetology positions is lower than the Los Angeles County living wage, which is currently $14.36 per hour for one single adult worker, or $30.27 for an adult worker with one child (MIT Living Wage Calculator).

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
PROGRAM: COSE	44.13	0.00	44.13	2.40	18.38
DIVISION: CTE	402.70	11.57	414.27	35.52	11.66
CITRUS COLLEGE TOTAL	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
PROGRAM: COSE	42.29	0.22	42.51	2.40	17.71
DIVISION: CTE	397.69	11.72	409.41	31.71	12.91
CITRUS COLLEGE TOTAL	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
PROGRAM: COSE	27.00	80	0	80	75	106.67%
DIVISION: CTE	18.82	1,706	68	1,774	2,329	76.17%
CITRUS COLLEGE TOTAL	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
PROGRAM: COSE	26.00	77	0	77	78	99.20%
DIVISION: CTE	21.13	1,654	68	1,722	2,195	78.43%
CITRUS COLLEGE TOTAL	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: COSE	100.00%	100.00%	98.18%	97.92%
Division: CTE	91.93%	79.80%	91.02%	77.00%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
PROGRAM: COSE	1,430.14	0.00	**1,430.14**	1,370.51	7.13	**1,377.64**
Division: CTE	13,050.46	374.95	**13,425.42**	12,888.17	379.81	**13,267.98**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: COSE	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.20%	0.63%	0.50%	99.20%	1.70%	0.00%		
Ratings (3, 1, 0 OR -1)	0	1	3	3	3	0	**1.67**	**0.82%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.67 program Growth Rating = 0.82% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Due to the high demand for the Esthetician program, adding an additional cohort would be beneficial. The cohort would start in the spring and coincide with the fall evening class. This would require sharing facilities with the Cosmetology program and the facility would need upgrades to meet programmatic needs. The Esthetician program will also develop cooperative work experience classes to provide workplace learning opportunities for graduating Esthetician students.

COLLABORATION AND INTERDISCIPLINARY STUDY

The Esthetician program will continue to collaborate with the Cosmetology program and seek out additional collaboration with the Business and Accounting programs to provide entrepreneurial skills for graduating Esthetician students.

TECHNOLOGY AND FACILITIES

Classroom technology lags behind the technology used in the industry, as the industry technology changes from year to year. The advisory board noted that the inclusion of new technologies would help students remain competitive. Purchasing Bt micro/sonic blades and some hydro facial/wet microdermabrasion machines would give Citrus College graduates the advantage in the workplace. Having a working knowledge of industry-specific equipment would increase the success of new estheticians entering the workforce.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

According to advisory board members, Citrus College needs to provide more training in cosmetic makeup, specifically advanced applications, special effects (FX) and theater. Additional facilities and course offerings will be needed to close this gap.

PROGRAM GROWTH PROJECTIONS

There is significant potential for growth, but only if additional facilities become available.

INFORMATION TECHNOLOGY AND INFORMATION SYSTEMS

Description

The Information Technology and Information Systems (ITIS) program prepares students for careers in information technology (IT). Students can choose a path to earn a certificate in IT, IT technician pathway *(ITTP)* Stages 1 and 2, database administration and web developer.

IT and ITTP certificate classes prepare students for the industry required CompTIA+ certification exams. Many of the materials used in these courses are provided by CompTIA to make certain that students are provided with up-to-date information.

There is projected growth in ITIS-related occupations in the next ten years. Student retention and completion rates are on par with other Career, Technical and Continuing Education (CTE) programs and Citrus College as whole. These rates are above the statewide average**.**

Growth Projections

The job demand in IT-related fields and industries continues to be strong, especially in the areas of cybersecurity and cloud computing. The gap between job openings and qualified personnel continues to remain high in many IT-related jobs, especially in cybersecurity and cloud computing. These facts support the potential for significant future growth in the program.

The demand for cybersecurity and cloud computing is a major driver for future growth of the program. The lack of qualified full-time instructors limits curriculum development and participation in regional grant opportunities. The program will be hiring a full-time faculty member by Spring 2020, which will provide the needed oversight to grow the program and meet the future needs of students.

Major challenges for program growth and success are keeping up with industry needs in IT, collaborating with industry partners to chart major trends and to create new certificates and courses currently sought by employers.

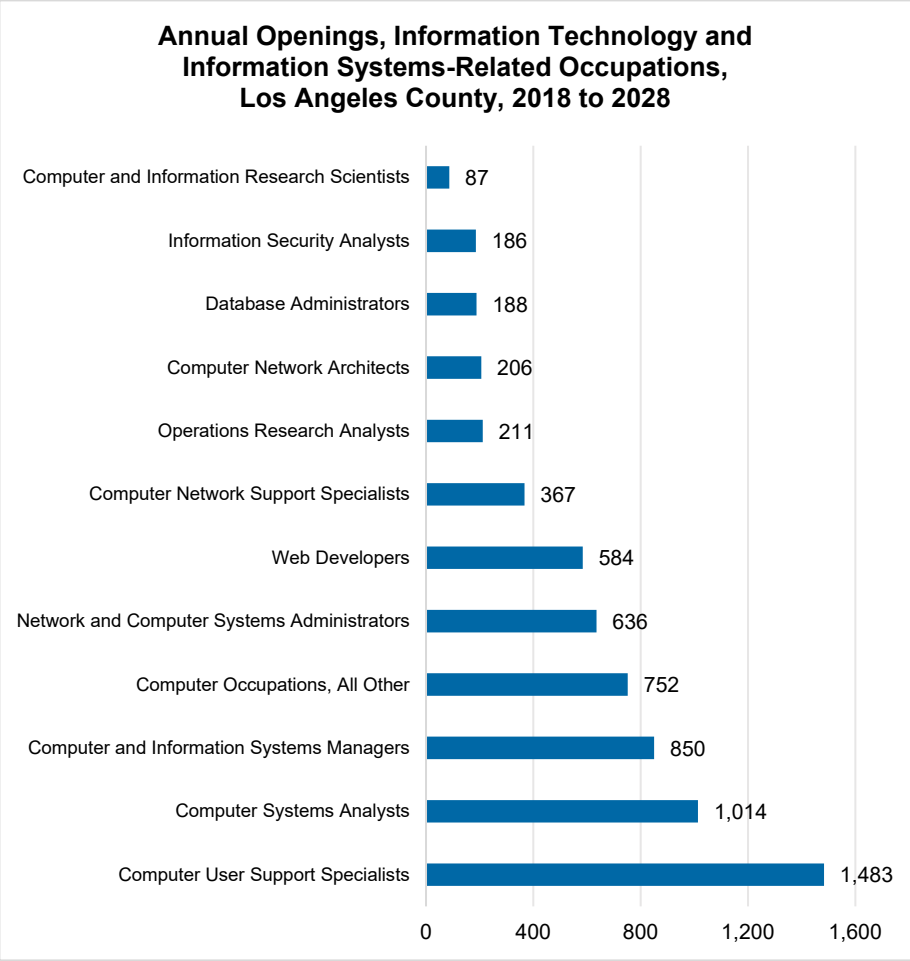
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

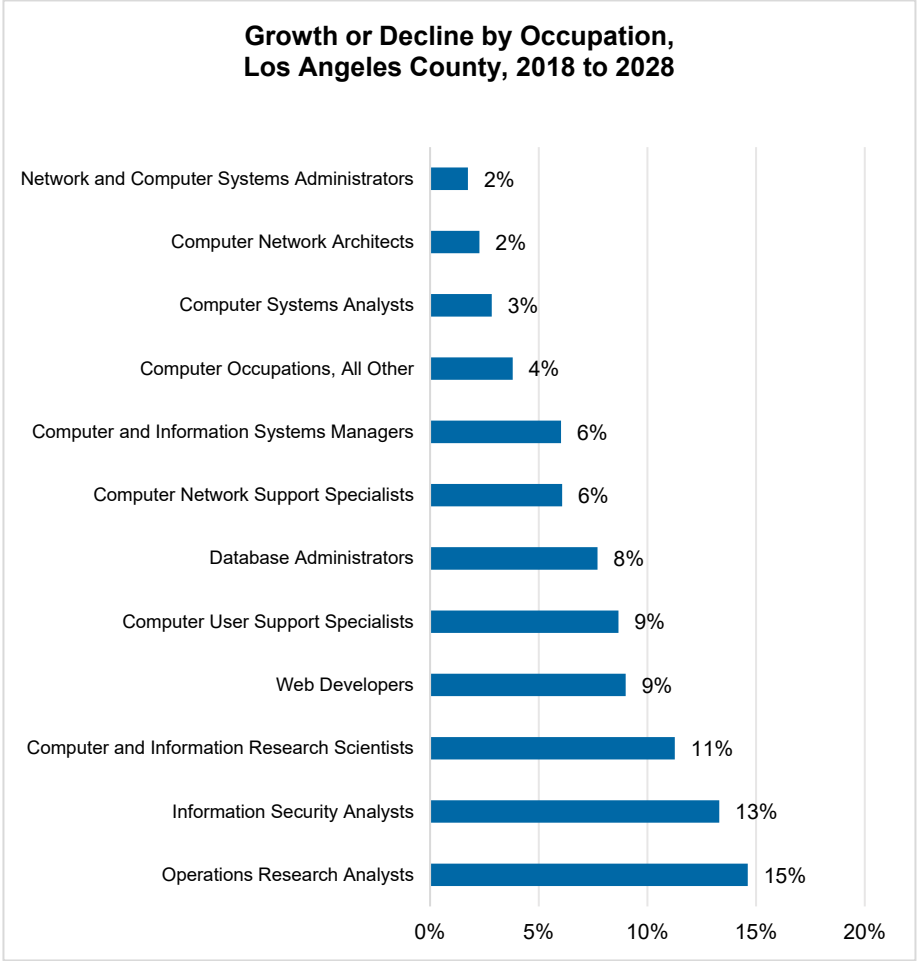
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Information Technology	11.0103	79,976	84,500	**4,524**	**5.7%**	5,979	5,516	325	**5,653**	$43.19
Computer Information Systems Security/ Information Assurance	11.1003	47,250	50,409	**3,159**	**6.7%**	3,649	3,329	124	**3,525**	$32.99
Database Administrator	11.0802	2,557	2,754	**197**	**7.7%**	188	168	23	**165**	$46.78

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 472 completions per year in information technology and computer information systems programs in Los Angeles County and an additional 1,200 awards per year in related programs, including computer systems networking, programming and graphic design.
- Citrus College is one of 18 institutions with recent completions in information technology; about 25 percent of all awards are associate degrees. The number of awards has grown 15 percent between 2013 and 2017.
- Citrus College is one of 15 institutions in Los Angeles County which has recently given computer information systems security awards; about one-third of all awards from these programs are associate degrees or certificate awards. Four institutions offer database admin awards, but Citrus College does not have any recent completions in this program.
- The number of information technology and information systems-related jobs is expected to grow over the next decade in Los Angeles County and many related occupations are projected to grow nationwide.
- Most job openings in information technology and computer information systems related fields are coming from replacement positions, though approximately 400 jobs per year will be new openings.
- While there are related programs which prepare students for these fields, there appears to be a large surplus in jobs given the number of completers.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: ITIS	29.68	1.71	31.39	3.19	9.83
Division: CTE	402.70	11.57	414.27	35.52	11.66
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: ITIS	29.53	1.77	31.30	3.58	8.76
Division: CTE	397.69	11.72	409.41	31.71	12.91
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018; data combines CIS and IT data from 2014-15 and ITIS 2016-18

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: ITIS	18.27	189	12	201	290	69.31%
Division: CTE	18.82	1,706	68	1,774	2,329	76.17%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: ITIS	20.58	262	25	287	410	69.76%
Division: CTE	21.13	1,654	68	1,722	2,195	78.43%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: ITIS	88.12%	80.69%	87.21%	69.50%
Division: CTE	91.93%	79.80%	91.02%	77.00%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: ITIS	961.85	55.42	**1,017.27**	1,227.40	109.73	**1,337.13**
Division: CTE	13,050.46	374.95	**13,425.42**	12,888.17	379.81	**13,267.98**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: ITIS	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.67%	(12.76%)	(9.86%)	69.76%	0.55%	1.52%		
Ratings (3, 1, 0 OR -1)	1	-1	-1	-1	1	1	**0.00**	**0.00%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 0.00 program Growth Rating = 0.00% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Certificates and courses in the areas of cybersecurity and cloud computing need to be developed.

COLLABORATION AND INTERDISCIPLINARY STUDY

Opportunities exist for future collaborations with Business, Office Technology, Computer Science, and Noncredit programs. In addition, dual-enrollment opportunities should be pursued with local high schools.

TECHNOLOGY AND FACILITIES

Lab facilities need to be upgraded to meet industry standards and online instruction should be embraced to meet future demand in the program.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Current studies show a high demand from employers in such fields as cybersecurity and cloud computing.

PROGRAM GROWTH PROJECTIONS

Citrus College has recently rejoined a regional strong workforce project to help move the program forward in IT growth areas.

MEDIUM AND HEAVY TRUCK TECHNOLOGY / STATIONARY POWER GENERATION

Description

The Medium and Heavy-duty Truck (MTRK) program's goal is to train and empower students and incumbent workers to become successful in a career as heavy vehicle repair technicians. It does so by offering the necessary courses and instruction that students need in order to enter the workforce as entry-level technicians prepared to accelerate to a master level within a short period of time.

The MTRK program is industry supported by Quinn Caterpillar, KKW Trucking, HercRentals, Banks Technology, and Athens Service. This reflects the program's strong industry relationships and support for finding high-wage and high-demand job opportunities for students.

For Fall 2018, the MTRK retention and completion rates were 95.77% and 80.28%, respectively, which are higher than those of the Career, Technical Education and Continuing Education (CTE) division, Citrus College, and statewide rates, as shown in the Retention and Success table.

Growth Projections

The job growth data shows that substantial job growth is expected in the next decade, with a notable need for bus and rail car technicians. With adequate support, the program can expand and meet the needs of employers in the industry. This data also reflects the need for technicians with the skills necessary to repair emerging transportation technologies such as heavy vehicle and transit vehicle electric drive trains.

Sub-standard lab space and a need for an increase in the number of classrooms available are factors inhibiting the growth of the program. The MTRK program suffers from a lab space that is dated and cannot fulfill the training or safety needs for large vehicle training in alternative fuels and vehicle electrification technologies. Such limitations will prevent the program from continuing to grow and may cause a decrease in growth as compared to neighboring educational institutions that also offer training opportunities.

The MTRK program has grown in scope to require a lab technician that can maintain and repair the equipment acquired by the program. Like the automotive technician program, the MTRK program is dependent on equipment for instruction and equipment breakdowns directly affect instruction. Further, with the acquisition of more equipment, instructors are challenged with maintaining and repairing the existing equipment.

The MTRK program has expanded in recent years and has gained the attention of employers in the local region. The need for advanced technical skills to repair vehicles with newer technologies such as alternative fuels, electric drivetrains and hydrogen fuel cell technologies will grow. This is the appropriate time to revitalize the MTRK program through investments that will enable it to meet these more advanced technical needs and help Citrus College become a leading institution for training in advanced transportation technologies. As noted above, this will require modernization of the lab space and an increase in the number of classrooms available.

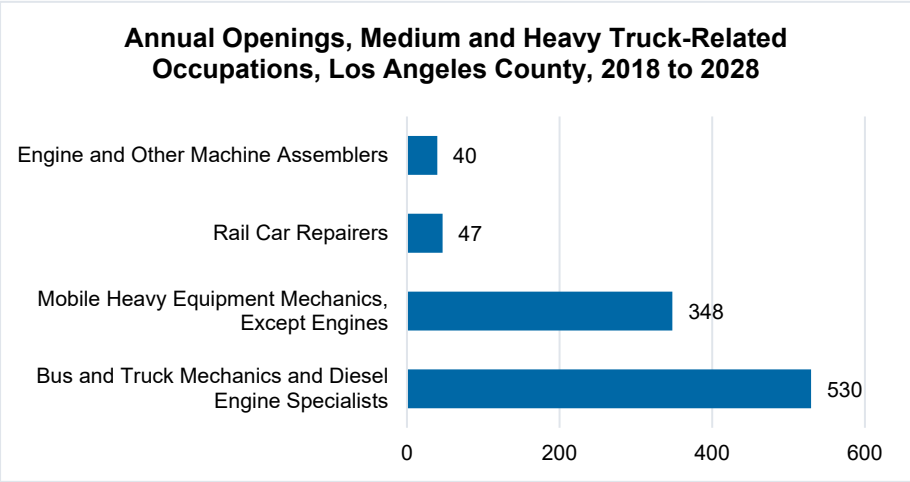
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

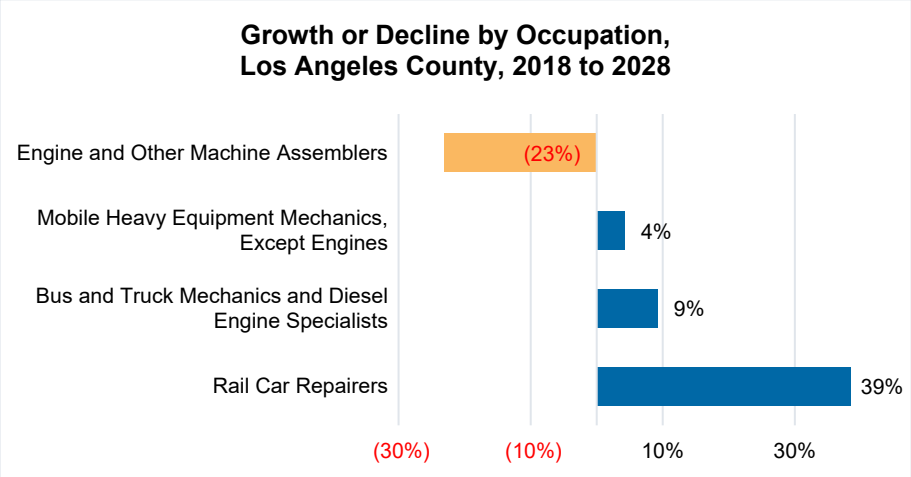
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Medium and Heavy Diesel Truck Technology	47.0605	5,194	5,675	**481**	**9.3%**	530	481	70	**460**	$26.73

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 70 completions per year in diesel technology programs in Los Angeles County and not any similar programs with completions data available in the region.
- Citrus College is one of four institutions to recently graduate students in diesel technology programs; nearly 90 percent are certificate awards.
- The number of diesel technology-related jobs is expected to grow almost ten percent over the next decade in Los Angeles County.
- There will be an additional 480 openings per year in diesel technology-related fields to fill existing positions.
- There are many fewer diesel technology program completions on average than there are available related jobs and not many programs educating needed workers.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: MTRK	19.90	0.67	20.57	2.37	8.69
Division: CTE	402.70	11.57	414.27	35.52	11.66
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: MTRK	12.35	0.31	12.66	1.19	10.65
Division: CTE	397.69	11.72	409.41	31.71	12.91
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: MTRK	14.20	69	2	71	100	71.00%
Division: CTE	18.82	1,706	68	1,774	2,329	76.17%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: MTRK	15.19	40	1	41	57	75.15%
Division: CTE	21.13	1,654	68	1,722	2,195	78.43%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: MTRK	95.77%	80.28%	96.60%	80.58%
Division: CTE	91.93%	79.80%	91.02%	77.00%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: MTRK	644.91	21.71	**666.62**	400.23	10.05	**410.28**
Division: CTE	13,050.46	374.95	**13,425.42**	12,888.17	379.81	**13,267.98**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: MTRK	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.11%	45.14%	(3.58%)	75.15%	0.89%	4.60%		
Ratings (3, 1, 0 OR -1)	0	3	1	-1	3	3	**1.50**	**0.74%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.50 program Growth Rating = 0.74% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The program is in a state of expansion in several different areas. The Stationary Power Generation (SPWG) program is expanding as a branch of the Medium and Heavy-duty Truck program. Faculty members are working to align the SPWG program with accreditation standards for heavy equipment programs as set by the Association of Equipment Distributors (AED). This would open the program to meet the needs of not only companies that service and repair stationary power generators, but also companies that specialize in off-highway and construction equipment.

The MTRK faculty worked with the Automotive Technician faculty to help establish an alternative fuels and vehicle electrification certificate. This need for training in advanced transportation technologies includes training to prepare technicians to work on vehicles such as compressed natural gas (CNG) and electric powered trucks and buses.

COLLABORATION AND INTERDISCIPLINARY STUDY

The Automotive and MTRK programs have begun an interdisciplinary collaboration with the Mathematics program, which has culminated in a technical mathematics course (MATH 144) taught as a learning community. Another collaboration in development is a learning community that will pair a section of reading and comprehension enhanced (English 101E) with students enrolled in either the Automotive or MTRK programs. This builds on past collaborations such as the auto/physics “CAPE OWLS” ultra-high-mileage car-building competition. Discussions have begun on a possible fabrication laboratory which could be used for the design and production of parts for such competitions in the future. This would open pathways for students to potentially transfer to engineering programs, such as those offered at California State Polytechnic University, Pomona and California State University, Los Angeles (with which the college already has an articulation agreement).

TECHNOLOGY AND FACILITIES

The MTRK program requires a new lab facility as it is one of the oldest structures on campus used for instruction. The program has grown in scope but is hindered by the renovation needs of the facility. As the program expands to meet the needs of employers for qualified technicians in the areas of advanced transportation technologies, a suitable lab space will be a requirement.

Along with a suitable lab space, the MTRK lab space will need to be wired to be able to connect desktop computers to printing stations for students to print repair information while working on the larger trucks. The need for schematic prints will only increase as instruction on electric vehicle repair is increased in the program.

A lack of classroom space has also hindered the program. Classrooms are currently being utilized by four distinct programs. To help alleviate the need for more classrooms, the Automotive and MTRK faculty have suggested removing the non-functioning paint booth found in the auto yard to allow for classroom expansion.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The MTRK program is being developed to meet the needs of a wide variety of employers, including on-highway heavy truck companies; medium duty rental and delivery truck companies; transit bus and rail companies; private charter bus companies; and off-highway heavy equipment, construction equipment, and stationary power generator companies. In addition, a diverse advisory group for the program has been established to provide input for curriculum and equipment needs. Many members of the advisory group are employers that hire students from the program.

PROGRAM GROWTH PROJECTIONS

The data supports the need for a program that can supply entry-level technicians into the local truck and heavy equipment industry. As such, the program can have continued growth in the future; especially in the areas of alternative fuels, vehicle electrification and off-highway and power generation. Additionally, the stationary power generation program has grown to a point where it can separate its advisory committee and focus on growth of the off-highway segment of the program. With proper support, the MTRK program can be the preeminent heavy vehicle training program in the region.

NONCREDIT AND CONTINUING EDUCATION

Description

The Citrus College Noncredit and Continuing Education program provides quality, tuition-free instruction in the areas of ESL, basic skills, short-term vocational training and workforce preparation.

Noncredit courses are an alternative to credit courses for those who want to prepare to transition to credit instruction. The classes are open entry/exit and can benefit students with busy work schedules, family obligations and other responsibilities. The classes are repeatable, resulting in pass/no-pass grades that do not impact a student's GPA. Noncredit classes are also an avenue for students who do not qualify for financial aid, as the classes are tuition-free and costs for textbooks are minimal.

From Fall 2014 to Fall 2018, the Citrus College Noncredit and Continuing Education program experienced slightly higher retention and success rates than the rates for the college and the state.

Growth Projections

Enrollments for noncredit classes for both resident and nonresident students have grown since 2014. This growth is likely the result of students seeking to obtain certificates, improve English language skills or obtain remedial skills to promote to credit programs.

Occupational growth analysis data is not available for the Noncredit and Continuing Education program as the short-term training is primarily for personal enrichment or skill-building that enables a person to pursue credit programs.

The program needs to fill the vacant director position to grow the depth and breadth of offerings both on and off campus. Faculty are needed to develop or revise curriculum beyond credit recovery and basic skills courses. The program needs to expand into the community with offerings that meet the needs of the community including courses for job seekers and seniors.

Future Directions

CURRICULUM AND PROGRAMMING

There is potential to create several noncredit to credit pathways at Citrus College. Through the development of relevant curriculum, exploratory noncredit courses can serve as a low-stakes gateway for students through basic skills education and preparation into Certified Nursing Assistant (CNA), Licensed Vocational Nurse (LVN), Automotive, Cosmetology and Business courses. These noncredit courses would not only bring marketable skills to students but could also be developed into skill awards or certificates. Remedial courses, such as English and mathematics, can prepare students for a realistic and successful pathway into these programs.

The Noncredit and Continuing Education program needs entrepreneurial leadership that will grow the depth and breadth of offerings on and off campus. It needs new skill awards that entice community members to take noncredit courses that feed into CTE credit programs. The program also needs to expand offerings to seniors and to individuals seeking to gain or enhance their current skill sets.

COLLABORATION AND INTERDISCIPLINARY STUDY

Develop noncredit basic skills English/mathematics bridge courses to prepare students for CTE courses and pathways.

TECHNOLOGY AND FACILITIES

Noncredit basic skills courses need more technology-enabled classroom space to expand, as the existing building is limited in rooms and technology. The Lifelong Learning Building (LL) has only one classroom with computers.

PROGRAM GROWTH PROJECTIONS

The Noncredit and Continuing Education program is estimated to grow at an annual average rate of 0.74% from 2020 to 2030. This rate could increase exponentially with the addition of basic skills curriculum to existing noncredit programs.

OFFICE TECHNOLOGY

Description

The Office Technology program trains students to use current office applications and state-of-the-art equipment in preparation for professional careers, transfer study and/or personal use. The program provides training appropriate for entry-level office jobs, administrative support and administrative assistant positions; training to update students' work skills in computers, management, keyboarding, and other office related functions; and employment training in a broad area of study including records management, purchasing, office procedures, filing, word processing, scheduling and time management and other communication technologies. Upon completion of the Office Technology program, students are prepared for entry into the workforce and into high-wage, high-demand jobs.

Enrollment, retention and completion in the office technology program has been trending at a lower rate than the CTE division and the overall averages for the college. The retirement of the one full-time faculty member may be a factor inhibiting program success.

Growth Projections

While the ten-year outlook for related office technology occupations shows a slight decrease in job growth projections, a decent number of annual openings remain. The program will need to serve as a launch pad for the next generation of business workers and remain relevant within the business sector. This may lead to new curriculum and updated certificates that incorporate industry-requested hard skills such as accounting, management and promotional merchandizing. The lead faculty member and the Career, Technical and Continuing Education (CTE) dean must strategize with the business advisory committee to craft strategic guidance to meet area employer needs.

The majority of Office Technology program outcomes are certificate awards of less than two academic years of study. This information underscores the need for continuous program improvement by setting goals that include increased noncredit to credit programming, short-term vocational and workforce preparation courses which will lead to program growth, increased skill awards, certificates and degrees. The opportunity to adopt the statewide Strong Workforce Development Program initiative CTE model curriculum for business information worker (BIW) will aid planning and implementation of these goals.

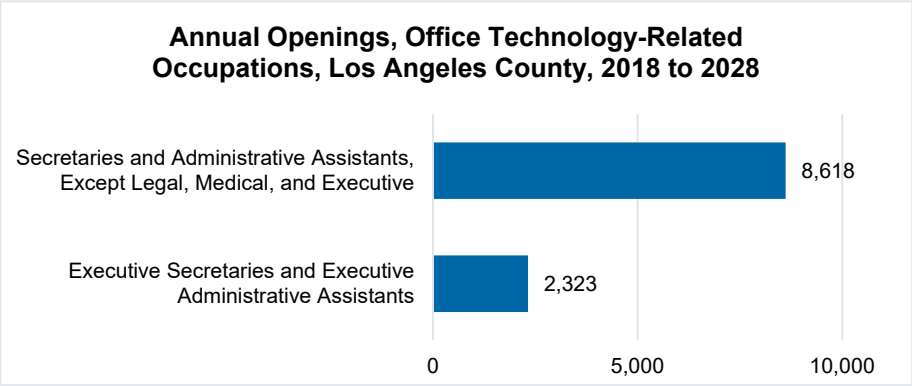
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

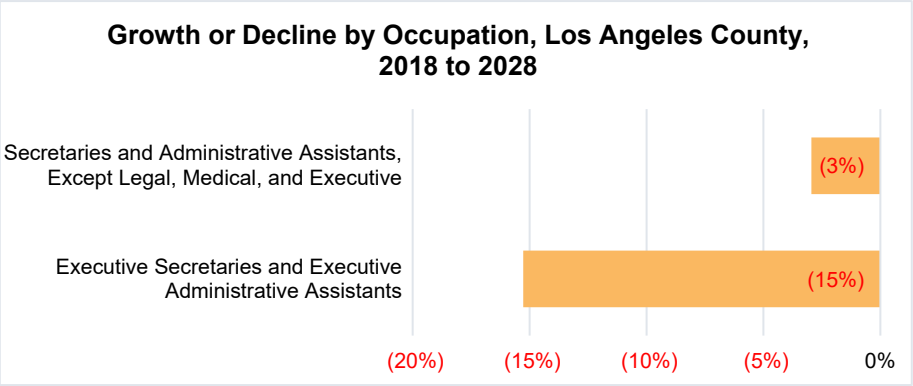
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Administrative Office Occupations	52.0401	105,177	99,153	(6,024)	**(5.7%)**	10,941	10,864	881	**10,060**	$21.10

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 881 completions per year in administrative office programs in Los Angeles County and an additional 1,500 awards per year in related programs including medical office and executive secretary studies.
- Citrus College is one of 30 institutions which has recently graduated students from administrative office programs; 62 percent of awards are certificate awards of 1 year or less.
- The number of administrative office-related jobs is expected to decline over the next decade in Los Angeles County. However, the demand for secretaries and administrative assistants nationwide is expected to be high.
- In Los Angeles County, there are projected to be more than 10,000 openings per year in related fields as existing positions need to be filled.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: OFF	15.91	0.13	16.04	1.78	9.02
Division: CTE	402.70	11.57	414.27	35.52	11.66
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: OFF	15.43	0.41	15.84	1.66	9.56
Division: CTE	397.69	11.72	409.41	31.71	12.91
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: OFF	16.86	117	1	118	204	57.84%
Division: CTE	18.82	1,706	68	1,774	2,329	76.17%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: OFF	17.88	114	3	117	198	59.17%
Division: CTE	21.13	1,654	68	1,722	2,195	78.43%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: OFF	86.73%	56.64%	79.00%	56.28%
Division: CTE	91.93%	79.80%	91.02%	77.00%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: OFF	515.60	4.21	**519.81**	500.18	13.29	**513.46**
Division: CTE	13,050.46	374.95	**13,425.42**	12,888.17	379.81	**13,267.98**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: OFF	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.30%	(2.76%)	(6.82%)	59.17%	-0.59%	0.50%		
Ratings (3, 1, 0 OR -1)	0	1	-1	-1	-1	1	**-0.17**	**(0.08%)**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, -0.17 program Growth Rating = -0.08% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The dean and the program faculty intend to increase the number of hybrid and online course offerings and develop a cohort model to promote increased retention and completion in the program. Other strategies under consideration are accelerated or fast-track offerings that would allow students to move through the program in about half the time.

Faculty are also considering the development of noncredit Office Technology course offerings for students who might not need to take all the courses in the Office Technology program. Creating a noncredit-to-credit pathway might expand the program's reach into student populations unaware of the career ladder opportunities that could extend from skill builder awards, to certificates of completion, to an associate degree in Business or Information Technology and Information Systems (ITIS).

Other program opportunities include adoption of the CTE model curriculum for business information worker (BIW), BIW Quickstart, BIW-1 and BIW-2. Offering stackable certificates provides multiple job market entry points to students and offers opportunities for students to earn higher wages as they complete additional courses.

COLLABORATION AND INTERDISCIPLINARY STUDY

Program faculty will collaborate with the Continuing Education office staff to create a noncredit-to-credit pipeline of courses. Faculty will also work with industry partners to develop customized professional development for their employees.

TECHNOLOGY AND FACILITIES

The Office Technology faculty will work to ensure that the program's hardware, software and curriculum content align with industry needs.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The program faculty and the dean will work with industry partners to create customized professional development for their employees. The program will increase the availability of hybrid, online and fast-track course offerings to more effectively meet the needs of working adults.

PROGRAM GROWTH PROJECTIONS

The Office Technology program will grow by offering more online, hybrid and fast-track courses, and by developing a noncredit program that will help students transition to the credit program.

PUBLIC WORKS / CONSTRUCTION MANAGEMENT

Description

The Citrus College Public Works program provides training for entry-level employment or advancement in public works occupations. In addition to offering an associate degree, the program offers certificates and skill awards in inspection, supervision and management; maintenance services; greenscape maintenance technology; hardscape maintenance technology; public works inspection; and public works supervision and management.

These certificates and skill awards prepare students for many occupations within the public works industry, such as public works and parks maintenance workers and supervisors, arborists, public works inspectors, capital project managers, street use permits and enforcement personnel, and related public works supervisor and managerial positions.

The Public Works program supports a unique sector of the job market with a broad range of characteristics, diversity of students and working adults within the region. Faculty are working with local government officials and industry organizations to revisit the public works offerings and to ensure that updates are made to address current and anticipated industry needs.

The program has been steadily growing even though there are no full-time faculty in the program. The average public works class size in fall 2018 was higher than the average class size at Citrus College overall.

Growth Projections

Job opportunities in public works and construction management-related fields are varied and growing, which may lead to an increased demand for public works courses. Los Angeles County is supporting extensive public works construction programs as well as unprecedented private capital projects, such as the Rams Stadium development, renovations at Los Angeles World Airports and the Metro Rail expansion. This translates into ample job opportunities in public works related fields, which are projected to grow by 3.4% through 2028.

The public works program needs to keep its curriculum current to meet industry demands and to increase student enrollments. The addition of a full-time faculty member and increased collaboration with industry partners would enable the program to grow and remain viable.

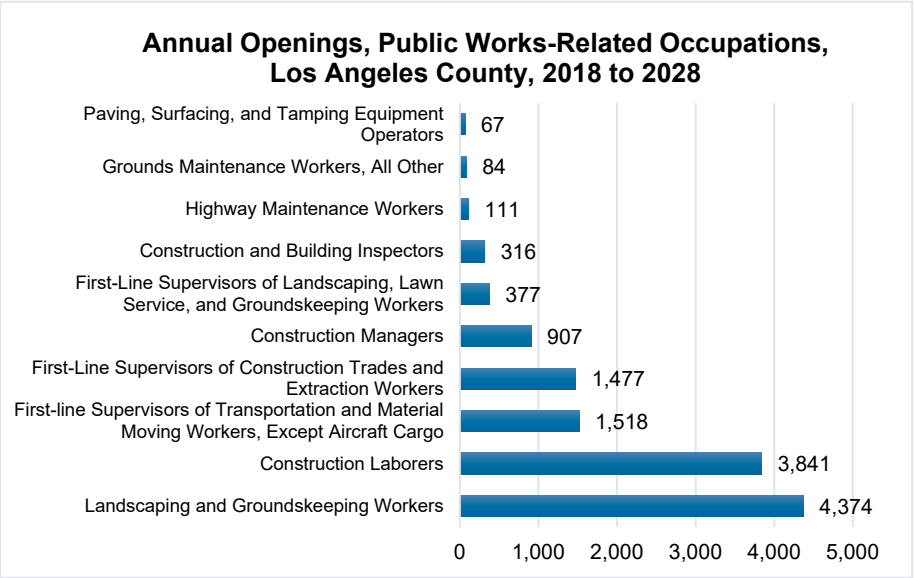
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

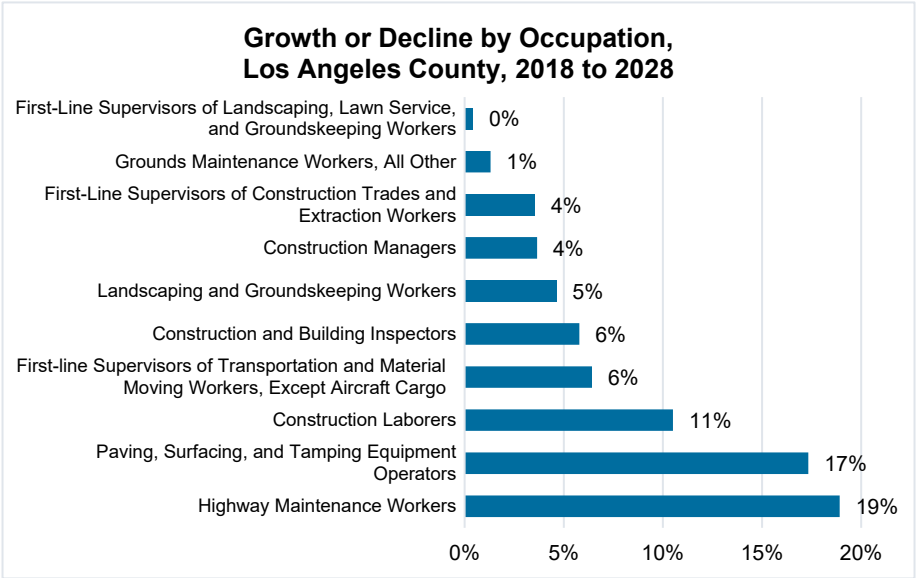
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Public Works: Inspection, Supervision, Management	46.9999	32,621	33,733	**1,112**	**3.4%**	3,077	2,842	22	**3,055**	$24.56

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 22 completions per year in public works programs in Los Angeles County and an additional 28 awards per year in related programs, including other studies in building and construction site management and inspection. There are other construction management programs in the region, which have an average of 13,000 completions per year.
- Citrus College is one of three institutions which has awarded degrees in public works in the last five years; 80 percent are certificate awards of two years or less.
- The number of public works-related jobs is expected to grow slightly over the next decade in Los Angeles County and many construction and inspection related occupations are projected to grow nationwide.
- Most job openings in public works-related fields are coming from replacement positions, where people are leaving existing jobs. However, there are projected to be an additional 200 new openings per year.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: PUB	13.64	0.00	13.64	1.00	13.64
Division: CTE	402.70	11.57	414.27	35.52	11.66
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: PUB	12.09	0.04	12.13	1.00	12.13
Division: CTE	397.69	11.72	409.41	31.71	12.91
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: PUB	26.60	133	0	133	150	88.67%
Division: CTE	18.82	1,706	68	1,774	2,329	76.17%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: PUB	23.84	119	0	119	150	79.47%
Division: CTE	21.13	1,654	68	1,722	2,195	78.43%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: PUB	96.24%	86.47%	93.21%	82.71%
Division: CTE	91.93%	79.80%	91.02%	77.00%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: PUB	442.04	0.00	**442.04**	391.87	1.30	**393.17**
Division: CTE	13,050.46	374.95	**13,425.42**	12,888.17	379.81	**13,267.98**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: PUB	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.31%	1.56%	1.92%	79.47%	0.34%	76.80%		
Ratings (3, 1, 0 OR -1)	0	1	3	1	-1	3	**1.17**	**0.57%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.17 program Growth Rating = 0.57% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The Public Works program has recently undergone extensive changes to align with industry needs and to better serve students. Adjunct faculty have revised curriculum, developed a new construction management program, added a new advisory council and led outreach to industry partners for feedback regarding course and program offerings.

COLLABORATION AND INTERDISCIPLINARY STUDY

Program faculty are exploring potential opportunities to integrate public works and construction, and to partner with the Water Technology program.

TECHNOLOGY AND FACILITIES

The newly implemented Construction Management program will require classrooms and dedicated space to support various lab-related activities pertaining to construction materials and Type V residential construction.

The Construction Management and Public Works programs will need computer labs with updated hardware and software capabilities to support applications related to construction such as plan reading, building Information modeling (BIM) and estimating. A dedicated classroom and adequate lab space are of high importance to the Construction Management program's pursuit of professional accreditation by the American Council for Construction Education (ACCE).

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Both Public Works and Construction Management programs are actively pursuing partnerships with local businesses and with the Los Angeles County Department of Public Works, Los Angeles City Bureau of Contract Administration and the Maintenance Services Association (MSA).

PROGRAM GROWTH PROJECTIONS

Over the preceding five-year period, the Public Works program remained small due to the lack of updates to its curriculum, yet the program has much potential. By revamping and updating the Public Works program, steady future growth is anticipated, with new class offerings and increases in student enrollment.

A robust construction industry in Southern California has generated growing demand for qualified personnel in both public and private sectors. The Construction Management program should experience considerable growth over the next three to four years and then sustain smaller but steady growth for the remainder of the ten-year period.

WATER TECHNOLOGY

Description

The Water Technology program is designed to prepare students who seek employment in the public drinking water industry or to qualify for advancement within the industry. The program's courses prepare students to take all levels of the water distribution operator examination (D1-D5) and all levels of the water treatment operator examination (T1-T5) which is required and administered by the California State Water Resources Control Board for employment in the potable water industry. Coursework also provides contact hours for the operator certification renewal that is required every three years.

Students take one three-unit class, and after successfully completing an examination, are eligible for immediate employment in an industry with salaries typically starting at or above $40,000 per year, excellent benefits, stability, security and great career path opportunities. Citrus College's Water Technology program is one of only a handful of programs located in Southern California that satisfies the educational requirements for admittance to take the State Water Resource Control Board (SWRCB) examination. Additionally, students may complete an associate degree or certificate within one year and receive field experience credits from the state. Citrus College has strong name recognition in the local industry and a robust advisory committee.

There is significant potential for growth among high-wage jobs in the water technology industry. Approximately one-third (32%) of those employed in the water industry are at or approaching retirement and there is concern in the industry that there will not be enough available talent to replace them.

Growth Projections

The program at Citrus College has historically been operated entirely by adjunct instructors, until the recent hire of a full-time faculty member to direct the program. The effects of this staffing change have not yet been reflected in the available program data.

The number of water technology-related jobs is expected to remain flat over the next decade in Los Angeles County, and nearly all job openings in water technology-related occupations will come from existing positions. However, there are far fewer water technology program completions on average than there are available related jobs. There will be more demand for related jobs in water conservation (including wastewater recycling and reuse).

The greatest challenge for the program is the lack of facilities, especially for hands-on experiential learning. The program has recently secured a temporary space to hold classes and provide limited lab opportunities. This will help alleviate the lack of hands-on experiential learning opportunities, but additional permanent facilities are needed to meet the demand for this program. Additionally, the program lacks a wastewater component and should consider adding this in the next few years.

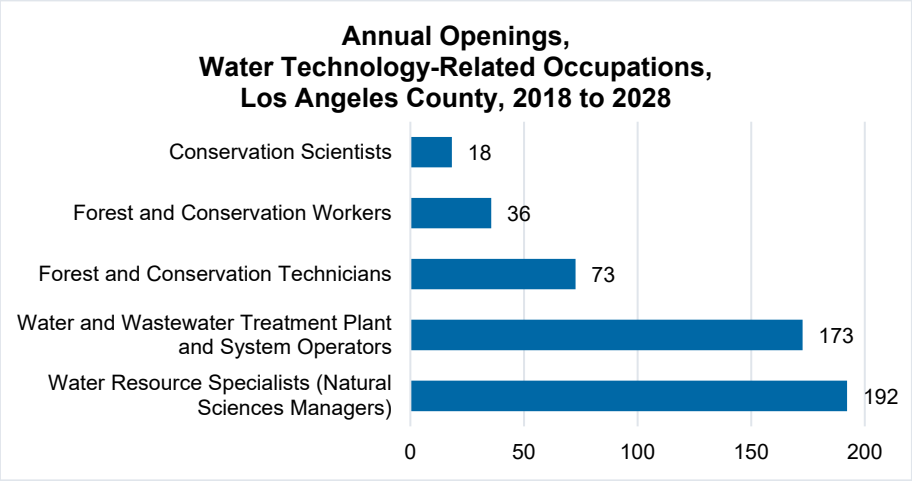
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

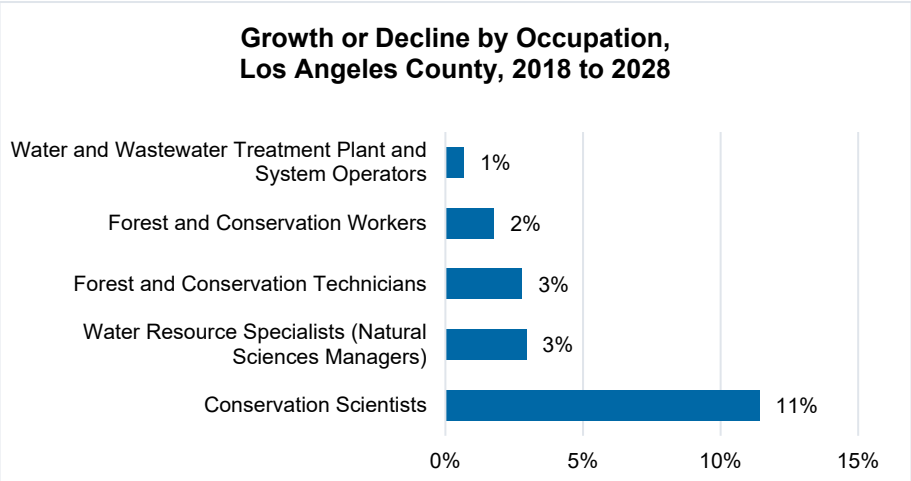
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Water Technology	15.0506	2,068	2,082	**14**	**0.7%**	173	171	72	**101**	$35.31

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 72 completions per year in water technology programs in Los Angeles County; there are several related studies programs like natural resources management and environmental studies programs in the region.
- Citrus College is one of five institutions with a water technology program; about 30 percent of all awards are associate degrees, the rest are certificate awards.
- The number of water technology-related jobs is expected to remain flat over the next decade in Los Angeles County, growing only slightly. There will be more demand for related jobs in water conservation.
- Nearly all job openings in water technology-related occupations are coming from replacements in existing positions.
- There are many fewer Water Technology program completions on average than there are available related jobs and there are not many related programs which prepare students for water technology and water resources related work in Los Angeles County.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: WATR	20.35	0.00	20.35	1.60	12.72
Division: CTE	402.70	11.57	414.27	35.52	11.66
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: WATR	19.01	0.02	19.03	1.04	18.30
Division: CTE	397.69	11.72	409.41	31.71	12.91
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: WATR	24.25	194	0	194	241	80.50%
Division: CTE	18.82	1,706	68	1,774	2,329	76.17%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: WATR	37.42	181	0	181	198	92.03%
Division: CTE	21.13	1,654	68	1,722	2,195	78.43%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: WATR	91.28%	72.31%	93.50%	68.03%
Division: CTE	91.93%	79.80%	91.02%	77.00%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: WATR	659.49	0.00	**659.49**	616.13	0.65	**616.78**
Division: CTE	13,050.46	374.95	**13,425.42**	12,888.17	379.81	**13,267.98**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: WATR	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.47%	(0.38%)	(16.24%)	92.03%	0.23%	42.10%		
Ratings (3, 1, 0 OR -1)	1	1	-1	1	-1	3	**0.67**	**0.33%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 0.67 program Growth Rating = 0.33% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The water and wastewater industry has undergone significant changes over the last five years, primarily driven by supply shortages, climate change, and increasing population. The industry has responded to these changes by embracing newer technology and developing updated business practices. To keep Citrus College's curriculum consistent with industry practice, a wastewater/water reuse program with degree and certificate options needs to be considered. As of 2013, the state requires all wastewater operators to be certified. Citrus College appears to be the only water program without a wastewater component and students must look elsewhere for training. This degree should include both wastewater treatment and wastewater collections. Courses in groundwater replenishment/groundwater management should also be explored.

COLLABORATION AND INTERDISCIPLINARY STUDY

Opportunities exist for collaboration with both the Math program, to develop a water and wastewater math class, and with the Business program, to develop a certificate for water managers. Potential collaboration with the Automotive program for shared curriculum opportunities (such as power generation) is also another opportunity. Possible future collaboration with four-year institutions to offer a transfer option in water technology will benefit students planning to transfer.

TECHNOLOGY AND FACILITIES

Water Technology is one of the few Career, Technical and Continuing Education (CTE) programs that lacks a "hands-on" modality. This has been a recurring subject that is brought up by advisory members and students who gain employment yet lack "hands-on" skills. Students are able to pass the required state certification exam, but struggle on the job due to lack of exposure to equipment and operational techniques while in school. Facilities are required that include both outdoor space (to support water distribution instruction) and an indoor wet lab space (to support water treatment instruction). Both facilities may also support a wastewater program. Investment should also include supervisory control and data acquisition equipment that is the backbone of a modern water utility. As one of the only facilities of its kind locally, this "hands-on" facility will also strengthen program growth in the future.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Facilities expansion will ensure that the program meets the current and future needs of industry employers.

PROGRAM GROWTH PROJECTIONS

Demand for training in water technology and wastewater technology is expected to remain high and increase over the next 10 years as current industry professionals retire. Additionally, as the combined factors of supply shortages, climate change, and increasing population change the nature of the industry, more highly trained professionals in the fields of water and wastewater technology will be needed.

HOME
TIME OUTS LEFT
DOWN
TO GO
BALL ON
QTR
TIME OUTS LEFT
CITRUS
CITRUS
9
Citrus
SOCCER
12
Wilson
NCAA
CITRUS

KINESIOLOGY AND ATHLETICS

COMPETITIVE ATHLETICS 220

KINESIOLOGY 225

COMPETITIVE ATHLETICS

Description

The primary goal of the competitive athletics program is to provide student-athletes with a positive, team-sport experience, focusing on recruitment, retention and matriculation.

The coaching and support staff know their respective sports and care for the student athletes they serve. The instructors/coaches are effective in recruiting student athletes to complete the team rosters and, in turn, their kinesiology–physical education competitive athletics (KINC) courses. The coaches are actively involved in student retention by focusing on the student's academic goals, thereby promoting student completion. All these efforts lead to the ultimate goal of getting student athletes to compete at the next level, complete their academic goals and become ready for their career of choice.

The most notable strengths of the program are the retention and completion rates for those enrolled in Competitive Athletics (KINC) courses. These are attributable to the instructors/coaches who run each sports program. Overall, in-class success can be seen across all KINC courses, as approximately one-third of student athletes are "Scholar Ballers." The Scholar Baller program is comprised of student athletes who maintain a minimum, cumulative GPA of 3.0.

Growth Projections

All students who participate in a competitive sport must also enroll in the corresponding KINC course for that sport. Most of the classes have room to grow the number of participants to fill out team rosters. Although many student athletes go into different fields, including those within the kinesiology umbrella, an occupational analysis is difficult to use to determine the growth of the program.

The major inhibitors for future growth are facilities and staffing. Current facilities can be challenging as the entire coaching staff share one office space, which limits their ability to work on more than one activity at a time. Head coaches do a great job of facilitating these activities which include conducting meetings, recruiting, reviewing practice or game footage, or strategizing for upcoming games with the resources they have. Many rely on assistant coaches who are often volunteers to assist with recruitment. Unfortunately, outside work schedules and/or the cost of travel for recruiting do not allow assistant coaches to dedicate the time needed to be successful. Since the livelihood and success of athletics is in recruitment, a concerted effort needs to be placed in this area. The direct result of these recruitment efforts is not only measured in the addition of student athletes, but also in the number of competitive programs at the college. The additional student athletes also increases the number of full-time equivalent students (FTES) apportionment earned, as student athletes average over 32 units attempted per year.

The college's aged athletics facilities are noticeable and negatively impact the student athlete experience, including their readiness to compete. Many other community colleges in the area and across the state are developing new facilities or are engaged in major renovations, which has become a recruitment tool for those colleges.

The competitive athletics program is focused on student retention and transfer. The program has made good use of the current athletics student success center located in the physical education (PE) building. The center is fairly small with space for 10 computer stations and is shared with the athletic counselor's office space. Programs often conduct group study sessions but need alternative spaces to fit all of the student athletes in one location.

An additional challenge is having limited space to conduct multiple activities - mainly practices and the KINC activity courses such as weight training, body conditioning, basketball, etc. The timing of the course offerings is currently spread throughout the day making it challenging for student athletes since they are trying to fit their academic courses around their KINC courses.

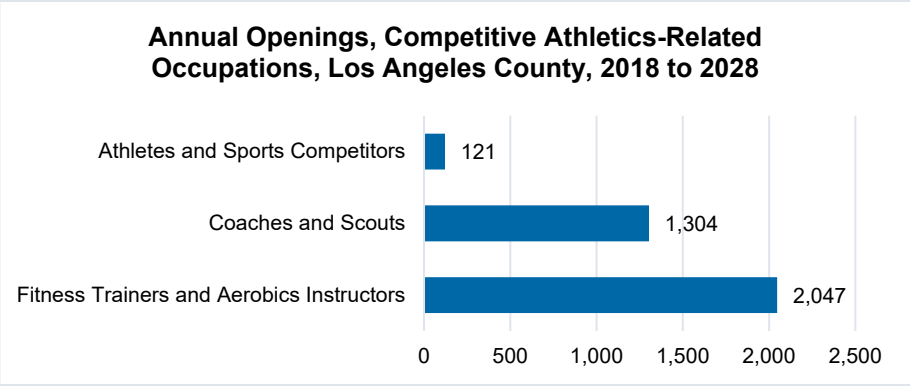
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

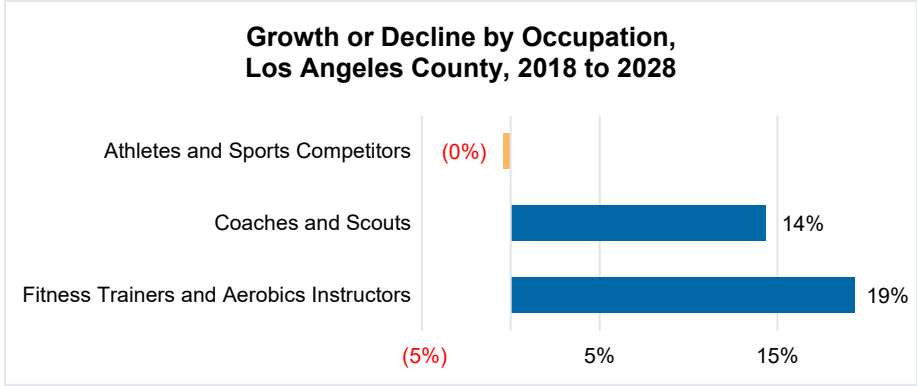
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Physical Education-Competitive Athletics	31.0501	19,418	22,576	**3,158**	**16.3%**	3,472	3,155	1,509	**1,963**	$19.53

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 1,509 completions per year in competitive athletics and physical education programs in Los Angeles County and an additional 3,500 awards per year in related programs, such as physical education teaching and sports management programs.
- Ten institutions have recently graduated students from Physical Education and competitive athletics programs; most awards are certificates of less than two years.
- The number of Physical Education and competitive athletics-related jobs is expected to grow substantially over the next decade in Los Angeles County. Most job openings in related occupations are coming from replacement positions, however there are projected to be at least 300 new positions per year.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: KINC	94.62	7.71	102.33	6.00	17.06
Division: KIN	269.61	15.84	285.45	16.34	17.46
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: KINC	108.76	6.08	114.84	5.97	19.24
Division: KIN	284.73	14.88	299.60	15.91	18.84
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.58

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: KINC	24.06	400	33	433	594	72.90%
Division: KIN	27.79	2,290	129	2,419	2,978	81.23%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: KINC	27.07	456	25	481	543	89.36%
Division: KIN	30.13	2,351	126	2,477	2,751	90.03%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: KINC	99.31%	95.61%	96.28%	94.37%
Division: KIN	93.60%	79.61%	93.45%	79.98%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.12%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: KINC	3,066.39	249.86	**3,316.25**	3,524.63	196.97	**3,721.60**
Division: KIN	8,737.36	513.33	**9,250.69**	9,227.30	482.09	**9,709.39**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates:

Growth Projections Matrix: Metrics and Ratings, Program: KINC	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	1.25%	(3.34%)	(5.59%)	89.36%	1.52%	1.79%		
Ratings (3, 1, 0 OR -1)	1	1	-1	1	3	1	1.00	0.49%

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.00 program Growth Rating = 0.49% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The future programming of Competitive Athletic (KINC) courses will be based on the available spaces and times to conduct practices and activity courses.

COLLABORATION AND INTERDISCIPLINARY STUDY

KINC program faculty seek to collaborate with all student services programs so that student athletes can utilize other college services to assist with completing their educational goals.

TECHNOLOGY AND FACILITIES

In the long-term projection of KINC, upgrades and/or replacements of the facilities are needed. Notable areas include: all KINC activity labs/sport facilities, weight room, athletic training facility and the need to move into a larger student athlete academic success center.

Having modern, multi-use facilities should provide the program with the ability to offer concurrent courses, freeing up student athletes to attend classes within the morning academic block schedule, which should increase their ability to complete their academic programs in two years.

Additionally, having interactive meeting spaces for small and large groups is necessary for those who teach/participate in KINC courses and competitive programs. Within these spaces, technology for film study of athletic practices and program planning should lead to more successful outcomes.

PROGRAM GROWTH PROJECTIONS

Program growth is closely tied to the recruitment, retention and transfer of student athletes. Having the necessary facilities and staffing will increase the efficiency and output in these aspects. In terms of staffing, full-time dedicated head and assistant coaches, counselors, completion specialists and recruiting coordinators will assist in meeting the recruitment, retention and matriculation goals of the program.

KINESIOLOGY

Description

Kinesiology is the study of human movement, performance and function by applying the sciences of biomechanics, anatomy, physiology, psychology and neuroscience. Workplace applications of kinesiology in human health include physical education teacher, rehabilitation, health and safety, health promotion, and sport and exercise industries. A bachelor's degree in kinesiology can provide strong preparation for graduate study in biomedical research, as well as in professional programs, such as medicine.

The Kinesiology program at Citrus College is designed to prepare students to transfer to complete a bachelor's degree in kinesiology, exercise science, physical education, pre-physical therapy, pre-athletic training and other related allied health professions. Interested students may also pursue careers in personal training and strength and conditioning.

Students who complete the associate degree for transfer (ADT) in kinesiology are guaranteed admission to the California State University system to advance their studies in kinesiology. Additionally, students can achieve skill awards in athletic training, coaching and personal training.

Program faculty have the experience, knowledge in their fields and a desire to share that knowledge, which provides students with opportunities to explore and learn about all facets of kinesiology. Instructors offer courses in athletic training, sports management and information, sports psychology, adapted physical education, coaching, strength and conditioning, sports nutrition, and various activity-based courses. This wide range of courses allows students the opportunity to pursue a variety of academic and career interests.

Based on the data, it is evident that the enrollment, efficiency and retention rates have held firm over the last five years for the kinesiology program. Improvements can be made to increase fill rates to meet and exceed those of the entire college.

Growth Projections

Based on a review of the data provided, students can pursue various associated occupations. The courses needed to complete a degree in kinesiology can be from diverse fields, which enables students to be well-rounded and able to step into varying occupations within the field. The opportunity for growth will begin with focused programming for immediate completion of certificates and degree paths, such as sports information, adapted physical education and in the related field of allied health. Focus may need to be made in these allied health areas by tailoring the degree options accordingly.

Among factors driving growth, students have shown an expressed interest in not only the allied health fields, but also in coaching and strength and conditioning.

Growth is inhibited by access to anatomy and physiology science courses that are required for the degree. A bottleneck is occurring because access to the courses is limited since the demand for these science courses has outgrown the available classroom/lab space. For a student to complete in a timely fashion and stay on track, they must be able to complete the sequences efficiently.

Additionally, facilities need to be expanded/improved and designed to offer courses in the allied health fields, personal training, strength and conditioning, sports management and information, and coaching.

Other than improvements to facilities, the continued long-term planning for faculty hires needs to be addressed in anticipation of approximately four faculty members retiring in the next three to seven years. Future faculty searches may include disciplines that augment the current course offerings within the kinesiology field.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

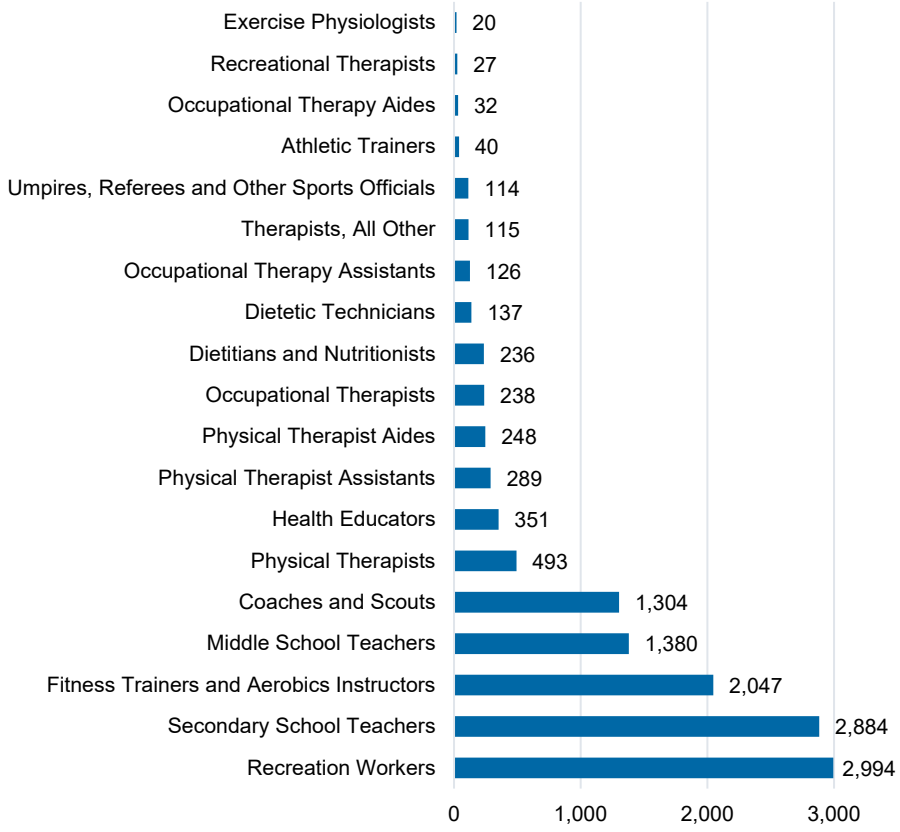
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Kinesiology and Exercise Science	31.0505	1,724	2,062	**338**	**19.6%**	135	101	259	**(124)**	$26.30
Athletic Training	51.0913	452	591	**139**	**30.7%**	40	26	146	**(106)**	$24.54
Coaching	13.1314	71,741	79,850	**8,109**	**11.3%**	7,728	6,917	175	**7,553**	$33.24
Personal Trainer	31.0507	10,571	12,670	**2,099**	**19.9%**	2,087	1,877	148	**1,939**	$20.47
Dietetics and Clinical Nutrition Services	51.3100	4,142	4,886	**744**	**18.0%**	373	299	321	**52**	$30.31

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

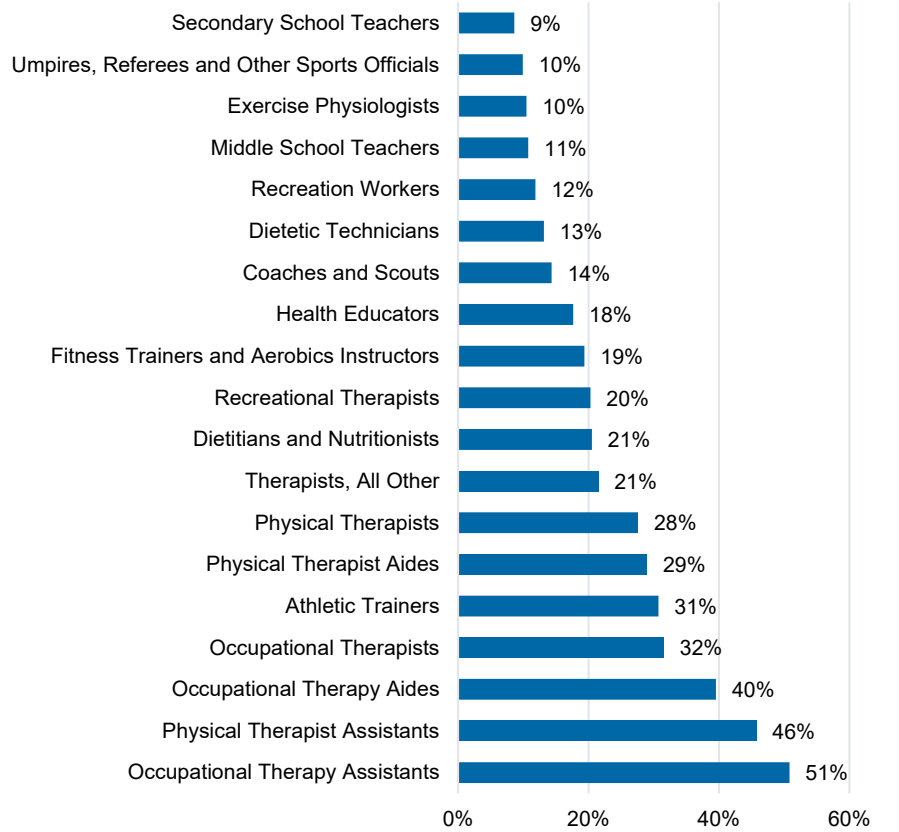
- There are an average of 1,050 completions per year in Kinesiology and related programs in Los Angeles County and an additional 4,300 awards per year in related programs, such as kinesiotherapy, and Health and Physical education studies.
- In Los Angeles County, 32 institutions have recently graduated students from Kinesiology and related programs; one-third of awards are associate degrees or certificates. The number of kinesiology and exercise science awards has grown 172% from 2013 to 2017.
- Kinesiology-related jobs are expected to grow substantially over the next decade in Los Angeles County, and many related occupations are projected to grow nationwide.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY

Annual Openings, Kinesiology-Related Occupations, Los Angeles County, 2018 to 2028



Growth or Decline by Occupation, Los Angeles County, 2018 to 2028



Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: KIN	174.99	8.13	183.12	10.34	17.70
Division: KIN	269.61	15.84	285.45	16.34	17.46
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: KIN	175.97	8.80	184.77	9.94	18.60
Division: KIN	284.73	14.88	299.60	15.91	18.84
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.58

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: KIN	31.52	1,890	96	1,986	2,384	83.31%
Division: KIN	27.79	2,290	129	2,419	2,978	81.23%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: KIN	33.20	1,895	101	1,995	2,208	90.70%
Division: KIN	30.13	2,351	126	2,477	2,751	90.03%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: KIN	92.36%	76.13%	92.77%	76.50%
Division: KIN	93.60%	79.61%	93.45%	79.98%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.12%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: KIN	5,670.97	263.47	**5,934.44**	5,702.67	285.12	**5,987.79**
Division: KIN	8,737.36	513.33	**9,250.69**	9,227.30	482.09	**9,709.39**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: KIN	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	5.17%	(0.16%)	(2.50%)	90.70%	1.36%	1.17%		
Ratings (3, 1, 0 OR -1)	3	1	1	1	3	1	1.67	0.82%

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.67 program Growth Rating = 0.82% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The faculty have begun discussions on the future direction of what the kinesiology degrees should contain to meet the needs of students and the labor market. Based on these discussions, it has been decided that options within the associate in science degree need to be redefined; in doing so, new courses are needed. These new courses will augment the degrees to make more students successful with their progressions into the work force.

COLLABORATION AND INTERDISCIPLINARY STUDY

There are many opportunities for interdisciplinary study, as many of the students will enter various allied health professions, such as athletic training, physical therapy, occupational therapy, nursing and medicine. Additionally, fields, such as sports management and information, personal training, and strength and conditioning, offer many opportunities for collaborations at various levels.

For the allied health professions, especially athletic training and physical therapy, the use of a lab space that is designed for patient care and the ability to teach using various therapeutic modalities, equipment and techniques will prepare students for their careers of choice. A facility of this type can promote interdisciplinary activities and the transition of care from the incident to acute assessment, and then to initial care, referrals, rehabilitation and treatments and the return to pre-incident activities. The next step in this interdisciplinary programming would be ongoing personal care, with the utilization of other allied health care professionals, personal trainers, and strength and conditioning coaches.

TECHNOLOGY AND FACILITIES

The classrooms and lab spaces used by the Kinesiology program are aged and need to be upgraded to provide quality experiences for students. Looking forward, the facilities and equipment for the program need to be geared toward the allied health fields, personal training, strength and conditioning, and sports management and information.

As stated previously, collaborative classrooms and lab spaces can be developed to provide students with opportunities to gain hands-on experience that will enable them to be competitive in the job market or in their pursuit of an advanced degree.

The facilities must also meet the needs of the activity courses that are offered. Kinesiology courses currently share facilities with activity courses, impacting the ability to offer these courses. Creating multi-use facilities will provide an opportunity to run programming concurrently and allow for additional offerings, which will ensure that students can stay within the normal academic blocks for courses needed to complete their academic goals. This will assist with completion rates across the board.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Based on the data, a continued effort to prepare Citrus College graduates for allied health care professions and associated fields is necessary. Within these fields, many of the professions have moved toward professional master's degrees or higher for an individual to practice as a clinician. Partnerships with institutions that offer such programs can be created for accelerated completion of degrees.

For those individuals that are looking to gain experience as a student prior to joining the work force full time, internships/externships can be developed to assist their growth. This can be beneficial with all programs, allied health, human/sport performance, and sports management and information. There are also opportunities for students with experience to find employment within the fields while also completing their bachelor's and/or master's degrees to help them gain continued professional experience. These types of internships/externships need to be fostered for immediate placement of students.

PROGRAM GROWTH PROJECTIONS

The growth of the program will continue as the need for students trained in kinesiology is being driven by strong demands in multiple related allied health care, performance and sports fields. One factor that may inhibit growth is that many of today's high school students are graduating with a lack of knowledge about kinesiology and the opportunities it offers as a gateway to various allied health and sports performance fields. In response to this challenge, partnerships need to be made with local high schools to foster growth and interest in the field of kinesiology.

CITRUS COLLEGE
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CITRUS COLLEGE

LANGUAGE ARTS AND LIBRARY

COMMUNICATIONS 234

ENGLISH 239

ENGLISH AS A SECOND LANGUAGE 244

FOREIGN LANGUAGES 248

HONORS TRANSFER PROGRAM 254

LEARNING CENTER 257

LIBRARY 260

SPEECH COMMUNICATIONS 263

COMMUNICATIONS

Description

Courses in communications satisfy general education requirements for the associate degree and lower division transfer, and can be used to fulfill some of the requirements for an associate degree major in language arts. Courses are also an integral part of the associate in arts in Communication studies for transfer degree, which focuses on the areas of public communication, small group communication, oral interpretation, and interpersonal communication. The Communication studies program also offers an associate degree for transfer in Journalism. Communications includes instruction in mass media and laboratory experiences in media arts and journalism and emphasizes critical and analytical thinking skills, sensitivity to cultural diversity, and ethical communication. The program includes print journalism, publications, broadcasting, narrowcasting, podcasting, public relations, desktop publishing, film studies, reporting and writing news, multimedia reporting, and visual, digital, and mobile communications.

Among notable program attributes, students in publications continue to win statewide awards for their work in journalism. Faculty in the program have held leadership positions within the Journalism Association of Community Colleges. Students often continue journalism and communication studies after transfer, and some students have entered the journalism profession directly after completion of their studies at Citrus College. Every semester, the communications program serves more than 300 students and has a modest fill rate of 79%.

Growth Projections

The number of journalism-related jobs is expected to grow slightly at 6.1% over the next decade in Los Angeles County. Most job openings in journalism-related occupations will be replacement positions, where people are leaving existing jobs. Most new positions are likely among writers, while broadcast analysts may experience the greatest growth.

The Communications program at Citrus College has had a strong focus on journalism over the last 20 years even though communication studies encompasses broadcasting and public relations as well. In fall 2018, three new classes were developed to focus on public relations and broadcasting and to move the program in other directions beyond journalism. Based on the data provided, the Communications program will have an estimated average annual growth rate of 0.33% over the next decade, which will be less than the Citrus College estimated average annual growth rate of 0.49%.

The biggest challenge facing the program is that the college newsroom needs more up-to-date equipment and a bigger footprint to accommodate the number of students in newspaper or magazine classes. There is one established broadcast bay, but that is not enough for the various communications classes to share. The existing broadcasting area is not properly soundproofed, making it impractical to do audio or video recording due to poor sound quality. Another challenge is student success since attrition in the program is high.

There is an opportunity to increase future growth by expanding the public relations courses. The new social media course created in fall 2018 should be helpful in moving the program in that direction. The newly developed media arts certificate is another opportunity to make the program more marketable to students and to industry partners.

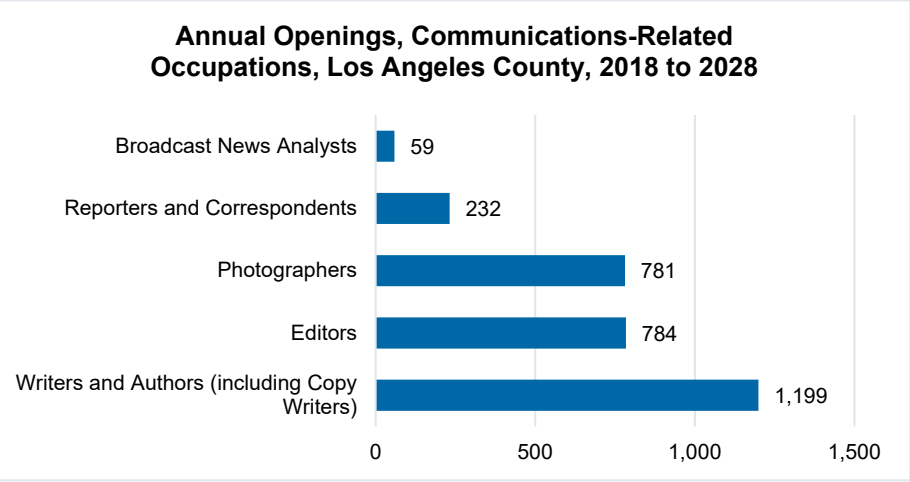
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

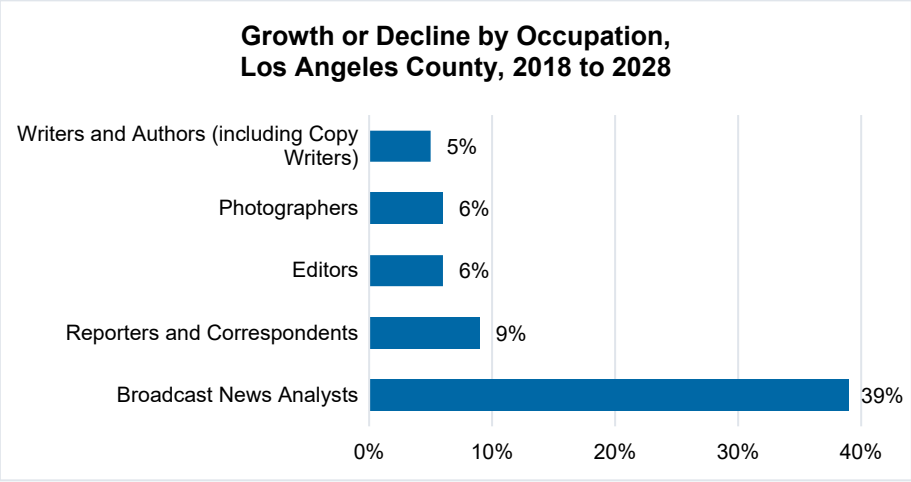
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Journalism	9.0401	22,537	23,919	**1,382**	**6.1%**	2,274	2,089	554	**1,720**	$22.68

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 554 completions per year in Journalism programs in Los Angeles County and an additional 3,400 awards per year in related programs, such as Speech Communication and Media Studies.
- Citrus College is one of 24 institutions which has recently graduated students from Journalism programs; 87 percent of awards are bachelor's degrees or higher.
- The number of Journalism-related jobs is expected to grow slightly over the next decade in Los Angeles County. Most job openings in Journalism-related occupations are coming from replacement positions, where people are leaving existing positions.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: COMM	35.88	1.28	37.16	3.21	11.56
Division: LANG	727.88	86.24	814.12	62.82	12.96
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: COMM	33.79	1.24	35.03	3.13	11.18
Division: LANG	769.91	102.14	872.05	61.95	14.08
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: COMM	21.56	333	12	345	437	78.95%
Division: LANG	23.42	6,599	785	7,384	7,908	93.37%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: COMM	20.13	316	12	328	422	77.10%
Division: LANG	23.64	6,426	949	7,375	7,773	94.88%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: COMM	90.72%	70.43%	88.89%	62.94%
Division: LANG	89.82%	65.88%	90.00%	69.08%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.12%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: COMM	1,162.78	41.48	**1,204.26**	1,095.11	40.12	**1,135.23**
Division: LANG	23,588.70	2,794.81	**26,383.52**	24,950.72	3,310.03	**28,260.75**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: COMM	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.85%	(3.14%)	(3.32%)	77.10%	0.60%	0.50%		
Ratings (3, 1, 0 OR -1)	1	1	1	-1	1	1	**0.67**	**0.33%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 0.67 program Growth Rating = 0.33% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The media art certificate is pending approval, and communications faculty are reviewing ways to streamline the communications course offerings to increase the pipeline to newswriting and student media courses.

COLLABORATION AND INTERDISCIPLINARY STUDY

The Communications program collaborates with programs from a variety of disciplines across the college in its recruitment efforts for the newswriting and student media courses. It also shares one faculty member with the Visual Arts program and another with the English program.

TECHNOLOGY AND FACILITIES

The newsroom needs a bigger footprint and more equipment, and additional broadcasting bays and studios are needed so the broadcasting classes may have a lab environment for students to practice what they are learning.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The journalism strand of the Communications program will continue to work closely with an advisory committee to ensure the rigor and quality of communications instruction and that course offerings are up to industry needs. Growth in other areas of the program, including public relations and broadcasting, will also be addressed as those career fields continue to grow.

PROGRAM GROWTH PROJECTIONS

While the program has had moderate growth, the need for news writers and broadcasters remains steady, so the Communications program provides a viable option for students. Efforts are under way to streamline the program, diversify course offerings and increase recruitment.

ENGLISH

Description

The English program fosters an appreciation of literature in its cultural context and the development of composition, critical thinking and textual analysis. English courses provide students with intensive instruction and practice in the composition, revision and editing of academic essays. English courses also satisfy general education requirements for lower division transfer and can be used to fulfill the requirements for the English literature associate degree, the English associate degree for transfer, or the liberal arts associate degree with an emphasis in humanities.

English courses are the largest offering for the Language Arts and Library division and contribute to the completion of general degree and transfer goals for the college. Students in English courses develop skills that help prepare them for a broad spectrum of jobs and/or careers including blog writing, business writing, editing and publishing, entertainment, freelance writing, grant writing, human resources, journalism, management, non-profit work, online content creation, pre-law, research, sales, screenwriting, teaching domestically and abroad, technical writing, theater, tutoring and university or college teacher assisting.

A key strength is the English program's commitment to student success and completion as evidenced by the quick and effective response to assembly bill (AB) 705. The program developed and initiated a complete curricular redesign and restructure of its course sequence to increase student opportunity for degree and/or transfer while meeting legislative mandates. The program has become a model for California community colleges and has been visited by neighboring colleges to help them in the development of their English programs. As noted in the data tables, English courses are in high demand, serving 4,253 students in fall 2018, and enjoy a high fill rate at 99% per semester.

Growth Projections

The number of English-related jobs is expected to grow 7.4% over the next decade in Los Angeles County, and some related occupations (technical writers and producers) are projected to grow substantially nationwide. Writing remains one of the most critical skills in workplace communication.

The English program has limited classroom space to keep up with increased demand as a result of AB 705, which eliminates remedial coursework, places students directly into transfer level English and math, and requires that students be able to complete transfer level English and math within the first year of attending college. In addition, the Promise Program includes a requirement that students enroll in English and math classes their first semester. As a result, there has been a marked increase in students needing to enroll in English 101; however, supply cannot keep up with demand as classroom space is currently limited due to the Educational Development Center (ED) building renovation. The ED building housed most English courses in 8 classrooms. With renovation underway, courses are currently being conducted in swing space which is not conducive for English pedagogy.

One of the metrics in the new student-centered funding formula considers success and completion rates for English and math. Given that, the English program projects continued and consistent growth in its offerings and performance. Bringing in embedded tutors from the writing center into

the English curriculum has helped to increase success rates for English 101. As a result, the writing center now needs a bigger footprint on the campus as it is very much an integral component of the English program and to student success in English 101 and beyond.

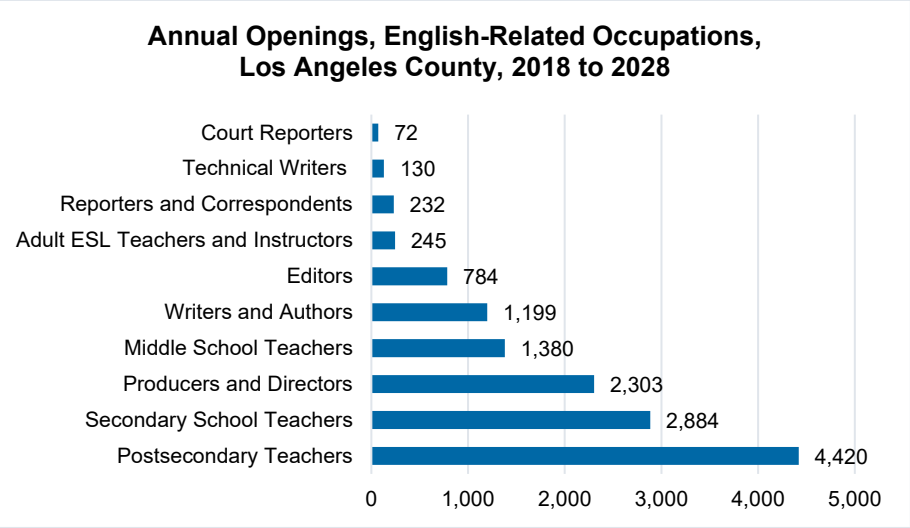
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

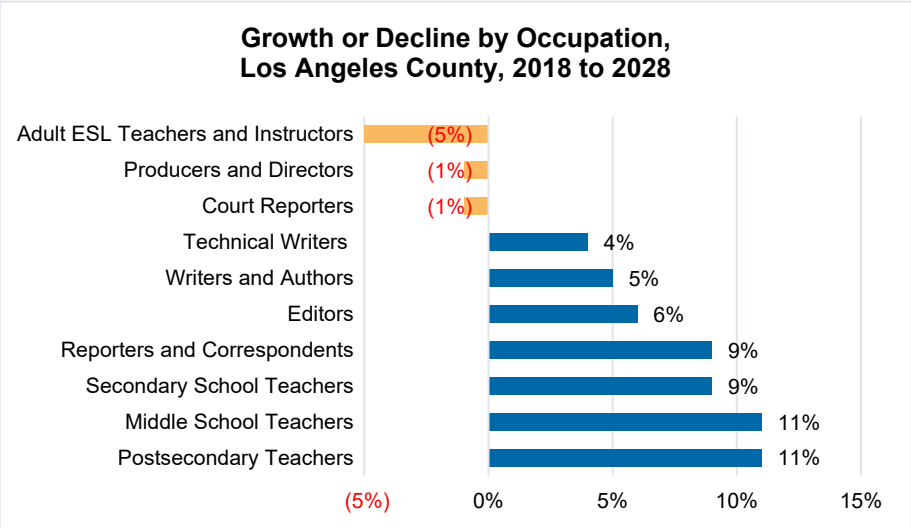
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
English	23.0101	153,38	164,72	**11,341**	**7.4%**	13,649	12,326	1,938	**11,711**	$36.86

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 1,938 completions per year in English programs in Los Angeles County and an additional 14,000 awards per year in related programs.
- Citrus College is one of 47 institutions to recently graduate students from English programs; two-thirds of awards are bachelor's degrees and 15% are associate awards.
- The number of English-related jobs is expected to grow over the next decade in Los Angeles County and some related occupations (technical writers and producers) while not growing locally are projected to grow substantially nationwide. Most job openings in related fields are coming from replacement positions.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: ENGL	460.48	23.62	484.10	35.80	13.52
Division: LANG	727.88	86.24	814.12	62.82	12.96
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: ENGL	476.21	19.01	495.22	32.65	15.17
Division: LANG	769.91	102.14	872.05	61.95	14.08
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: ENGL	29.04	4,074	179	4,253	4,295	98.75%
Division: LANG	23.42	6,599	785	7,384	7,908	93.37%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: ENGL	25.96	4,434	212	4,646	4,705	99.12%
Division: LANG	23.64	6,426	949	7,375	7,773	94.88%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: ENGL	89.24%	65.58%	89.30%	68.63%
Division: LANG	89.82%	65.88%	90.00%	69.08%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.12%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: ENGL	14,922.96	765.46	**15,688.43**	15,432.73	615.94	**16,048.67**
Division: LANG	23,588.70	2,794.81	**26,383.52**	24,950.72	3,310.03	**28,260.75**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: ENGL	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	11.03%	2.76%	(4.51%)	99.12%	0.72%	0.90%		
Ratings (3, 1, 0 OR -1)	3	1	1	3	1	1	**1.67**	**0.82%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.67 program Growth Rating = 0.82% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

To increase success rates, English faculty members will review data and discuss potential curricular changes, if any. As a program, English is projected to continue to grow to meet the needs of students for general education, degree, or transfer.

COLLABORATION AND INTERDISCIPLINARY STUDY

Given that English 101 is now the beginning class for students, the program may consider ways to contextualize offerings and instruction so that transfer level English courses can be tailored to various guided pathways or majors.

TECHNOLOGY AND FACILITIES

There is great need for more classroom space as well as flexible classrooms that can be easily rearranged to encourage collaborative pedagogy.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

English remains a critical skill for the workplace. For the college, it meets the needs of general education and transfer goals. Perhaps a move towards contextualized pedagogy in English courses might help meet the needs of industry employers as students learn and apply writing skills specific to their areas of work.

PROGRAM GROWTH PROJECTIONS

The English program is projected to grow at an average annual rate of 0.82% over the next decade. The program is projecting strong growth in its transfer level offerings over the next several years.

ENGLISH AS A SECOND LANGUAGE

Description

The English as a second language (ESL) program offers students a comprehensive selection of courses to improve their knowledge of and skills with English for both academic and personal purposes. The ESL program also introduces international students to American academic culture and customs. Courses range from pre-collegiate (non-degree-applicable) through transfer levels.

The ESL program allows the college to host over 400 international students per year, many of whom transition into degree programs at the college.

The program primarily serves international (F-1 visa) students as they seek to learn English. The ESL program follows the fast track format in that courses are offered as 8-week sessions, which encourages students to become immersed in the language and to complete the program faster.

Growth Projections

ESL does not have related job growth or degree data. While ESL does not lead to a specific degree or occupation, having fluency and strong competency in English increases marketable skills that employers seek in applicants. It is worth noting that English remains the primary language for global business, and it is the official language in the United States. The ESL program is projected to grow at an average annual rate of 0.49%, the same rate as the college as a whole as shown in the Program Growth Trends and Estimates table. Future program growth will be largely due to agreements between Citrus College and international universities.

The ESL program has, however, been impacted by recent changes in immigration policies regarding the issuance of F-1 visas and geo-political and trade tensions between countries. Since the program primarily caters to international students, its growth is challenged at this time by restrictive governmental immigration and financial measures. At the same time, neighboring colleges have expanded their ESL offerings to include ESL labs and have increased marketing with resident ESL students. This increased competition is impacting demand within the district resident ESL population. Furthermore, given the restructuring of the ESL course sequence in response to Assembly Bill (AB) 705, the ESL courses have become 6-unit courses that require longer blocks of class time. Classroom space is limited due in part to the facility renovation of the Educational Development Center (ED) building; one of the locations that housed most ESL courses.

AB 705 necessitated the removal of assessment for ESL courses, streamlining courses for students, and helping them attain English transfer courses in a more efficient and faster manner. In fact, Citrus College now has one of the fastest academic ESL programs among all California community colleges. AB 705 has been a good opportunity to reassess the program and remove a high number of student exit points from the course sequence. It has also created growth in units and a need for more consistent space for ESL classrooms in the Student Services (SS) building, where students can access the International Students Center, one of their primary support resources.

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: ESL	10.44	45.33	55.77	5.28	10.57
Division: LANG	727.88	86.24	814.12	62.82	12.96
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: ESL	12.65	60.81	73.47	5.73	12.83
Division: LANG	769.91	102.14	872.05	61.95	14.08
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: ESL	18.93	102	447	549	685	80.15%
Division: LANG	23.42	6,599	785	7,384	7,908	93.37%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: ESL	22.34	127	615	742	774	95.31%
Division: LANG	23.64	6,426	949	7,375	7,773	94.88%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: ESL	97.66%	64.50%	96.74%	72.18%
Division: LANG	89.82%	65.88%	90.00%	69.08%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.12%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: ESL	338.33	1,469.03	**1,807.36**	410.02	1,970.82	**2,380.84**
Division: LANG	23,588.70	2,794.81	**26,383.52**	24,950.72	3,310.03	**28,260.75**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: ESL	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	1.92%	(7.99%)	(4.64%)	95.31%				
Ratings (3, 1, 0 OR -1)	3	-1	1	1			**1.00**	**0.49%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS
Note: ESL does not have related job growth or degree data, so its rating is based on 4 metrics rather than 6

Program Growth Notes:
Citrus College average annual growth estimate is 0.49%
Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs
Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate
Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.00 program Growth Rating = 0.49% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The ESL program is offering its first sequence of new courses beginning fall 2019 in response to AB 705 changes. Assessment results from fall 2019 offerings will indicate what, if any, future curricular changes will need to be considered.

TECHNOLOGY AND FACILITIES

The program does not have specific needs for technology, but has great need for classrooms, especially with collaborative furniture to encourage dialogue in English.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

English remains the global language of commerce.

PROGRAM GROWTH PROJECTIONS

The ESL program is not projected to grow at this time as its scope is tied primarily to government policies on student visas. It is also constrained by competition from neighboring colleges that promote more heavily to resident ESL populations. Changes in immigration policies that allow for an increase in student visas may bring the ESL program back to enrollment levels enjoyed by the college in years past. Other factors that have influenced the program have been policy changes by other nations such as the Saudi Arabian (and other Middle Eastern) government's decision to end their study abroad scholarships. As a result, there are fewer middle eastern students in the ESL program. Global factors heavily influence the ESL program and these events are unpredictable. Should such scholarships be reinstated, the program could once again experience growth in the future.

FOREIGN LANGUAGES

Description

Foreign language courses lead to an associate degree for transfer in Spanish and support completion of associate degrees in language arts, and liberal arts - humanities and social sciences. The Foreign Languages program offers proficiency-based instruction in listening, speaking, reading, and writing in American Sign Language, Chinese, French, German, Italian, Japanese, and Spanish. The study of each language includes vocabulary, grammar, syntax, pronunciation, and cultural and historical understanding. Intermediate-level courses include a literature component. Courses combine classroom lectures, guided practice, and language activities with individual work conducted online.

The Foreign Languages program now also offers an associate degree in Spanish. The Spanish faculty members continue to be fully engaged in planning and promoting the Citrus College Study Abroad program offered in Spain. Students can take the Spanish 101 and 102 classes as honor courses. In addition, the foreign languages program has moved forward with online and hybrid courses for Spanish 101, 127, 210 and 211, offering students greater flexibility.

As noted in the data tables, the Foreign Languages program is experiencing strong demand and serves over 700 students per semester. As a program, its fill rate of 82.45% in fall 2018 is slightly below that of the college at 89.44%.

Growth Projections

The number of foreign language-related jobs is expected to grow 9.5% over the next decade in Los Angeles County, and many related occupations are projected to grow nationwide. Most job openings in foreign language-related fields are coming from replacement positions, where people are leaving existing positions. While the gap in openings in the Program and Occupations Growth Analysis chart looks significant, key professions including interpreting, teaching and legal professions are projected to have many new openings through 2028.

The foreign language program is projected to grow at an average rate of 0.74% annually for the next ten years. While there are several languages available to take as courses in the foreign language program, only Spanish currently has a degree program. The jobs and awards data references not only Spanish program completions, but other language study which may lead to similar job opportunities. To enhance the foreign language program and to reach a larger student audience, the program has expanded to online and hybrid offerings alongside traditional course offerings.

UC and CSU have relaxed requirements for foreign language completion/proficiency from two levels of foreign language to one, creating a challenge for the program. Due to these changes, some courses like German 102 and French 102 have had consistently low enrollment.

In the meantime, Chinese and Japanese have had steady enrollment. There is an opportunity to encourage growth by including American Sign Language among the foreign language offerings. In fall 2019, the program offered three ASL 101 courses, and enrollment has been fast and strong, indicating a strong interest and demand from students.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

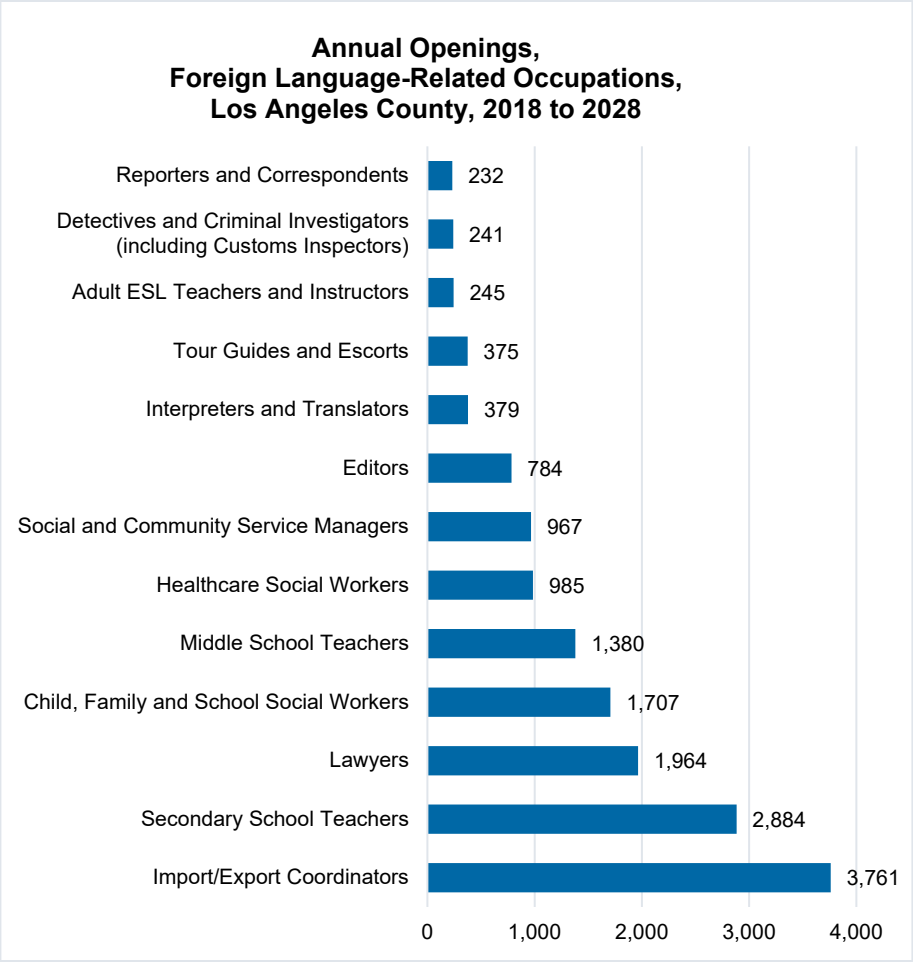
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Spanish	16.0905	182,764	200,090	**17,326**	**9.5%**	16,145	14,353	**32,952**	**(16,807)**	$38.48

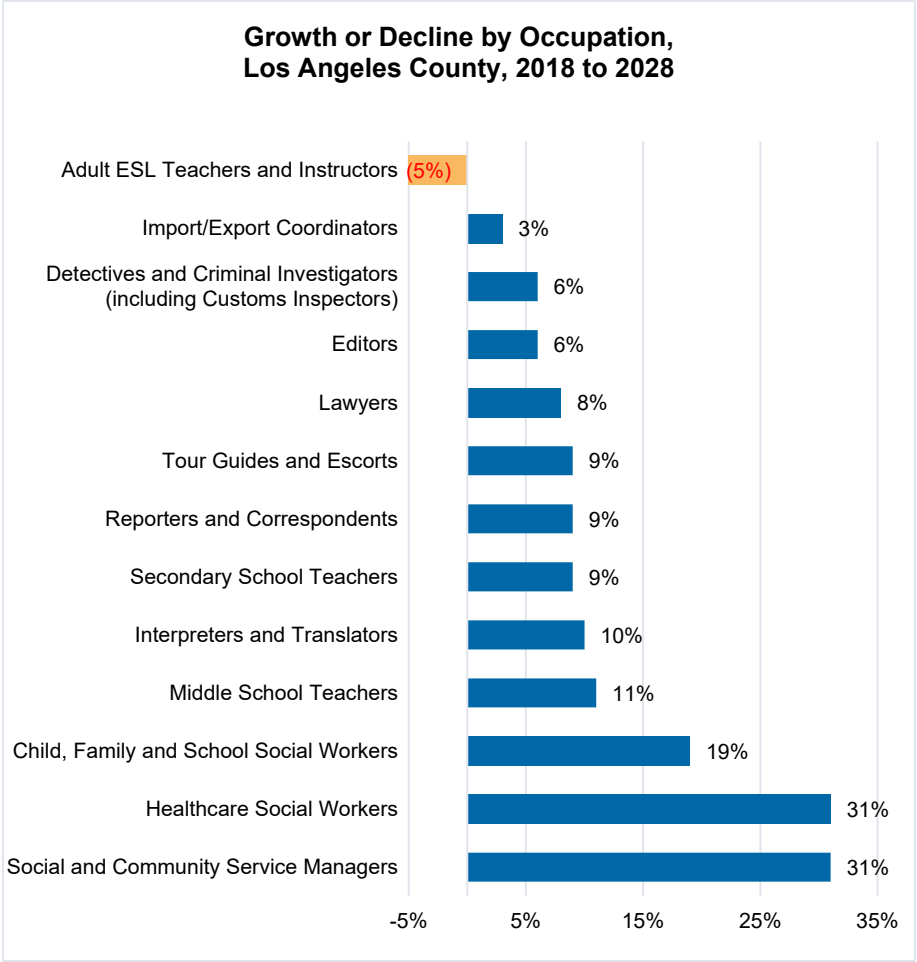
Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

Note: While there are several languages available to take as courses in FL, only Spanish currently has a degree program. The jobs and awards data above references not only Spanish program completions, but other language study which may lead to similar job opportunities.

- There are an average of 409 completions per year in Spanish programs in Los Angeles County and an additional 318 awards per year in related programs, such as linguistics and some other language studies programs. Awards data listed above includes other programs, including social work and teaching, where students who study foreign languages may find career opportunities.
- Citrus College is one of 38 institutions which recently graduated students from Spanish programs; 82 percent of awards are bachelor's degrees or higher.
- The number of foreign language-related jobs is expected to grow over the next decade in Los Angeles County, and many related occupations are projected to grow nationwide.
- Most job openings in foreign language-related fields are coming from replacement positions, where people are leaving existing positions.
- While the gap in openings in the chart above looks significant, key professions including interpreting, teaching and legal professions are projected to have many new openings through 2028.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: FL	107.97	10.71	118.68	9.53	12.45
Division: LANG	727.88	86.24	814.12	62.82	12.96
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: FL	123.94	15.69	139.63	10.92	12.79
Division: LANG	769.91	102.14	872.05	61.95	14.08
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: FL	23.78	638	62	700	849	82.45%
Division: LANG	23.42	6,599	785	7,384	7,908	93.37%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: FL	23.05	727	91	818	984	83.00%
Division: LANG	23.64	6,426	949	7,375	7,773	94.88%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: FL	86.49%	61.45%	86.29%	63.03%
Division: LANG	89.82%	65.88%	90.00%	69.08%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.12%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: FL	3,499.03	347.08	**3,846.11**	4,016.51	508.41	**4,524.92**
Division: LANG	23,588.70	2,794.81	**26,383.52**	24,950.72	3,310.03	**28,260.75**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: FL	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	2.12%	(7.13%)	(3.57%)	83.00%	0.91%	0.20%		
Ratings (3, 1, 0 OR -1)	3	1	1	1	3	0	**1.50**	**0.74%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.50 program Growth Rating = 0.74% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The program will consider offering Spanish 102 courses in the evening to capture more students for Spanish courses. The program will also consider scheduling patterns to determine optimum fill rates. Additionally, the program is seeking to expand American Sign Language (ASL) curriculum to include levels III, IV, Deaf Culture, and possibly an ASL certificate.

COLLABORATION AND INTERDISCIPLINARY STUDY

Spanish 127 is taught as a stacked class with Humanities 127. The program will consider offering Spanish 101, Spanish I (and potentially Spanish 102 and 201) in a learning community modality with History 132, History of Modern Latin America, and Business 170, Small Business Management.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The program will explore offering contextualized Spanish courses for industry in order to meet the needs of employers by enabling students to learn and apply writing skills specific to their areas of work. Initial areas that can be considered include the medical industry and the social and community service environment such as social work. In the meantime, Spanish continues to be very appealing to area high schools participating in Citrus College's dual enrollment program. However, in 2019-20, ASL 101, American Sign Language I, and ASL 102, American Sign Language II, have been offered in the dual enrollment program, and early signs indicate a strong interest in continuing to offer these courses to better prepare students for a diverse workplace.

HONORS TRANSFER PROGRAM

Description

The purpose of the Honors Transfer program (HTP) is to promote and enhance successful student transfers to competitive four-year colleges and universities. The program also serves as a gateway to student research and leadership opportunities.

Membership in the transfer alliance program (TAP) and the Honors Transfer Council of California (HTCC) provides transfer benefits to students enrolled in the HTP that are not available to other Citrus College students. This includes priority consideration in transfer applications to UCLA, which leads to exponentially higher transfer success rates. The UCLA TAP program mirrors a similar program at UC Berkeley which results in high success rates among HTP students. Honors transfer program students are also eligible for honors-to-honors transfer to universities such as UC Irvine and UC Riverside, and many receive transfer scholarships from these institutions.

The HTP program promotes research opportunities. Every year, students from the program participate in the UCI Undergraduate Research Conference. Some students have had their research work recognized through awards and publication. For instance, a number of Citrus College HTP students have had research from their honors course work published in the HTCC's "Building Bridges: Selected Abstracts" publication.

HTP students are typically well represented in the college's student leadership, with a few students sometimes serving in student leadership positions at the state and national levels, including serving as Associated Students of Citrus College (ASCC) representatives and honors society and inter-club council (ICC) officers. HTP students are frequently the recipients of the Student Service Leader of the Year awards.

The program's notable attributes and strengths are reflected in the transfer, academic and extracurricular achievements of its students. HTP students have much higher acceptance rates to universities like UCLA and UC Berkeley than non-honors students. HTP students frequently receive TAP scholarships from UCLA, as well as outstanding achievement scholarships from the HTCC.

Growth Projections

Prospects for future growth are high. The demand for four-year college degrees will continue and transfer rates to competitive universities like UCLA should remain strong. With rising college costs, families may increasingly look at two-year college honors programs as the preferred pathway to prestigious universities.

Among factors impacting future growth is the general decline in overall college enrollment, which also affects enrollment in the HTP. The program would benefit from campus-wide promotion of Honors/Transfer courses and relocation to a more centralized area of the campus.

Moving to a new location, perhaps Portable Building (P1), will provide both challenges and opportunities. Eventually, the program will also need new staff and faculty leadership which may provide new challenges as well as exciting opportunities.

It is difficult to anticipate how the HTP will be affected by Guided Pathways. There has been an effort to collaborate with Guided Pathways, but it seems that the HTP will be limited in visibility within that program except through marketing and promotion of Guided Pathways outcomes.

Future Directions

CURRICULUM AND PROGRAMMING

The program should continue to strive to add science, technology, engineering, and math (STEM) courses. The HTP will bring back the General Biology-Honors 105H class in fall 2020 and is looking to expand math program offerings. This trend should continue as more students seek STEM transfer and careers. The program also recommends adding theater and arts classes, and Introduction to Physical Anthropology Lab 212/212L as another science course with a lab for non-STEM students.

With enhanced recruitment and growth of the student population in the HTP, more instructors, classes, and classroom space will be needed to accommodate a larger program. Linking to the Guided Pathways and the Intersegmental General Education Transfer Curriculum (IGETC) and UC pathways will help students see the honors classes available in the various pathways. This will improve their ability to choose the honors courses that will lead to completion of their degree, as well as prepare them for transfer in their major.

COLLABORATION AND INTERDISCIPLINARY STUDY

The HTP currently collaborates with the Extended Opportunity Programs and Services (EOP&S), Veterans Success Center, and Foster/Kinship Care Education programs and should maintain and grow those partnerships. Hopefully, those partnerships will strengthen as the HTP program works with the new leadership in the Veterans Success Center and Foster/Kinship Care Education programs. The HTP should continue to look for ways to better collaborate with the Counseling division to help students recognize the program's benefits and build HTP courses into their student education plans. As noted earlier, connecting the HTP to Guided Pathways, or at least to its outcomes, is important.

TECHNOLOGY AND FACILITIES

The recent move to the Technology Center does not provide a student study area and is isolated from the center of the campus. It is still unclear when the HTP will move to a new location, but ideally the new location should be visible and provide space for staff and counseling, as well as classroom and study area space with furniture that encourages seminar-style teaching and learning. The HTP projects more diversity of classes and would benefit from having at least two honors classrooms to help facilitate scheduling.

The HTP aspires to offer online education courses that can be supported by technology infrastructure that allows for practices such as remote meetings. Also, it may be worthwhile to look into more bandwidth and iPads or computers to facilitate research projects, as well as research courses that may be developed in various disciplines that can also contain future honors classes.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The HTP received a very positive review from the UCLA TAP site review team in 2018. The HTP should continue to maintain UCLA and HTCC program guidelines by providing a dedicated honors office and study space, release time for the honors faculty coordinator and counselor, administrative staff, and diverse student enrollment that reflects the diversity of the Citrus College community, along with a broad spectrum of class offerings to meet students' academic interests and goals.

PROGRAM GROWTH PROJECTIONS

The economic cycle seems to drive enrollment numbers, but effective promotion of the HTP and its benefits is key to enrollment growth. The HTP promotes the program regularly through student emails to eligible students and orientations and open houses several times during the academic year. The HTP also attends important college events such as Welcome Day, Parent Night, the transfer and resource fairs, and Claremont High School's Just for Juniors Night. Recruitment also occurs through tables in the EOP&S Center, Veterans Success Center and Foster/Kinship Care Education Center, as well as counselor training meetings to keep Counseling informed about the program. However, outreach is still limited, and it is crucial to have the HTP promoted when students complete their student education plans and to emphasize how the HTP fits into Guided Pathways. Word-of-mouth promotion among students is critical and fostering an honors student cohort would help with increasing participation and program visibility, which, in turn, helps with program growth.

LEARNING CENTER

Description

The Learning Center provides instructional support services across the curriculum to promote student success. The Learning Center is comprised of the Writing Center, Speech Lab, and Tutorial Services, which provide the following: drop-in tutoring, embedded tutoring within the classroom, a computer lab for student use; and proctoring services for online education classes and adapted testing for students requiring accommodations. The Learning Center has developed materials students are able to utilize for reference and continues to provide resources such as laptops, tablets, and textbooks to optimize student learning. Faculty and staff feedback is analyzed every semester, and changes are implemented to meet the needs of the students.

The Learning Center offers a welcoming environment and contributes significantly to the academic success of many Citrus College students. During the 2018/2019 fiscal year, the Learning Center served approximately 18,500 students. Learning Center staff are focused on providing students with the most effective and efficient learning. All facilitators and peer tutors undergo a specially designed training program that is centered on growth mindset learning strategies. These strategies foster student independence while helping students to develop self-confidence and improved study skills. The Learning Center facilitators and peer tutors can tutor students in several subjects, broadening the span of student needs that may be addressed within the center's budgeted resources.

The Learning Center fosters a culture that supports growth focused on meeting the needs of students. In an effort to be proactive, the Learning Center relies on research to refine the effectiveness of embedded tutoring. This has led to the expansion of the Embedded Tutor Program beyond English to such disciplines as Speech, Administration of Justice, and American Sign Language. With the newly created English 101E class developed to meet the requirements of Assembly Bill (AB) 705, the Writing Center staff have adjusted their services to ensure the center is meeting the needs of students. During this process, staff worked closely with faculty and staff in the English program.

The Learning Center has relied on success data compiled by the Office of Institutional Research, Planning, and Effectiveness (IRPE) to guide the continued development of the Embedded Tutor Program in both English and speech classes. Students in classes with an embedded tutor are far more likely to seek tutoring assistance-in some classes 58% to 62% percent of students with embedded tutors (ETs) seek assistance, while 9% of students without ETs do. Data from IRPE shows that tutoring improves both success and retention rates. Students who visited the Writing Center at least once also had higher success rates than students who did not attend the Writing Center (76% vs. 50%). Similarly, students who visited the Speech Lab at least once had higher success rates than students who did not attend the Lab (93% vs. 72%).

Growth Projections

The Learning Center can grow by providing embedded tutors in all English 101E, English 101, Speech 101, American Sign Language, and select Administration of Justice classes. Increasing the number of special date embedded tutors will require further growth. In these instances, embedded assistance is provided to classes without regularly assigned embedded tutors on certain class meetings requested by instructors. The Writing Center also needs growth in order to expand one-on-one appointments available to students.

The growth of the Learning Center is driven by the ambition to continue serving the evolving needs of Citrus College students. However, future growth is dependent on budget availability. Currently, portions of the Writing Center and the Embedded Tutor Program are supported by grant funds, but over the last four years, grant funding for the Learning Center has decreased by $82,756.

Outside of budget constraints, the main challenges facing the Learning Center include handling the volume of student visits, maintaining the effectiveness of the Embedded Tutor Program, and expanding services to meet rising demand. An adequate physical space is needed to control the projected increase of student visits to the various parts of the Learning Center. This should be addressed with the renovation of the ED building. The Embedded Tutor Program has proven to be successful, but there are also challenges incorporating embedded tutors in the various classes as each instructor has their own unique approach.

Future Directions

CURRICULUM AND PROGRAMMING

The Learning Center aims to provide up-to-date student services based on current curriculum by coordinating with faculty and staff. The future focus of the Learning Center will be to enhance the Embedded Tutor Program because of its strong correlation to student success. The plan includes providing embedded tutors to all English 101E, English 101, Speech 101, American Sign Language, and select Administration of Justice classes.

COLLABORATION AND INTERDISCIPLINARY STUDY

The Learning Center collaborates with faculty and staff daily and with different departments across campus to provide diverse groups of students with access to learning support services. In the future, the Learning Center aims to provide tutoring in satellite locations for specific departments. The Learning Center also plans to expand the number of subjects supported by Tutorial Services.

TECHNOLOGY AND FACILITIES

Computer hardware and software, printers, tablets, copiers, and applications need consistent updates. Technology and Computer Services (TeCS) has performed well in maintaining the Learning Center technology, but eventually new equipment will be necessary. Currently, the bulk of the Learning Center is in a temporary location (P1 building), which is not suitable or sustainable for the future. The program needs a larger and more permanent space on campus, one which provides improved ADA compliance and optimal locations for collaborative learning and an enhanced Writing Center and Speech Lab.

PROGRAM GROWTH PROJECTIONS

The needed growth of the Learning Center is contingent upon a budget augmentation. Without such an increase, funding needed to expand services to students will not be sufficient. To date, services have already been reduced due to budget constraints and hours have been reduced. One possible solution is to institutionalize services that are currently grant or project funded. With proper funding, both the Writing Center and the Embedded Tutor Program can expand services that are documented to increase student retention and success.

LIBRARY

Description

The Hayden Memorial Library serves as a center for learning and exploring and has the largest computer lab available to students on campus. Librarians and Library staff provide students with access to research materials and assistance; class sessions that focus on individual assignments; and computers and technological help when needed. The Library faculty work closely with other programs to ensure the physical and electronic collections align with current discipline pedagogy. Librarians also work with students on materials and resources that best reflect student interests. Finally, the Library is devoted to teaching students information literacy, including how to properly synthesize and evaluate information and how to be responsible scholars in a growing online community.

The Library is consistently one of the most visited places with over 300,000 visits online and in person every year. Additionally, librarians teach over 250 sessions of classes per year, reaching 5,310 students.

A key strength is the way the Library works with all programs of Citrus College to ensure that students' needs are being met. In recent years, as online education has grown, the Library has adjusted services to fit the needs of online students, offering a large collection of electronic resources including ebook article and streaming media databases. Librarians also conduct virtual classes, both synchronously and asynchronously, at the request of instructors and assist students through a variety of virtual resources.

Given the Library's critical role, there is robust usage of various library services. For instance, since spring 2019, there have been more than 2,500 bookings for the study rooms. At the same time, there has been a growing shift in the usage of library services. A 2017 Association of College Research Libraries (ACRL) survey of circulation statistics at Citrus College indicated that electronic resource use is increasing (51,087 checkouts) while physical resource use is decreasing (36,271 checkouts). From July 2018 to June 2019, there were 12,034 reference transactions.

Growth Projections

Factors impacting Library growth include textbook affordability and the increasing amount of time librarians devote to the selection, creation, and accessibility of open educational resources (OER) materials. Given this growing need, librarians continue to work closely with other faculty members to ensure the proper use and availability of OER materials.

Even while more disciplines are engaging in research activities and requesting Library instruction, librarians are also experiencing increasing demand as they are being incorporated into Guided Pathways completion teams, as both student success support and embedded course help. In

the face of these rising demands, however, the Library currently has only two full-time librarians and only limited hours for adjunct librarians. As such, librarians have not been able to devote as much time and attention as they would like to outreach and growth efforts.

In addition to the challenge of modest staffing, the Library building itself is also limiting since the structure is not ergonomically conducive to student learning and success. It does not allow for all the things students need, such as more study areas, more hands-on learning classes, and more comfortable spaces. As the Library moves towards more electronic resource use and students require more technologically advanced solutions and materials, there is greater need for more sophisticated equipment, materials, processes, and study spaces.

The adoption of Guided Pathways is an opportunity for the future of the Library, and librarians will need to be more involved in student support and success. This includes having course-embedded librarians in key classes as well as creating support material for faculty to include in their teaching (i.e. websites, LibGuides, videos, handouts). The future vison for the Library also includes an enhanced focus on outreach, including (but not limited to) pop-up librarians on parts of campus, and a Library presence at all Citrus College events. With proper funding and planning, the opportunity to redesign the Library building needs to be considered to create more student-centered, flexible, convertible, and collaborative spaces.

Future Directions

CURRICULUM AND PROGRAMMING

Consider reviving the library technician certificate program. Provide classes on information literacy. Evaluate and redesign the instruction room library (LI-118) to be a more convertible yet collaborative learning space that will allow for more student-faculty interaction and engagement.

COLLABORATION AND INTERDISCIPLINARY STUDY

Librarians continue to collaborate across campus to align with the pillars of Guided Pathways. Explore providing course-embedded librarians for key required courses (i.e., English, math).

In the future, the Library would like to offer pop-up librarians in different, central hubs on campus (i.e., Lifelong Learning Center, Math building, Technical Education building, etc.); collaborate with the Learning Center; and host community events such as movie screenings, presentations by local or noted authors, living history programs, cultural celebrations, etc.

TECHNOLOGY AND FACILITIES

The Library is one of the oldest buildings on the college campus. Even though it was expanded and redesigned 20 years ago, there is a great need for modernization and space optimization. Improving ADA compliance in all areas of the Library is the most significant need. Shifting to a universal

design approach throughout the Library will improve student access to materials, processes, and furniture. In particular, the check out, reserves, and research help areas need to be redesigned for maximum staff and student efficiency.

The heating and air conditioning circulation needs to be upgraded to include the study rooms. The study rooms also need soundproofing to enhance student collaboration and improve study time. The public announcement system needs to be brought up to standards. In addition, there is great need for more technology for student use, including but not limited to, Mac computers, tablets and laptops, and charging stations.

Finally, while not critical to the function of the Library, the following would help create a more welcoming and student-focused environment: a coffee bar/study space outside of the Library's lobby, a media area that provides convertible multi-purpose spaces, and a Makerspace room complete with VR technology and 3D printing.

PROGRAM GROWTH PROJECTIONS

A modernized, state-of-the-art, student-centered Library will encourage students to visit this important resource more frequently where they can enjoy an optimized and more comfortable space on campus designed to help them focus more effectively on their studies and improve their capacity to successfully achieve their academic goals. A more collaborative Library space facilitates student-engagement, creativity and critical thinking about important issues that impact student's lives.

SPEECH COMMUNICATIONS

Description

Courses in speech satisfy general education requirements for the associate degree and lower division general education transfer requirements. Speech courses fulfill what is known as a “Golden Four” general education requirement that CSUs require for transfer to their institutions. Speech courses are also an integral part of the associate in arts in communication studies for transfer degree (ADT), which focuses on the areas of public communication, small group communication, argumentation and debate, intercultural communication and interpersonal communication.

In addition to preparing students for graduation and/or transfer, speech communication courses empower students with vital communication skills that greatly enhance their personal, educational, and professional success. The speech program uses both theory and practical experience to develop students’ understanding of communication skills in oral and written communication in its various forms and contexts. Included in the speech program is the exposure to self-awareness, audience analysis, critical and analytical thinking skills, sensitivity to diversity and ethical communication.

Each year, speech communication course enrollment has increased with many students taking more than one speech course. As a result, speech classes are in high demand and have enjoyed a high fill rate of 93% as of fall 2018. The Communications ADT is currently the fourth most popular major at Citrus College.

Growth Projections

The number of speech communication-related jobs is expected to grow at a rate of 6.1% over the next decade in Los Angeles County, and many related occupations are projected to grow nationwide (2,089). Most job openings are replacement positions. There are less completers than there are jobs, so the occupational growth is positive.

Effective communication skills remain critical for the workplace. As the Program Growth Trends and Estimates table shows, the Speech program is projected to grow at an average rate of 0.82% annually over the next decade.

Among the challenges currently facing the program is limited classroom space due to the renovation of the Educational Development Center (ED) building where most speech courses are housed. During the renovation, speech courses are being conducted in swing space which is not conducive for long-term Speech pedagogy.

In addition, all speech classrooms need updated technology and equipment designed specifically for speech pedagogy such as speaker podiums with microphones, state-of-the-art computers and software, video screens, Bluetooth computer mics, dimming lights, permanently-mounted video-recording equipment with upload capability and soundproof classrooms. Not having enough equipment to meet student demand limits the ability of students to effectively practice and deliver their speeches.

Another challenge is the makeshift speech lab that needs to be expanded into a soundproof permanent space with state-of-the-art computers and software, video screens, tablets, mirrors, clocks, speaker podiums with microphones, dimming lights, and technologically advanced recording and playback equipment. Ideally, since many students experience anxiety when speaking in public, the speech lab should include individual rooms where students can privately practice speech delivery one-on-one with a speech tutor. The speech lab should have speech tutors available during all open hours and be staffed full-time by a person whose sole responsibility is the speech lab. A final challenge is the strong need for additional embedded tutors to further support student learning success in both the speech classroom and the speech lab.

Beyond these challenges, the speech program also has an opportunity to become more varied in its offerings. This includes adding a course in intercultural communication. Also, the addition of online modality to most speech courses will enable the program to better meet the needs of students. Beyond the program's traditional speech course offerings, both hybrid and online speech courses are attracting more students to the program. Furthermore, all speech courses, especially the intercultural communication course, can be gateway courses to establishing staff training on campus and/or with industry partnerships.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Speech Communications — Communication Studies	9.0101	22,537	23,919	**1,382**	**6.1%**	2,274	2,089	554	**1,720**	$22.68
Language Arts	23.9999									

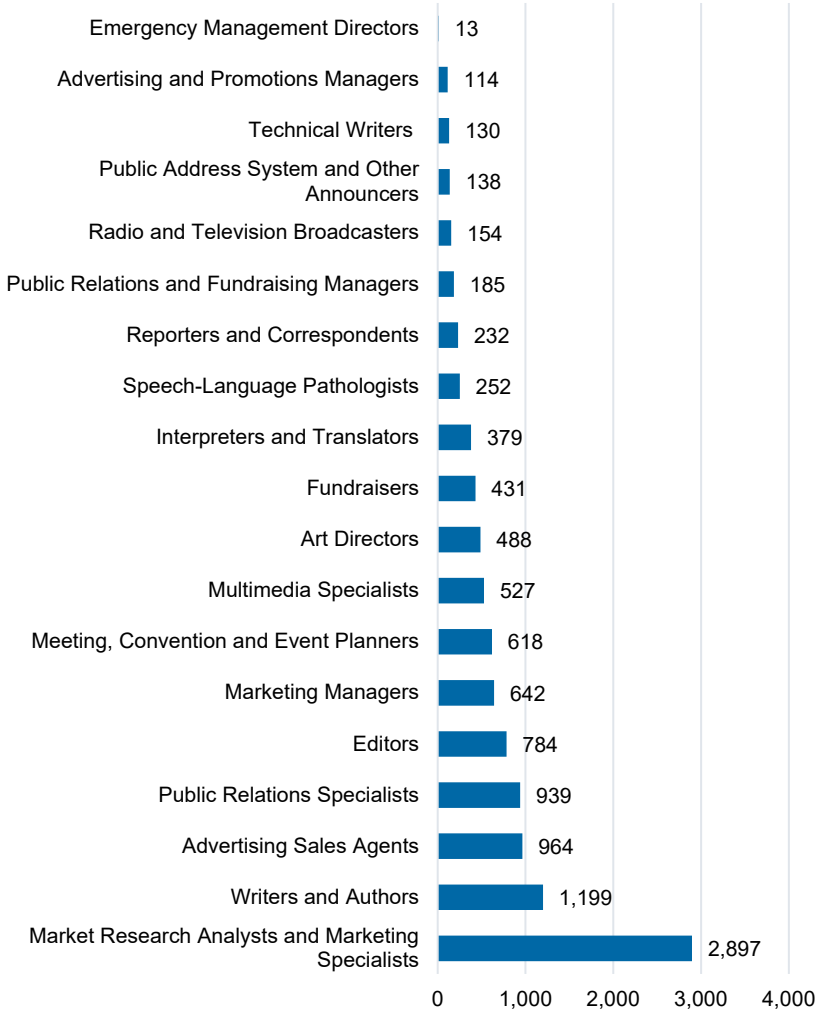
Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

Note: Speech Communications, Communications Studies and Language Arts data overlap so they are combined above.

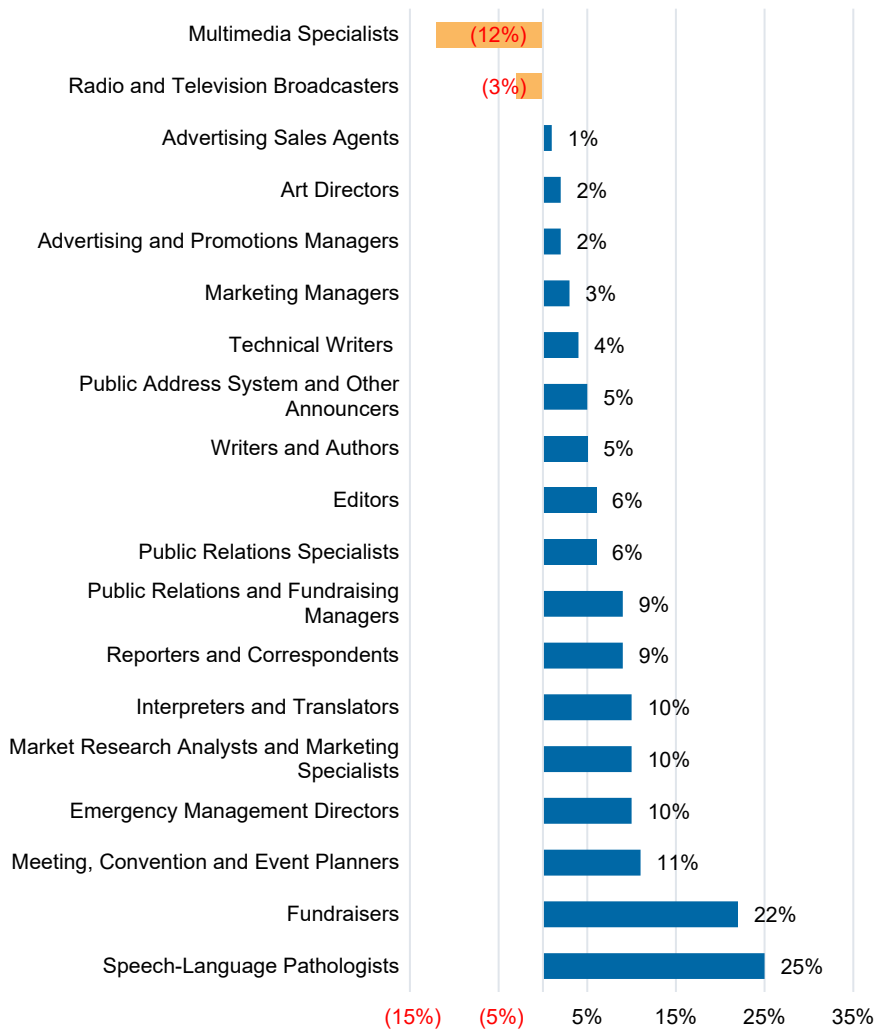
- There are an average of 58 completions per year in Communication Studies programs and 642 in Language Arts in Los Angeles County, and an additional 1,254 awards per year in related programs, such as Journalism and media studies programs.
- Citrus College is one of 33 institutions to have recently graduated students from Communications Studies programs; 26 percent of awards are associate degrees.
- Citrus College is one of 7 institutions to graduate students in language arts studies; 97 percent of awards are associate degrees or certificate awards.
- The number of Communications Studies and Language Arts-related jobs is expected to grow over the next decade in Los Angeles County and many related occupations are projected to grow nationwide.
- Most job openings in related Communications and Language Arts fields are replacement positions. Among high growth fields, many are projected to have many more new job openings in the coming years.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY

Annual Openings, Speech and Language Arts-Related Occupations, Los Angeles County, 2018 to 2028



Growth or Decline by Occupation, Los Angeles County, 2018 to 2028



Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: SPCH	113.11	5.30	118.41	9.00	13.16
Division: LANG	727.88	86.24	814.12	62.82	12.96
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: SPCH	123.32	5.39	128.71	9.52	13.52
Division: LANG	769.91	102.14	872.05	61.95	14.08
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: SPCH	25.42	1,092	52	1,144	1,232	92.86%
Division: LANG	23.42	6,599	785	7,384	7,908	93.37%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: SPCH	26.02	1,183	53	1,236	1,299	95.36%
Division: LANG	23.64	6,426	949	7,375	7,773	94.88%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: SPCH	90.14%	69.11%	91.08%	74.36%
Division: LANG	89.82%	65.88%	90.00%	69.08%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.12%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: SPCH	3,665.60	171.76	**3,837.36**	3,996.35	174.74	**4,171.09**
Division: LANG	23,588.70	2,794.81	**26,383.52**	24,950.72	3,310.03	**28,260.75**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: SPCH	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	3.20%	0.09%	(2.39%)	95.36%	0.62%	5.02%		
Ratings (3, 1, 0 OR -1)	3	1	1	1	1	3	**1.67**	**0.82%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.67 program Growth Rating = 0.82% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Currently, the speech intercultural communication course has been submitted to the Citrus College Curriculum Committee for approval as an elective in the communications program. It is recommended that an online/hybrid option for SPCH 103 Argumentation and Debate be also proposed to the committee. No additional curricular changes are proposed at this time, but there is an increased need for speech tutors.

TECHNOLOGY AND FACILITIES

The Speech Communications program looks forward to moving out of the temporary swing space accommodations and back into classrooms that are specifically designed for speech pedagogy, including up-to-date equipment such as recording technology and speaker podiums. Additional building needs include a state-of-the art speech lab for students to study with speech tutors and to practice speech delivery.

PROGRAM GROWTH PROJECTIONS

Speech contributes to the college's goals for general education and transfer, and given projected positive occupational growth, the Speech program will remain in demand. As a result, the program is projected to grow at an average annual rate of just under 1% (or 0.82% per year).

90°
60°
45°
30°
0°
360°
150°
180°
330°
315°
300°
240°
225°
270°
(0,1)

MATHEMATICS AND BUSINESS

ACCOUNTING 272

BUSINESS 279

ENGINEERING 285

MATHEMATICS 292

REAL ESTATE 298

ACCOUNTING

Description

Accounting is the systematic recording, analysis, explanation and interpretation of the financial transactions of a business. Topics covered in the accounting courses offered at Citrus College include basic accounting, financial and managerial accounting principles, income tax accounting, and accounting general ledger software. Accounting courses satisfy general education requirements for an associate degree and lower division transfer. The program is designed to help prepare students to transfer to a four-year university program and/or skill-up for a competitive career in business.

Most students in accounting classes are majoring in business-related subjects and seeking to transfer to four-year universities. During the 2018-19 academic year, 231 business associate degrees for transfer (ADT) were awarded to students, an amount consistent with awards given in prior years. However, there is a small population of non-transfer students returning to school who enroll in taxation and accounting courses to develop new skills to supplement their incomes, to fulfill an educational requirement to obtain a job promotion, to enter or reenter the job market, and/or for personal growth and development.

The number of students taking accounting classes has grown in recent years, in large part because ACCT 101 (Financial Accounting) and ACCT 102 (Managerial Accounting) are required classes for transfer for all business-related majors. The overwhelming majority of business students take these core classes; far fewer students enroll in accounting elective classes or in those needed to fulfill accounting skill award and certificate requirements.

Enrollments and retention rates in accounting have been largely stable, while success rates have declined a bit over the last few years. Possible explanations include the difficulty of accounting classes for some students; the advanced nature of some accounting classes needed to prepare students with the level of understanding necessary to take the Certified Public Accountant (CPA) licensing exam; and an increase in the number of accounting classes offered online or in hybrid formats, where success rates tend to be lower. Success rates in online accounting courses could be improved by identifying weak areas on cumulative final exams and fortifying how instructors teach these topics to students.

Growth Projections

While the number of accounting technology jobs is expected to decline slightly over the next decade in Los Angeles County, the number of existing positions expected to come available to replace retiring workers is much greater than annual program completions. This indicates there is potential for growth.

The Accounting program at Citrus College is projected to grow at an average annual rate of 0.65% per year, slightly greater than the college overall.

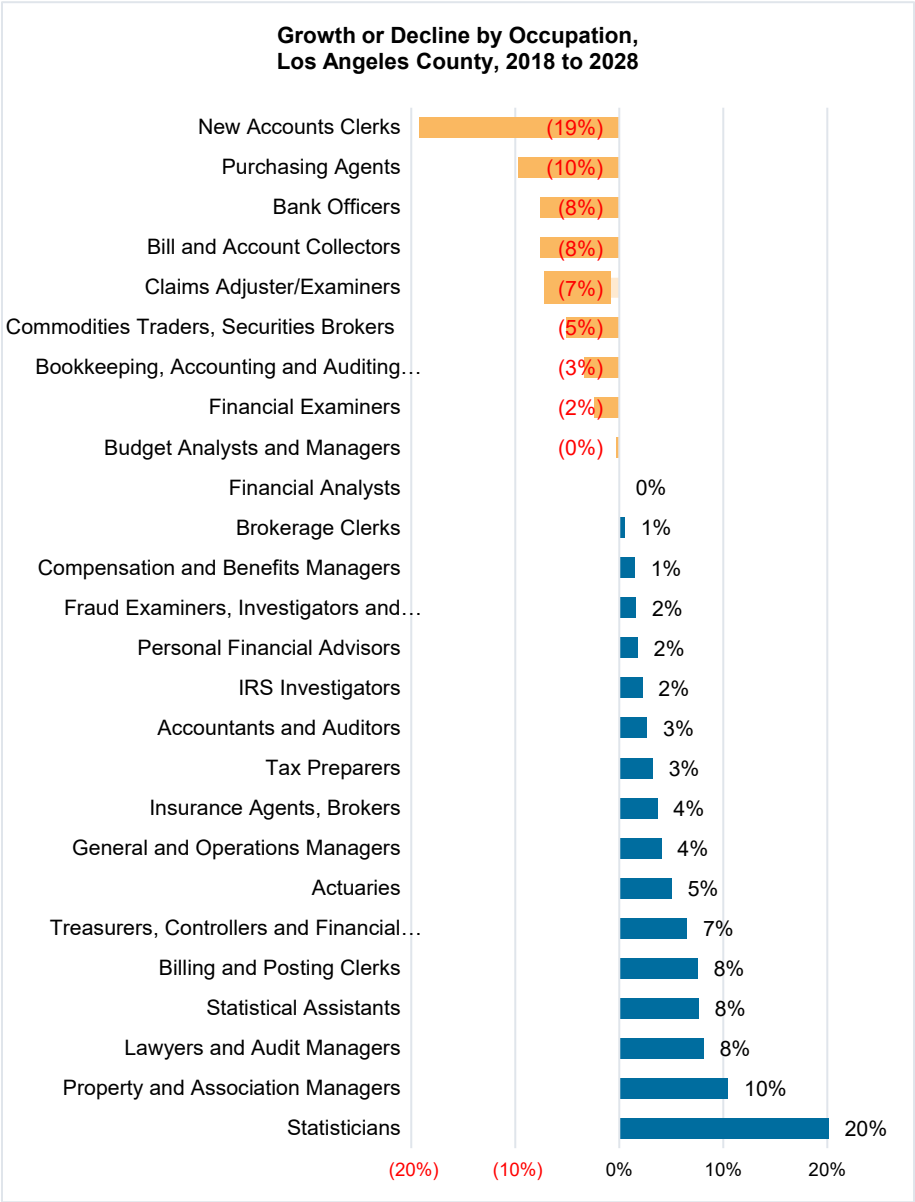
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Accounting Technology/ Technician and Bookkeeping	52.0302	89,926	89,183	**(743)**	**(0.8%)**	9,778	8,857	1,002	**8,776**	$20.91

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 1,002 completions per year in accounting technology programs in Los Angeles County and an additional 186 awards per year in related programs, such as Accounting and related services and taxation studies.
- Citrus College is one of 29 institutions which has recently graduated students from accounting technology programs; nearly 90 percent of awards are associate degrees or certificates. The number of awards has grown 42 percent from 2013 to 2017.
- The number of accounting technology-related jobs is expected to decline slightly (1%) over the next decade in Los Angeles County, but there are expected to be a substantial number of openings thanks to the need for replacement workers for existing positions.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY



Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: ACCT	68.02	8.52	76.54	4.00	19.14
Division: MB	913.32	54.77	968.09	51.02	18.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: ACCT	62.60	7.77	70.37	3.68	19.12
Division: MB	931.08	52.98	984.06	49.57	19.85
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: ACCT	35.81	508	65	573	670	85.52%
Division: MB	31.61	6,689	401	7,090	7,868	90.11%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: ACCT	37.55	473	59	532	614	86.68%
Division: MB	33.36	6,589	390	6,979	7,548	92.47%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: ACCT	85.22%	60.00%	86.29%	65.26%
Division: MB	86.10%	58.12%	86.08%	57.71%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: ACCT	2,204.35	276.11	**2,480.46**	2,028.64	251.81	**2,280.44**
Division: MB	29,598.33	1,774.95	**31,373.29**	30,173.89	1,717.07	**31,890.96**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: ACCT	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	1.38%	5.13%	1.89%	86.68%	0.16%	1.40%		
Ratings (3, 1, 0 OR -1)	1	3	3	1	-1	1	**1.33**	**0.65%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.33 program Growth Rating = 0.65% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Some accounting skill awards need to be reviewed and rewritten to meet new state completion and funding requirements. There are plans to create additional accounting skill awards, develop building-block pathways for students in accounting from multiple skill awards to the existing accounting certificate, and to a business degree with an emphasis in accounting. Program faculty also want to develop an intermediate accounting curriculum aligned with the requirements of neighboring four-year institutions, and add new courses including general ledger, accounting software, fraud examination, and CPA examination preparation.

Program goals also include developing strategies to improve students' successful completion of accounting courses. Faculty encourage student development of critical and analytical skills through readings, lectures, discussions, exams, case studies, and projects; promote understanding and appreciation for the ethical behavior and social responsibility of individuals, organizations, and institutions within the global community; and make sure students demonstrate an awareness of the impact the global environment has on today's organizations.

COLLABORATION AND INTERDISCIPLINARY STUDY

Since most students are taking accounting classes to transfer to four-year universities and/or major in business, the program plans to reorganize and rename program achievement awards as "business" awards and eliminate separate accounting designations.

TECHNOLOGY AND FACILITIES

Citrus College plans to install upgraded control panels for the computers and projectors in the program's classrooms.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Citrus College has a relatively new QuickBooks skill award, designed to support students looking to get entry-level accounting and/or bookkeeping jobs. Only a handful of students have received the award so far, which is not a large enough pool for any meaningful analysis about whether the skill award is helping to meet demand or is consistent with market trends. Related labor market data projects increased growth in tax preparer jobs. Although these positions do not require an accounting skill award or certificate, the courses necessary for accounting program awards can improve a student's marketability and skill sets, beyond the basic training required by state law.

PROGRAM GROWTH PROJECTIONS

Understanding accounting is important, especially for those interested in a career in business-related fields. Continuing to integrate this program with other business awards and working with the needs of nearby institutions and the labor market will help the program grow.

BUSINESS

Description

Business is the study of the practices and products of commerce. Areas of concentration within this program include business management, business law, marketing, advertising, business ethics, personal finance, real estate, international business, and business communication skills. Business courses satisfy general education requirements for the associate degree for transfer (ADT) in business administration, the associate in science (AS) degree in business, a certificate of achievement, numerous skill awards, and lower division transfer requirements.

The Business program remains primarily geared to students who major in business-related subjects and who are seeking to transfer to universities. In 2018-19, the program awarded 231 business ADT degrees to students, more than any other single program at Citrus College. Business ADTs represent nearly one-third of all transfer degrees awarded by Citrus College in the last five years.

Overall student enrollments in accounting, business and real estate courses combined have remained consistent during the past several years. There has been tremendous growth in these programs' online courses and enrollments. The ratio of online to traditional classroom course offerings and enrollments in the business program is much higher than those for the college. In a few instances, online enrollments have exceeded traditional enrollments. Retention and success rates in the Business program have improved between fall 2014 and fall 2018.

The Citrus College Business Association (the "business club") continues to increase its membership and student participation. It generates consistent support and enthusiasm from students and generally provides interesting speakers and programs, which in turn continues to generate interest in the overall business program.

Growth Projections

In Los Angeles County, the number of jobs related to business programs are projected to grow by more than four percent from 2018 to 2028, and median hourly earnings for these jobs are high. While most job openings will be due to replacements of workers in existing positions, there is a significant surplus in the number of expected openings compared to the average number of business program completions in the region.

The Business program is estimated to grow at an average annual rate of 0.65% between 2020 and 2030, a rate greater than the overall college growth rate.

Lower enrollments among some elective business classes are affecting overall business program enrollment outcomes. There are also limited elective courses in some areas, and skill award completions are low. Enrollments and outcomes could be improved by tying skill award classes to

business degrees with special emphases in related areas, doing more to promote elective classes and skill awards and by integrating programs following the college's Guided Pathways model.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

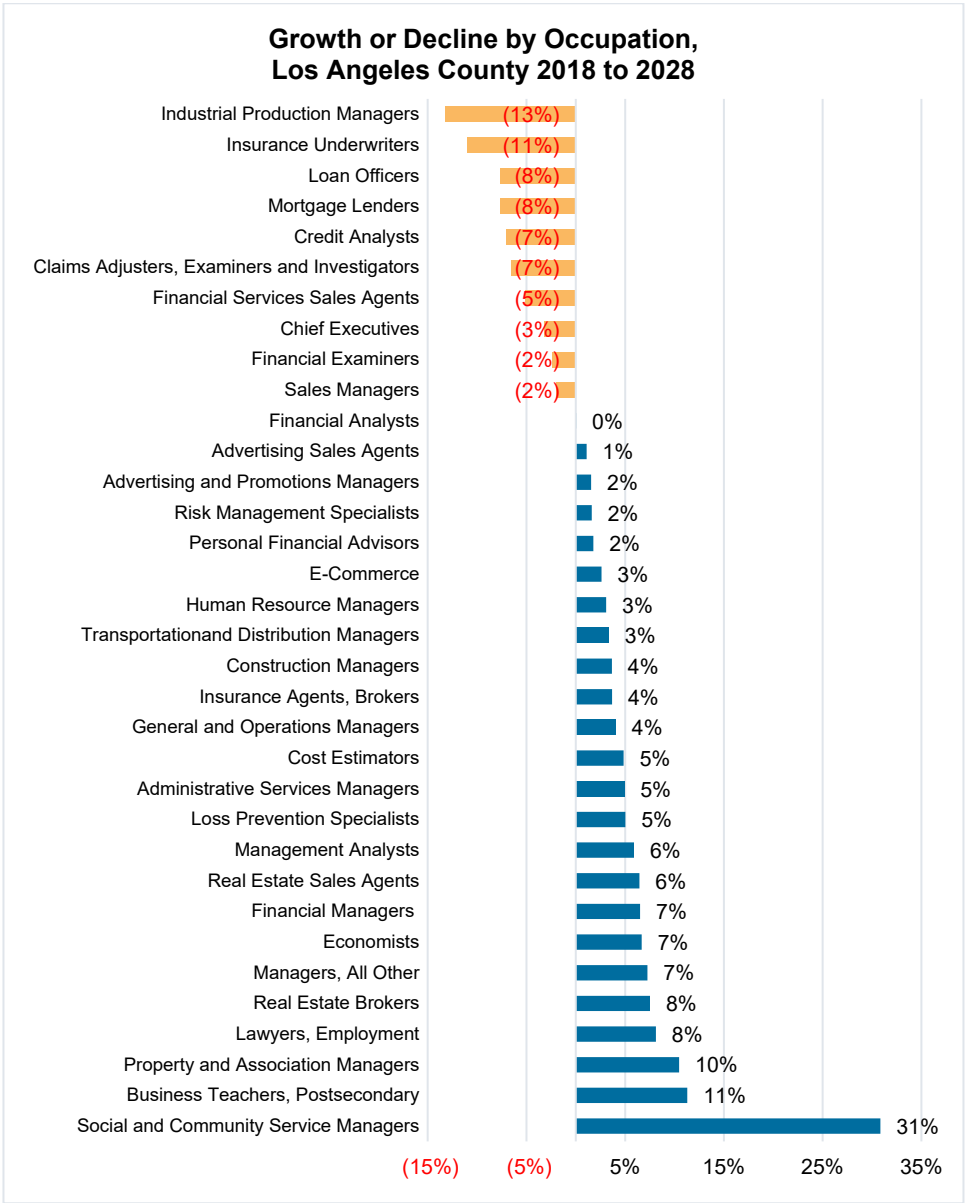
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Business/ Commerce, General	52.0101	207,672	216,886	**9,214**	**4.4%**	17,759	16,628	910	**16,849**	$42.54
Business Administration and Management, General	52.0201	247,597	259,715	**12,119**	**4.9%**	21,157	19,722	12,370	**8,787**	$39.36

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

Note: These programs and related jobs data may serve similar pools of students and occupations

- There are an average of 13,280 completions per year in general business studies programs in Los Angeles County and an additional 2,000 awards per year in related programs, such as marketing and business management and operations.
- Citrus College is one of more than 60 institutions that has recently graduated students from business and business management programs; half of business/commerce studies awards and about 20 percent of business administration awards are associate degrees.
- The number of business administration and management awards has grown 25 percent from 2013 to 2017, while the number of general business studies awards has declined 20 percent over this time period.
- The number of new business-related job openings is expected to grow slightly over the next decade in Los Angeles County, but there will be an estimated 36,000 additional openings available per year to fill existing positions in related fields.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY



Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: BUS	95.41	8.67	104.08	5.80	17.94
Division: MB	913.32	54.77	968.09	51.02	18.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: BUS	106.52	9.12	115.64	6.36	18.18
Division: MB	931.08	52.98	984.06	49.57	19.85
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: BUS	36.14	926	86	1,012	1,270	79.69%
Division: MB	31.61	6,689	401	7,090	7,868	90.11%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: BUS	36.08	1,047	90	1,137	1,390	81.82%
Division: MB	33.36	6,589	390	6,979	7,548	92.47%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: BUS	87.66%	66.63%	86.27%	62.27%
Division: MB	86.10%	58.12%	86.08%	57.71%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: BUS	3,091.99	280.97	**3,372.96**	3,451.97	295.56	**3,747.53**
Division: MB	29,598.33	1,774.95	**31,373.29**	30,173.89	1,717.07	**31,890.96**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: BUS	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	2.95%	(5.39%)	(3.53%)	81.82%	0.38%	2.36%		
Ratings (3, 1, 0 OR -1)	3	1	1	1	1	1	**1.33**	**0.65%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.33 program Growth Rating = 0.65% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Some business and accounting skill awards need to be reviewed and rewritten to meet new state completion and funding requirements.

Faculty are developing new program electives to address a decline in enrollments among elective classes. There will also be an effort to tie the skill award classes to business degrees with emphases in related areas. Faculty also recommend increasing advertising and marketing to promote skill awards; creating new certificates; crafting new degrees with subspecialties using Guided Pathways strategies; and continuing efforts to link business skill awards, certificates, and the requirements for various business degrees. The Business program will also need to adapt to meet the needs of students looking to complete their studies in shorter periods of time.

COLLABORATION AND INTERDISCIPLINARY STUDY

In recent years, the Business division added Accounting and Real Estate programs to better prepare students for their courses of study.

TECHNOLOGY AND FACILITIES

Citrus College plans to install upgraded control panels for the computers and projectors in the program's classrooms.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Most students in the Business program are transfer students—very few go directly into the workforce. In Los Angeles County, there is great demand for a quality business program that helps students prepare to transfer to a four-year university and at a quick pace.

PROGRAM GROWTH PROJECTIONS

The Business program is one of the largest programs at Citrus College. It represents approximately 3% of overall college enrollments, and ten percent of all degree and certificate awards given to students each year. The Business program awards the greatest number of ADTs of any program at the college. Over the next decade, the growth of the Business program is expected to outpace Citrus College as a whole.

ENGINEERING

Description

The pre-engineering program at Citrus College prepares students for an associate degree in pre-engineering and for transfer into engineering programs at baccalaureate degree-granting institutions. Applying the principles of science and mathematics, engineers design and build systems, structures, and products that solve practical problems and meet human needs.

Citrus College's Engineering courses have excellent retention and success rates. ENGR 101 (Introduction to Engineering) provides a broad overview of the field of engineering and exposes students to a variety of topics and guest speakers. ENGR 135 (Engineering Mechanics: Statics) is an important elective for transfer and has been successfully offered during the spring semester for the past two years.

Citrus College is one of 15 institutions to have recently graduated students from pre-engineering programs; 85% of all awards are associate degrees. The number of awards has grown 63% from 2013 to 2017. Retention and success rates have increased over the past five years and are on par with college-wide numbers.

Growth Projections

The number of jobs requiring a bachelor's degree in engineering is expected to decline slightly over the next decade in Los Angeles County, however, many related middle-skills jobs are expected to increase over the same time period. Additionally, a 2018 Center of Excellence (COE) occupational demand analysis, in LA and Orange counties, shows that the number of workers retiring or otherwise exiting the field leaves nearly 200 additional job openings per year through 2022.

Retirements are expected to be the number one driver for new job openings in engineering and related fields over the next 10 years in Los Angeles County. Middle-skill engineering jobs are also expected to grow rapidly as technology drives innovation in computer-aided drafting and design, manufacturing and industrial technology, and robotics. Center of Excellence (COE) analyses note labor market supply is not being met by community college programs that align with relevant occupations.

There are no colleges in the region that have enough or closely related programs producing completers ready to enter the workplace with the required skills. These factors underscore a critical labor gap in an industry sector where growth replacement alone drives employment through the year 2022. This positions Citrus College engineering students to earn entry-level living wages in occupations where most job postings require an associate degree. Creating a career technical education (CTE) engineering technician program will provide excellent educational opportunities responsive to the needs of Citrus College students, while also meeting industry needs.

Currently, Citrus College does not offer a CTE engineering technician program or certificate of completion. Although there are considerable time, energy, and staff requirements/commitments needed to launch a new pathway, developing new engineering technician courses and programs of study will provide Citrus College students with quality career technical education opportunities leading to high-wage and high-demand occupations and careers. To meet this need, the college should consider the addition of a full-time engineering faculty member and improvements in facilities such as a maker's space/fabrication lab where students can gain hands-on experience using modern tools of the trade.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

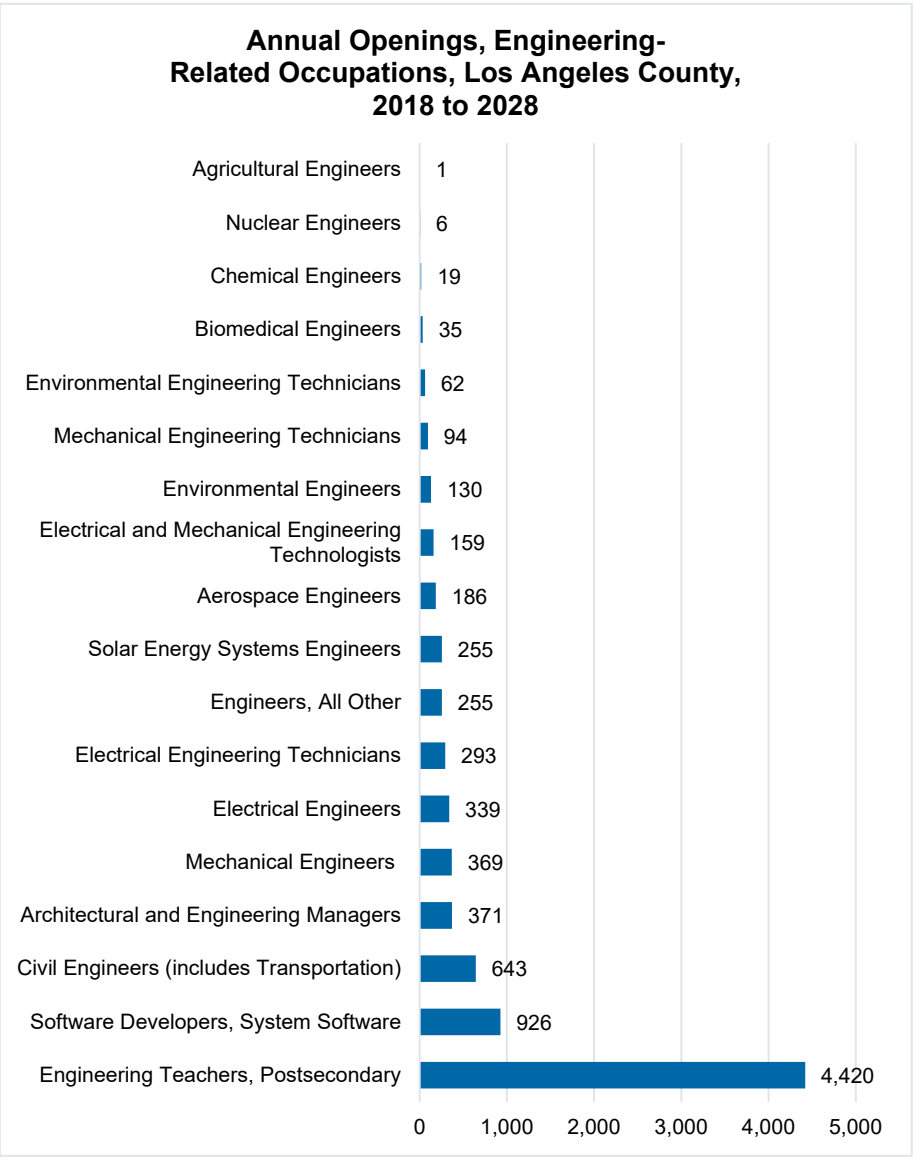
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Pre-Engineering	14.0102	58,047	56,553	**(1,491)**	**(2.6%)**	3,888	3,852	56	N/A*	$45.61

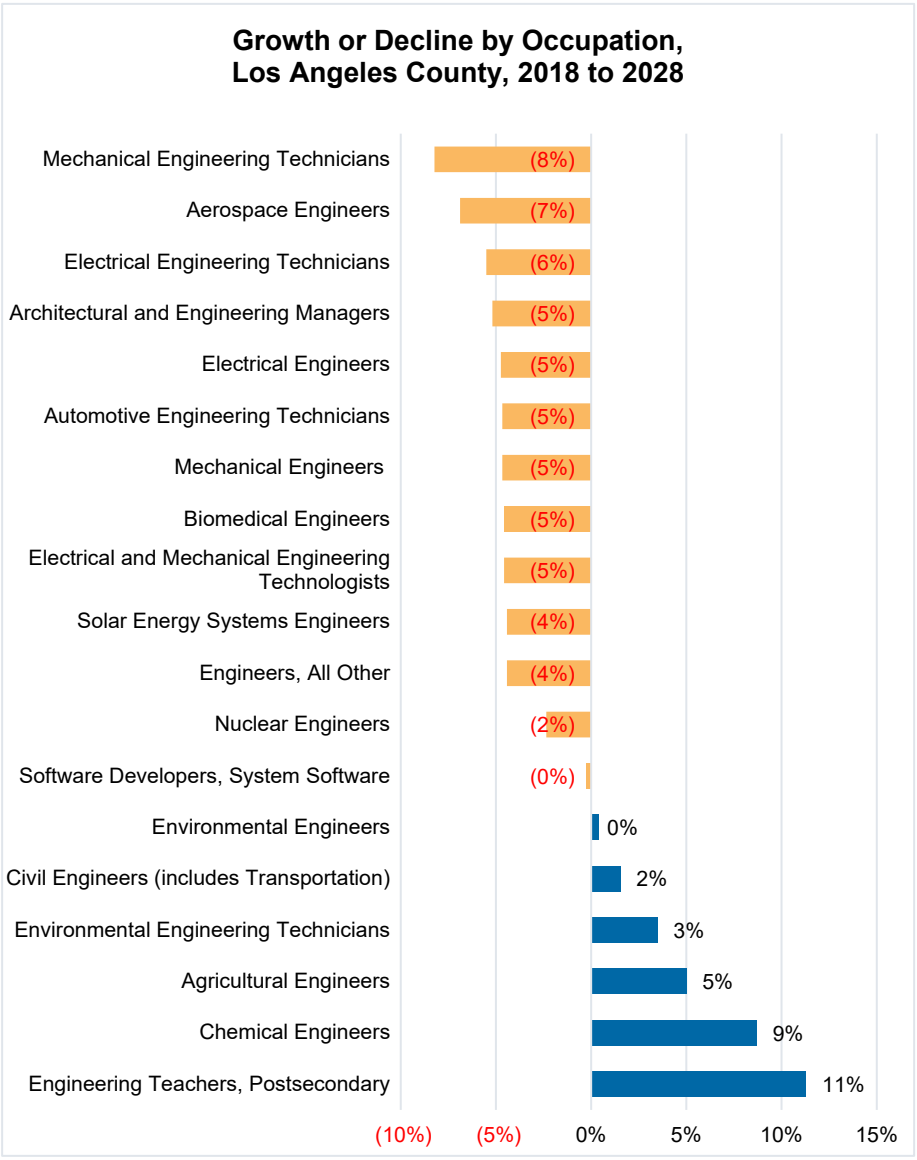
Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

***Note: Gap or Surplus is not calculated here since Citrus College's program is preparation for additional study in Engineering programs.**

- There are an average of 56 completions per year in pre-engineering programs in Los Angeles County and an additional 6,200 awards per year in related programs, such as engineering and engineering technology.
- Citrus College is one of 15 institutions to have recently graduated students from pre-engineering programs; 85 percent of all awards are associate degrees. The number of awards has grown 63 percent from 2013 to 2017.
- The number of pre-engineering and engineering-related jobs is expected to decline slightly over the next decade in Los Angeles County; however, many related occupations are projected to grow nationwide.
- Nearly all engineering-related job openings in Los Angeles County will come from replacement positions.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: ENGR	3.63	0.00	3.63	0.28	12.81
Division: MB	913.32	54.77	968.09	51.02	18.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: ENGR	2.98	0.17	3.15	0.23	13.91
Division: MB	931.08	52.98	984.06	49.57	19.85
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: ENGR	21.00	21	0	21	23	91.30%
Division: MB	31.61	6,689	401	7,090	7,868	90.11%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: ENGR	18.40	17	1	18	18	100.00%
Division: MB	33.36	6,589	390	6,979	7,548	92.47%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: ENGR	95.24%	85.71%	89.13%	69.57%
Division: MB	86.10%	58.12%	86.08%	57.71%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: ENGR	117.64	0.00	**117.64**	96.57	5.57	**102.15**
Division: MB	29,598.33	1,774.95	**31,373.29**	30,173.89	1,717.07	**31,890.96**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: ENGR	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.05%	(2.25%)	(2.21%)	100.00%	(0.26%)	1.40%		
Ratings (3, 1, 0 OR -1)	0	1	1	3	-1	1	**0.83**	**0.41%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 0.83 program Growth Rating = 0.41% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

New CTE certificate and degree programs that target the needs of middle-skill engineering occupations are planned to be developed in the next two to three years, with a strong emphasis on providing students with hands-on experience in designing and building systems and products to meet the growing demand for middle-skill jobs in the coming decade. COE and EMSI (an economic modeling software) have projected lower than expected labor supply, making it more difficult to find candidates. The gap between expected and actual employment is anticipated to increase over the next five years. Planning to address the employment gap requires selecting relevant and emerging industry occupation titles as part of curriculum planning.

COLLABORATION AND INTERDISCIPLINARY STUDY

There will be ample opportunities for collaboration and interdisciplinary studies with automotive technology, medium-heavy truck technology, stationary power generation, construction management, water technology, computer sciences/ITIS, recording technology, mathematics, physics, and other related programs at the college. Future collaborations are anticipated with K-12 schools for articulation and dual enrollment at the college. The Citrus College CTE office has active high school course-to-course articulation relationships and agreements in place. A new program of study in engineering technology increases options and possibilities, broadening the secondary to post-secondary pipeline for future collaboration and agreements within the discipline. For example, there is an existing agreement between Citrus College and Glendora High School in architectural design. However, Glendora High School also has a robotics pathway within their engineering and architecture sector. Additionally, Azusa High School has a Project Lead-The-Way (PLTW) engineering pathway and an introduction to engineering design, a one-year course for students interested in design and engineering.

TECHNOLOGY AND FACILITIES

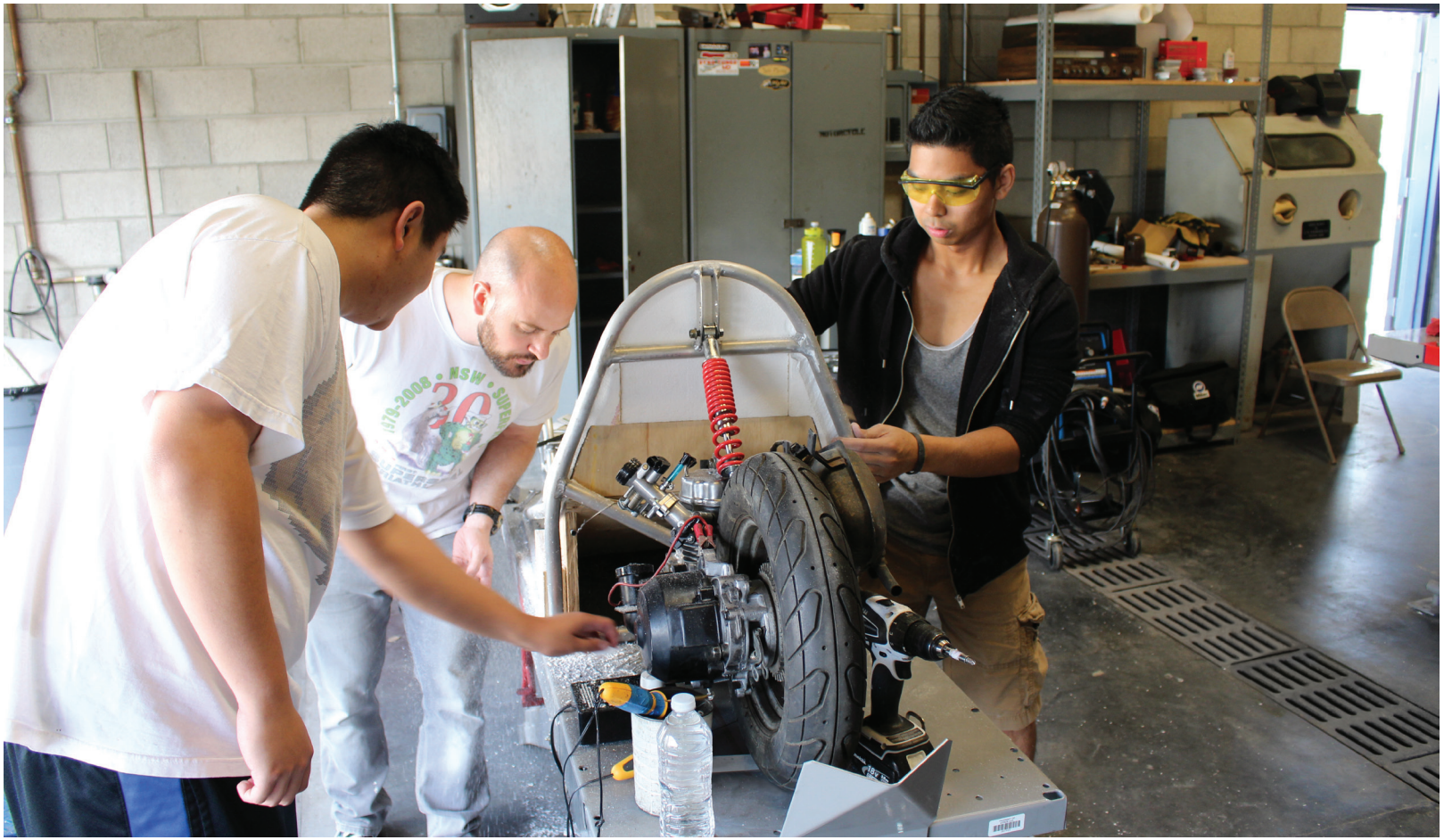
The greatest need is for a dedicated fabrication lab, or maker's space, where students can gain hands-on experience designing and building end-products using computer and numerical control (CNC) machines, lathes, 3-D printers, and other emerging technologies.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

As the Engineering program grows, new partnerships will be established and existing relationships strengthened in engineering-related industries in Los Angeles County. Occupational demand in Los Angeles/Orange Counties and the number of industry related jobs will slightly increase over the next five years, by approximately 400 annual job openings. Entry-level and median wages for the sector in the region are higher than the MIT living wage, and experienced workers can earn even more.

PROGRAM GROWTH PROJECTIONS

Engineers continue to be in high demand in a broad range of industries and job prospects are strong in the foreseeable future, especially in middle-skill occupations.



MATHEMATICS

Description

Mathematics is the abstract deductive study of structure and pattern that serves as the foundation of science and technology. Courses in mathematics emphasize the development of mathematical and quantitative reasoning skills, contextualized to major and career outcomes. Courses satisfy general education and graduation requirements for the associate degree and the associate degree for transfer (ADT). The ADT in mathematics is available for students majoring in mathematics or related fields.

The Citrus College Mathematics program has become a statewide leader in the implementation of California Assembly Bill (AB) 705, and is nationally known for its student-centered, collaborative approach to teaching and learning using its highly successful concurrent support model at the transfer-level. The concurrent support model uses a pedagogical approach that promotes collaborative learning and addresses socio-emotional factors that affect student success. This approach emphasizes group work, productive struggle (the process of thinking flexibly when solving mathematical problems), growth mindset, and a 360° student-centered classroom where students actively participate in their own learning. As a result, individual course success rates at the transfer-level have increased dramatically, and one-year throughput rates have more than doubled in the past two years. In addition, the Statistics and Calculus for Business, and Social Sciences community of practice teams have developed low-cost and no-cost supplemental textbook options for each of these courses.

The Mathematics program is a significant contributor to full-time equivalent students (FTES) apportionment for the college and has an above average FTES/FTEF (full-time equivalent faculty) ratio of 20.41 over the past four years. The program had an above average fill rate of 97.14% over the past four years and a retention rate slightly below the college average. Success rates are below average but have improved significantly with the student-centered reforms of the past two years and are expected to be on par with the overall college rate within the next two to three years.

Growth Projections

The number of math-related jobs is expected to grow 8.5% over the next decade in Los Angeles County, and occupational trends show strong growth in all science, technology, engineering and math (STEM) fields in the coming decade.

Future growth of the Mathematics program is expected to be strong, especially with increased access to the transfer-level math courses in the first semester of the first year of attendance at Citrus College, in addition to the pedagogical approaches mentioned above.

All students are required to take at least one mathematics course in order to graduate and/or transfer. This requirement means that the mathematics program will always play a significant role in student success and completion and will always be a contributor to FTES for the college.

However, a factor limiting future program growth is a lack of facility space. The mathematics program is currently limited to 12 classrooms within the math building with little prospects of future growth without additional classroom space.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

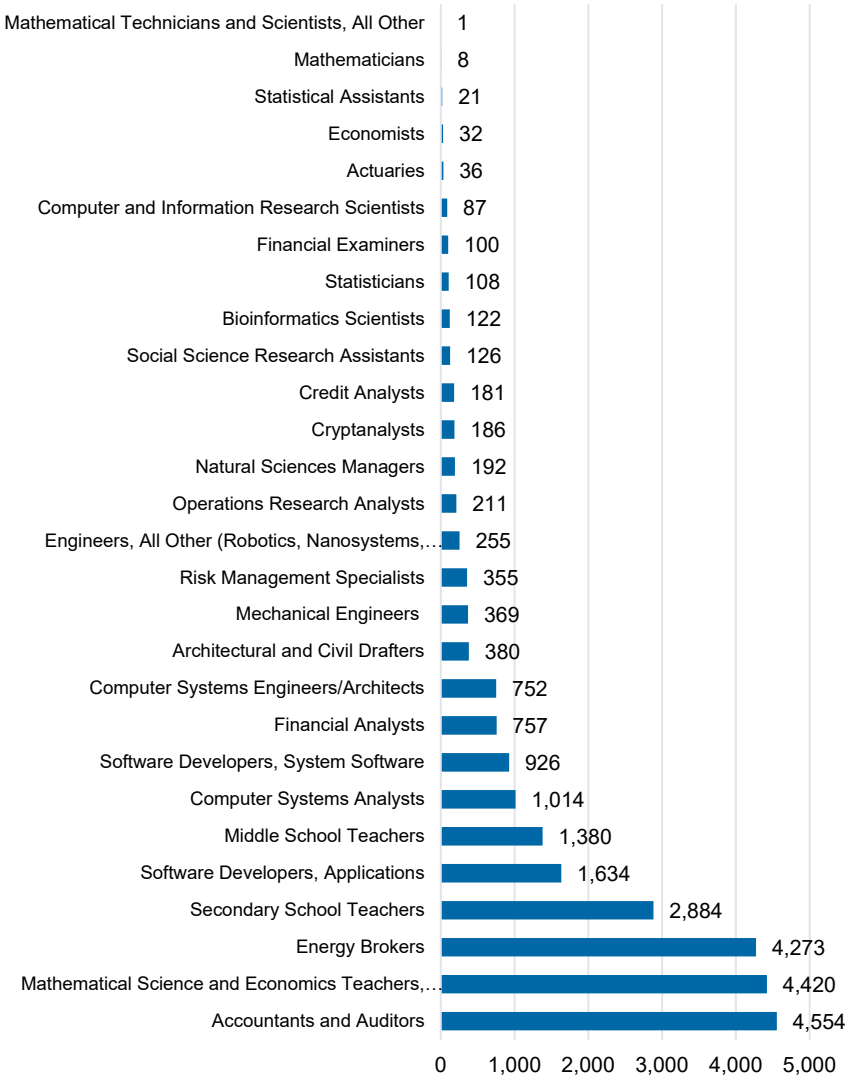
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Mathematics, General	27.0101	3,637	3,947	**310**	**8.5%**	331	300	1,058	**(727)**	$40.39

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

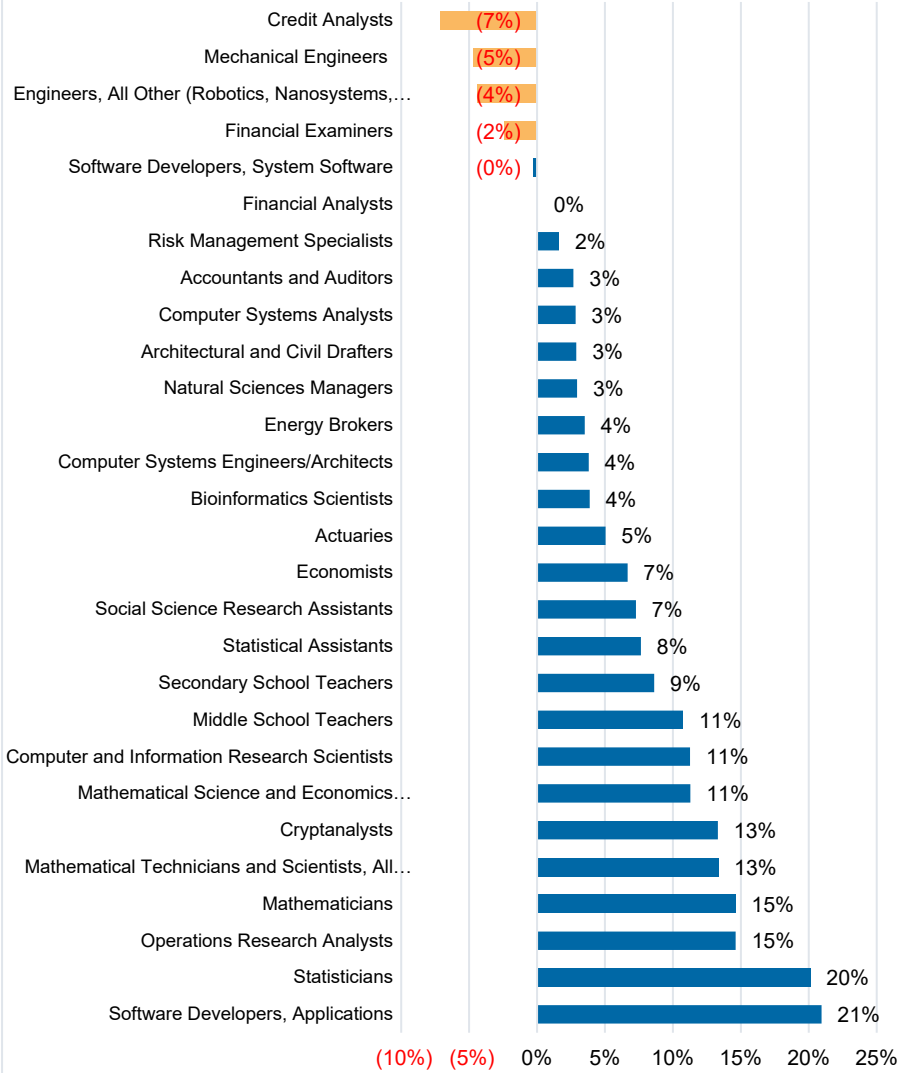
- There are an average of 1,058 completions per year in mathematics programs in Los Angeles County and an additional 762 awards per year in related programs, such applied and financial math studies.
- Citrus College is one of 41 institutions to have recently graduated students from mathematics programs; 44 percent of awards are associate degrees. The number of awards has grown 53 percent from 2013 to 2017.
- The number of math-related jobs is expected to grow 8.5 percent over the next decade in Los Angeles County, and many related occupations are projected to grow nationwide.
- Only about ten percent of openings will be new jobs--most openings in math-related fields will be in replacement positions.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY

Annual Openings, Math-Related Occupations, Los Angeles County, 2018 to 2028



Growth or Decline by Occupation, Los Angeles County, 2018 to 2028



Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: MATH	729.04	36.26	765.30	39.53	19.36
Division: MB	913.32	54.77	968.09	51.02	18.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: MATH	744.46	35.04	779.51	38.19	20.41
Division: MB	931.08	52.98	984.06	49.57	19.85
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: MATH	37.52	5,055	236	5,291	5,600	94.48%
Division: MB	31.61	6,689	401	7,090	7,868	90.11%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: MATH	38.99	4,903	231	5,133	5,285	97.29%
Division: MB	33.36	6,589	390	6,979	7,548	92.47%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: MATH	86.07%	56.43%	86.04%	55.82%
Division: MB	86.10%	58.12%	86.08%	57.71%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: MATH	23,626.30	1,175.09	**24,801.39**	24,126.15	1,135.62	**25,261.77**
Division: MB	29,598.33	1,774.95	**31,373.29**	30,173.89	1,717.07	**31,890.96**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: MATH	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	13.31%	1.21%	(1.97%)	97.29%	0.62%	1.90%		
Ratings (3, 1, 0 OR -1)	3	1	1	3	1	1	**1.67**	**0.82%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.67 program Growth Rating = 0.82% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Significant changes have occurred in program curriculum and sequencing. All math courses at two-levels below transfer or lower have been eliminated, and all students have access to transfer-level courses in their first semester of college, with several “one-and-done” transfer-level options for non-STEM majors. Co-requisites have been added to statistics, pre-calculus, and calculus for business and social sciences courses in order to provide concurrent support at the transfer-level. Noncredit courses will be added to serve students in need of additional exposure to fundamental mathematical concepts.

COLLABORATION AND INTERDISCIPLINARY STUDY

The Mathematics program is collaborative and interdisciplinary by nature. Several programs, especially in the STEM field, require math courses as pre-requisites or co-requisites. The Mathematics program has developed a contextualized “Technical Math” class that is intended to be paired with Career and Technical Education (CTE) programs as a learning community. It has been successfully piloted in the last year with the automotive technology program.

TECHNOLOGY AND FACILITIES

White boards have been added to all classroom walls and collaborative furniture has been purchased to enhance the teaching and learning environment. Technology needs include a standard computer station and projection system with a document reader. Hand-held graphing calculators are an important addition to the collaborative learning environment.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The Mathematics program is designed to support other programs that train students for direct employment as well as supporting the transfer needs of all students. The need for STEM majors is projected to increase in the coming decade and mathematics will continue to play a critical role in preparing STEM majors for their careers.

PROGRAM GROWTH PROJECTIONS

Future growth of the Mathematics program is expected to be strong, especially with increased access to the transfer-level in the first semester, and a focus on productive struggle (the process of thinking flexibly when solving mathematical problems), growth mindset, and a 360° student-centered approach to teaching and learning. In addition, the projected need for mathematicians and other related occupations will drive future growth of the program and related STEM fields.

REAL ESTATE

Description

The Real Estate program encompasses an area of study that includes real estate principles, pre-license, finance, legal aspects, appraisal, practice, property management, escrow, and investment analysis. The program combines classroom lectures, demonstrations, and individual hands-on training in work-experience settings to prepare students for professional careers. It also offers courses transferable for credit to four-year colleges and universities. Students may earn an associate in science degree in real estate (recently approved), a certificate in real estate or skill award in real estate I and II.

There has been substantial growth in the Real Estate program with many class sections and additional courses added in the last few years and several adjunct instructors hired to teach these sections. More sections of real estate principles and practices classes have been added recently, a new four-by-four program was created to offer four real estate courses (REAL 214 - Real Estate Finance, REAL 216 - Legal Aspects of Real Estate, REAL 218 - Real Estate Approval, and REAL 224 - Escrow I) online during the same semester as four sequential four-week courses. This enables students interested in pursuing real estate agent or broker licenses to be able to complete the required coursework for related exams in an accelerated time frame. Online offerings of real estate courses have also experienced tremendous growth.

The Citrus College Real Estate Club has continued to increase its membership and its student participation. It generates consistent support and enthusiasm from students, which in turn continues to generate interest in the overall real estate segment of the business program.

Growth Projections

The number of students in real estate classes is significantly lower than the number of students taking accounting and business classes. However, regional job demand is growing due to the need for future replacement of real estate professionals and a surplus of job openings relative to program completions in Los Angeles County. Within Citrus College, the Real Estate program is projected to grow at the same rate of the college over the next decade (0.49%), from 2020 to 2030.

Retention rates among real estate classes have stabilized in recent years and are now more consistent with college-wide retention rates. Success rates have declined slightly during the last two academic years, possibly due to the complexity of new classes offered for preparation for real estate licensing exams, such as the appraisal class and increasing enrollments in online and accelerated programs which traditionally have lower rates of retention and success. Several of the new courses and approaches are still being developed and assessed for the best approaches to maximize success in these classes. Program success rates may also be affected by a segment of students who take real estate classes for continuing education purposes but not necessarily for a grade or certificate.

Real estate is a profession that changes based on the economy, social behaviors and politics, among other factors. The demand for housing can shift rapidly, from a tight market where houses are sold after a single weekend of availability to one where houses sit on the market for over six months. Given the nature of the real estate profession and these market trends, faculty believe that the program will continue to experience some fluctuation in interest from students. However, faculty expect that enrollment and retention numbers will be strong in the coming years, the program will maintain consistency and stability over time and that success rates will stabilize and grow.

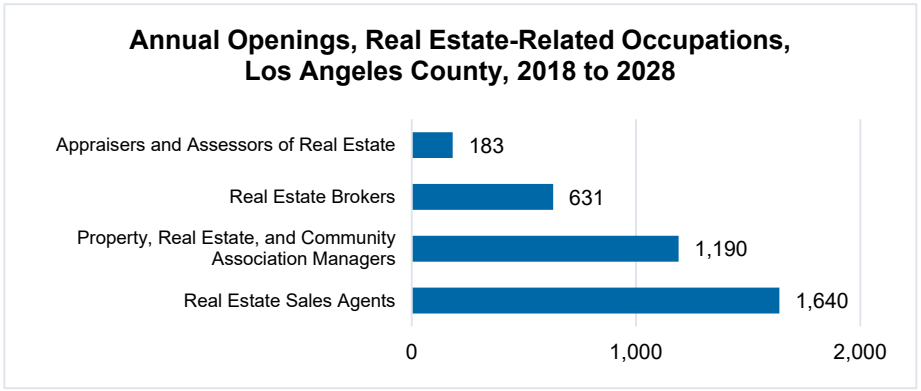
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

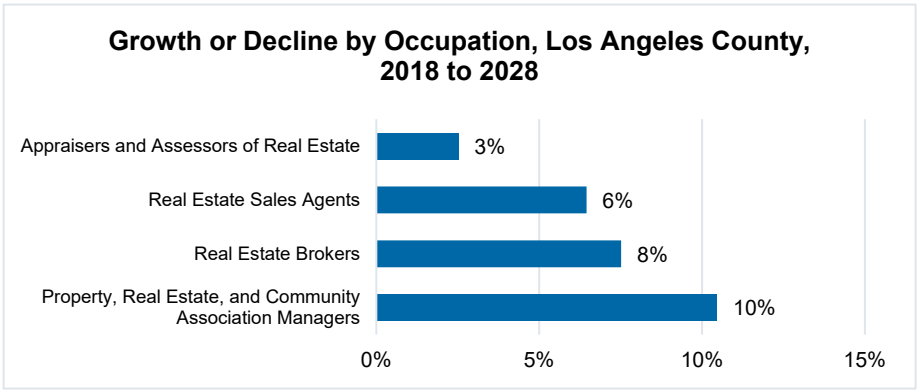
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Real Estate	52.1501	38,333	41,304	**2,971**	**7.8%**	3,642	3,322	205	**3,437**	$22.08

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 205 completions per year in real estate programs in Los Angeles County and an additional 62 awards per year in related programs, like real estate development.
- Citrus College is one of 18 institutions which has recently graduated students from real estate programs; 73 percent of all awards are certificates. The number of awards has grown 156 percent from 2013 to 2017.
- The number of real estate-related jobs is expected to grow substantially over the next decade in Los Angeles County.
- While nearly all projected real estate-related jobs are expected to come from replacement positions, there are expected to be approximately 300 new jobs per year in related fields.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: REAL	17.22	1.32	18.54	1.40	13.24
Division: MB	913.32	54.77	968.09	51.02	18.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: REAL	14.52	0.88	15.40	1.12	13.75
Division: MB	931.08	52.98	984.06	49.57	19.85
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: REAL	27.57	179	14	193	305	63.28%
Division: MB	31.61	6,689	401	7,090	7,868	90.11%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: REAL	28.80	149	9	158	241	66.93%
Division: MB	33.36	6,589	390	6,979	7,548	92.47%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: REAL	80.41%	51.03%	84.99%	59.39%
Division: MB	86.10%	58.12%	86.08%	57.71%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: REAL	558.06	42.78	**600.83**	470.56	28.52	**499.07**
Division: MB	29,598.33	1,774.95	**31,373.29**	30,173.89	1,717.07	**31,890.96**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: REAL	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.41%	17.00%	(5.44%)	66.93%	0.75%	1.30%		
Ratings (3, 1, 0 OR -1)	1	3	1	-1	1	1	**1.00**	**0.49%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.00 program Growth Rating = 0.49% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

One goal of the Real Estate program is to maintain an accelerated format for certain classes to allow students to complete and qualify for the real estate agent and broker exams more quickly than they would by taking 16-week versions of these classes. Perhaps a few more real estate class sections could be offered in a traditional or hybrid format to increase success and retention among online classes. Perkins and Strong Workforce Program grant funding may help grow the program, with the possibility to subsidize license applications, pay for textbooks and e-books, develop on-campus seminars, help students join industry associations and purchase technology like drones.

COLLABORATION AND INTERDISCIPLINARY STUDY

The Real Estate program brings value to the business division and continues to grow.

TECHNOLOGY AND FACILITIES

Citrus College plans to install upgraded control panels for the computers and projectors in the program's classrooms.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Real Estate faculty work closely with various industry sectors and professional organizations. Two new recent awards have been added, including a real estate skill award which averages 14 to 16 students per year, and a new associate in science degree in real estate. The program will need to assess the outcomes of these awards in the coming years to determine whether Citrus College students are entering and succeeding in the real estate workforce, and how these relate to market trends.

PROGRAM GROWTH PROJECTIONSS

The Real Estate program is an important part of the business division; however, it operates differently than business and accounting programs since there are many external factors, like the fluctuating real estate market, which impact Enrollments, completions and success. But people will always need homes and there will always be a need for real estate professionals. Labor market projections in the coming decade estimate a need for more real estate agents, property managers and real estate brokers over the next 10 years. This shows potential for growth in the Citrus College Real Estate program.

NATURAL, PHYSICAL AND HEALTH SCIENCES

NATURAL SCIENCES 304

- BIOLOGY 305
- BIOTECHNOLOGY 311
- NATURAL HISTORY 317
- WILDLAND RESOURCES AND FORESTRY 321

PHYSICAL SCIENCES 326

- ASTRONOMY 327
- CHEMISTRY 332
- EARTH SCIENCES 337
- PHYSICS 342

HEALTH SCIENCES 347

- EMERGENCY MANAGEMENT 348
- EMERGENCY MEDICAL TECHNICIAN 353
- NURSE ASSISTANT / HOME HEALTH AIDE 358
- REGISTERED DENTAL ASSISTING 363
- REGISTERED NURSING (ADN) 368
- VOCATIONAL NURSING 373

NATURAL SCIENCES

BIOLOGY 305

BIOTECHNOLOGY 311

NATURAL HISTORY 317

WILDLAND RESOURCES AND FORESTRY 321

BIOLOGY

Description

The primary goal of the Biology program is to provide the necessary pre-requisite courses for students to transfer to four-year institutions as well as those intending to pursue a career in allied health fields (nursing, physician assistant, pharmacy, physical therapy and dentistry).

The program prepares students to succeed once they leave Citrus College. The feedback the program receives from students concerning their preparedness for transfer after graduating from Citrus College is outstanding. The faculty members in the program strive to continually develop new curriculum and ensure that students obtain the requisite skills necessary to be successful within their academic careers.

Biology at Citrus College is projected to grow at an average annual growth rate of 1.14% between 2018 through 2028. Strong enrollment in the program provides the opportunity to train a large number of students to meet industry employment demands. The program maintains efficiency ratings (20.64) well above the college-wide average (15.75). Success, retention and completion rates in the program approximate those of the college in general.

Growth Projections

The health field will continue to grow in the foreseeable future and the demand for courses within the program will continue to increase. Nursing jobs alone are forecasted to increase by 17% in the next 10 years in Los Angeles County, accounting for close to 6,000 job openings. The pre-requisite courses for this sector have always been over-enrolled to accommodate as many students as possible. Also, the planned addition of two new chemistry labs in the Educational Development Center will provide the opportunity for program expansion.

Factors driving future growth include a student body in need of sufficient course offerings within the program. Fill rates continue to be exceptionally high, indicating significant student demand. Additionally, the development of new curriculum will enhance enrollment in the lecture-only courses offered by the program.

Factors inhibiting future growth primarily include limits to existing laboratory space as all current labs are in use throughout the week. The program's main limitations include laboratory space, equipment, supplies, and support staff. Science courses require lab space, and these labs have a limited number of students that they can accommodate.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Biology/Biological Sciences, General	26.0101	187,310	214,324	**27,015**	**14.4%**	15,077	12,309	4,835	10,242	$43.39
Biological and Physical Sciences	30.0101									

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

Note: Because much of the data for these two programs overlaps, we include only one line of analysis above.

- There are an average of 4,800 completions per year in Biology programs in Los Angeles County and an additional 475 awards per year in related programs, such as biochemistry and chemistry.
- There are 40 to 50 schools in the region with biology programs; Citrus College and Pasadena City College have had the most students graduate with biology associate degrees in the last five years.
- The number of biology-related positions is expected to grow significantly over the next decade; however, most require advanced training beyond associate degrees.
- Most jobs in related occupations will be replacement jobs, where current job holders are expected to retire or leave for other opportunities.
- While there are far fewer completions than available jobs among key related occupations, there are many related professions and programs of study which may contribute workers to this data as well.

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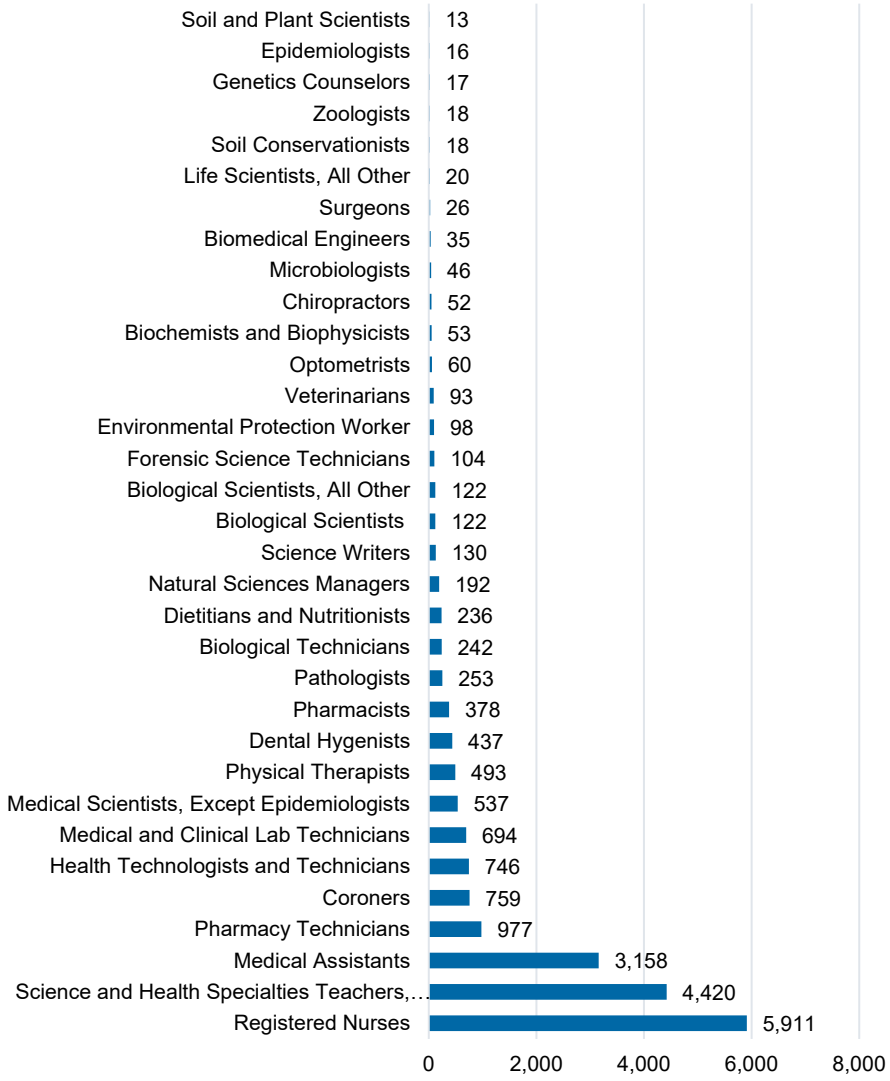
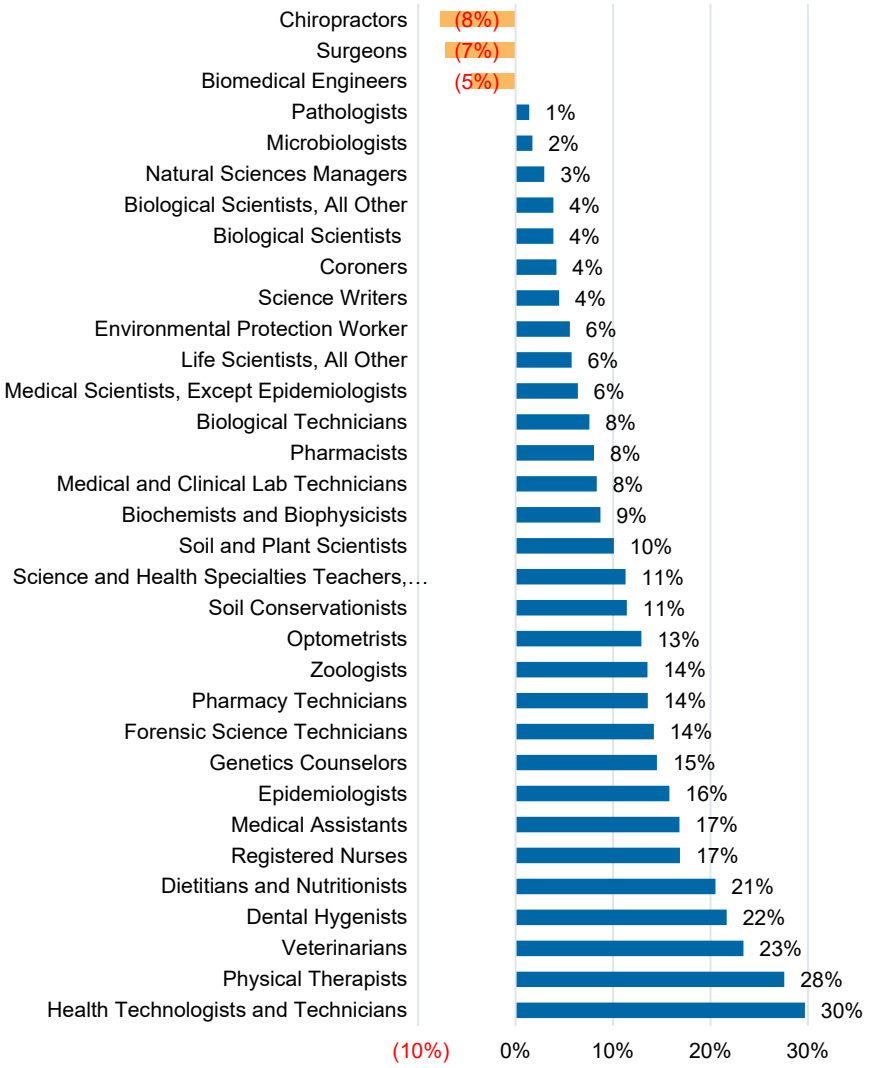
PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY

Annual Openings, Biology-Related Occupations, Los Angeles County, 2018 to 2028



Growth or Decline by Occupation, Los Angeles County, 2018 to 2028



Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: BIOL	363.60	14.27	377.87	18.31	20.64
Division: NPHS	812.11	31.85	843.96	52.82	15.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: BIOL	344.58	15.41	359.99	18.39	19.58
Division: NPHS	778.11	31.62	809.73	52.33	15.47
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: BIOL	29.10	1,949	88	2,037	2,004	101.65%
Division: NPHS	24.13	4,370	179	4,549	4,793	94.91%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: BIOL	28.36	2,016	94	2,111	2,087	100.94%
Division: NPHS	23.67	4,591	186	4,777	5,084	93.96%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: BIOL	86.92%	66.94%	89.53%	68.54%
Division: NPHS	88.83%	70.74%	90.07%	71.75%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: BIOL	11,783.33	462.45	**12,245.79**	11,166.94	499.53	**11,666.47**
Division: NPHS	26,318.38	1,032.18	**27,350.56**	25,216.53	1,024.72	**26,241.25**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: BIOL	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	5.47%	(7.96%)	1.61%	100.94%	0.91%	9.45%		
Ratings (3, 1, 0 OR -1)	3	-1	3	3	3	3	**2.33**	**1.14%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 2.33 program Growth Rating = 1.14% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The Biotechnology certificate program; an initiative of the Biology program; is now in its third year and the response from industry partners is positive. With this initiative, Citrus College is filling a niche that was previously identified and this program is developing and evolving well (see the next section for more information on the Biotechnology program). Additional course development has recently occurred within the program with the addition of a Biology of Cancer and a Biology of Infectious Disease course.

COLLABORATION AND INTERDISCIPLINARY STUDY

Faculty members regularly collaborate with faculty in diverse disciplines such as chemistry, physics, earth sciences, English, and math. Additionally, the program regularly collaborates with local high schools to provide high school students an opportunity to work in a college-level lab, and the program continues to support new partnerships with local high school partners.

TECHNOLOGY AND FACILITIES

The program is in the process of outfitting two new labs in the ED building that will be mainly used for chemistry, but they will also be able to support biology courses. The fact that these labs are located on the opposite side of campus will require the institution to hire a full-time laboratory technician with corresponding support staff.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The Biotechnology program was born out of the need for lab technicians in the workforce and enrollment in the program is steadily growing. Additionally, program curriculum within the allied health track meets the prerequisite needs of local nursing programs and employers within the health field.

PROGRAM GROWTH PROJECTIONS

Without additional lab and lecture space, the program has plateaued. Most of the biology courses are over-enrolled and, without additional space, expansion is limited. From 2014 to present, average fill rates within the program exceed 100% (101.15%). Over the coming decade, the Biology program is projected to grow at an average annual rate of 1.14% compared to only 0.49% for Citrus College as a whole. This projection indicates a strong desire of students to enter this field of study and the only way to accommodate more students is to expand the facilities and support staff.

BIOTECHNOLOGY

Description

The Biotechnology program at Citrus College offers a variety of courses to train students for entry-level positions as technicians in the local bioscience industry. For students intending to transfer to a four-year institution, the program increases career awareness and preparation for biological research opportunities. By successfully completing required courses, students may earn a certificate of achievement in biomanufacturing, as well as an associate in science degree in biotechnology.

Through the program, students gain a broad understanding of the basic concepts related to the field of biotechnology, biotechnology techniques utilized in the laboratory and various applications of biotechnology to address societal challenges. Over 270 hours of laboratory training ensure that students are proficient at safely calibrating and operating basic laboratory equipment found in either an academic or industry setting. Students work in teams to perform experiments that explore genetic engineering and the use of living cells for large-scale drug manufacturing. Visits to local companies provide students with an appreciation of career opportunities in the area surrounding Citrus College.

The most notable strengths of the program are its high retention and success rates, indicating that students who begin the program typically complete the program successfully and are awarded a certificate and/or an associate in science degree. These students possess the knowledge and requisite skills to join the biotechnology workforce with one of the many local biotechnology companies in the surrounding area, as evidenced by our recent success in placing our graduates at local companies.

Growth Projections

From the data presented below, there is more workforce demand in the field of biomedical technology than the supply of skilled graduates who complete biotechnology training at local colleges. This points to a need for expansion of biotechnology training programs to meet workforce needs within the biotechnology sector. The Citrus College Biotechnology program must remain a key supplier of individuals equipped with the necessary hard and soft skills to meet this growing demand.

Challenges to the future success and expansion of the Biotechnology program continue to be room availability, building infrastructure and technical support staff. The current biotechnology classroom also serves the Biotechnology 124 lab sections, which makes instruction difficult since the room is crowded with equipment. Lack of additional lab space prevents needed additions to equipment. Although industry partners have requested evening courses for biotechnology, expanding the current schedule is not possible without a dedicated biotechnology laboratory space. Electrical issues in the Life Science (LS) Building have hampered the quality of the biotechnology training students receive. Steps should be taken to ensure that the aging power infrastructure in the LS Building is properly maintained for student safety and effective learning.

Some recent graduates want to continue their education and earn a bachelor's degree. While these students won't be heading directly into the local biotechnology workforce, the program is looking to develop bridge internship opportunities with industry partners for these students following graduation from Citrus College's Biotechnology program.

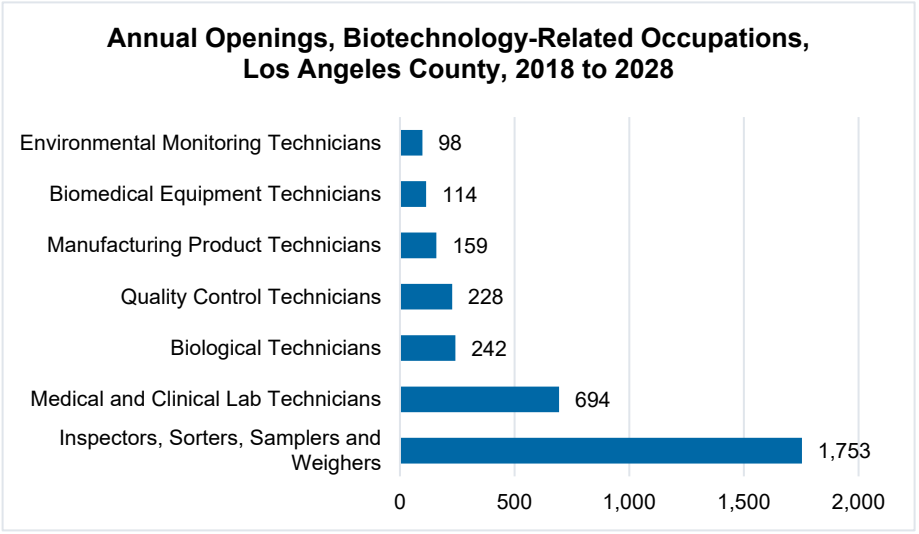
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

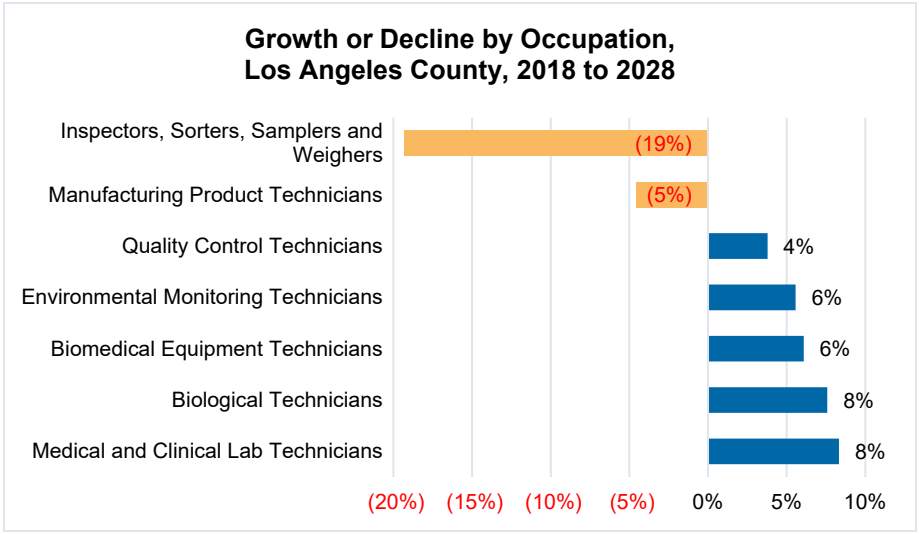
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Biomedical Technology/ Technician	15.0401	1,200	1,273	**73**	**6.1%**	114	106	57	**56**	$26.85

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 57 completions per year in local biomedical technology programs.
- Only five institutions in Los Angeles County offer similar programs. Citrus College is one of four community colleges which offers this program and certificates and/or associate degrees.
- The number of biomedical technology-related jobs is expected to grow over the next decade in Los Angeles County and in many cities near Citrus College.
- Current awards only account for about half of the demand for these jobs, based upon an estimate of demand for related occupations to this program

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: BIOT	6.67	0.00	6.67	0.64	10.37
Division: NPHS	812.11	31.85	843.96	52.82	15.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: BIOT	4.23	0.00	4.23	0.48	8.80
Division: NPHS	778.11	31.62	809.73	52.33	15.47
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: BIOT	18.00	18	0	18	20	90.00%
Division: NPHS	24.13	4,370	179	4,549	4,793	94.91%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: BIOT	12.20	12	0	12	14	89.71%
Division: NPHS	23.67	4,591	186	4,777	5,084	93.96%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: BIOT	83.33%	83.33%	90.16%	88.52%
Division: NPHS	88.83%	70.74%	90.07%	71.75%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: BIOT	216.16	0.00	**216.16**	137.08	0.00	**137.08**
Division: NPHS	26,318.38	1,032.18	**27,350.56**	25,216.53	1,024.72	**26,241.25**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: BIOT	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.03%	4.00%	3.01%	89.71%	0.59%	9.76%		
Ratings (3, 1, 0 OR -1)	0	3	3	1	1	3	**1.83**	**0.90%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1, and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.83 program Growth Rating = 0.90% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

A valued skill that is extremely useful in biomanufacturing is expertise in mammalian tissue culture. To increase the competitiveness of biotechnology graduates, the program should develop curriculum for a skills-based laboratory/lecture course in basic tissue culture techniques, with input from industry advisors and faculty from partner colleges.

COLLABORATION AND INTERDISCIPLINARY STUDY

The curriculum in the Biotechnology program is closely aligned with associated disciplines such as chemistry, biology and mathematics. Communicating with faculty in these disciplines will be important to ensure that students acquire the skills in these classes that are consistent with the needs of the Biotechnology program.

TECHNOLOGY AND FACILITIES

The Citrus College program has the potential to become a top biotechnology training program. For the program to grow and meet the needs of industry partners, it is essential that the program secure dedicated, new laboratory space that is larger than the current Biotechnology program space. Industry partners require that students be trained to safely calibrate and operate a multitude of laboratory equipment that requires adequate power and space to run properly.

Industry partners recommend that students be trained in a laboratory inventory management system (LIMS), computer maintenance software, data integrity and electronic data management. This illustrates the need for updated infrastructure that can accommodate computer workstations similar to those seen in the industry.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Program faculty meet regularly with industry partners to ensure that the skills acquired by students in the program match those necessary for employment within the industry. These relationships provide valuable input regarding curriculum development and relevant skills training and provide a direct link between the students and potential employers. BIOT 110 (Biotechnology I: Basic Lab Skills and Documentation) includes a tour of City of Hope to discuss research-based careers, as well as a visit to Prolacta Bioscience to discuss production-based careers. BIOT 150 (Biotechnology II: Biomanufacturing and Quality Principles) focuses on biomanufacturing and includes site visits to Grifols Biologicals and Gilead Sciences.

PROGRAM GROWTH PROJECTIONS

At the present time, the program is not projected to grow as the current space limitations place a ceiling on enrollment and student completion. The division dean will evaluate future space needs to accommodate a projected increase in the demand for skilled workers within the industry.

NATURAL HISTORY

Description

The Natural History program provides a variety of educational experiences to students interested in learning about topography, climate, geology, ecology, life zones, wildlife, plant life and human history of areas throughout the western United States and internationally. Study in these areas may lead to entry-level positions in the fields of forestry, fishery or wildlife management. Additional employment positions may be available in natural history museums, botanical gardens and other areas of outdoor education.

Curriculum within the program serves a diverse segment of the community, including career teaching professionals and students with a general interest in natural history. The curriculum is appropriate for students majoring in a natural science where exposure to a field-oriented learning experience complements the traditional lecture/lab experience characteristic of science transfer programs.

The demand and average class size for natural history classes has remained close to or above average for the past four years when compared to other programs in the Natural, Physical and Health Sciences division and Citrus College as a whole. Additionally, Natural History completion rates are significantly higher than the statewide average.

Growth Projections

Currently, one of six natural history classes is offered each fall and spring semester on a rotation. The new Associate of Science Degree in Wildland Resources and Forestry, which began in fall 2019, requires completion of at least one course within this discipline. Such a scenario will result in increased growth and demand for these courses.

Inhibiting growth factors include instructor availability and potential lack of student interest. The primary challenge facing the program is the availability of safe and reliable transportation. Currently, the college's vans are old with high mileage, which are satisfactory for short day trips, but not safe or dependable for extended field trips traveling long distances. Recently, the college has started renting vans to ensure safe travel. Purchasing new vans to better serve the natural history student body and the other Citrus College programs would enhance student opportunities and safety.

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: NAT	1.86	0.00	1.86	0.13	13.95
Division: NPHS	812.11	31.85	843.96	52.82	15.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: NAT	1.86	0.00	1.86	0.13	13.98
Division: NPHS	778.11	31.62	809.73	52.33	15.47
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: NAT	31.00	31	0	31	30	103.33%
Division: NPHS	24.13	4,370	179	4,549	4,793	94.91%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: NAT	25.90	30	0	30	32	94.38%
Division: NPHS	23.67	4,591	186	4,777	5,084	93.96%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: NAT	83.87%	77.42%	89.40%	86.09%
Division: NPHS	88.83%	70.74%	90.07%	71.75%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: NAT	60.28	0.00	**60.28**	60.41	0.00	**60.41**
Division: NPHS	26,318.38	1,032.18	**27,350.56**	25,216.53	1,024.72	**26,241.25**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: NAT	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.08%	(8.90%)	(8.03%)	94.38%				
Ratings (3, 1, 0 OR -1)	0	-1	-1	1			**-0.25**	**(0.12%)**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, -0.25 program Growth Rating =-0.12% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Natural history courses have been added as a mandatory class for completion of the Associate of Science Degree in Wildland Resources and Forestry. At the present time, the program offers six courses, covering geographic areas in deserts, coastlines and coastal mountains/islands. No further course development in this program is planned for the near future.

COLLABORATION AND INTERDISCIPLINARY STUDY

Faculty members in the program regularly collaborate with industry partners in the U.S. Forest Service, California Department of Fish and Wildlife, and local parks and recreation employees. The curriculum covers areas in both biological sciences and earth sciences, and faculty from both disciplines must be involved in the curriculum development and course delivery process.

TECHNOLOGY AND FACILITIES

Currently, program needs do not require significant classroom space, as most of the instruction takes place in the field. However, safe and reliable transportation is essential for the program.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The course content is consistent with the needs and skill expectations of local industry partners and provides students an introductory experience with a field environment.

PROGRAM GROWTH PROJECTIONS

Course offerings are not planned to increase in the future and will remain at one course/term. This pattern of course offerings is expected to remain the same for the next decade.

WILDLAND RESOURCES AND FORESTRY

Description

The Wildland Resources and Forestry (WRF) program prepares students for a variety of pre-professional careers, as well as a curriculum that prepares students to transfer to a four-year university to pursue a baccalaureate degree in biology, botany, conservation, ecology, education, environmental science, forestry, horticulture, organismal biology, natural resources, rangeland management, recreation, soil science, wildland fire management and wildlife management. The WRF student is also prepared to enter baccalaureate degree or professional programs/careers of specialized study/work in agriculture, conservation biology, resource ecology, entomology, environmental protection, fisheries and wildlife, forest management, hydrology, limnology, natural resource, naturalist, park ranger, soil science, silvicultural practice, wildlife law enforcement, and zoology.

Citrus College is the only institution in southern California to offer a program in general forestry studies. The seven WRF courses serve a diverse segment of the community, as well as a student population interested in gaining exposure to a field-oriented learning experience. A certificate of achievement is awarded to students with completion of the seven WRF classes. WRF program planning allows students to complete the certificate within three semesters. As of fall 2019, Citrus College offers an associate degree in Wildland Resources and Forestry. A cooperative education course (WRF FOR 698A), currently allows students to obtain internship/volunteer hours with local agencies that lead to an enhanced hiring potential.

The demand and average class size for WRF classes has remained above average for the past four years when compared to other programs within the Natural, Physical and Health Sciences division and Citrus College as a whole. WRF completion rates are significantly higher than the statewide average.

Growth Projections

With the start of the new Associate of Science Degree in Wildland Resources and Forestry in fall 2019, student program participation is expected to increase. The estimated average annual program growth rate from 2020 to 2030 is 1.14%. Job growth over the next 10 years is expected to grow by 4.4% with median hourly earnings in related occupations of $19.72 per hour. Over this period, course offerings within the program will increase accordingly to accommodate student and industry demand.

Field trips are a major part of the WRF program, so reliable and safe transportation is the only factor that could inhibit future growth.

The biggest challenge facing WRF and the Natural, Physical and Heath Science division is the lack of space needed to meet student demand, especially for biology, geology, chemistry and physics classes. With STEM being a major component of academia, new and improved facilities are greatly needed to meet future demands.

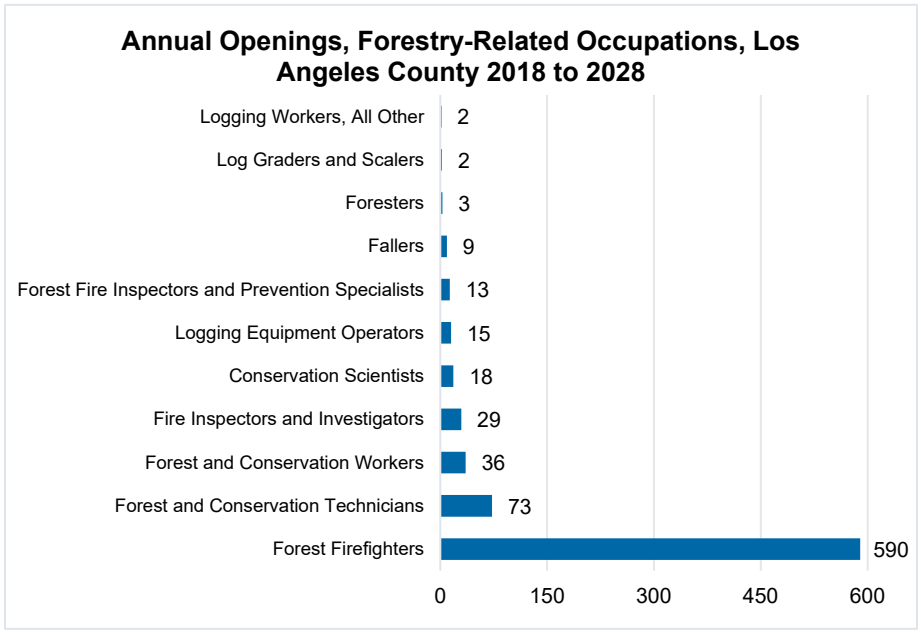
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

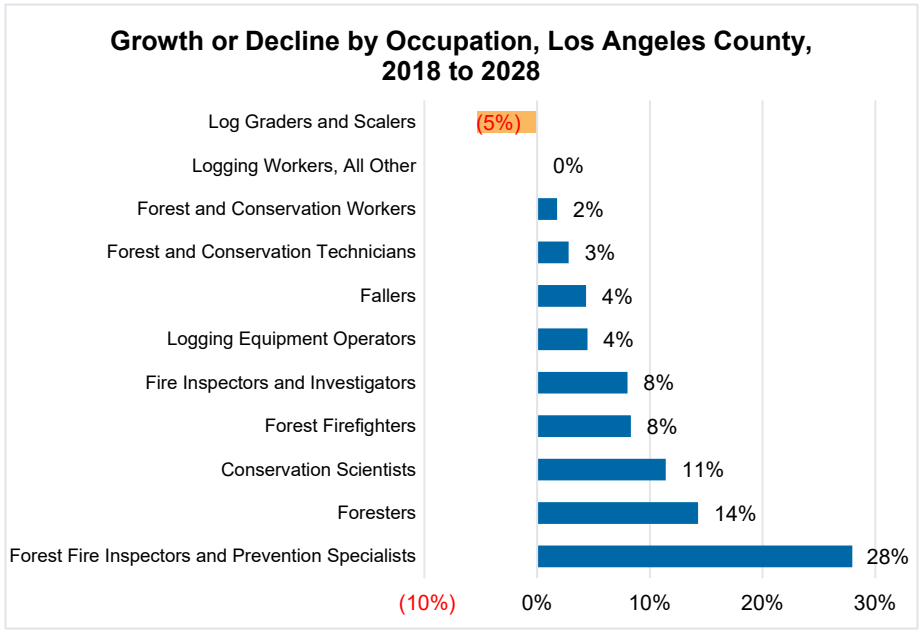
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Wildland Resources and Forestry	3.0501	1,045	1,091	**46**	**4.4%**	130	125	21	**109**	$19.72

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 21 completions per year in general forestry studies programs in Los Angeles County and at least an additional nine awards per year in related programs, such as natural resources.
- Citrus College is the only institution in Los Angeles County to offer a program in general forestry studies.
- The number of forestry-related jobs is expected to grow slightly over the next decade in Los Angeles County.
- The demand for forestry-related workers is greater than the current number of annual completions. This is especially true for forest and conservation technicians, forest firefighters and inspectors.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: WRF	19.68	0.10	19.78	0.60	32.97
Division: NPHS	812.11	31.85	843.96	52.82	15.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: WRF	17.20	0.10	17.30	0.60	28.84
Division: NPHS	778.11	31.62	809.73	52.33	15.47
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: WRF	47.25	188	1	189	181	104.42%
Division: NPHS	24.13	4,370	179	4,549	4,793	94.91%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: WRF	47.00	164	1	165	157	105.35%
Division: NPHS	23.67	4,591	186	4,777	5,084	93.96%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: WRF	89.95%	79.37%	92.12%	83.27%
Division: NPHS	88.83%	70.74%	90.07%	71.75%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: WRF	637.78	3.24	**641.02**	557.54	3.24	**560.78**
Division: NPHS	26,318.38	1,032.18	**27,350.56**	25,216.53	1,024.72	**26,241.25**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: WRF	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.43%	5.42%	5.40%	105.35%	0.77%	100.00%		
Ratings (3, 1, 0 OR -1)	1	3	3	3	1	3	**2.33**	**1.14%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 2.33 program Growth Rating = 1.14% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Citrus College now offers an Associate of Science Degree in Wildland Resources and Forestry. Additionally, the course delivery protocol allows students to complete the program within three semesters, and it includes both day and evening course offerings.

COLLABORATION AND INTERDISCIPLINARY STUDY

Faculty members within the program actively collaborate with faculty in diverse disciplines including biology, chemistry and earth sciences, regarding course content.

TECHNOLOGY AND FACILITIES

Safe and reliable transportation is essential for the WRF program.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

According to the WRF advisory committee, the WRF program effectively prepares students for four-year colleges and/or professional careers within the realm of natural resources.

PROGRAM GROWTH PROJECTIONS

The WRF program's estimated average annual growth rate from 2020 to 2030 is 1.14%. This small increase can be accommodated by the program as classes are offered during the morning, afternoon, and evening with open seats in most sections. Additionally, the program offers three separate courses each term, which allows students the opportunity to choose among open classes to meet their needs.

PHYSICAL SCIENCES

ASTRONOMY 327

CHEMISTRY 332

EARTH SCIENCES 337

PHYSICS 342

ASTRONOMY

Description

The Astronomy program provides physical sciences general education classes (with or without lab) for students in non-STEM majors. As a result, it serves a broad cross-section of the college student population.

Astronomy program courses feature a strong emphasis on active learning techniques that emphasize student participation in class and the development of critical thinking skills. Faculty members create a classroom environment which challenges students to apply an understanding of physical processes and observations to new situations, to learn how scientists explore the universe. Astronomy faculty members have developed online lecture materials that are now used at several area colleges.

The program has improved student success and retention in recent years. The apparent drop in the data in the last two years comes from focusing just on fall semesters – the year-long success rates have been steady or rising over this period. As indicated in the accompanying data tables, completion rates in Astronomy have increased from 55.81% to 59.15% from 2014 through 2018. Likewise, retention rates have increased from 78.68% to 81.38% during this period.

Growth Projections

There will be a slight increase in demand among astronomy-related professions in the next decade in Los Angeles County, and more openings than completions in related programs of advanced study of astronomy and related disciplines. At Citrus College, at the lower division level, students with an interest in careers in astronomy are generally required to focus on physics and mathematics classes. As a general education-focused curriculum, the growth of the Astronomy program is tied more closely to the overall college population, particularly in non-STEM areas that lead to degrees and certificates.

Currently, most sections of astronomy are lecture-only sections, with just two lab sections offered. As the college moves to a Guided Pathways model and more students are encouraged to take their general education labs in physical science, this could create an opportunity to offer more lab-based astronomy classes to serve this need. The growth of online education is another important trend. Currently, Planetary Astronomy (ASTR 115) is one of the few science classes offered in an online format and, as a result, it fills consistently. Adding additional sections of online astronomy would help improve the growth of the program.

Astronomy is a small program serving a general education audience. As such, its growth depends as much on other programs offering similar general education credit as it does on the programming astronomy itself offers. As a result, maintaining good coordination with other science

general education programs will be necessary in keeping an appropriate balance of lab and non-lab offerings to serve students' needs for transfer and associate degrees.

Astronomy also has strong potential for outreach to the community. Both full-time astronomy faculty members have given public presentations to interested groups in the area. Developing outreach programs that could take advantage of public interest in astronomy could improve the visibility of the college and its STEM programs.

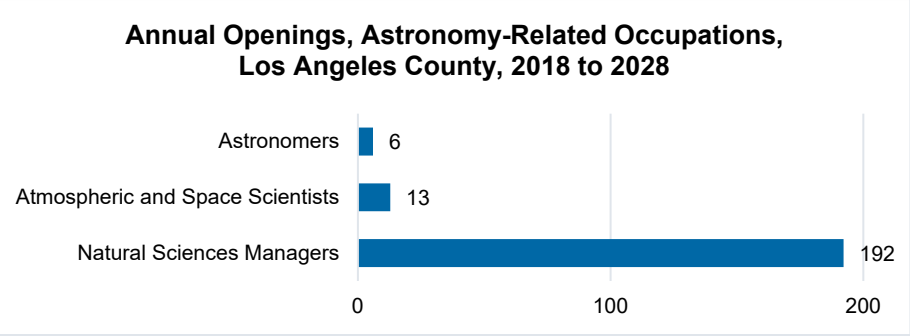
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

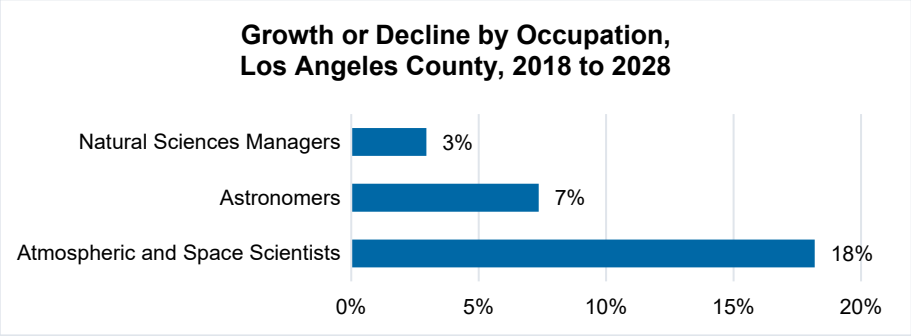
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Astronomy	40.0201	2,375	2,448	**73**	**3.1%**	198	191	10	**188**	$44.24

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of ten completions per year in astronomy programs in Los Angeles County and an additional 6,800 awards per year in related science degree programs, such as physics and biological/physical sciences.
- Most awards are at the bachelor's level or above from UCLA and USC, key programs for Citrus College graduates who want to pursue astronomy as a career.
- There will be some slight job growth in astronomy-related jobs in Los Angeles County. Most job openings in astronomy-related occupations are expected to be from replacement positions, where people are leaving and/or retiring.
- There appears to be a higher demand for astronomy-related workers than there are graduates in local programs. At least two institutions in Los Angeles County offer astrophysics, which award an additional 27 students with degrees each year.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: ASTR	30.01	0.30	30.31	1.74	17.42
Division: NPHS	812.11	31.85	843.96	52.82	15.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: ASTR	35.99	0.94	36.94	2.02	18.29
Division: NPHS	778.11	31.62	809.73	52.33	15.47
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: ASTR	32.25	255	3	258	336	76.79%
Division: NPHS	24.13	4,370	179	4,549	4,793	94.91%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: ASTR	33.15	317	8	325	413	77.32%
Division: NPHS	23.67	4,591	186	4,777	5,084	93.96%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: ASTR	78.68%	55.81%	81.38%	59.15%
Division: NPHS	88.83%	70.74%	90.07%	71.75%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.12%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: ASTR	972.55	9.72	**982.27**	1,166.41	30.59	**1,197.00**
Division: NPHS	26,318.38	1,032.18	**27,350.56**	25,216.53	1,024.72	**26,241.25**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: ASTR	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.84%	(12.79%)	(3.07%)	77.32%	0.38%	0.00%		
Ratings (3, 1, 0 OR -1)	1	-1	1	1	1	0	**0.50**	**0.25%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 0.50 program Growth Rating = 0.25% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The curriculum within the program is focused primarily on planetary and stellar astronomy. Curriculum in these two areas is sufficient to meet student demand and the program will not experience significant growth in the near future. No new degrees or certificates are planned for development in the next few years. However, the department is considering expanding online options and increasing the number of lab-based courses offered each semester.

COLLABORATION AND INTERDISCIPLINARY STUDY

Astronomy faculty members frequently collaborate with faculty in multiple disciplines across campus, including other disciplines with the physical sciences, natural sciences and social sciences.

TECHNOLOGY AND FACILITIES

The program currently utilizes one room in the Mathematics/Sciences Building that serves as both lecture and laboratory space. This space is equipped with the necessary technology to meet instructional needs.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

As a general education program, the curriculum does not lead to direct employment within the local areas in STEM fields. However, the program does meet the physical sciences needs of students intending to transfer to four-year institutions in both STEM and non-STEM-related fields.

PROGRAM GROWTH PROJECTIONS

Enrollment in the program has been in decline for several years. Currently, there are no plans to increase course offerings to students as existing sections have fill rates lower than other disciplines within the Physical, Natural and Health Sciences division. However, to boost enrollment in the program, the faculty are considering increasing the number of lab-based courses and reducing the number of lecture-based courses. Such a change will allow more students at Citrus College to obtain the physical science lab courses they need for graduation and transfer.

CHEMISTRY

Description

The primary purpose of the Chemistry program is to educate and train students in the principles and practices of chemistry-related topics that focus on the structure, composition, and transformation of matter and energy. The curriculum covers relevant processes that occur both in nature and synthetically in everyday applications. Many of the topics covered cross multiple science disciplines, including biology, biotechnology, physics, engineering, medical science and material science. Chemistry's central role in many recent technological advances in these fields continues to motivate faculty and staff to remain current with emerging technologies and new applications developing across diverse scientific fields.

The premier strength of the Chemistry program remains the continuing commitment to excellence in instruction. The courses offered maintain rigorous content with special emphasis on knowledge and understanding that is required to prepare students to enter traditional and newly developing fields. All coursework contains a laboratory component that functions to help each student acquire specific skills in performing laboratory protocols and in the collection of scientific data. The experience gained by students in the laboratory helps students to clarify and reinforce content learned during lecture sessions.

The fill, retention and completion rates of students in chemistry remain noteworthy strengths of the program. Fill rates exceed the average for Citrus College and both course completion and retention rates approximate those of Citrus College and statewide averages.

Growth Projections

Future growth in this discipline is dependent on the addition of new laboratory facilities, as the existing facilities are at capacity. The occupation growth analysis indicates increased demand for chemistry graduates in the areas of secondary education and environmental science/engineering. The coursework offered in the program allows students to complete curriculum consistent within these two occupational areas. Additionally, the program is interested in designing curriculum to meet the needs of the nanotechnology field to provide students with the requisite skills to secure employment in this sector.

A key factor inhibiting growth has been the lack of sufficient modern laboratory space. The current laboratory space continues to run at capacity in terms of available equipment, lockers and working laboratory bench space. This is evidenced by existing fill rates within the program that exceed 100%, as most of the laboratory sections offered remain at capacity throughout the entire semester.

Faculty are concerned that the removal of the required mathematics prerequisite curriculum in some entry-level Chemistry courses may lead to students entering those courses underprepared in mathematics. With respect to growth, the greatest opportunity for the program involves two new laboratory facilities under construction in the Educational Development Center. The completion of these new facilities will open new entry-level course sections that are currently overbooked with eager students trying to enroll and complete their required prerequisite chemistry coursework.

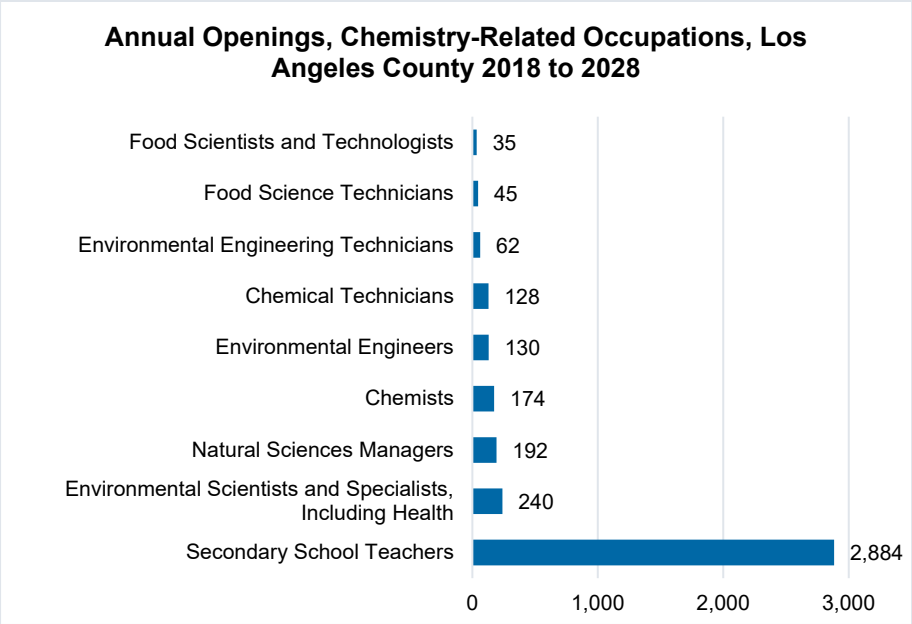
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

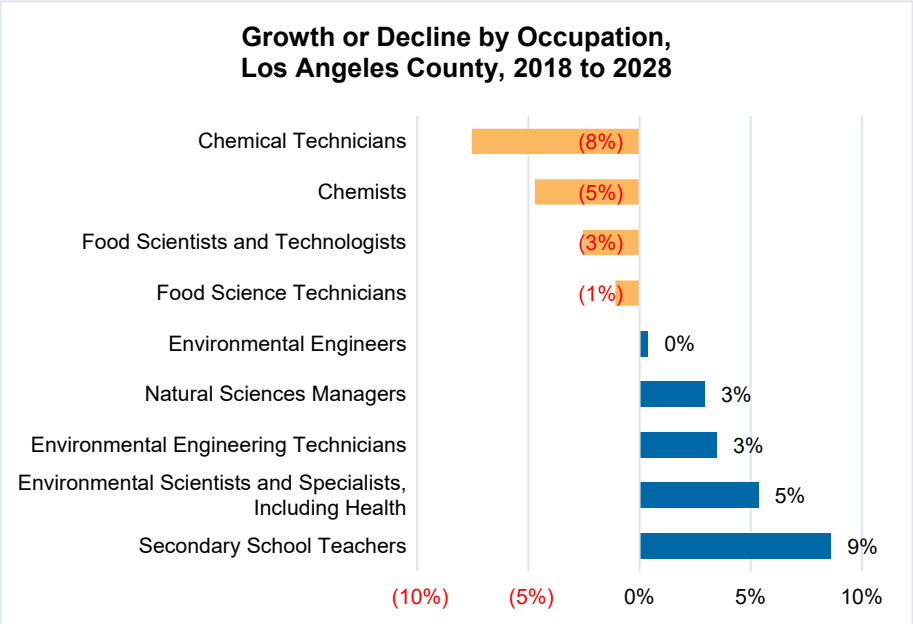
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Chemistry	40.0501	5,772	5,635	**(136)**	**(2.4%)**	494	488	465	**30**	$38.40

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 465 completions in chemistry studies programs in Los Angeles County.
- 29 institutions have recently graduated students from chemistry programs; only about seven percent are associate degrees, the rest are bachelors or higher.
- The number of chemistry-related jobs is expected to decline over the next decade in Los Angeles County, however, many related occupations are projected to grow nationwide.
- Most job openings in chemistry-related occupations are coming from replacement positions, where people are leaving existing positions.
- There does remain a small gap in demand for more chemistry awardees among related occupations, such as chemists and chemical techs, natural sciences managers and in chemistry and other science-related teaching positions.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: CHEM	136.47	3.85	140.32	9.36	15.00
Division: NPHS	812.11	31.85	843.96	52.82	15.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: CHEM	124.61	4.18	128.78	8.37	15.39
Division: NPHS	778.11	31.62	809.73	52.33	15.47
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: CHEM	22.27	477	13	490	490	100.00%
Division: NPHS	24.13	4,370	179	4,549	4,793	94.91%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: CHEM	22.91	467	16	483	459	105.33%
Division: NPHS	23.67	4,591	186	4,777	5,084	93.96%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: CHEM	85.77%	70.12%	87.59%	71.68%
Division: NPHS	88.83%	70.74%	90.07%	71.75%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: CHEM	4,422.64	124.77	**4,547.41**	4,038.22	135.33	**4,173.56**
Division: NPHS	26,318.38	1,032.18	**27,350.56**	25,216.53	1,024.72	**26,241.25**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: CHEM	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	1.25%	(4.17%)	(0.92%)	105.33%	0.64%	0.00%		
Ratings (3, 1, 0 OR -1)	1	1	1	3	1	0	**1.17**	**0.57%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.17 program Growth Rating = 0.57% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Future curriculum and programming issues involve an overall expansion of introductory course section offerings, and modernizing content to include information relevant to biotechnology, nanoscience and engineering. Additional curriculum enhancements include the development of new instructional materials in applied mathematics within chemistry, expansion of course offerings in an online education format, and the development of instructional video presentations and network computer programs to help analyze experimental data and results.

COLLABORATION AND INTERDISCIPLINARY STUDY

Faculty in the program regularly collaborate with faculty in biology, biotechnology, physics and computer science disciplines to integrate specific content that serves to better prepare students in those programs. In addition, increased collaboration with nearby CSU and UC programs, as well as technical programs in nanoscience, biotechnology and bioengineering fields, will help to develop transfer programs for students pursuing bachelor of science degrees at these universities. Additional collaboration with faculty in nanoscience and water quality certificate programs and high school teachers will aid in student recruitment and curriculum enhancement.

TECHNOLOGY AND FACILITIES

The completion of the new laboratory facilities and classrooms in the Educational Development Center will help to allow the program to serve more students each year. Additional enhancements and modernization of the existing laboratory space in the Physical Sciences Building will help to ensure that the program continues to provide high-quality learning opportunities for students.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

In order to meet the needs of local industry, faculty in the program must communicate and collaborate with local governments, companies and schools to understand the emerging areas for career and job growth expected in their area. Additional strategies for meeting industry needs include discussion with employers regarding the overall impact of curriculum development in specific areas that will provide students with the skills they need to enter the labor market upon transfer and graduation.

PROGRAM GROWTH PROJECTIONS

The Chemistry program plans to add more classes to its course offerings to eliminate the backlog in student enrollment currently associated with introductory chemistry courses. The addition of two new labs in the Educational Development Center will allow the program to grow by an estimated 20% over the next several years.

EARTH SCIENCES

Description

The primary goal of the Earth Sciences program is to transfer students with a strong foundation in earth sciences to a four-year college or university where they will be prepared with a background in geology, oceanography, climate science and industry-relevant career paths. Additionally, the program provides non-science students with a comprehensive understanding of the earth and its natural processes, the relationship between humans and the planet and relevant global events observed through an earth sciences lens.

The program prepares students with a wide variety of practical skills to help them be successful in their chosen area of study. This includes proficiency in relevant technology, such as Google Earth, Google Maps, ArcGIS and Google Scholar. The program strengthens students' understandings of maps and the interpretation of satellite, geologic, topographic and terrain data, and how to apply this understanding to their career goals. Finally, the program provides students with a robust understanding of the complex relationship between humans and the planet, and it provides guidance into fields, such as environmental protection, sustainable energy, education, research, government and geological engineering.

In fall 2018, the Earth Sciences program had higher retention rates than the California statewide rate. Fill rates are on par with the college. The program aligns students along career paths and currently experiences annual growth rates with local job availability exceeding program completions.

Growth Projections

Occupational growth analysis demonstrates an increase in the demand of earth sciences graduates in all fields except for geophysical technicians. The current program drives students towards growing fields such as environmental science and engineering, with less focus on geophysical extraction as petroleum geology careers anticipate a nationwide decrease.

Factors driving growth include the availability of earth sciences careers, student interest in geology and increasing job opportunities. Non-resident growth has decreased as of fall 2018.

Geology as a combined lecture/laboratory course is a significant financial commitment for students in terms of textbooks and laboratory manuals. Most students struggle to afford textbooks and often find issues with textbook rental where relevant pages have been ripped out. This results in poorer test grades and poses difficulties with classroom time management. Students would also benefit from the hands-on experiences that university students receive via field trips. These trips are costly but are highly beneficial for developing successful geology students with applicable career experience.

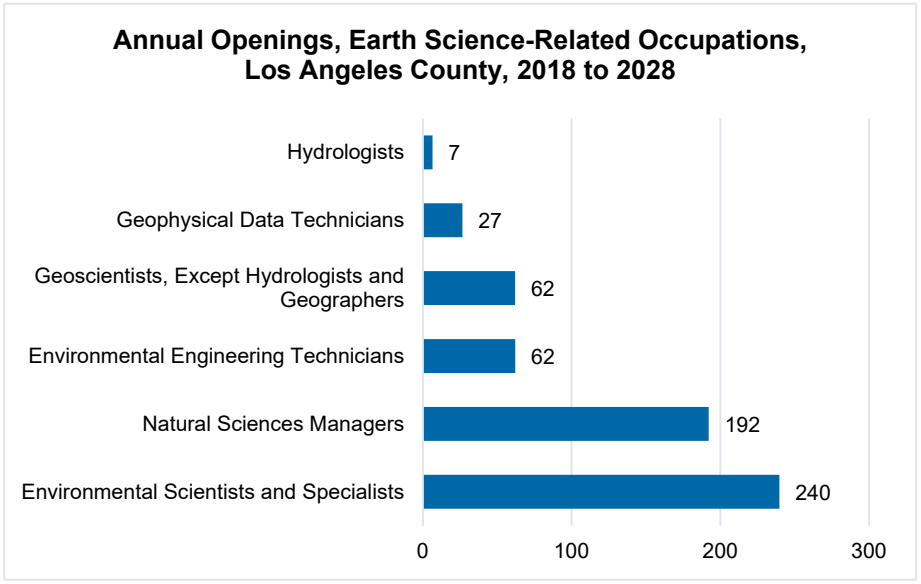
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

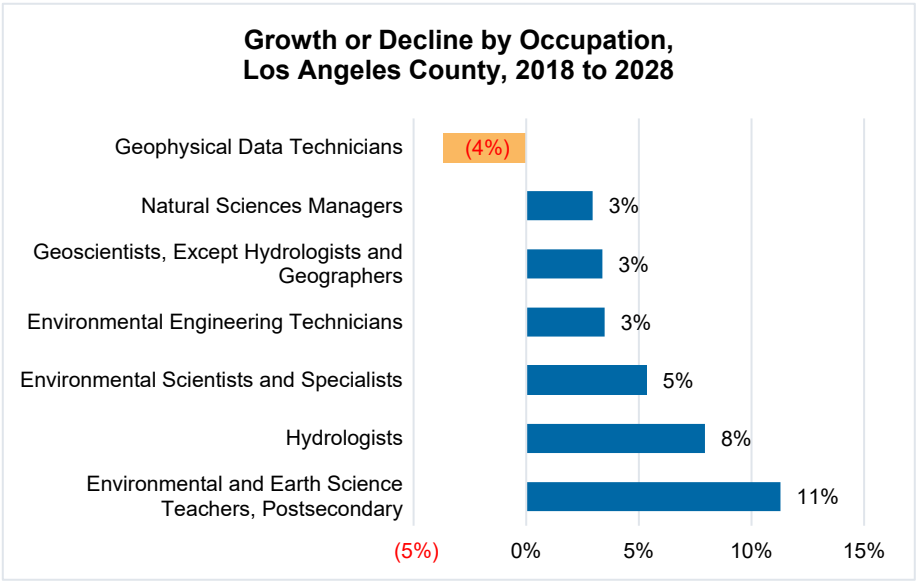
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Earth Sciences	40.0601	3,022	3,116	**94**	**3.1%**	261	251	151	**109**	$41.42

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 151 completions per year in general earth sciences programs in Los Angeles County and an additional 1,300 awards per year in related programs.
- Citrus College is one of 20 schools which offers earth sciences programs; most awards are for bachelor's degrees or higher. Cal State Long Beach, Cal State Northridge and Cal Poly Pomona have the most students graduating with earth sciences degrees.
- The number of earth sciences-related jobs is expected to grow slightly over the next decade in Los Angeles County and many related occupations are projected to grow nationwide. Most regional job openings in earth sciences-related fields are coming from replacement positions.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: ESCI	52.81	1.66	54.47	2.92	18.63
Division: NPHS	812.11	31.85	843.96	52.82	15.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: ESCI	53.85	1.76	55.61	3.14	17.73
Division: NPHS	778.11	31.62	809.73	52.33	15.47
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: ESCI	34.64	367	14	381	428	89.02%
Division: NPHS	24.13	4,370	179	4,549	4,793	94.91%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: ESCI	31.92	419	16	435	518	83.71%
Division: NPHS	23.67	4,591	186	4,777	5,084	93.96%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: ESCI	92.03%	63.19%	90.93%	62.14%
Division: NPHS	88.83%	70.74%	90.07%	71.75%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: ESCI	1,711.44	53.80	**1,765.23**	1,745.14	57.17	**1,802.31**
Division: NPHS	26,318.38	1,032.18	**27,350.56**	25,216.53	1,024.72	**26,241.25**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: ESCI	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	1.13%	(9.89%)	(2.19%)	83.71%	0.37%	0.00%		
Ratings (3, 1, 0 OR -1)	1	-1	1	1	1	0	**0.50**	**0.25%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 0.50 program Growth Rating = 0.25% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The program provides a broad but limited series of courses for non-major students to meet their general education graduation and transfer requirements. In order to increase course options, several new courses are currently under consideration for future development and addition to the semester schedule. These courses include historical geology, field geology (geology of Death Valley), and climate change and natural disasters.

COLLABORATION AND INTERDISCIPLINARY STUDY

As a general education program, the curriculum is directly connected with physical sciences, especially chemistry and physics. Additionally, program faculty are currently developing an earth sciences honors transfer program and a new earth sciences associate degree for transfer.

TECHNOLOGY AND FACILITIES

The existing laboratory dedicated to earth sciences in the Technical Education building (TE 122) is aged and antiquated. However, the configuration and status of the room meet the necessary requirements for the curriculum. In order to enhance the student experience, faculty are currently evaluating options for laboratory offering options using Google Earth virtual reality.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Full-time faculty will be attending conferences and workshops to seek out environmental industry partners to work closely alongside students and assess their interests and relevant career paths.

PROGRAM GROWTH PROJECTIONS

The Earth Sciences program is expected to increase in student completions with the presence of full-time faculty and an expanding curriculum. The recent growth in student enrollments within the program will serve to meet projected regional job growth rates associated with environmental scientists and geoscientists.

PHYSICS

Description

Courses offered in physics are foundational courses in all STEM fields and lay the groundwork for careers in STEM, medicine, law and business. Additionally, the Physics program also offers courses to satisfy physical science general education requirements.

The strengths of the Physics program are varied. Physics faculty members work collaboratively to improve all aspects of the program, including modifying curriculum and planning logistics. The faculty members are actively engaged in the learning process and regularly attend professional development workshops focused on teaching and learning. Faculty actively seek opportunities to engage students in a variety of in-class and extracurricular activities, such as the Physics Festival and intercollegiate STEM competitions.

In addition to the attributes contributed to the program by the faculty, students within the program serve as a significant source of strength. Students are heavily involved in planning, organizing and facilitating outreach events within the local community, including schools in Glendora, Claremont, Azusa and Duarte and at shelters in Los Angeles. Citrus College physics program graduates transfer to desired universities including prestigious schools such as Columbia University, University of California, Berkeley, and Embry-Riddle Aeronautical University. And, they are regularly accepted into highly competitive STEM internships and gain employment in high-demand fields and highly respected companies including NASA, NASA Jet Propulsion Laboratory (JPL), Boeing and Northrop Grumman.

The 74% completion rate for physics students is significantly higher than Citrus College and statewide averages, which are both at about 70%. This reflects the dedication of program faculty to student success and student motivation. Additionally, the fill rate for physics courses, at about 98%, is significantly higher than the Citrus College rate of about 89%. This is an indicator of the high demand for physics classes and student interest in completing those classes at Citrus College.

Growth Projections

The included data set only includes information about physics, but the Physics program serves all STEM fields with a high demand for a qualified workforce. Projections in the field remain strong at a 5% job growth rate over the next 10 years. However, students completing a degree in physics are employable in many other STEM fields outside of the discipline. These fields include mathematics, astronomy, engineering and other closely related physical science disciplines.

Factors that may drive future growth include a significant demand for a qualified workforce in STEM fields that require physics courses as a foundation. Inhibitors of potential future growth within the program include a lack of lab space and limited classroom space designed with good physics pedagogy in mind.

Primary challenges facing the program include limited lab space for courses, faculty at full load preventing further offerings and classroom space designed with good physics pedagogy in mind. Additional challenges derive from limited available space necessary for interdisciplinary collaboration for student projects culminating in participation in intercollegiate STEM competitions.

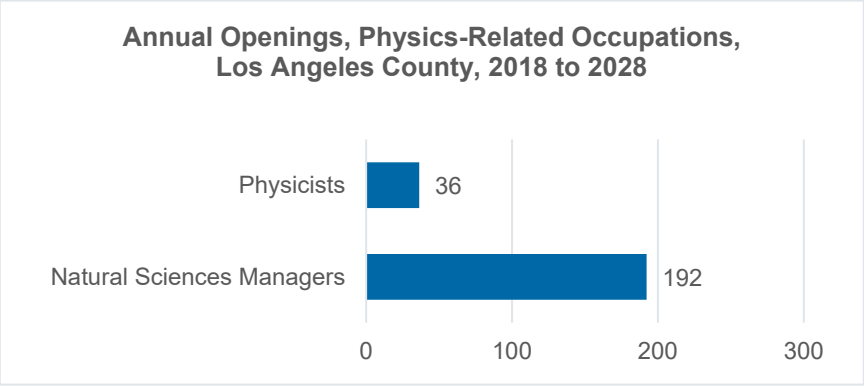
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

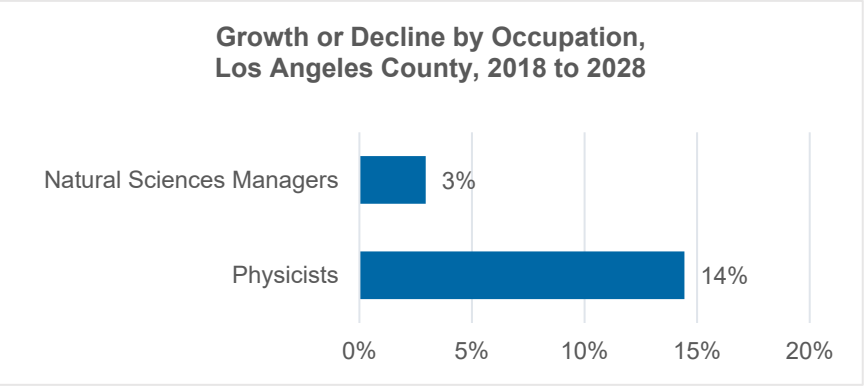
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Physics	40.0801	2,682	2,803	**121**	**5%**	229	216	506	**(277)**	$42.57

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 506 completions per year in physics programs in Los Angeles County. Rates of completion have nearly doubled from 2013 to 2017.
- About 28 percent of completions are among associate degree programs; Citrus College holds about six percent of these awards.
- Physics-related positions are projected to grow over the next decade, though most openings will be from replacements in existing positions.
- There are more students graduating with degrees than there are positions in directly related occupations in Los Angeles County, however, most physics students go on to advanced degrees before entering the labor market.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: PHYS	45.06	9.77	54.83	3.98	13.78
Division: NPHS	812.11	31.85	843.96	52.82	15.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: PHYS	42.53	7.51	50.05	3.73	13.42
Division: NPHS	778.11	31.62	809.73	52.33	15.47
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: PHYS	17.79	203	46	249	255	97.65%
Division: NPHS	24.13	4,370	179	4,549	4,793	94.91%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: PHYS	18.11	203	40	243	254	95.66%
Division: NPHS	23.67	4,591	186	4,777	5,084	93.96%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: PHYS	93.98%	73.49%	90.69%	74.38%
Division: NPHS	88.83%	70.74%	90.07%	71.75%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: PHYS	1,460.28	316.62	**1,776.90**	1,378.42	243.51	**1,621.93**
Division: NPHS	26,318.38	1,032.18	**27,350.56**	25,216.53	1,024.72	**26,241.25**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: PHYS	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.63%	(2.89%)	1.74%	95.66%	0.44%	2.00%		
Ratings (3, 1, 0 OR -1)	1	1	3	1	1	1	**1.33**	**0.65%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.33 program Growth Rating = 0.65% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Future goals of the program with respect to curriculum and programming include the development of a UC Transfer Pathway in physics and the development of online education hybrid courses necessary to meet physical science general education requirements.

COLLABORATION AND INTERDISCIPLINARY STUDY

Future direction of the program is dependent upon collaboration with other programs and interdisciplinary study opportunities for students. Program faculty would like to pursue the development of learning communities with math, engineering, biology, chemistry and general education offerings. Further enhancement of the program can be facilitated through the exploration of collaborations between the physics program and the biology, chemistry, automotive and computer sciences programs. Faculty in the program would also like to explore further collaborations with local high schools, four-year institutions and industry partners.

TECHNOLOGY AND FACILITIES

The program can be enhanced via the development of additional classroom and laboratory space that facilitate active learning for large class sizes.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Few opportunities exist for direct employment with an associate degree in physics. However, program faculty would like to investigate possible technician-type certifications that might be offered in collaboration with engineering or CTE.

PROGRAM GROWTH PROJECTIONS

Job growth projections do not fully represent demand and growth required in the physics program because the data only includes information about physics careers. However, the Physics program serves all STEM fields with a high demand for a qualified workforce. Growth in all these fields will drive growth in the Physics program. However, this growth cannot happen without adequate facilities.

HEALTH SCIENCES

EMERGENCY MANAGEMENT 348

EMERGENCY MEDICAL TECHNICIAN 353

NURSE ASSISTANT / HOME HEALTH AIDE 358

REGISTERE DENTAL ASSISTING 363

REGISTERED NURSING (ADN) 368

VOCATIONAL NURSING 373

EMERGENCY MANAGEMENT

Description

The Emergency Management and Homeland Security (EM/HS) program consists of courses in each respective field. Emergency management, as a career, is part of a larger arena of public safety career fields. The program prepares students for employment in many areas of the EM/HS career fields, also referred to as first responders. EM/HS positions can be assigned as primary career positions or in other public-related positions that have EM as a collateral duty. Examples of EM/HS-related careers are local, state or federal emergency management agencies, such as a county office of emergency services, the California Governor's Office of Emergency Services, the Federal Emergency Management Agency (FEMA), and U.S. Immigration and Customs Enforcement (ICE).

The Citrus College EM/HS program is the first emergency management and homeland security program in the California Community Colleges System approved by the U.S. Department of Homeland Security. The program is staffed with faculty who are subject matter experts in the EM/HS field. The program appears on the FEMA website of approved higher education programs.

In addition to approval by the U.S. Department of Homeland Security, the program has other notable attributes. For instance, it offers classes in an entirely online format, making this program desirable for working adults. Additionally, the program has a 93% retention rate.

Growth Projections

Growth within the EM/HS career field is projected to be 5.5% over the next 10 years, with most of the growth occurring in the federal government. Although the homeland security field has many job openings, the current political environment discourages some students from obtaining federal law enforcement positions (e.g., U.S. Department of Homeland Security and U.S. Customs and Border Protection). Students at Citrus College often enroll in program courses as electives without a specific career in mind.

The EM/HS curricula includes real world, pertinent and current didactic information tied to the goals of the emergency management communities at the local, state and federal level. Students struggle with the concepts presented, as they have not had the work experience component or involvement within the emergency management community. However, the design of the program provides the opportunity for faculty to work directly with students to help them overcome their limited experience in the field.

There has been success in the program as the inaugural group of students now are close to completing their degree requirements and will move out into the workforce to seek career opportunities. Student enrollments and course offerings have grown since the program's implementation. However, some classes fail to fill to capacity.

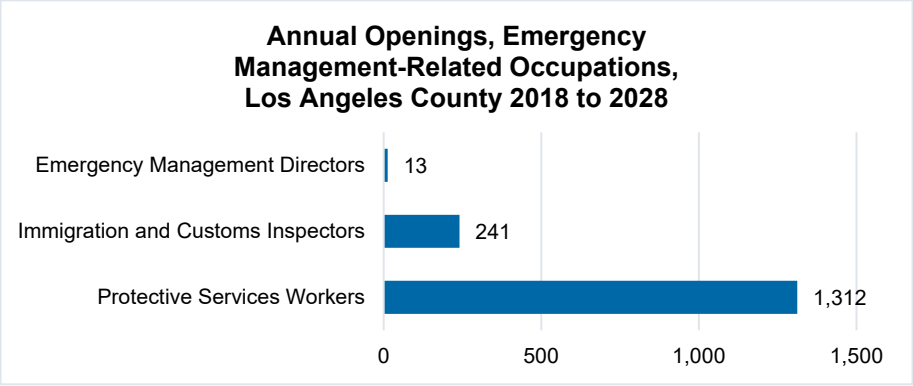
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

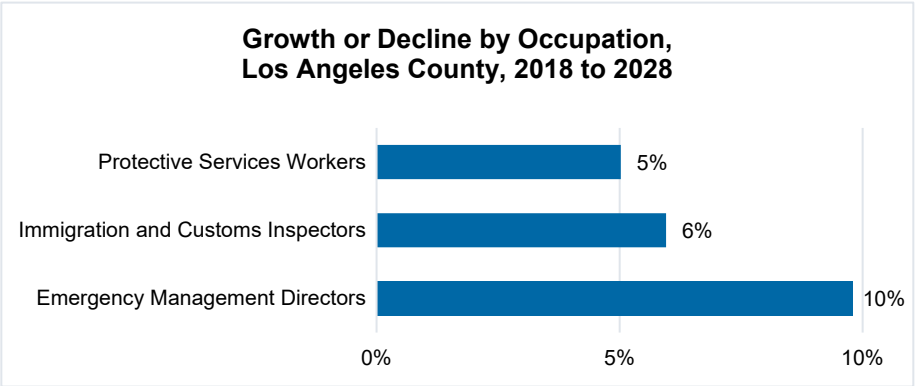
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Emergency Management and Homeland Security	43.0301	8,719	9,197	**477**	**5.5%**	1,566	1,518	200	**1,366**	$26.84

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 200 completions per year in emergency management programs in Los Angeles County and an additional 2,200 awards per year in related programs, such as safety studies and public administration, which may have some overlap in outcomes.
- Citrus College is one of five institutions which has recently graduated students from emergency management programs; 65% of all awards are certificates.
- The number of emergency management-related jobs is expected to grow over the next decade in Los Angeles County, though most job openings in emergency management related fields are coming from replacements, where people are leaving existing positions.
- There is more demand for emergency management workers than there are graduates of local programs. While there are similar programs expanding the pool of available workers for these positions, there is projected to be greater demand than supply.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: EMER	1.48	0.00	1.48	0.20	7.40
Division: NPHS	812.11	31.85	843.96	52.82	15.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: EMER	3.04	0.05	3.09	0.36	8.58
Division: NPHS	778.11	31.62	809.73	52.33	15.47
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: EMER	16.00	16	0	16	30	53.33%
Division: NPHS	24.13	4,370	179	4,549	4,793	94.91%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: EMER	18.30	33	1	33	54	61.00%
Division: NPHS	23.67	4,591	186	4,777	5,084	93.96%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: EMER	100.00%	75.00%	93.41%	61.68%
Division: NPHS	88.83%	70.74%	90.07%	71.75%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: EMER	47.96	0.00	**47.96**	98.39	1.75	**100.14**
Division: NPHS	26,318.38	1,032.18	**27,350.56**	25,216.53	1,024.72	**26,241.25**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: EMER	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.09%	(18.91%)	(3.55%)	61.00%	0.53%	1.20%		
Ratings (3, 1, 0 OR -1)	0	-1	1	-1	1	1	**0.17**	**0.08%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 0.17 program Growth Rating = 0.08% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Future plans for this program include adding a cybersecurity course to the list of required courses to obtain a degree or certificate. Continued focus is needed to reflect current practices and industry needs. Updated brochures and social media marketing programs also should be explored.

COLLABORATION AND INTERDISCIPLINARY STUDY

Partnerships and collaboration should include discussions with Administration of Justice (AJ) faculty and students on how to incorporate curriculum appropriate for a cross-discipline model. Students could take electives from AJ or EM/HS programs to complete their degrees or certificate programs in either discipline. Program faculty should continue to develop partnerships with industry leaders and managers. Additionally, updated brochures and social media marketing programs should also be explored.

TECHNOLOGY AND FACILITIES

Currently, the program has adequate technology and facilities to deliver the program over the next 10 years.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Program faculty will continue to develop partnerships with industry leaders and managers. Additionally, the program will benefit from the continued input from members of the advisory committee regarding the needs of the industry and profession.

PROGRAM GROWTH PROJECTIONS

Program growth will be dependent on a number of variables including how homeland security is viewed by students as a promising and fulfilling career, marketing the program, and having more than one faculty member or manager assigned to promote and oversee the program.

EMERGENCY MEDICAL TECHNICIAN

Description

The Emergency Medical Technician (EMT) program is a rigorous and uncompromising program of study. The program is approved by the National Registry of Emergency Medical Technicians (NREMT) and Los Angeles County Department of Health Services (DHS). The program is instructed by the program director and a number of highly qualified paramedic and EMT field providers with many years of experience and advanced degrees. The goal is to graduate caring, compassionate and competent care givers to the sick and injured under emergency conditions.

The program, with its strong ties to the community, offers excellent placement services for successful students. Its well-established network of clinical partners provides excellent practical learning experiences for students. Nearly all students (95%) secure employment within 60 days of graduation. The program also provides the preparation for students to go on to complete physician assistant programs and other health-related career paths.

Courses within the program fill at 98% capacity and program Weekly Student Contact Hours (WSCH), at 907, exceed the college-wide average of 859. The program employs faculty with advanced degrees who bring many years of experience to the classroom setting.

Growth Projections

Demand for emergency medical technicians is expected to grow over the next decade in Los Angeles County, and nationwide. Los Angeles County emergency medical services (EMS) providers anticipate a high rate of growth as people age and homeless populations increase. The majority of Los Angeles County EMS providers have many unfilled openings. For example, CARE ambulance (the largest provider of 911 ambulance services) reports being short, on average, 40 EMTs per month. This occupational growth deficit is exacerbated by the fact that many EMTs treat the discipline as short two-year employment opportunities while they pursue employment in fire departments or attend nursing and physician assistant programs for less demanding work and much higher pay.

There are limited numbers of students interested in a career as an EMT. EMS providers within Los Angeles County have more openings than qualified applicants. In order to expand potential offerings within the department, additional ambulance intern sites and an additional full-time instructor must be secured. The lack of clinical training and ride-along sites for intern students also limit program growth.

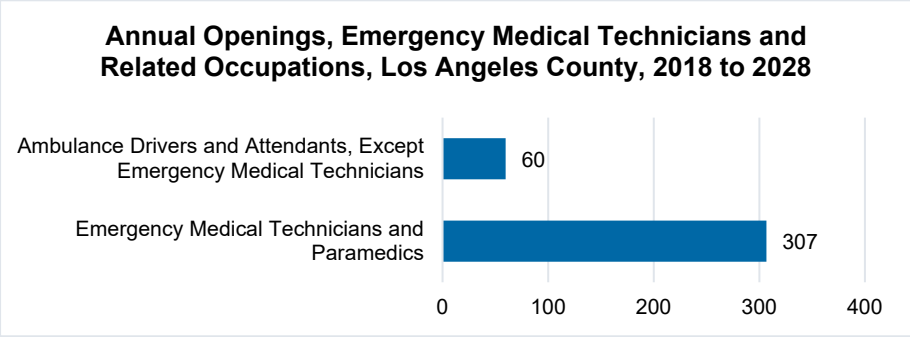
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

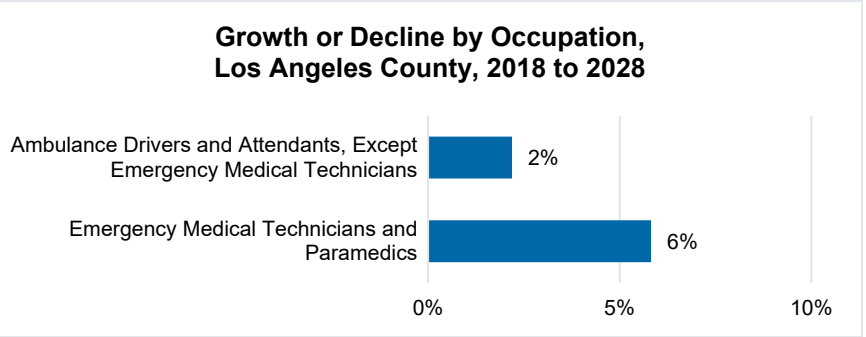
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Emergency Medical Technician	51.0904	4,605	4,873	**268**	**6%**	307	279	313	**(6)**	$14.02

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 313 completions per year in Emergency Medical Technician (EMT) programs in Los Angeles County and an additional 580 awards per year in related programs, such as emergency care attendant and related allied health programs.
- Citrus College is one of seven institutions in Los Angeles County which has an EMT program; nearly all awards are certificates, with more than 70 percent one-year programs.
- The number of EMT-related jobs is expected to grow over the next decade in Los Angeles County and is also projected to grow substantially nationwide.
- There will be about 25 new EMT positions a year in Los Angeles County—the rest of openings will be replacement positions.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: EMT	28.00	0.00	28.00	1.87	15.00
Division: NPHS	812.11	31.85	843.96	52.82	15.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: EMT	26.25	0.26	26.52	1.81	14.62
Division: NPHS	778.11	31.62	809.73	52.33	15.47
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: EMT	19.67	118	0	118	120	98.33%
Division: NPHS	24.13	4,370	179	4,549	4,793	94.91%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: EMT	20.90	125	1	126	132	94.56%
Division: NPHS	23.67	4,591	186	4,777	5,084	93.96%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: EMT	80.51%	61.02%	82.87%	66.08%
Division: NPHS	88.83%	70.74%	90.07%	71.75%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: EMT	907.41	0.00	**907.41**	850.82	8.56	**859.38**
Division: NPHS	26,318.38	1,032.18	**27,350.56**	25,216.53	1,024.72	**26,241.25**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: EMT	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.33%	(10.63%)	0.06%	94.56%	0.57%	2.20%		
Ratings (3, 1, 0 OR -1)	0	-1	3	1	1	1	**0.83**	**0.41%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 0.83 program Growth Rating = 0.41% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The EMT curriculum is national standard curriculum. All United States-based EMT programs follow the same curriculum with little variation among states. EMTs, once licensed, can work in any state after an update of their background in a national data base.

COLLABORATION AND INTERDISCIPLINARY STUDY

EMT is a stand-alone national standard curriculum. Many EMTs use this program/certification to meet clinical time requirements for other health-related licensing programs, such as physician assistant and nurse practitioner. Additionally, the program is able to share technology and lab facilities with the nursing program. Both programs use the same mannequins and similar diagnostic equipment.

TECHNOLOGY AND FACILITIES

Currently, the program has state-of-the-art technology and facilities to provide training and certification for EMTs. Over the next ten years, the program will need to maintain practice mannequins that can change as technology changes.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Currently, the program is at capacity. Overall, colleges that provide EMT training do not graduate enough students to meet the needs of the emergency medical technician industry with respect to the total number of available positions. Every 911 ambulance provider is short qualified EMTs. This is not just due to the availability of seats for EMTs but is also directly related to the very strict academic, drug test, driving record and background requirements that impede some students' ability to succeed.

PROGRAM GROWTH PROJECTIONS

The program is not planned for growth in the immediate future due to restrictions on clinical availability.

NURSE ASSISTANT / HOME HEALTH AIDE

Description

A certified nursing assistant (CNA) provides direct care to patients under the supervision of a licensed nurse. The job of a CNA is an important one and can lead to a rewarding career. The Citrus College CNA program is an eight-week program offered four times a year during the fall and spring semesters. It prepares students for employment in long-term care facilities. Upon successful completion of the course, students are eligible to take the California Department of Public Health (CDPH)-approved state exam.

Home health aides (HHA) care for patients in private residences by providing basic medical care and assisting with personal errands. The Citrus College 40-hour HHA program allows students to gain the necessary training for gainful employment in home health care agencies.

Graduates of the CNA program pass state certificate exams at or above 90%. The program provides many benefits for students, including enrollment four times a year, program completion in eight weeks, strong clinical partnerships, program retention and success rates that exceed Citrus College and statewide averages, and access to highly qualified faculty with a wealth of professional and clinical experience.

Students in the program experience higher retention and completion/success rates than both the Citrus College and statewide average. First time licensure pass rates remain exceptional at over 90%.

Growth Projections

As indicated in the data, careers in both HHA and CNA are in great demand. At the present time, the number of seats available within the program matches student demand. However, should that demand increase in the coming years, the program has the capacity to increase section offerings accordingly.

Factors driving future growth include monthly program information sessions for prospective students, a streamlined application process administered directly by the program coordinator, and publication of program completion and first-time licensure pass rates. Factors inhibiting potential future growth include non-competitive salaries for CNAs within the industry, clinical student-to-faculty ratios of 15 to 1, stringent requirements for qualified faculty from the CDPH and low salaries for academic nursing faculty.

The CNA program is becoming a requirement for most of the registered nursing program application processes. This can boost enrollment; however, increased enrollment within the curriculum does not translate into increased staffing within the industry, as many students continue their education in higher paying careers, such as registered nursing.

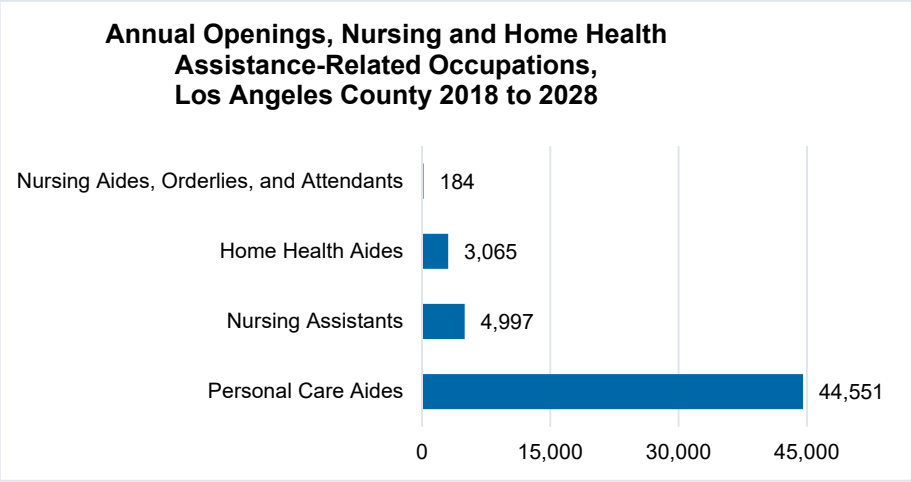
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

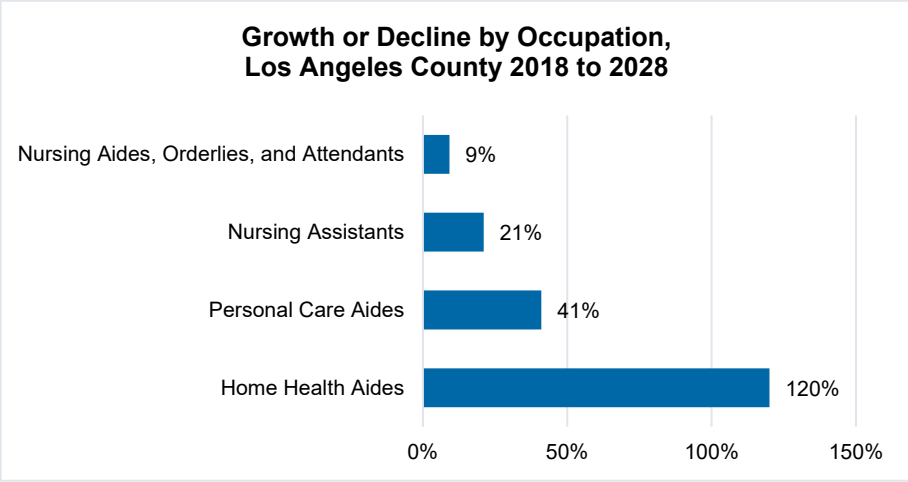
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Home Health Aide	51.2602	220,521	319,084	**98,563**	**44.7%**	47,617	35,921	22	**47,595**	$11.60
Nurse Assistant	51.3902	36,083	43,507	**7,424**	**20.6%**	5,182	1,827	522	**4,660**	$14.19

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 522 nursing assistant completions and 22 home health aide completions per year in Los Angeles County.
- 14 institutions have recently graduated nursing assistants and three have home health aide awards as well.
- Although the number of awards given by any institution for home health aides has declined in recent years, Citrus College has awarded skill awards in this field (17 skill awards in nursing assistance in 2016-17; 58 in 2017-18; and 5 skill awards for home health aides in 2017-18).
- In Los Angeles County, the number of home health aides and personal care aides positions is projected to grow by 120% over the decade; nursing assistant positions are projected to grow by 20 percent. Most job openings will come from growth in these fields, as the demand for health aides and nurse assistants grows.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: NRS	24.07	0.85	24.92	1.55	16.04
Division: NPHS	812.11	31.85	843.96	52.82	15.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: NRS	24.94	0.37	25.31	1.88	13.43
Division: NPHS	778.11	31.62	809.73	52.33	15.47
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: NRS	30.25	117	4	121	140	86.43%
Division: NPHS	24.13	4,370	179	4,549	4,793	94.91%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: NRS	22.38	128	2	130	149	87.55%
Division: NPHS	23.67	4,591	186	4,777	5,084	93.96%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: NRS	85.95%	40.50%	82.18%	39.81%
Division: NPHS	88.83%	70.74%	90.07%	71.75%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: NRS	780.05	27.55	**807.59**	808.11	11.99	**820.10**
Division: NPHS	26,318.38	1,032.18	**27,350.56**	25,216.53	1,024.72	**26,241.25**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: NRS	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.34%	(6.30%)	3.46%	87.55%	3.52%	0.00%		
Ratings (3, 1, 0 OR -1)	0	1	3	1	3	0	**1.33**	**0.65%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1, and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.33 program Growth Rating = 0.65% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

CNAs must complete continuing education units to maintain their certification. The CDPH requires part of these continuing education units to be completed on campus. Currently, there are few institutions catering to this need, and the college's program can meet this need by offering and developing coursework and certificates in intravenous therapy, EKG/dysrhythmia and phlebotomy. Additionally, the development of a course in Spanish for health care professionals would help increase the marketability of our students within the industry.

COLLABORATION AND INTERDISCIPLINARY STUDY

Program faculty members regularly collaborate with faculty in diverse fields to ensure that the curriculum is relevant. Additional interdisciplinary collaboration with faculty in foreign language programs may aid in the development of a course in Spanish for health care workers.

TECHNOLOGY AND FACILITIES

The existing facilities meet the primary need for the program. However, the development of a larger skills/simulation laboratory would increase the number of students served and aid in their comprehension of course content.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Currently, industry needs exceed the number of graduates from the program. Citrus College graduates have instant access to jobs upon program completion, but the low salaries offered within the industry prevent many students from enrolling in the program.

PROGRAM GROWTH PROJECTIONS

The program has the capacity to grow in the coming years; however, low salaries and restrictions set by the employers for HHA hiring do not support additional enrollment at this time.

REGISTERED DENTAL ASSISTING

Description

The Registered Dental Assisting (RDA) program is a certificate program that prepares students for a career in dentistry. Students begin with classroom and laboratory instructions. The training also includes hands-on experience in dental offices that helps students develop technical and soft skills to prepare them to work in a professional and competent manner. Enrollment in the program occurs twice a year, with full and part-time student enrollment options available. Students who complete the program earn a certificate of completion and can apply 18 units toward an associate in science degree in dental assisting. Graduating students also earn radiation safety, coronal polishing, and pit and fissure sealant certificates, and they are eligible to take the California licensing examination (RDA) and the national certification exam (CDA). The program is accredited by the Dental Board of California and the Commission on Dental Accreditation.

Among its notable attributes, the program is accredited by state and national governing bodies, admits students twice each year, maintains strong clinical relationships, has a newly remodeled laboratory with state-of-the-art equipment, employs experienced faculty and maintains program completion rates that exceed Citrus College and statewide averages.

Students in the program also experience higher retention and completion/success rates than both the Citrus College and statewide average. The program is characterized by strong enrollment that has increased over the past three years.

Growth Projections

The program provides students with the opportunity to work in a profession with ample opportunities for employment. Job projections within the region are high and the recent increase in enrollment in the program helps to meet the increasing need for qualified applicants within the industry.

Factors driving future growth include monthly information sessions for potential students and industry partners, as well as a streamlined application process administered directly by the program coordinator. Factors inhibiting potential future growth include limited classroom capacity and very few options for student remediation and skill practice.

To further enhance growth, the program would benefit from a larger classroom designed to accommodate increasing enrollment. Additionally, classrooms better equipped with Wi-Fi capacity would provide for the efficient utilization of dental software for electronic record keeping and online testing in preparation for computerized licensure exams.

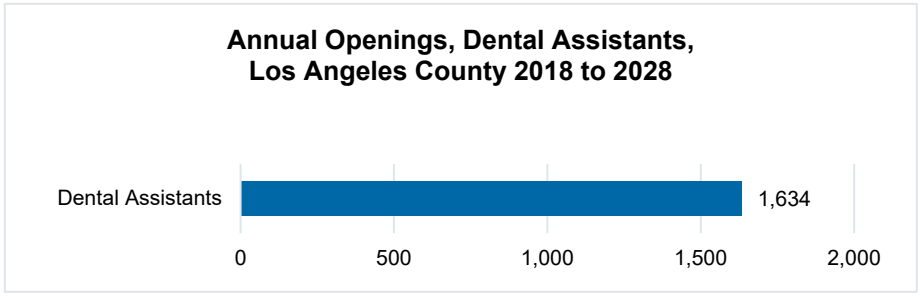
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

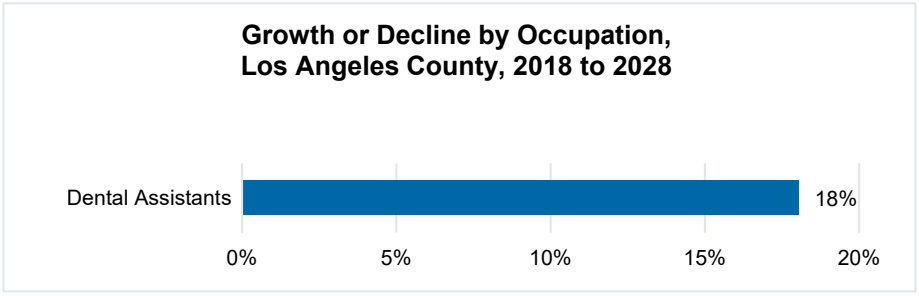
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Dental Assisting	51.0601	12,024	14,193	**2,169**	**18.0%**	1,634	1,417	1,327	**307**	$16.74

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 1,327 completions per year in dental assisting programs in Los Angeles County and an additional 485 awards per year in related programs, including other dental services and allied health programs.
- 30 institutions have recently graduated students from dental assisting programs.
- The number of dental assisting jobs is expected to grow substantially over the next decade in Los Angeles County, with more than 200 new jobs created per year.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: DENT	23.15	0.00	23.15	2.31	10.01
Division: NPHS	812.11	31.85	843.96	52.82	15.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: DENT	22.36	0.11	22.48	2.24	10.02
Division: NPHS	778.11	31.62	809.73	52.33	15.47
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: DENT	12.36	173	0	173	229	75.55%
Division: NPHS	24.13	4,370	179	4,549	4,793	94.91%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: DENT	12.47	179	0	179	244	72.72%
Division: NPHS	23.67	4,591	186	4,777	5,084	93.96%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: DENT	98.84%	93.64%	97.95%	91.20%
Division: NPHS	88.83%	70.74%	90.07%	71.75%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: DENT	750.23	0.00	**750.23**	724.76	3.63	**728.39**
Division: NPHS	26,318.38	1,032.18	**27,350.56**	25,216.53	1,024.72	**26,241.25**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: DENT	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.46%	(8.52%)	(1.36%)	72.72%	1.67%	2.21%		
Ratings (3, 1, 0 OR -1)	1	-1	1	-1	3	1	**0.67**	**0.33%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 0.67 program Growth Rating = 0.33% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

A specialty certification in orthodontic assistant and dental sedation assistant are two certificate programs that can be developed and offered to dental assistants as a part of a professional development program.

COLLABORATION AND INTERDISCIPLINARY STUDY

The program faculty regularly collaborate with faculty in diverse disciplines to ensure student success. Additional collaboration with faculty in the counseling department would be beneficial in helping to guide and encourage students to work toward an associate degree while finishing up their certificate in dental assisting or immediately upon program completion.

TECHNOLOGY AND FACILITIES

The existing classroom has a seat maximum of 24, which limits student enrollment within the program. In addition, the physical layout of the classroom limits the visual access to the instructional tools at the front of the room (projector and screen size/placement). Potential program expansion will be heavily dependent upon physical capacity and technological support provided to the program.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

At the present time, the program produces graduates who are immediately employed within the industry. In order to meet current industry demand, the program will need to expand course offerings and, at the same time, maintain high success rates.

PROGRAM GROWTH PROJECTIONS

The program is not scheduled to grow significantly in the coming years. Recent growth of the program has been beneficial, but future growth is dependent on adequate classroom space and availability of clinical rotations within the local industry.

REGISTERED NURSING (ADN)

Description

The Citrus College Registered Nursing program (e.g., associate degree in nursing, or ADN) prepares students to care for individuals, families and communities so they may help patients attain, maintain, or recover optimal health and quality of life across the life span. This is a full-time program that includes dual emphasis of nursing theory and clinical practice of direct patient care. The program meets the training requirements identified by the California Board of Registered Nursing (BRN) and qualifies students to take the state licensure exam (NCLEX-RN).

The most notable attributes/strengths of the program include small class sizes, instruction by diverse faculty with extensive academic and clinical experience, program and retention rates that exceed Citrus College and statewide averages, exceptional first-time board licensure pass rates, strong clinical partnerships, a skills and simulation lab equipped with high-fidelity computerized mannequins, and articulation agreements with private/public universities that allow students to pursue a Bachelor of Science in Nursing (BSN) degree.

The most notable attributes and strengths of the program, as reflected in the data, include higher program success and completion rates than both Citrus College and the state of California and an increased enrollment of 25% in fall 2019.

Growth Projections

As the profession is in great demand for qualified and skilled employees, enrollment in the program was recently increased to meet industry need. Additionally, the establishment of ADN to BSN programs makes ADN programs, such as the one offered by Citrus College, very marketable to students.

Driving forces for future growth include strong program credibility within the community, a positive reputation with clinical partners, high program success rates and exceptional first-time licensure pass rates. Potential forces inhibiting future growth include limited availability of clinical placements, the emergence of new ADN programs offered by private institutions, and the fact that many acute care facilities intending to achieve magnet status only allow BSN or master of science in nursing (MSN) degree programs to participate in clinical rotations. Additional growth-limiting factors include the fact that clinical grouping ratios are dictated by industry affiliates and student-to-faculty ratios in the clinical setting, currently at 10-to-1, are forecasted to be reduced to 8-to-1 in the near future. Final limiting factors for future growth include noncompetitive salaries for nursing faculty in academic institutions versus hospital settings and limited capacities in the skills and simulation lab to accommodate potential growth.

In order to overcome many of the challenges associated with education in this discipline, the program must find ways to secure more clinical placements, recruit qualified and experienced faculty to meet the program expansion needs, and provide a functional skills and simulation lab that can fulfill student need within the program.

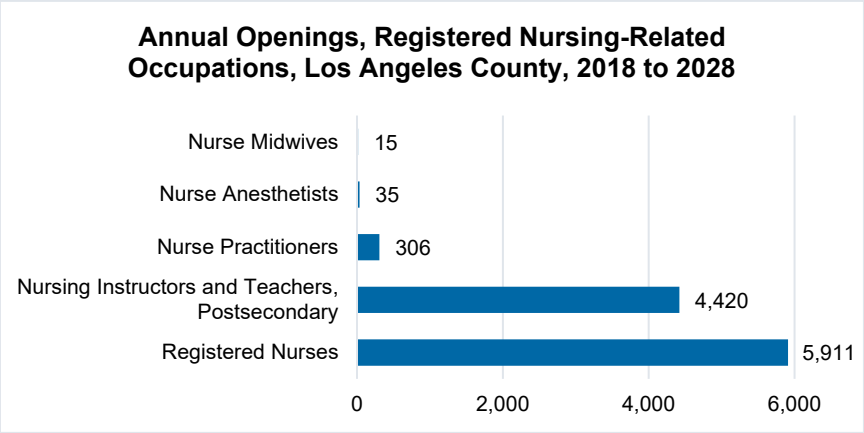
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

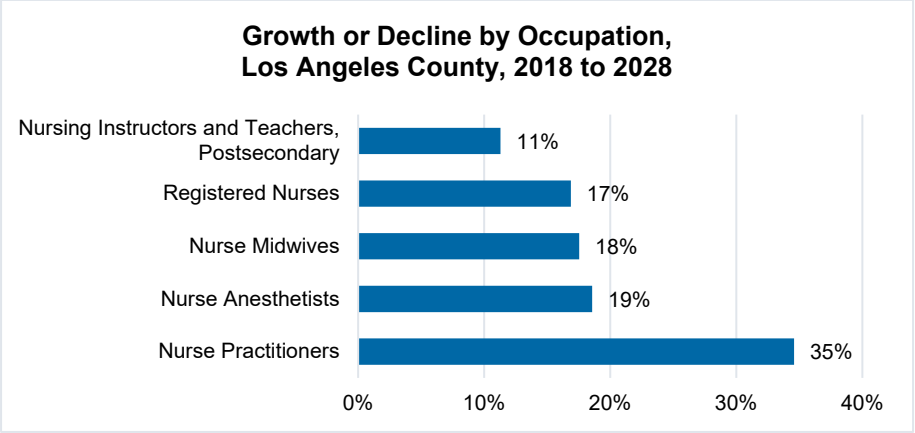
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Registered Nursing	51.3801	82,848	96,828	**13,980**	**16.9%**	5,911	4,513	4,016	**1,894**	$45.89

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of about 4,000 completions per year in registered nursing programs in Los Angeles County.
- 35 institutions have recently graduated students from registered nursing programs; 40% of awards are associate degrees.
- The number of nursing positions is projected to grow substantially over the next decade, by almost 14,000 jobs.
- While there are high levels of replacement rates among nursing jobs, there is expected to be an average of 1,400 new positions per year.
- Even with the number of completions, there is a gap of almost 1,900 jobs which cannot be filled with current numbers of nursing program completers.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: RNRS	29.60	0.00	29.60	3.60	8.22
Division: NPHS	812.11	31.85	843.96	52.82	15.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: RNRS	25.95	0.47	26.42	3.60	7.33
Division: NPHS	778.11	31.62	809.73	52.33	15.47
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: RNRS	10.36	114	0	114	122	93.44%
Division: NPHS	24.13	4,370	179	4,549	4,793	94.91%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: RNRS	11.28	133	3	136	148	90.85%
Division: NPHS	23.67	4,591	186	4,777	5,084	93.96%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: RNRS	98.25%	95.61%	99.14%	97.41%
Division: NPHS	88.83%	70.74%	90.07%	71.75%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: RNRS	959.26	0.00	**959.26**	840.84	15.30	**856.14**
Division: NPHS	26,318.38	1,032.18	**27,350.56**	25,216.53	1,024.72	**26,241.25**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: RNRS	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.35%	(14.77%)	0.25%	90.85%	1.63%	0.74%		
Ratings (3, 1, 0 OR -1)	1	-1	3	1	3	1	**1.33**	**0.65%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.33 program Growth Rating = 0.65% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Potential future directions of the program involve the development of RN specialty courses (e.g. perioperative, critical care or mental health) for new graduates and/or nurses planning to pursue their nursing career in specialty areas. Another future direction may also include the development of an EKG and phlebotomy certificate course for current RN students during summer intersession. Finally, the program is currently considering the development of a Spanish for health care professionals course to make graduates more marketable within the industry.

COLLABORATION AND INTERDISCIPLINARY STUDY

Faculty within the program will need to work collaboratively with Spanish faculty members to develop a course in the above-mentioned area. Additionally, the program will need to collaborate with the regional nursing consortium to streamline ADN program curriculum in order to launch concurrent BSN enrollment with the California State University system.

TECHNOLOGY AND FACILITIES

Current needs within the program include the development of a larger skills and simulation lab to address the needs of current and prospective students, as well as an upgraded computer lab to allow students the opportunity to practice electronic computer charting and virtual clinical simulation.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The recent establishment of articulation agreements has helped address the emerging need of industry partners of preferring BSN prepared nurses over associate degree nurses.

PROGRAM GROWTH PROJECTIONS

The program has recently expanded enrollment by 25% and is devoted to maintaining this increased enrollment on a consistent basis in the future.

VOCATIONAL NURSING

Description

A licensed vocational nurse (LVN) is a professional nurse who provides nursing care at all levels. LVN duties are supervised by a physician or a registered nurse. Students are prepared for entry-level positions in the health care profession upon completion of the program. The Citrus College LVN program is a one-year, full-time certificate program. Enrollment occurs twice a year with classes starting every fall and spring semester. The program conforms to the regulations of the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) and prepares students for the state licensure exam.

The most notable strengths of the program include enrollment twice a year, program completion in 12 months, strong clinical partnerships, and retention and success rates that exceed the Citrus College average. The program is widely known and respected within the community, has highly qualified faculty that provide a wealth of professional and clinical experience, and has facilities equipped with a skills and simulation lab with high-fidelity computerized mannequins.

The most notable strengths of the program, as reflected in the accompanying data, involve the fact that the program has higher retention, success, and program completion rates than the average rates for the college and the state of California.

Growth Projections

The nursing profession is in great demand and program enrollment has been maintained to consistently meet industry demands. Future growth is dependent on adequate classroom and laboratory space, availability of qualified faculty and the number of clinical placement sites the program can secure.

Factors driving future growth include the positive reputation the program has with the local community and clinical partners, high demand for qualified applicants within industry and the high success rates and first-time licensure pass rates of students that graduate from the program. Factors inhibiting future growth include the limited availability of clinical placements as acute care facilities are currently phasing out LVNs, clinical grouping ratios dictated by industry affiliates that limit class size to 15, and noncompetitive salaries for nursing faculty in academic institutions.

In order to better meet the needs of students, the program is tasked with securing more clinical placements, recruiting qualified and experienced faculty to meet the program expansion needs and providing a skills and simulation lab that can fulfill the needs of not only current nursing students, but future growth in any of the college’s nursing programs.

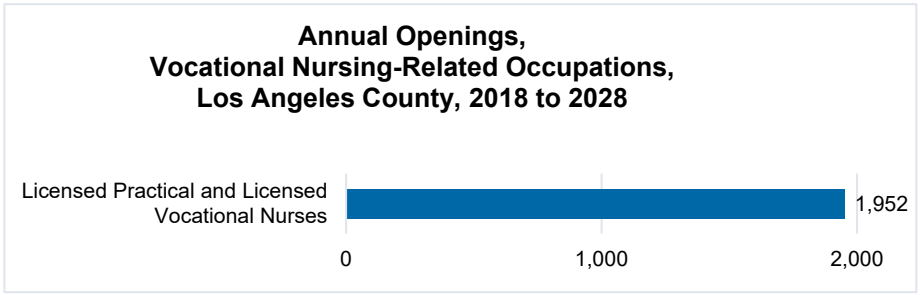
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

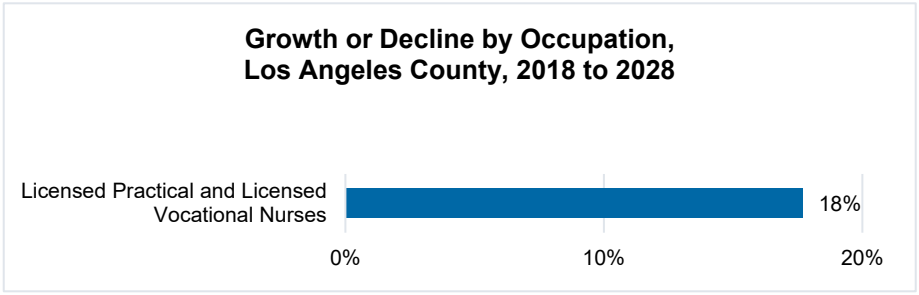
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Vocational Nursing	51.3901	20,732	24,399	**3,667**	**17.7%**	1,952	1,585	1,417	**535**	$24.09

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of about 1,400 completions per year in vocational nursing programs in Los Angeles County and an additional 500 awards per year in related pre-nursing and health studies programs.
- 40 institutions have recently graduated students from vocational nursing programs; 95% of completions are in the form of certificates.
- The number of vocational nursing jobs is projected to grow substantially over the next decade, about 400 new jobs per year.
- There is a need for an additional 535 vocational nurses than there are program graduates in Los Angeles County over the next decade, given growth projections.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: VNRS	49.65	1.05	50.70	5.60	9.05
Division: NPHS	812.11	31.85	843.96	52.82	15.98
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: VNRS	50.71	0.44	51.15	5.57	9.18
Division: NPHS	778.11	31.62	809.73	52.33	15.47
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: VNRS	16.86	344	10	354	408	86.76%
Division: NPHS	24.13	4,370	179	4,549	4,793	94.91%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: VNRS	16.47	365	4	369	423	86.94%
Division: NPHS	23.67	4,591	186	4,777	5,084	93.96%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: VNRS	100.00%	98.59%	99.77%	98.63%
Division: NPHS	88.83%	70.74%	90.07%	71.75%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: VNRS	1,609.03	34.03	**1,643.06**	1,643.44	14.13	**1,657.57**
Division: NPHS	26,318.38	1,032.18	**27,350.56**	25,216.53	1,024.72	**26,241.25**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: VNRS	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.96%	(6.64%)	(2.07%)	86.94%	1.64%	3.87%		
Ratings (3, 1, 0 OR -1)	1	1	1	1	3	3	**1.67**	**0.82%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.67 program Growth Rating = 0.82% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Current LVN students are provided with guidance and counseling on pursuing their careers as registered nurses through the associate degree in nursing (ADN) advanced placement track. Curriculum and programming within the program can be enhanced through the development of specific courses and certificate programs designed for LVN students, including an intravenous therapy course, an EKG/dysrhythmia course and a phlebotomy certification course. Additionally, the program should consider developing a Spanish for health care professionals course. This will be a useful class for various health care professionals as this can make them more marketable in the job industry.

COLLABORATION AND INTERDISCIPLINARY STUDY

Faculty within the program regularly collaborate with faculty from diverse programs across the institution, including biology, chemistry and mathematics. In particular, specific collaboration with faculty in Spanish would serve to help develop the specific course mentioned above.

TECHNOLOGY AND FACILITIES

Instruction within the program could be enhanced with the development of a larger skills and simulation lab that would help to address the needs of students, as well as an upgraded computer lab to allow students to practice electronic computer charting and virtual clinical simulation.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The program meets the needs of local industry partners through its commitment to maintaining maximum enrollment on a continual basis.

PROGRAM GROWTH PROJECTIONS

The program currently has no plans to increase future enrollment due to limited availability of clinical placement sites.

SOCIAL AND BEHAVIORAL SCIENCES

SOCIAL SCIENCES 380

- ECONOMICS 381
- GEOGRAPHY - CULTURAL 387
- HISTORY 392
- HUMANITIES 398
- PHILOSOPHY 404
- POLITICAL SCIENCE 410

BEHAVIORAL SCIENCES 416

- ADMINISTRATION OF JUSTICE 417
- ANTHROPOLOGY 424
- CHILD DEVELOPMENT 431
- ETHNIC STUDIES 439
- PSYCHOLOGY 443
- SOCIOLOGY 449

ACADEMIC SUPPORT 456

- FOSTER AND KINSHIP CARE EDUCATION 457
- ONLINE EDUCATION 458
- STUDY ABROAD 460

SOCIAL SCIENCES

ECONOMICS	381
GEOGRAPHY - CULTURAL	387
HISTORY	392
HUMANITIES	398
PHILOSOPHY	404
POLITICAL SCIENCE	410

ECONOMICS

Description

Economics studies the decision-making process of people, businesses, and the government when faced with scarcity of resources and the products and services produced from these resources. Additionally, it studies how government provides policy and regulations to ensure a stable economy. Economics degrees prepare students for jobs in government, energy (electricity and natural gas), healthcare, stock trading, finance, market research, and teaching.

The primary purpose of the Economics program is to prepare students for transfer to a four-year college or university. Economics courses meet the requirements for the associate degree for transfer (ADT) in economics and business. Additionally, economics courses support general education requirements for an associate degree in social sciences and other degrees such as peace studies. The Economics program offers courses in macroeconomics and microeconomics, a survey course and an honors course in macroeconomics. Macroeconomics develops students' knowledge and understanding of global issues, such as international trade, international finance, and migration.

The Economics program has two full-time faculty members and several adjunct faculty members to meet students' demand for courses. Economics faculty are exploring the creation of interdisciplinary courses with other programs.

The program's most recognizable strengths, as reflected in the accompanying data tables, are its retention and completion rates which are higher than the division, college, and state rates. This reflects the focus of faculty on student needs, strong faculty involvement and beneficial practices that support student success in different course formats, such as traditional and online courses.

Growth Projections

In Los Angeles County, the future growth potential for economics-related occupations is positive. Several key factors are driving growth in the field of economics such as technology firms, climate change, and globalization. A growing number of technology firms have acquired large databases and are hiring economists to analyze consumer market behavior. Adapting to climate change requires energy companies to move to cleaner, greener energy sources, creating new and different opportunities for energy economists and economic analysts.

Opportunities facing the program include the new guided pathways framework of support services designed to meet the needs of students in ways that make it easier for students to get the help they need. With the ADT in economics, students can meet the requirements to guarantee transfer to a CSU.

The number and size of the classrooms on campus is restricting the number of classes the program can offer during the most popular times of the day.

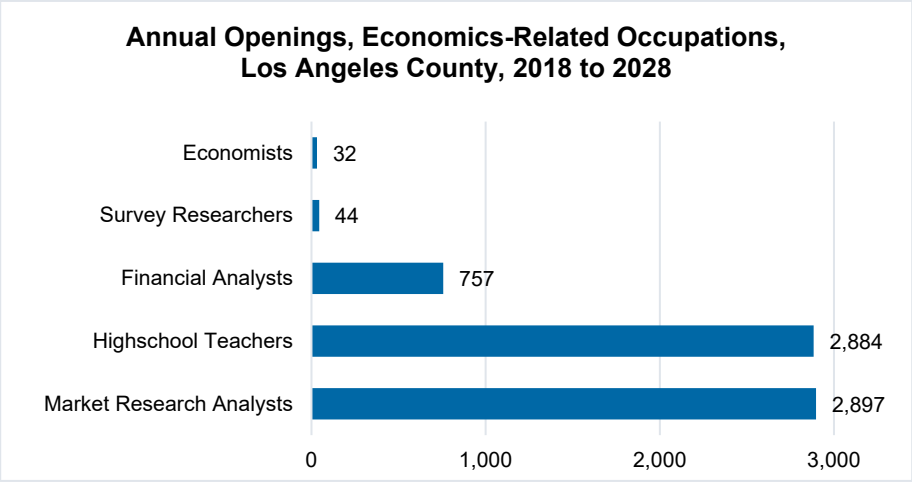
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

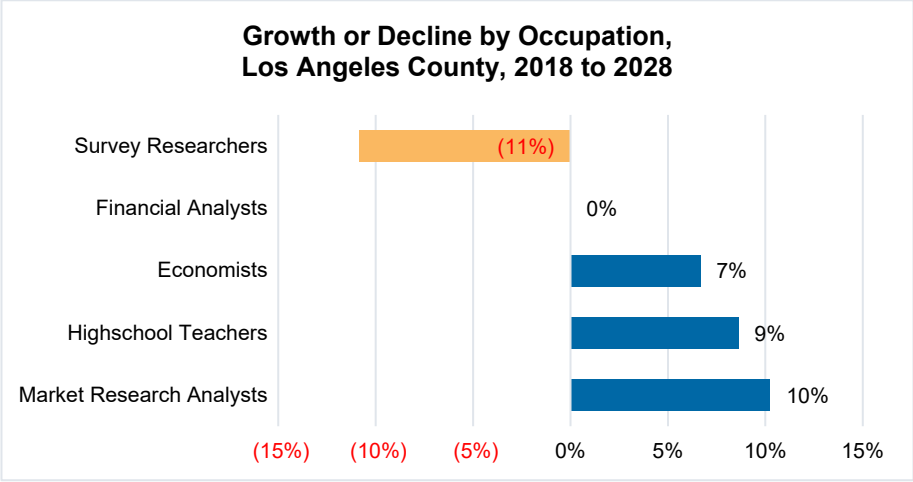
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Economics	45.0601	72,326	78,108	**5,781**	**8.0%**	6,538	5,952	3,711	**2,826**	$35.92

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 1,533 completions per year in general economics studies programs in Los Angeles County and an additional 2,200 awards per year in related Economics studies programs.
- 27 institutions have recently graduated students from economics programs; 79 percent of awards are bachelor's degrees.
- The number of economics-related jobs is expected to grow over the next decade in Los Angeles County and some related occupations are projected to grow nationwide.
- Most job openings in economics-related fields are coming from replacement positions, where people are leaving existing jobs.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: ECON	51.32	12.52	63.84	3.40	18.78
Division: SBS	903.92	52.91	956.83	49.38	19.38
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: ECON	52.95	9.06	62.00	3.24	19.14
Division: SBS	907.31	42.62	949.93	47.76	19.89
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: ECON	36.65	503	120	623	733	84.99%
Division: SBS	33.87	8,761	524	9,285	10,533	88.15%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: ECON	37.26	514	87	601	687	87.91%
Division: SBS	35.46	8,804	421	9,226	9,965	92.58%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: ECON	90.53%	75.28%	90.48%	74.47%
Division: SBS	89.65%	70.44%	90.35%	70.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: ECON	1,663.15	405.74	**2,068.89**	1,715.91	293.48	**2,009.39**
Division: SBS	29,293.70	1,714.68	**31,008.38**	29,403.50	1,381.27	**30,784.77**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: ECON	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	1.56%	(2.34%)	(5.59%)	87.91%	0.77%	0.00%		
Ratings (3, 1, 0 OR -1)	1	1	-1	1	1	0	**0.50**	**0.25%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 0.50 program Growth Rating = 0.25% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

As demand for program courses increases due to the availability of the transfer degree in economics, additional courses will be added to the schedule.

The Economics program is researching the creation of a managerial economics/business program that may interest local business leaders and assist students who plan for a career in retail or related occupations.

Now that the program has an ADT degree in economics and is also contributing to other degree pathways, the program might benefit from developing more interdisciplinary collaboration in course offerings. Program faculty may consider adding new courses such as economics of history, women and economics, and a course studying healthcare issues from a social science perspective. Should new courses be developed, program faculty will develop these courses as equivalents to freshman and sophomore-level CSU/UC courses and integrate them with the transfer degree.

COLLABORATION AND INTERDISCIPLINARY STUDY

Program faculty are working to incorporate economics topics into business courses, management courses and other relevant courses to achieve the desired goal of interdisciplinary collaboration and contribute to student success.

Economics topics lend themselves to partnerships with programs both within and outside the division. Program faculty may develop learning community opportunities with other programs such as environmental science for issues related to global warming and anthropology or biology for issues related to the medical field.

TECHNOLOGY AND FACILITIES

Modernization of older facilities (particularly, the Liberal Arts and Business building), innovative technology in the classroom, and expansion and realignment/relocation of current student support services are necessary for student success and may lead to increased demand for the program. An inviting atmosphere conducive to learning may result in increased interest in the economics program and the college as a whole.

Improving classroom space through either remodeling of current facilities or the building of new facilities will allow for courses in the program and division to support student demand and meet current curriculum maximums stated in course outlines. As facility changes are made, improved infrastructure for technology will enhance the student experience (such as improved Wi-Fi and updated lecture delivery systems). Student support services such as tutoring, the library, testing for online students, and programs to address housing and food insecurity are important to student

success in the program and the college. Centralizing these services and expanding hours as appropriate may have wide-reaching effects that support students effectively.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Creating math support specific to economics courses will ensure that students are well prepared for the math analysis that is required in the workplace.

Partnerships with business and accounting may lead to new skill award and certificate pathways that will meet local industry demands.

PROGRAM GROWTH PROJECTIONS

In the next ten years, with the creation of new courses, the economics program can expect to see a significant increase in students. If Citrus College adds classrooms, expands tutoring and testing hours, and updates technology, student retention and completion will most likely increase and in turn raise the retention and completion rates for the entire college.

The labor force is projected to increase at an average annual rate of 0.77% from 2018 to 2028 (a rate of 8% total - see the Program and Occupations Growth Analysis table). As the labor force grows, so should demand for economics courses which will be beneficial for job seekers. As the data indicates, average annual program completions are not meeting the demand of average annual jobs available.

GEOGRAPHY - CULTURAL

Description

The Geography program includes several courses that support the global studies associate degree for transfer (ADT). These are cultural geography, introduction to global studies, world regional geography, global issues, and physical geography. Geography is supported by adjunct faculty who have developed the curriculum and the degree pathway. It is a popular pathway that prepares students for many possible job fields in the social sciences.

One of the most notable aspects of the program is the fact that most of the geography courses are offered in an online format. Although most geography courses are provided online, success and retention rates are nearly the same as the college average overall.

Growth Projections

The number of geography-related jobs is expected to grow over the next decade in Los Angeles County. Occupations including Geospatial Information Scientists as well as Urban and Regional Planners will have significant numbers of openings. Cartographers, mapping technicians and urban planners, are projected to have significant growth nationally.

Although there are many more Geography program completions on average each year than there are available related jobs, like other social sciences fields, many students may be looking toward advanced degrees rather than immediate employment.

The Geography program at Citrus College has grown steadily over the last five years. But program planning, including recruitment, is a challenge as the program is taught solely by part-time faculty. If enrollment grows, there will be the potential to hire full-time faculty to lead the program. Also, hiring a full-time faculty member will further help to develop and grow the program.

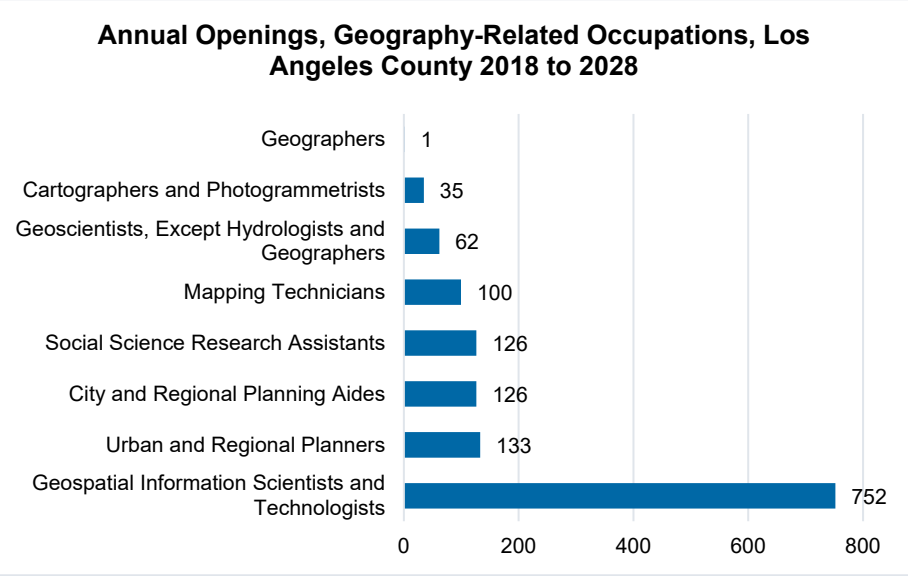
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

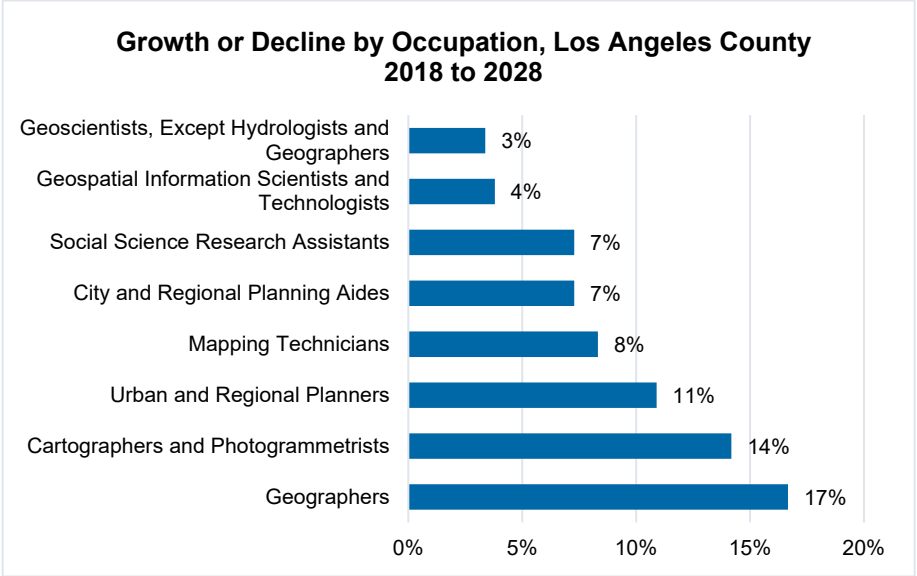
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Geography	45.0701	15,817	16,663	**846**	**5.4%**	1,336	1,248	**7,708**	**(6,373)**	$35.13

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 374 completions per year in geography programs in Los Angeles County and an additional 7,000 awards per year in related programs, including urban planning and cartographic studies.
- Twenty institutions have recently graduated students from geography programs; more than 90 percent of all awards are bachelor's degrees or higher.
- The number of geography-related jobs is expected to grow over the next decade in Los Angeles County; however, many related occupational fields have many more completers than openings. Some of these occupations are projected to have significant growth nationally, like cartographers, mapping technicians and urban planners.
- Most job openings in geography-related fields are coming from replacement positions, where people are leaving existing jobs.
- There are many more geography program completions on average than there are available related jobs, however like other social sciences fields, many students may be looking toward advanced degrees rather than immediate employment.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: GEOG	11.51	1.69	13.20	0.80	16.50
Division: SBS	903.92	52.91	956.83	49.38	19.38
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: GEOG	10.18	0.62	10.80	0.68	15.88
Division: SBS	907.31	42.62	949.93	47.76	19.89
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: GEOG	34.50	120	18	138	180	76.67%
Division: SBS	33.87	8,761	524	9,285	10,533	88.15%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: GEOG	33.50	101	6	107	144	77.14%
Division: SBS	35.46	8,804	421	9,226	9,965	92.58%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: GEOG	85.90%	68.59%	87.82%	66.61%
Division: SBS	89.65%	70.44%	90.35%	70.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: GEOG	373.01	54.77	**427.78**	329.78	20.16	**349.94**
Division: SBS	29,293.70	1,714.68	**31,008.38**	29,403.50	1,381.27	**30,784.77**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: GEOG	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.28%	14.60%	(5.82%)	77.14%	0.52%	0.00%		
Ratings (3, 1, 0 OR -1)	0	3	-1	-1	1	0	**0.33**	**0.16%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 0.33 program Growth Rating = 0.16% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The Global Studies degree required the development of three new courses. At this time, new coursework does not appear to be needed unless a new transfer degree is developed. A transfer degree in geography will require the development of one or two additional courses, but this would be another popular pathway for students. The dean will work with adjunct faculty to develop new courses and the degree. Additionally, geography faculty have been interested in developing and offering drone piloting for either credit or noncredit to provide necessary skills to currently employed workers and students.

COLLABORATION AND INTERDISCIPLINARY STUDY

Geography has overlap with geology and several other social sciences such as anthropology, political science, humanities, and sociology. Offering more collaborative opportunities to full-time and adjunct faculty will support program planning and development.

TECHNOLOGY AND FACILITIES

As stated above, geography adjunct faculty members have recommended developing a drone piloting course as this has become a popular industry skill. Related technology will be required.

PROGRAM GROWTH PROJECTIONS

Steady but modest program growth is expected. Industry demand appears to be saturated in Los Angeles County.

HISTORY

Description

The History program introduces students to major events in the world, Latin American and U.S. history, as well as to the processes of researching and writing about history. The program offers a transfer degree and emphasizes critical thinking, communication and cultural awareness as reflected in the course and program student learning outcomes. Program courses meet general education requirements that enable students to attain their educational goals.

Among its many strengths, the History program prioritizes student engagement and prepares students to succeed at the university level. The program also provides innovative educational opportunities through online video lectures; incorporating smart phones/devices in the classroom; flipped learning; and undergraduate research in the program's honors courses that lead to presentations at the Honors Transfer Council of California undergraduate research conference.

Faculty members continue to expand course offerings through online education and honors. Some of the program faculty members have incorporated online educational resources (OERs) in their class, which seems to have increased success on homework assignments. Faculty members are involved as advisors in several clubs and honors societies. The program's associate degree for transfer (ADT) completion/degree awards are steadily increasing. Student success and retention seem to be increasing, approaching the college averages.

Many of the History program's strengths are reflected in the data tables, which show that the history program is very strong in terms of student demand for classes; as reflected by the high FTES and average class size numbers. The full-time equivalent student (FTES) rate for history is 19.95, which is slightly above the division FTES and much higher than the college average. The average class size for the History program is 39.11, 6 students higher than the division average, and 14 more than the college average. This speaks to the demand and student interest in the classes offered in the program.

The student retention rate for history is 90.89%, which is on par with division and college averages. However, the student success rate of 68.28% is slightly below college and the division averages.

Growth Projections

The data shows there is strong growth for teachers, archivists, museum curators, library technicians, and other history-related occupations. Future growth of the history program is also fueled by the demand for public history and trained professionals who can place history in context.

To better serve the needs of students and encourage future growth, the hiring of an African/African American history specialist would round out course offerings and program strengths.

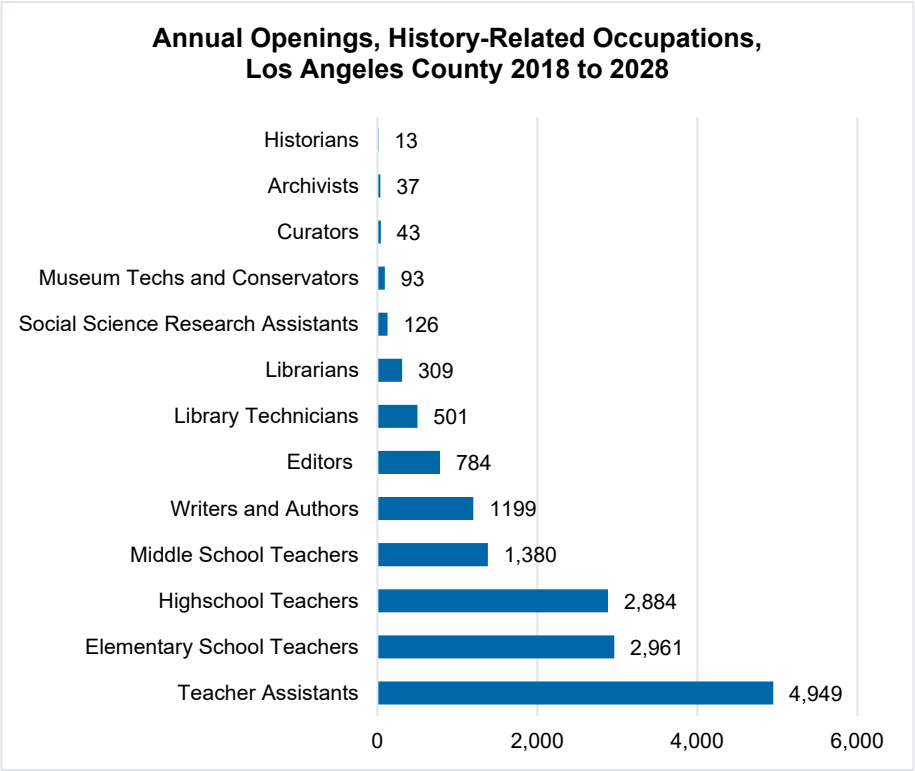
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

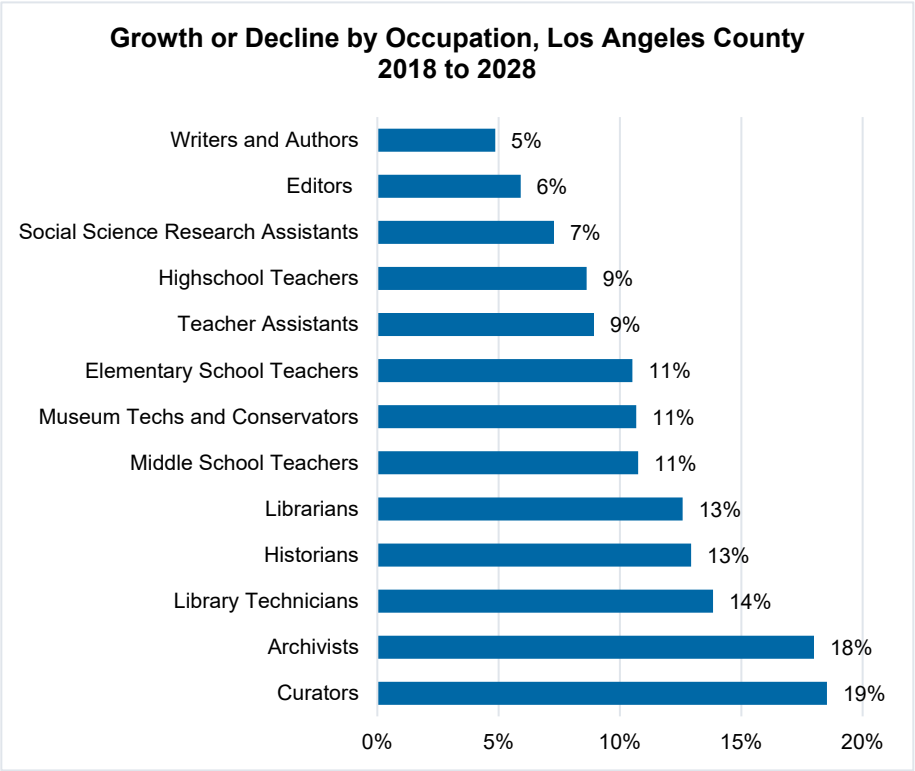
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
History	54.0101	159,31	173,86	**14,544**	**9.1%**	15,266	13,771	15,222	**44**	$29.58

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 1,261 completions per year in history programs in Los Angeles County and an additional 14,000 awards per year in teaching, library and curation-related studies and disciplines.
- Citrus College is one of 41 institutions which has recently graduated students from history programs; 75 percent of all awards are bachelor's degrees.
- The number of history-related jobs is expected to grow over the next decade in Los Angeles County and many related occupations are projected to grow substantially nationwide, such as archivists, curators and museum technicians.
- Most job openings in history-related occupations are coming from replacement positions, where people are leaving existing positions. Teaching positions are projected to see the most growth in new jobs over the next decade.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: HIST	172.24	11.17	183.41	9.20	19.94
Division: SBS	903.92	52.91	956.83	49.38	19.38
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: HIST	166.57	10.14	176.70	8.80	20.08
Division: SBS	907.31	42.62	949.93	47.76	19.89
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: HIST	39.11	1,687	112	1,799	1,970	91.32%
Division: SBS	33.87	8,761	524	9,285	10,533	88.15%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: HIST	39.37	1,629	103	1,732	1,849	93.72%
Division: SBS	35.46	8,804	421	9,226	9,965	92.58%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: HIST	90.89%	68.28%	89.41%	67.32%
Division: SBS	89.65%	70.44%	90.35%	70.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: HIST	5,581.85	361.99	**5,943.84**	5,397.97	328.48	**5,726.45**
Division: SBS	29,598.33	1,774.95	**31,373.29**	30,173.89	1,717.07	**31,890.96**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: HIST	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	4.49%	2.39%	(0.63%)	93.72%	0.88%	1.30%		
Ratings (3, 1, 0 OR -1)	3	1	3	1	1	1	**1.67**	**0.82%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.67 program Growth Rating = 0.82% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The History program needs to reconsider the timeframes in which courses are taught. It is increasingly difficult to teach the HIST 107 (History of the United States before 1877) and HIST 108 (History of the United States after 1877) sections in a 16-week format with the courses sometimes being rushed or falling a bit short in meeting the end dates of the course outline. The program should consider adding another class and dividing the timeline into three sections instead of two. History also needs to continue to consider meeting the diversity and educational interests of the students. This involves not only reviving African American and African history, history of Mexico and California/western history courses, but also perhaps developing American Indian, Asian American and other appropriate courses. Some of these courses should also be developed and offered in the honors transfer program and online.

COLLABORATION AND INTERDISCIPLINARY STUDY

The program has tried community pairings with English and sociology courses with mixed results. The best results of collaborative learning involve history courses in the study abroad program that partner with appropriate cultural courses.

TECHNOLOGY AND FACILITIES

Overall, the college's technology and facilities are sufficient. Faculty members seek to find comfortable, movable furniture to facilitate group activities in class. Program courses often have a course limit of 45 students, with many instructors willing to go over that limit, but classrooms typically hold 42 or fewer desks and chairs. Larger classrooms that allow for at least about 50 students should be considered.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Most history-related occupations require at least a four-year degree, if not higher. This suggests that the program should focus on transfer preparation and readiness as four-year institutions and upper-division courses will typically take on the responsibility of internships and potential partnerships with employers.

PROGRAM GROWTH PROJECTIONS

The program's growth seems to rise and fall with the college's enrollment patterns. Certainly, there is a consistent need for history courses, and the program typically enrolls in numbers greater than other programs at the college. The economic cycle will continue to drive enrollment numbers, but other factors, such as classroom availability and size, the rising costs of a four-year degree, and more availability of online course options outside of Citrus College, could constrain enrollment numbers.

HUMANITIES

Description

As a discipline, humanities courses examine cultural traditions through an integrative and critical examination of human achievements in art, literature, philosophy, and music. This academic area focuses on the big questions of meaning, ethical and aesthetic value, expression, belief, and the human spirit. Humanities courses satisfy general education requirements for an associate degree, a liberal arts degree in humanities, and lower division transfer. Humanities offerings are an essential part of a general education program that prepares all students for their educational field.

The most notable attribute of the Humanities program is its diverse faculty. The inclusion of humanities in various degree paths has led to greater diversity in course offerings, which better serves the student population. The program is a fundamental component of general education pathways. The program tends to experience high enrollment and student success rates that exceed college averages.

Growth Projections

The accompanying data demonstrates that humanities is a foundation for a wide variety of professions. It provides the skills necessary for students who seek degrees beyond the four-year institutions and the data demonstrates great opportunities in communication, social services, law, and other professions.

Humanities has become more diversified in its perspective. As it becomes more inclusive of other cultures, the skills and perspectives that it builds in students better prepares them for the collaborative environment that drives the economy. To better serve the needs of students and encourage future growth, the program should keep seeking diversity in course offerings and amongst its team of faculty.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

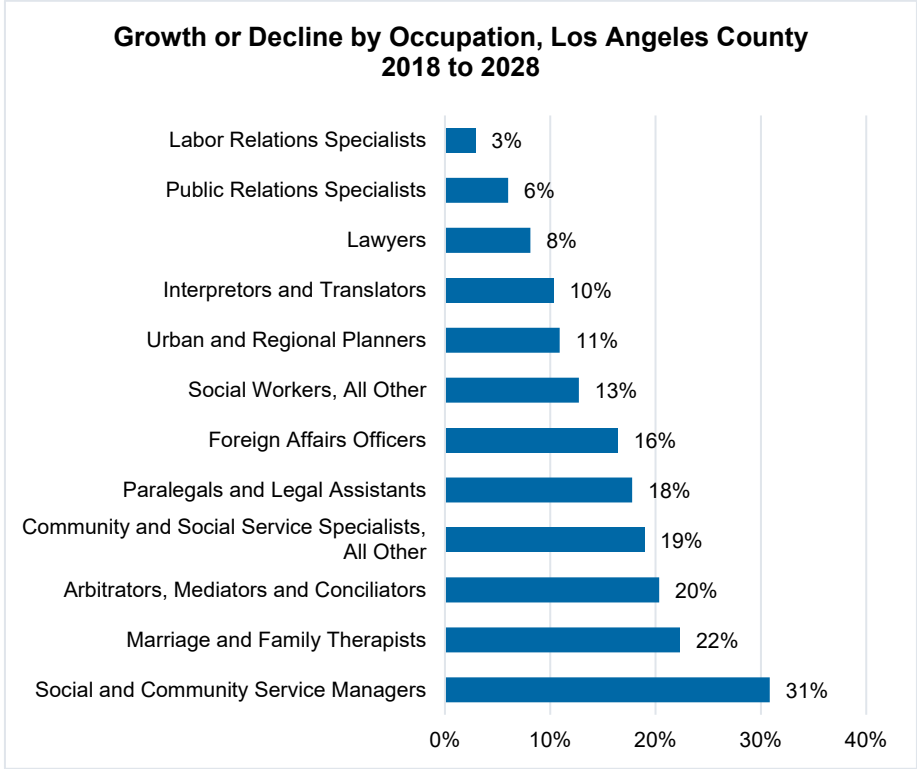
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Humanities (Liberal Arts)	24.0101							12,366		
Humanistic Studies	24.0103							2,002		
Peace Studies	30.0501	2,199	2,490	**291**	**13.2%**	254	224	57	**197**	$32.36

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

Note: Peace studies is one program within Humanities at Citrus College; given that Humanities study leads to a vast number of career paths, general studies in Humanities has not been included in the jobs growth portion of this analysis.

- There are an average of 14,300 awards per year in humanities study in Los Angeles County; nearly all of these are associate degrees or certificate awards.
- Citrus College has awarded more than 4,000 degrees in humanities study in the last five years, which represents about six percent of all awards.
- Among peace studies programs in Los Angeles County, there are an average of 57 completions per year at bachelor's degree level or higher; there are an additional 4,200 awards per year in related programs, such as social work, law and dispute resolution.
- Citrus College's Peace Studies program prepares students to attend a small set of institutions which offer a bachelor's degree or higher in peace studies; in Los Angeles County, CSU Dominguez Hills is the only school to have recently graduated students from a peace studies program.
- The number of peace studies-related jobs is expected to grow over the next decade in Los Angeles County and many related occupations are projected to grow nationwide.
- Most job openings in peace studies-related occupations are coming from replacement positions, where people are leaving existing positions, however there are projections of 300 additional jobs over the next ten years in peace studies related fields, like arbitration and social work.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY



Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: HUM	32.98	2.93	35.91	1.80	19.95
Division: SBS	903.92	52.91	956.83	49.38	19.38
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: HUM	34.08	1.64	35.72	1.96	18.22
Division: SBS	907.31	42.62	949.93	47.76	19.89
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: HUM	34.90	321	28	349	418	83.49%
Division: SBS	33.87	8,761	524	9,285	10,533	88.15%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: HUM	33.28	329	16	345	417	82.77%
Division: SBS	35.46	8,804	421	9,226	9,965	92.58%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: HUM	94.27%	77.36%	91.02%	75.84%
Division: SBS	89.65%	70.44%	90.35%	70.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: HUM	1,068.80	94.95	**1,163.75**	1,104.51	53.08	**1,157.59**
Division: SBS	29,293.70	1,714.68	**31,008.38**	29,403.50	1,381.27	**30,784.77**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: HUM	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.90%	8.81%	1.87%	82.77%	N/A	5.70%		
Ratings (3, 1, 0 OR -1)	1	3	3	1		3	**2.20**	**1.08%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 2.20 program Growth Rating = 1.08% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The faculty recommend offering Humanities 102 (Humanities from the Renaissance through the 19th Century) in the fully-online modality. Enrollment in online Humanities 101 (Humanities – Prehistory through the Medieval Period) has been consistent and retention and success have been on par with college-wide data. Faculty also make the same recommendation for Humanities 110 (Humanities in the Modern Period), which presently is only offered as an evening course. Art plates in textbooks make the cost prohibitive for many students. Program faculty will continue to look for online educational resources (OER) text and materials that can reduce the cost to students for the course. Faculty also recommend adding new courses to the program to serve degree pathways and student interest.

COLLABORATION AND INTERDISCIPLINARY STUDY

Humanities expanded offerings, such as peace studies, have helped to strengthen the program and create effective overlap with other disciplines such as political science. There are unlimited opportunities for interdisciplinary studies, which greatly benefit students and should be expanded on campus.

TECHNOLOGY AND FACILITIES

Classrooms should move away from the traditional lined-rows of rigid desks. Faculty would like to see classrooms and furnishings that foster collaboration and movement. Classrooms should be constructed in hubs where students can work in groups and have access to technology.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Humanities is not often a stand-alone degree path to a pre-determined profession. Humanities is the best expression of inter-disciplinary work. The program should grow to meet those needs in terms of both content and skills.

PROGRAM GROWTH PROJECTIONS

The Humanities program grows and shrinks with the economic cycles. When the economy weakens, the program grows to match the needs of the community. When the economy is good, students seek more specific services from the college. Faculty believe that supporting varied modalities, learning environments, and curricular opportunities will enhance the program and keep it consistent. The program, like others, would greatly benefit from greater and wider programs and facilities that support students.

PHILOSOPHY

Description

Philosophy is the fundamental study of the nature of knowledge, reality, and existence by analyzing and evaluating logic, ethics, and metaphysics. As a practice, philosophy has two main purposes: to clarify concepts and evaluate and construct arguments. Philosophy achieves these purposes by recognizing two forms of reason, theoretical and practical. The Philosophy program trains students to read materials in an analytical manner, think critically and discriminate between controversial and non-controversial statements, while developing argumentative skills.

Philosophy courses satisfy general education requirements for an associate in arts degree in philosophy, serve as core requirements for lower division transfer and are applicable to the interdisciplinary study of subjects. Courses in philosophy are foundational and essential to the general education program at Citrus College. Students are prepared for specialization in philosophy and learn essential analytic and interpretive tools to be used in conjunction with all disciplines.

The most notable attributes of the Philosophy program at Citrus College are the analytic rigor of the discipline and its flexibility of use to interpret interdisciplinary problems, both simple and complex. These are strengths that allow philosophy to be integral to various degree paths by encouraging greater diversity among course offerings, interdisciplinary discussion, and increased tolerance and inclusion of disparate ideas. Philosophy is a foundational practice that is both necessary and a pathway choice for general education and specialized degrees.

Growth Projections

According to job growth projections in Los Angeles County, jobs requiring a degree in philosophy will grow by about 10% between 2018 and 2028.

Interest in pursuing a degree in philosophy has declined as students find it necessary to obtain graduate-level degrees in law, religion, and post-secondary education when pursuing professional careers in these fields. But program growth is possible given the growing need for training as ethics officers for medical and business ethics boards, and in human resource fields. Similarly, philosophy skills are foundational for careers in STEM fields by helping to create stronger analytic and interpretive thinkers. The faculty continue to encourage enrollment and completion in the philosophy program. Many students have indicated that they have delayed taking certain courses since they do not fit into their schedule.

Philosophy is a rigorous course of study. As a result, some students are hesitant to take philosophy while taking other courses that are equally demanding. This inhibits initial enrollment in philosophy courses. Stronger relationships with counseling can inform students that philosophy is more than a simple discussion of different belief systems; rather, it is a rigorous practice and tradition that holds the discernment of truth rather than the

accumulation of simple fact as its highest aim. In addition to the efforts outlined above, plans are in process to enhance marketing efforts to increase enrollment.

Interest in philosophy has been demonstrated through seven philosophy associate degrees for transfer (ADT) earned during the 2017-2018 academic year; the first year of it being offered at Citrus College. The Philosophy program is currently informally tracking at least 11 students who are on track to complete the requirements for the philosophy ADT by Spring 2020.

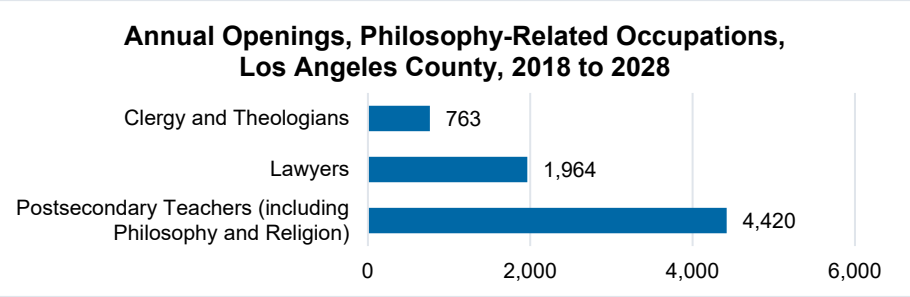
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

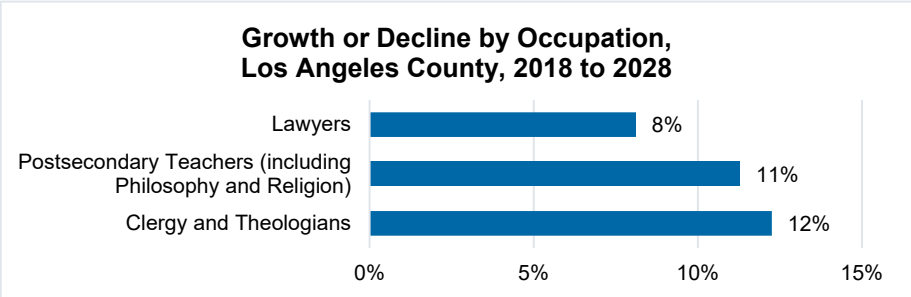
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Philosophy	38.0101	93,030	102,37	**9,347**	**10.0%**	7,146	6,190	437	**6,710**	$42.01

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 437 completions per year in philosophy programs in Los Angeles County and many additional awards in related general studies programs.
- Thirty-two institutions have recently graduated students from philosophy programs; 81 percent of all awards are bachelor's degrees.
- Citrus College does not have any recent completions, but the department is expecting awards in the upcoming academic years given a new transfer degree option.
- The number of philosophy-related jobs is expected to grow over the next decade in Los Angeles County.
- Most job openings in philosophy-related fields are coming from replacement positions, where people are leaving existing positions. However, there are projected to be about 1,000 additional openings per year in some related occupations, in theology, legal and teaching fields.
- While there are many fewer philosophy program completions on average than there are available related jobs, there are other programs and occupations which also prepare students for these positions. As a general studies major for many students, the philosophy studies related occupations listed here represent only a subset of career paths for students.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: PHIL	48.05	1.00	49.05	3.40	14.43
Division: SBS	903.92	52.91	956.83	49.38	19.38
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: PHIL	57.10	1.53	58.64	3.56	16.47
Division: SBS	907.31	42.62	949.93	47.76	19.89
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: PHIL	27.76	462	10	472	698	67.62%
Division: SBS	33.87	8,761	524	9,285	10,533	88.15%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: PHIL	31.46	548	15	563	732	76.48%
Division: SBS	35.46	8,804	421	9,226	9,965	92.58%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: PHIL	78.99%	52.10%	82.33%	53.21%
Division: SBS	89.65%	70.44%	90.35%	70.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: PHIL	1,557.18	32.41	**1,589.58**	1,850.59	49.71	**1,900.31**
Division: SBS	29,293.70	1,714.68	**31,008.38**	29,403.50	1,381.27	**30,784.77**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: PHIL	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	1.46%	(9.67%)	(7.20%)	76.48%	0.84%	0.00%		
Ratings (3, 1, 0 OR -1)	1	-1	-1	-1	1	0	**-0.17**	**-0.08%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, -0.17 program Growth Rating = -0.08% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

To increase enrollment numbers, courses such as PHIL 108 (Philosophy – Ethics) could be offered online. Consideration is being given to creating an alternative version of PHIL 108 to foster student interest in the course, by delivering the subject matter of ethics via the discussion of superhero ethics. If this is successful, building it into a more robust elective version of the course would be the next step. Honors students have expressed an interest in a PHIL 108 Honors class, which would expand course offerings and focus on a different student population. PHIL 106 (Introduction to Philosophy) Honors consistently is over-enrolled with retention and success numbers that far exceed program goals. The course is now offered twice a year to address student demand.

COLLABORATION AND INTERDISCIPLINARY STUDY

Expanded offerings in Philosophy, specifically PHIL 130 (History of Ancient Philosophy), PHIL 131 (History of Modern Philosophy), and PHIL 140 (Philosophy of Religion), have been building slowly, and have shown some success as the philosophy ADT gains traction. Currently, PHIL 130 is only being offered during the winter session. However, there are plans to begin offering the class during the fall semester on a regular rotation. This move is aimed at increasing attendance and interest in students taking PHIL 131 in the spring semester. Also, enrollment with PHIL 130 and PHIL 131 concurrently with HUM 101 (Prehistory through the Medieval Period) and HUM 102 (Humanities from the Renaissance through the 19th Century) would bolster enrollment in each of these courses since they would increase depth of understanding by seeing the nature and benefit of studying each in an interdisciplinary manner. Philosophy faculty intend to work with counseling faculty to promote student enrollment in all PHIL course offerings.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Though philosophy is a strong path to earning terminal degrees in law, clergy/theology, and post-secondary teaching or in work in ethics-related occupations, it is also a degree that compliments and enriches the study and understanding of many academic fields. Consequently, it is an ideal pathway for students who wish to double-major. Some universities such as California State University, Long Beach encourage philosophy students to double-major to increase interdisciplinary cooperation and understanding.

PROGRAM GROWTH PROJECTIONS

Students pursuing philosophy generally earn best results when they work toward an advanced degree in the discipline, which requires a long-term commitment. In declining economic cycles, people are more apt to invest in degrees with short-term goals in mind; conversely, students are more likely to follow long-term educational goals in better economic times.

Philosophy is a practice that is necessary for a healthy society. The more people who are versed in its practices, the more civil and tolerant the culture is likely to be. Supporting varied learning opportunities and practices are necessary to maintain the health and consistency of the Philosophy program.

POLITICAL SCIENCE

Description

The goal of the Political Science program at Citrus College is to prepare students to develop a fundamental understanding of the systematic study of theories, institutions, and processes related to the distribution of power and its use in the maintenance of order and promotion of equality and justice.

Students who major in political science or take courses in the program will acquire important skills in writing, communications, and critical analysis through a curriculum that focuses on real-world issues and classroom engagement. Students will be prepared to think independently, with a tolerance for others and a thoughtful, informed concern for current affairs. They will also gain a better understanding of how decisions are made in government and how they can impact change and become better participants in a democratic society. There is a high demand for courses in the program as shown by its 95.94% fill-rate as of fall 2018.

Growth Projections

Political science-related occupations are projected to have high levels of growth (nearly 10%) over the next ten years, particularly amongst the legal professions. Given these significant job growth levels, the Political Science program will likely continue to grow.

Other factors may constrain future program growth. Many students with a demonstrated interest in law school may major in a subject other than political science, despite it being one of the best choices for preparing for law school. Other community college students may not yet have clearly identified their goals. In addition, occupations related to the political science degree tend to require further education beyond a bachelor's degree, which is not always a top choice for some job-oriented community college students.

To better serve the needs of students and encourage future growth, the program can offer more course content that ties lessons on governmental structures to the law and to government work. Faculty can develop workshops that better prepare students for careers in the legal profession or in state and federal bureaucracies. The program also can partner with local law firms and congressional members' offices to facilitate more internship opportunities for political science students. And, partnerships with local law schools can also be helpful in bridging the gap between studying law and political science. Internship work should be related to some form of college credit such as cooperative work experience.

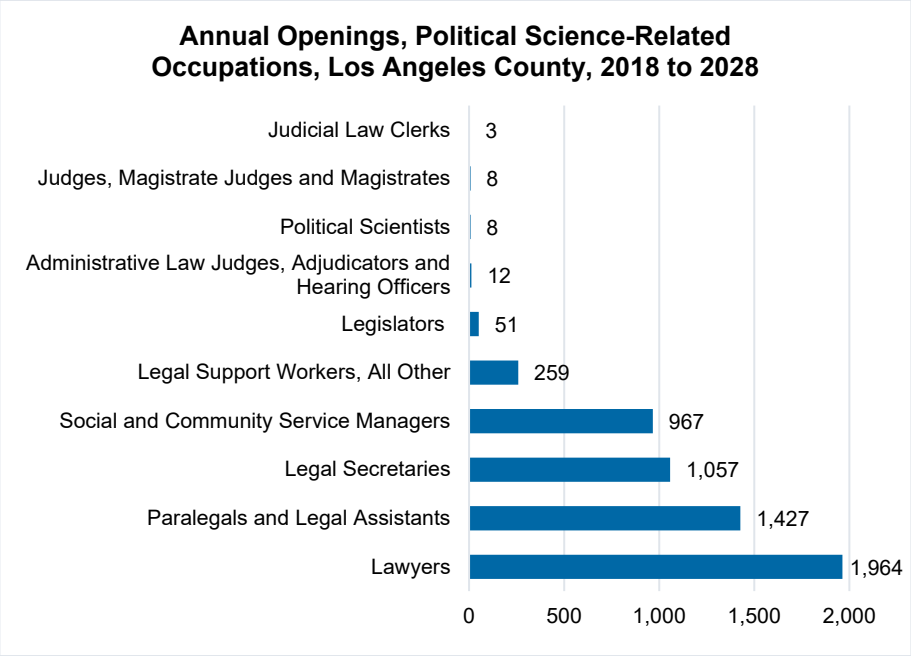
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

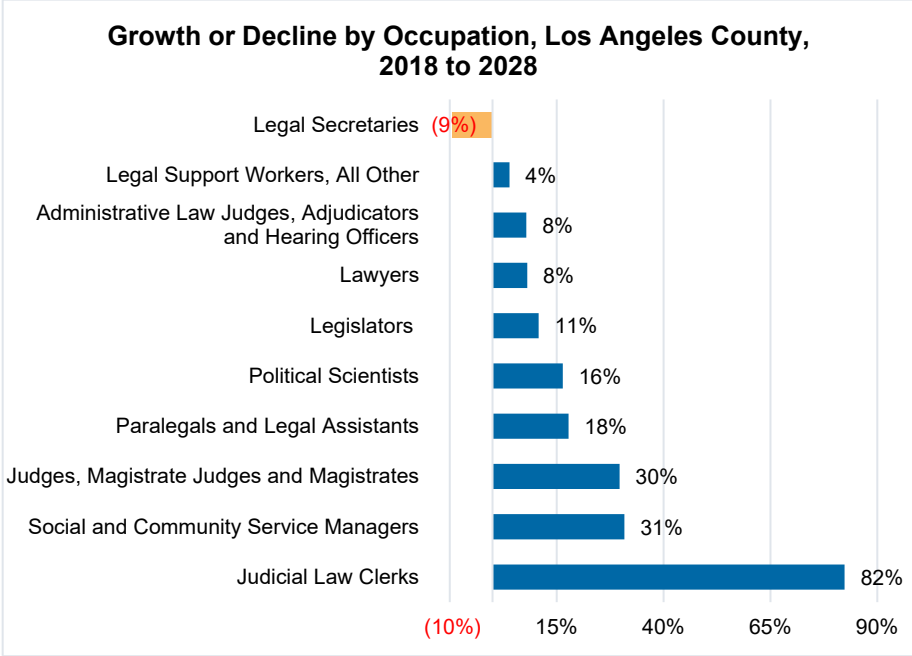
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Political Science	45.1001	71,315	77,994	**6,680**	**9.4%**	5,754	4,965	13,011	**(8,046)**	$40.80

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 1,931 completions per year in political science programs in Los Angeles County and an additional 11,000 awards per year in related programs, such as international relations, global studies, government and legal studies.
- Citrus College is one of 43 institutions which has recently graduated students from political science programs; 11 percent of awards are associate degrees.
- The number of political science-related jobs is expected to grow over the next decade in Los Angeles County, however several related occupations may have very few openings. Others are projected to grow substantially nationwide.
- Most job openings in political science-related occupations are coming from replacement positions, where people are leaving existing positions. There is projected increased demand among legal occupations where there may be 500 additional openings per year in Los Angeles County in the next decade.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: POLI	80.86	3.66	84.52	4.00	21.13
Division: SBS	903.92	52.91	956.83	49.38	19.38
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: POLI	78.85	3.85	82.70	4.20	19.69
Division: SBS	907.31	42.62	949.93	47.76	19.89
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: POLI	41.40	792	36	828	863	95.94%
Division: SBS	33.87	8,761	524	9,285	10,533	88.15%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: POLI	38.31	766	38	803	852	94.73%
Division: SBS	35.46	8,804	421	9,226	9,965	92.58%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: POLI	89.13%	66.79%	90.22%	68.85%
Division: SBS	89.65%	70.44%	90.35%	70.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: POLI	2,620.46	118.61	**2,739.07**	2,555.32	124.70	**2,680.03**
Division: SBS	29,293.70	1,714.68	**31,008.38**	29,403.50	1,381.27	**30,784.77**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: POLI	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	2.08%	0.24%	1.22%	94.73%	0.90%	0.50%		
Ratings (3, 1, 0 OR -1)	3	1	3	1	3	1	**2.00**	**0.98%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:
Citrus College average annual growth estimate is 0.49%
Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs
Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate
Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 2.00 program Growth Rating = 0.98% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Program faculty plan to maintain the current course offerings to ensure that students can receive introductory-level training in all four subfields of political science that are fully transferrable to four-year universities. This will continue to give non-political science majors the opportunity to explore the discipline and allow political science majors to complete their lower division courses prior to transferring, so they are ready to begin upper-division work.

Political Science faculty also plan to continue offering an honors section once per year to maintain the strength of the honors program since POLI 103 (American Government) is a required course for transfer for most students, regardless of major. Faculty will continue to promote the study abroad program in their classes and encourage inclusion of political science courses in the study abroad curriculum, as it promotes the objectives of training students for employment in a global economy. POLI 116 (International Relations) and POLI 105 (Comparative Politics) are courses that benefit from utilizing a foreign setting in the classroom.

Faculty members plan to expand course offerings to include a course in model United Nations so that students can have hands-on experience learning about international negotiation and peacekeeping. Faculty will take participants to a conference/competition in New York every spring semester, where students will engage in substantial training and research prior to their arrival. Students will become experts in the political climate of the country they represent, and the resolutions written by the students will be considered and potentially implemented by the United Nations. Students will develop research, critical thinking, negotiation, and public speaking skills through these experiences.

COLLABORATION AND INTERDISCIPLINARY STUDY

The Political Science program offers an associate degree for transfer (ADT) that gives students the opportunity to take courses in anthropology, economics, geography, history, humanities, and philosophy. Due to the nature of politics playing a role in various aspects of society, the faculty members hope to develop courses in the future that cross different disciplines and help students understand the world from varying perspectives. The Political Science program also collaborates with the Honors program and Study Abroad program to bring courses to students with different objectives.

TECHNOLOGY AND FACILITIES

Almost all political science courses are taught in the Liberal Arts/Business (LB) building. This building is no longer adequate in supporting 21st century modes of teaching. Technology in many of these classrooms is antiquated. In addition, the rooms are too small to help the program and division reach the maximum 45 students per section. Many classes must be capped at 41 students for safety reasons. A new building should solve these issues.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The program plans to use methods of instruction that prepare students to think critically and develop social skills needed to meet the demands of a career related to political science. It is important for students in the program to develop strong interpersonal skills. Courses in political science utilize collaborative learning and interactive teaching so that students are engaged and become better communicators. Political science faculty emphasize strong writing and presentation skills by giving more assignments that allow students to practice such skills.

PROGRAM GROWTH PROJECTIONS

Faculty members hope that the program will grow to 100% capacity and potentially expand further if the college is able to expand the size of the political science classrooms. The data shows that the program has a 95.94% fill rate and a current capacity of 863 students. Faculty members hope to reach a capacity of 1,000 students in the future and be able to reach 100% capacity for 1,000 students.

BEHAVIORAL SCIENCES

ADMINISTRATION OF JUSTICE 417

ANTHROPOLOGY 424

CHILD DEVELOPMENT 431

ETHNIC STUDIES 439

PSYCHOLOGY 443

SOCIOLOGY 449

ADMINISTRATION OF JUSTICE

Description

The Administration of Justice (AJ) program prepares students for transfer to a four-year college or university and for a career of public service in the fields of law enforcement and corrections at local, state, and federal levels. The program is designed to provide a theoretical background of the criminal justice and corrections systems in America and to familiarize students with academic, career and volunteer opportunities in the fields.

Citrus College ranks number three of the twenty-one AJ educational programs in Los Angeles County for the awarding of degrees and certificates. The program has a diverse faculty who bring academic and real-life experience to the classroom from all aspects of the system – law enforcement, courts and corrections. Courses are offered in traditional and online formats with scheduling designed to enable completion of degrees and certificates in a timely manner. The principles of criminal justice and correctional science are enhanced by the range of courses in the general education pattern to prepare students for transfer to a four-year college or university. Students who complete the associate degree for transfer (ADT) are guaranteed admission with junior status to the California State University system and are given priority admission to a local CSU campus.

The AJ program has a high number of degree and certificate completers. As a result, many students transfer to four-year colleges or universities prior to initiating their career. Student interest in the discipline has been strong with increased enrollment in courses for the past four years.

Growth Projections

There is an ongoing demand for employees in the law enforcement field with research showing growth in hiring for the next decade. Projections for patrol officers indicates 8% growth, detectives 6% growth, supervisors 18% growth and forensics technicians 14% growth. In the corrections field, growth for correctional officers is projected at 3%, probation officers 9% and supervisors 12%. These growth projections are fueled in part by an ongoing need for new employees to replace current employees who are retiring or leaving their professions. Currently, the Los Angeles County Sheriff's Department has identified a need to hire 1,000 deputy sheriff trainees per year and the California Department of Corrections and Rehabilitation has identified the need to hire 1,700 correctional officers per year to maintain current staffing. Students completing the program have an open employment market at this time with agencies competing with each other to hire qualified candidates.

To facilitate program growth, both full-time faculty and some adjunct faculty are participating in outreach activities as time is available considering class schedules and other professional activities. Reassigned time, compensation for adjunct instructors, or some sort of assistance from the dean's office to respond to requests would enhance program visibility in high schools and enhance potential growth.

Students could be better served through the use of faculty-developed online educational resource (OER) materials to replace textbooks which are expensive or may not be available in a timely manner from the publisher. Faculty time to review, modify, or create and update material which can be made available in a low cost/no cost setting is needed.

Program growth is being accomplished through course offerings in correctional science and criminal justice in the online learning format. Faculty have expanded enrollment through an early college program at Duarte High School. Starting in spring 2020, Citrus College will offer two courses at the high school and is looking to expand the offerings to allow completion of the core discipline coursework and completion of a certificate of achievement. The next step would be to expand offerings to additional high schools within the college district.

Additional growth can be achieved with expansion of outreach activities with police explorer programs within the district and region. The administration of justice advisory committee has recommended that the college engage in these activities. Outreach could vary from participation in activities at the station level to a summer cohort academy for predominantly high-school-age students. A local non-academic summer program for police explorers has the potential to draw 100+ participants. The challenge with this opportunity is instructor time and availability.

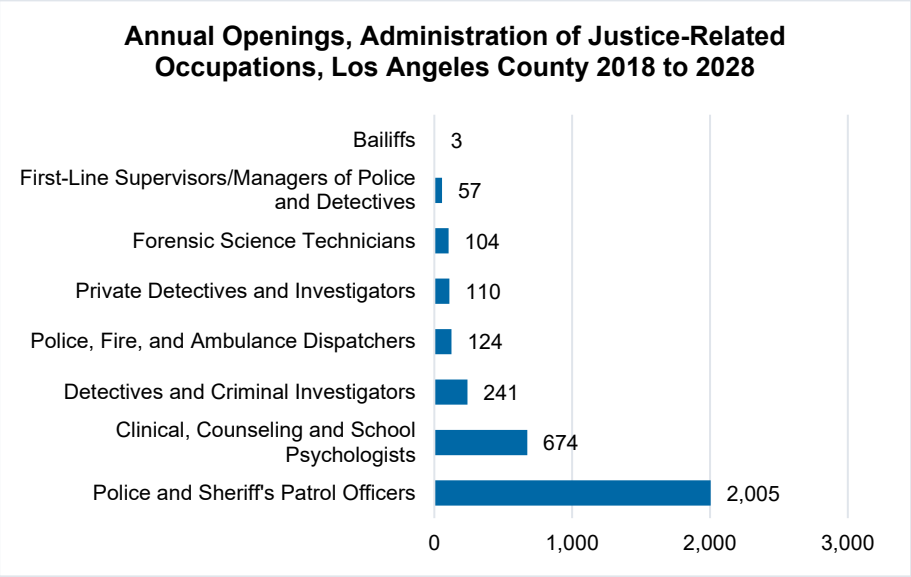
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

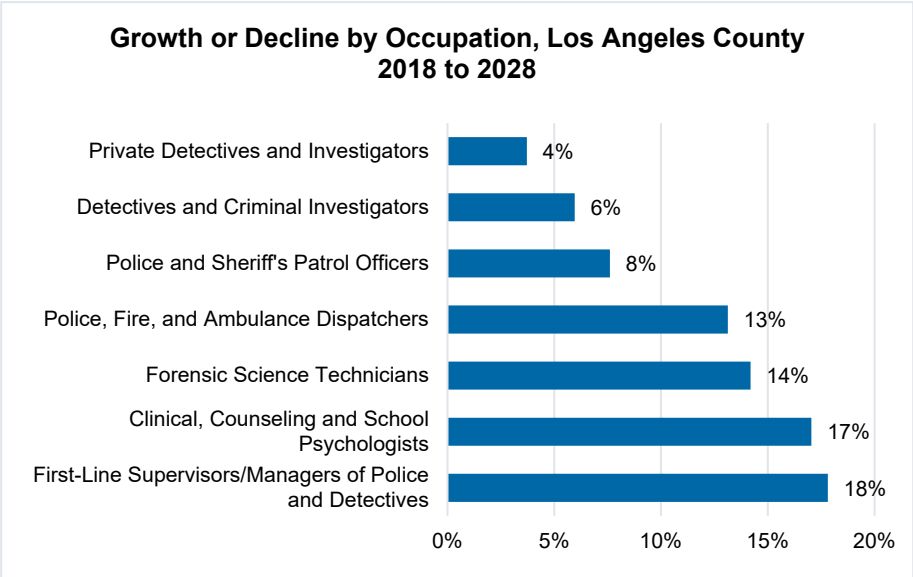
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Administration of Justice/ Criminal Justice	43.0107	32,626	35,102	**2,453**	**7.5%**	2,415	2,163	2,060	**355**	$54.40
Correctional Science	43.0102	7,395	7,847	**451**	**6.1%**	664	619	213	**451**	$41.06

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 2,273 completions per year in administration of justice and correctional science programs in Los Angeles County and an additional 1,600 awards per year in other related programs, such as homeland security, forensic science and other security services and criminal justice studies.
- Citrus College is one of eight institutions to have recently graduated students from corrections programs and one of 21 with an Administration of Justice program; nearly all awards are certificates or associate degrees.
- The number of administration of justice and corrections-related jobs is expected to grow over the next decade in Los Angeles County.
- Most job openings in administration of justice and corrections-related fields are coming from replacement positions, where people are leaving existing jobs, but there are projected to be about 400 additional positions needed over the next decade.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: AJ	80.45	0.78	81.23	4.20	19.34
Division: SBS	903.92	52.91	956.83	49.38	19.38
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: AJ	77.57	0.63	78.20	3.88	20.16
Division: SBS	907.31	42.62	949.93	47.76	19.89
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: AJ	38.19	794	8	802	964	83.20%
Division: SBS	33.87	8,761	524	9,285	10,533	88.15%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: AJ	39.52	753	6	759	874	87.81%
Division: SBS	35.46	8,804	421	9,226	9,965	92.58%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: AJ	87.48%	70.96%	89.80%	72.25%
Division: SBS	89.65%	70.44%	90.35%	70.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: AJ	2,607.18	25.28	**2,632.45**	2,513.84	20.55	**2,534.39**
Division: SBS	29,293.70	1,714.68	**31,008.38**	29,403.50	1,381.27	**30,784.77**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: AJ	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	1.97%	3.98%	(5.28%)	87.81%	0.87%	5.59%		
Ratings (3, 1, 0 OR -1)	3	3	1	1	1	3	**2.00**	**0.98%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 2.00 program Growth Rating = 0.98% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The AJ curriculum is aligned with the transfer-model curriculum for the associate degree for transfer (ADT) in administration of justice, and the model curriculum developed by the Chancellor's Office Public Safety Advisory Committee for criminal justice and correctional science degrees and certificates. A major focus of the program is completion of degrees and certificates and transfer to four-year institutions, as students are better served by this model. The Administration of Justice elective courses are focused on the courses that support transfer to the California State University system and workplace knowledge/skills identified by the AJ advisory committee. The program is number three in the county among the 21 institutions offering administration of justice/criminal justice programs in terms of awards of certificates and degrees. Many of these institutions are considerably larger in terms of student population than Citrus College.

Faculty are attempting to have AJ 150 (Introduction to Forensics) approved as a lab science course and are seeking general education designation for AJ 112 (Community and the Justice System).

Curriculum is reviewed by the Administration of Justice Advisory Committee at their annual meeting.

COLLABORATION AND INTERDISCIPLINARY STUDY

AJ faculty meet formally and informally on a regular basis. Meetings are conducted with faculty of other disciplines such as forestry to review areas of common interest and benefit to students. AJ has been included in a new ADT program in law and public policy.

TECHNOLOGY AND FACILITIES

The program has a dedicated classroom in the Technical Education building (TE 153) which serves the program and students well in terms of size and technology. Due to scheduling needs and program growth, some classes are scheduled in the Physical Science (PS) and Liberal Arts/Business (LB) buildings. The LB building has a number of facilities issues including class space below program curriculum cap size, noise contamination from other classrooms, technology issues, and poor heating and air conditioning. These factors adversely affect delivery of course content and the comfort of students and instructors, conducive to a proper learning environment.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The Administration of Justice Advisory Committee meets annually. The group is a robust gathering of approximately 35 representatives from law enforcement, courts, and corrections at the local, state, and federal levels. Faculty recently added a representative from the California State University system to represent interests related to transfer. A major portion of the meeting is dedicated to agency reports regarding employment, preparation of students for the career field, labor market trends, opportunities, and obstacles. The committee provides recommendations for

consideration by AJ faculty during curriculum review, program review, and scheduling. The representatives are frequently requesting time for in-person presentations with students in the classrooms, career fairs, or career pathways presentations.

PROGRAM GROWTH PROJECTIONS

The Administration of Justice program has experienced strong interest and enrollment for several years. The program is continuing to grow while other programs are remaining static or declining in enrollment. Modification of delivery styles to include online learning formats for a number of courses and participation in early college activities have boosted the trend. Faculty monitor patterns such as decreased student interest in evening and Friday classes and work with the division dean to modify scheduling to better meet the needs of students. Enrollment is expected to remain strong and be at the level of college growth or greater. Program class caps are high at 45 students, the average class size exceeds the division and college levels, and retention and success rates are high.

ANTHROPOLOGY

Description

Anthropology is the study of humans through various comparative and holistic approaches that include past and present populations. The four fields of anthropology include biological, cultural, linguistics and archaeology. Each of these fields studies different and overlapping aspects of what it means to be human.

The Anthropology program at Citrus College prepares students for transfer to a four-year university. Anthropology courses satisfy the requirements for the newly approved associate degree for transfer (ADT) in anthropology, as well as general education requirements for an associate degree in social sciences, and lower division transfer in other related degrees such as the peace studies and gender studies pathways.

In the four years since a new full-time faculty member has been hired, the program has become more robust with adding new sections, including adding courses back into the schedule and hiring new adjunct faculty. Citrus College offers a more dynamic curriculum than most nearby colleges since the program teaches eight different courses throughout the academic year. The program offers several sections of a fully-online version of Introduction to Cultural Anthropology (ANTH 210). Additionally, the program continues to offer a new hybrid version of the ANTH 212/212L (Introduction to Physical Anthropology/Lab) where the lecture is offered online and the labs are offered in person, with available evening lab times for students not available during the day.

The most notable strengths of the program are that the retention and completion rates are higher than the division, college, and state rates. This reflects the faculty's commitment to the students, highly trained and knowledgeable faculty and supportive practices that help students stay in college and successfully complete their courses across different teaching modalities and course offerings (i.e. online, hybrid and in-person). It is anticipated that this will be reflected in graduation rates once students begin to complete the new ADT in anthropology.

Growth Projections

Globalization and the increased interconnectedness of various cultures, countries and people are driving future growth in anthropology, particularly in cultural fields. Anthropology degrees, especially in the cultural area, prepare students for a variety of occupations outside of anthropology due to their emphasis on the global interconnections that bring various cultures and groups together. For example, graduates with a bachelor's degree in anthropology can be hired in the movie industry as writers, directors, and consultants. They are often hired by businesses that are functioning internationally to help them work within different cultural patterns of business. Some are employed in the medical field training doctors, nurses and medical personnel in working with patients from cultures different from their own to enhance patient care and outcomes. The nation's need for

forensic anthropologists is driving growth in the biological anthropology area. Archaeology continues to see growth due to construction and environmental protection requirements in cultural resource management.

Approval of the ADT degree and the support for other degree pathways (i.e. peace studies, gender studies, social justice, social science, etc.) means that the program will need to add more sections of program courses to meet the increased demand. Another important growth area will come from offering a science course with a lab (ANTH 212/212L (Introduction to Biological Anthropology). There is a bottleneck in the science area and this class consistently fills, so more sections are needed based on student demand.

The program needs to add more sections of the ANTH 212/212L. To do this, the program needs at least two dedicated anthropology lab spaces with appropriate tables, chairs, storage and materials to teach the lab courses. Faculty members are limited in the number of sections they can teach now due to the lack of a lab space for these classes. Faculty are also currently working on restoring the fully online lab component of this course to provide a completely online lab option. This will enable Citrus College to offer fully online degrees (currently students are only missing a science with a lab option to complete a degree fully online). In order to accomplish this goal, the program needs a reliable and stable mechanism for getting necessary lab materials to students (i.e. fossils, skeletal materials, etc.)

The Anthropology program is rather consistent in its success and retention statistics over the past five years. Anthropology student retention and success results are typically equal to or higher than the college rates. Success rates rose from 71% to 80% between spring 2017 and spring 2018 thanks to the increased availability of tutoring services covering almost all anthropology courses offered. This type of support helps students improve their understanding of the material and can have a positive effect on assignment and test scores. Increased funding and support in the tutoring center would help to further increase the program’s success and completion rates.

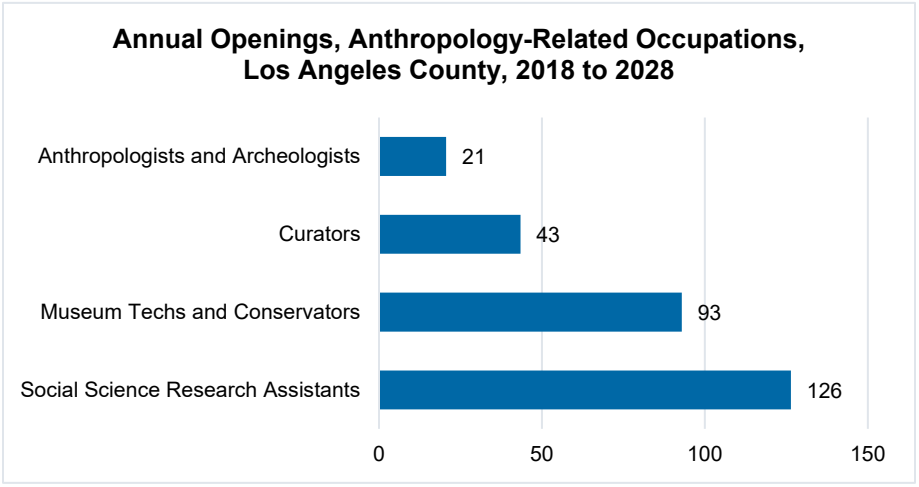
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

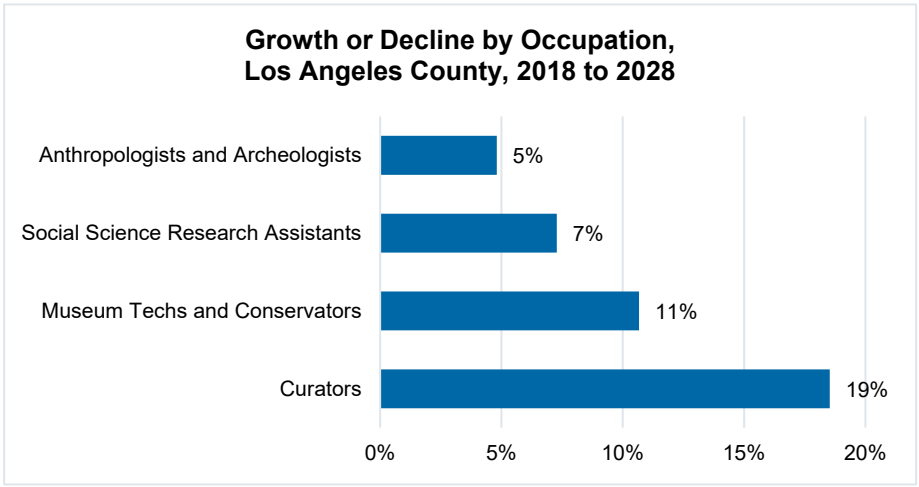
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Anthropology	45.0201	2,343	2,574	**230**	**9.8%**	263	241	3,273	**(3,010)**	$25.83

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 902 completions per year in anthropology programs in Los Angeles County and an additional 1,600 awards per year in related programs, such as archaeology, museum curation studies and human biology.
- 28 institutions have recently graduated students from anthropology programs; 92 percent of awards are bachelor's degrees or higher.
- The number of anthropology-related jobs is projected to grow slightly over the next decade in Los Angeles County, and some related occupations are projected to grow substantially nationwide.
- Most job openings in anthropology-related occupations are coming from replacement positions, where people are leaving existing jobs.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: ANTH	52.40	2.10	54.50	3.35	16.27
Division: SBS	903.92	52.91	956.83	49.38	19.38
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: ANTH	45.10	1.39	46.49	2.64	17.61
Division: SBS	907.31	42.62	949.93	47.76	19.89
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: ANTH	29.83	516	21	537	663	81.00%
Division: SBS	33.87	8,761	524	9,285	10,533	88.15%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: ANTH	33.98	461	14	475	536	89.66%
Division: SBS	35.46	8,804	421	9,226	9,965	92.58%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: ANTH	89.39%	71.51%	90.91%	71.76%
Division: SBS	89.65%	70.44%	90.35%	70.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: ANTH	1,698.15	68.06	**1,766.20**	1,461.57	44.92	**1,506.49**
Division: SBS	29,293.70	1,714.68	**31,008.38**	29,403.50	1,381.27	**30,784.77**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: ANTH	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
METRIC DATA	1.23%	3.33%	(4.72%)	89.66%	0.94%	0.00%		
RATINGS (3, 1, 0 OR -1)	1	3	1	1	3	0	**1.50**	**0.74%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.50 program Growth Rating = 0.74% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The Anthropology faculty will develop additional courses and include more student-centered approaches and the use of contextualized learning. These courses will incorporate interactive practices in student engagement which will increase success and retention rates and position students to be better prepared for both transfer and the workforce after graduation.

The program currently offers one course in archaeology (ANTH 220 Introduction to Archaeology). Faculty members are planning to expand the archeology offerings by developing a new course on world pre-history. With a mock dig space and museum space, the program could offer skill building certificates in Cultural Resource Management (CRM) types of work (i.e. mapping, excavation, cataloging, preservation of artifacts, etc.) and build student's skills in the area of museum curation, exhibit development and artifact maintenance.

In addition, the faculty would like to develop a field studies/research skills certificate with sociology and psychology, providing an interdisciplinary approach to designing a study, collecting data and analyzing data. This certificate would give students the skills in research design and statistical data analysis and the ability to use statistics in their field. This can also include a study abroad option where students could do the field study course in a study abroad setting allowing for more experience and contextualized learning to take place.

COLLABORATION AND INTERDISCIPLINARY STUDY

Anthropology is an excellent discipline for collaboration and interdisciplinary study due to its holistic approach. Various degrees include anthropology courses as part of their required or elective options. Faculty would also like to develop a forensic lab course with administration of justice (AJ) as part of their certificate program as forensic work is usually conducted by an anthropologist training in biological anthropology and forensics.

Faculty are planning to develop a learning community with the women's history course and ANTH 216 (Sex and Gender in Cross Cultural Perspectives), as this would provide the students with an excellent opportunity for rich, deep engagement with both historical and contemporary issues of sex and gender.

TECHNOLOGY AND FACILITIES

The program needs dedicated lab space for the Introduction to Physical Anthropology (ANTH 212/212L) course so that more sections can be offered to ease the bottleneck for students who need a science course with a lab component. The program also needs a reliable and stable mechanism for providing lab materials to students who would take the lab completely online, such as rentable kits of materials or providing

embedded tutors with access to lab materials that both online and in-person students could use. Building archaeology coursework would require an archaeology lab and dig site space on campus that would allow for contextualized learning.

More technology for making videos and holding concurrent or synchronized class meetings would help make online teaching more accessible to a wide variety of students. This also requires more computer lab space, better Wi-Fi service and larger bandwidth capability.

Also needed is a statistics lab for social sciences that would include tutors and software (i.e. SPSS, SAS) commonly used for statistics in social science. Other ethnographic analysis software would enhance the data analysis of cultural anthropological data that is qualitative rather than quantitative in nature.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Increasing sections and the development of new courses will help the program meet industry and employer needs. Creation of new certificates, new lab opportunities and field studies courses and skill training will help prepare students to meet the demands of anthropological and related occupations. Partnering with local universities to align coursework and training with existing certificates and programs will also help students have a clear pathway to success at those specific universities.

California State University, Los Angeles, has a strong program in forensic and biological anthropology that is aligned with the Los Angeles Coroner's Office and provides internship opportunities in that field. An affiliation between CSULA and the Citrus College program will increase student transfers and completion, which will increase the number of professionals in the high-demand fields in the future (students will need a Ph.D. to actually do that work, but this is the important first step toward that goal).

PROGRAM GROWTH PROJECTIONS

The data indicates that there may be saturation in job growth in Los Angeles County since the growth projections will only add a few hundred new jobs in related fields in the next decade; however, the need for anthropologists statewide and nationally are higher, especially when the related fields are included. Forensic anthropologists are in high demand nationally as there is a nationwide shortage in this field.

CHILD DEVELOPMENT

Description

The Child Development program explores the theories and concepts necessary for the healthy growth and development of children from conception through adolescence. Child development courses provide both the theoretical and practical skills necessary to satisfy educational requirements to gain employment in the field of early childhood education.

The program offers two degrees: The early childhood education associate degree for transfer and the child development associate of science degree. The degrees focus on theoretical and applied knowledge of child development and developmentally appropriate teaching practices in education. Students who complete the appropriate coursework to earn the early childhood education associate of science transfer degree will achieve junior status to the California State University system and will be given priority admission.

Students completing appropriate coursework may earn the following certificates of achievement: child development teacher, child development master teacher, and/or child development master teacher-early intervention. Students completing appropriate courses may earn the following skill awards: child development associate teacher or the infant and child development associate teacher. Students earning child development degrees, certificates and/or skill awards also satisfy educational requirements for obtaining child development permits through the California commission on teacher credentialing.

Employees working directly with children (i.e. as an assistant or teacher) and/or administering early childhood education programs for the state or federal government (i.e. Head Start preschool programs) are required to possess active child development permits through the Commission on Teacher Credentialing. These permits must be renewed every five years through professional growth hours (105 hours). The Child Development program offers approximately 30 courses to meet the diverse educational needs of students pursuing, renewing and/or upgrading child development permits.

Among notable attributes of the program, faculty members work well as a team and communicate on a regular basis to maintain an effective, high quality program for students. In direct response to educational trends and the needs of students pursuing careers in the field of primary and secondary education, the program has submitted a proposal for offering a new associate degree for transfer (ADT) in child and adolescent studies. The program is pleased with the continued successful completion rates of students who are earning associate of science degrees.

Growth Projections

Occupations for those with child development training are projected to grow between 2018 to 2028 in the professional field of early childhood education (11.7%), master teacher early intervention (11.3%) and elementary teacher education (10.5%). Nationwide, many related occupations are also expected to grow. Data suggests that the child development field is not expected to grow in the same way as these other related fields, but there is still a very real and significant need for child-care employees. In 2018, there were 48,213 jobs and in 2028 it is projected there will be 45,062 jobs in child development. This is still substantially larger than the need for elementary school teachers in both 2018 (35,095) and projected growth in 2028 (38,784). Therefore, there will be a continuing need to offer child development coursework to satisfy the ongoing educational requirements in this career field over the coming decade.

Given these trends, the program is stable and must continue to respond to the demands of the field of child development and education. The program can continue to support successful retention and completion rates, which currently are higher than the social and behavioral science division, college totals, and California statewide rates.

Factors inhibiting growth include the continued lack of a childcare center laboratory on campus. Citrus College is one of only a very few local community colleges in the area without such a center to facilitate student success and completion. While the mentor teacher program provides opportunities for students to conduct observations of children that are required for successful completion of coursework, traveling to and from these sites has proved to be challenging and an obstacle for students who do not have the time and/or reliable transportation to visit these sites.
An opportunity exists in meeting the needs of students who as parents of young children have expressed concern about the challenges of finding local, flexible and affordable high-quality childcare that is necessary for them to successfully complete college coursework. Offering a childcare center laboratory on campus would better facilitate child development student success and completion of program skill awards, certificates and associate degrees, while also providing crucial support to student parents in programs across the college.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Child Development	19.0709	48,213	45,062	**(3,151)**	**(6.5%)**	6,702	6,660	2,359	**4,343**	$9.51
Child Development -Master Teacher Early Intervention	13.1015	4,715	5,248	**533**	**11.3%**	403	350	106	**297**	$37.98
Early Childhood Education	13.121	18,418	20,575	**2,157**	**11.7%**	2,097	1,878	668	**1,429**	$16.37
Elementary Teacher Education*	13.1202	35,095	38,784	**3,689**	**10.5%**	2,961	2,592	123	**2,838**	$38.53

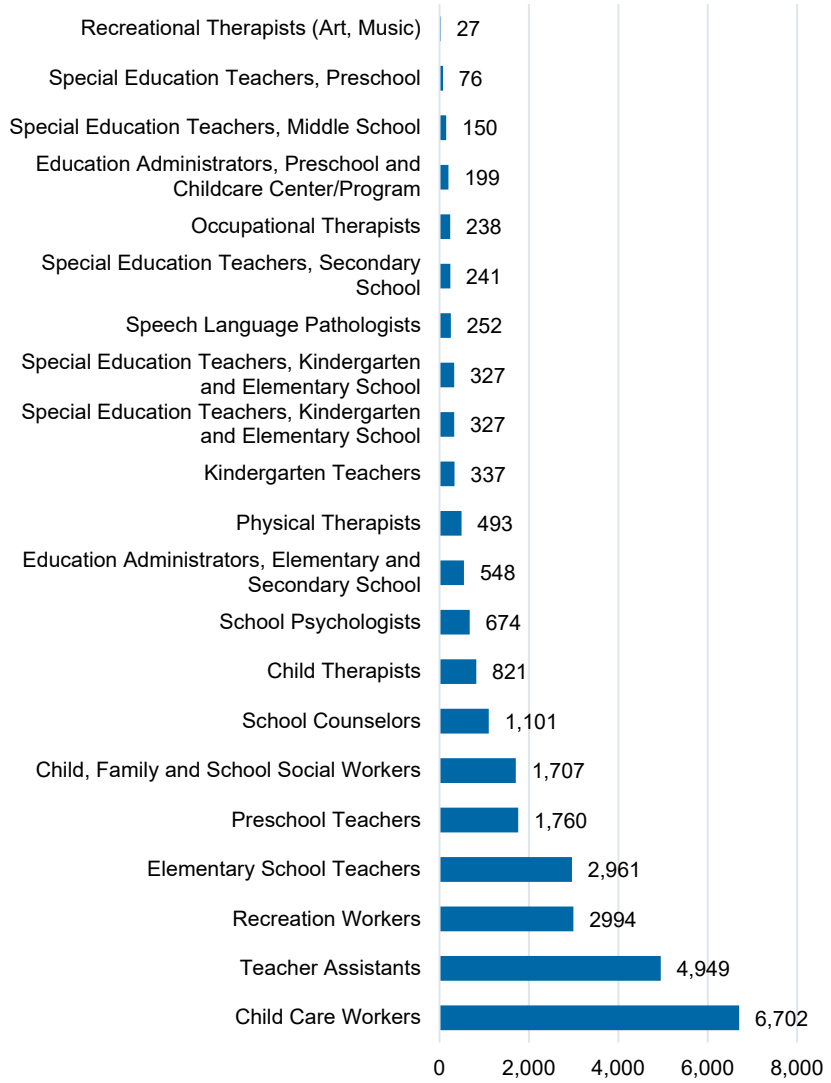
Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

***Citrus College includes these completions in general Liberal Arts studies awards, which is not included here**

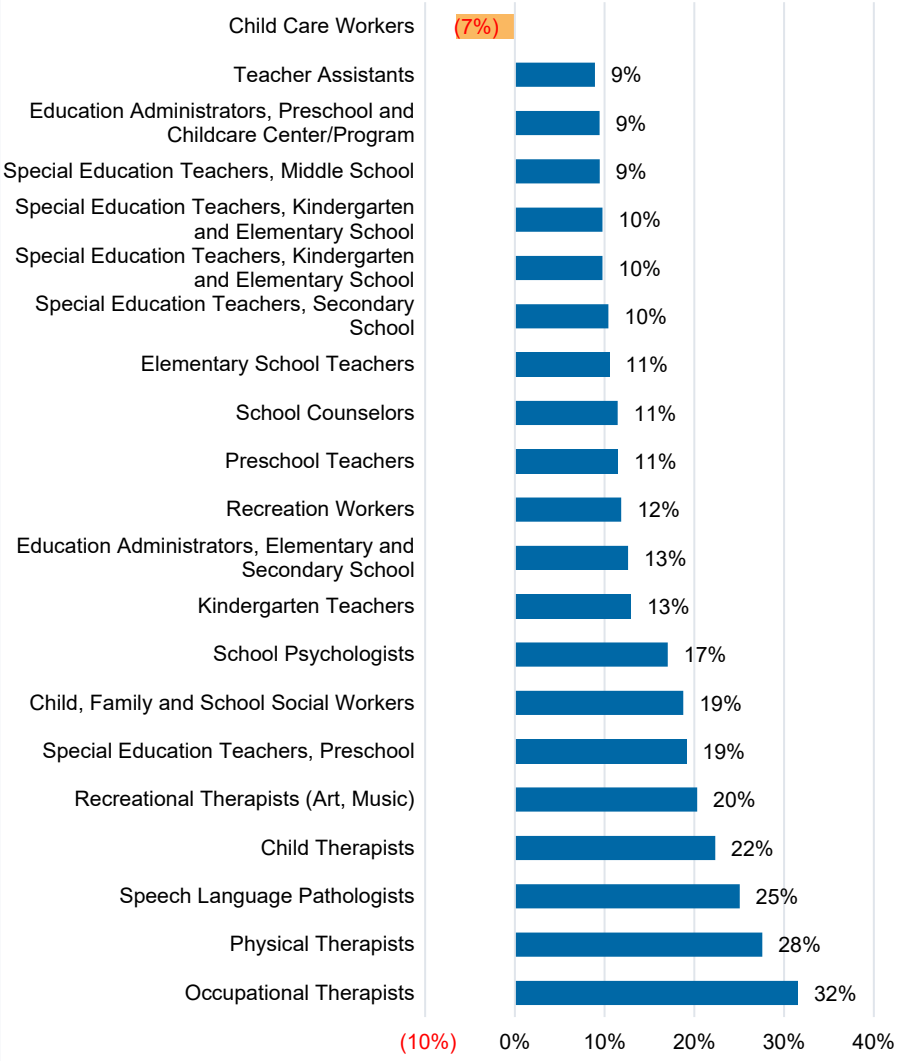
- There are an average of 2,359 completions per year in child development and childcare worker programs in Los Angeles County and an additional 4,500 awards per year in related programs, including master teacher early intervention/special education programs and early childhood and elementary education programs.
- This data does not include completions from general studies liberal arts degrees, which Citrus College suggests is the best preparatory education for teachers.
- Nearby institutions which offer BA/MA Child Development programs graduate approximately 130 students per year in Los Angeles County.
- Citrus College is one of 22 institutions to have recently graduated students from child development programs; one-third of all awards are associate degrees, and the rest are certificate awards. Among early special education programs, 11 institutions have graduated students and more than 75% of awards are one-year certificates.
- The number of child development-related jobs is expected to decline over the next decade in Los Angeles County; however, early childhood education and special education are expected to grow, and many related occupations are projected to grow nationwide.
- Most job openings in child development and early childhood education-related fields are coming from replacement positions, where people are leaving existing jobs. However, there will be an increased demand for elementary teachers and a projected 250 new positions per year over the next decade. There will also be growing demand for school counselors and child therapists. .

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY

Annual Openings, Child Development-Related Occupations, Los Angeles County, 2018 to 2028



Growth or Decline by Occupation, Los Angeles County, 2018 to 2028



Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: CHLD	69.41	1.30	70.71	3.68	19.20
Division: SBS	903.92	52.91	956.83	49.38	19.38
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: CHLD	69.32	1.43	70.75	3.66	19.31
Division: SBS	907.31	42.62	949.93	47.76	19.89
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: CHLD	35.05	687	14	701	781	89.76%
Division: SBS	33.87	8,761	524	9,285	10,533	88.15%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: CHLD	34.49	700	15	715	812	88.21%
Division: SBS	35.46	8,804	421	9,226	9,965	92.58%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: CHLD	92.30%	81.46%	93.63%	79.24%
Division: SBS	89.65%	70.44%	90.35%	70.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: CHLD	2,249.40	42.13	**2,291.53**	2,246.42	46.28	**2,292.69**
Division: SBS	29,293.70	1,714.68	**31,008.38**	29,403.50	1,381.27	**30,784.77**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: CHLD	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	1.86%	(2.03%)	(2.73%)	88.21%	0.85%	2.88%		
Ratings (3, 1, 0 OR -1)	1	1	1	1	1	1	**1.00**	**0.49%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.00 program Growth Rating = 0.49% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

In order to maintain and even increase enrollment, retention and success, it is vital that the Child Development program curriculum engage students though meaningful, applied assignments. This is best accomplished through a childcare center laboratory where students can have hands-on opportunities to put theory into practice, including direct observation of children in classroom settings and environments.

COLLABORATION AND INTERDISCIPLINARY STUDY

The Child Development program would greatly benefit from collaboration with an on-site childcare center. Ongoing communication with the laboratory administration and staff would be mutually useful to both the center and for students in the child development program. A positive collaboration would ensure the development of a model, high-quality childcare program that meets the needs of students. This childcare center experience would have a positive impact on student learning outcomes.

TECHNOLOGY AND FACILITIES

The use of teaching modalities that integrate applied learning and technology is important for the future of the program. This can best be achieved through an on-campus childcare center/laboratory that enhances student learning while also assisting student-parents in securing high quality childcare while they are pursuing their educational goals at Citrus College.

The Liberal Arts and Business (LB) building, where child development courses are taught, should be redesigned to include “smart classrooms” (with iPad carts, smart boards, reliable internet access, etc.), white board walls, appropriate controlled lighting and comfortable collaborative seating design for collaborative student groupings.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Employers in the professional fields of early childhood education, elementary education and special education are looking to recruit students who have been trained to effectively teach and partner with families to serve children in the best possible way. Partnering with California State Polytechnic University, Pomona would be particularly beneficial. Cal Poly, Pomona offers an early childhood studies degree program, a liberal studies/credentialing program that is local and accessible to students transferring from Citrus College.

Creating internships with local industries would provide students with hands-on experience opportunities which build applied knowledge and insight that would significantly contribute to professional development. Increased collaboration with members of the industry and potential employers is in the best interest of the Citrus College Child Development students.

PROGRAM GROWTH PROJECTIONS

The Citrus College Child Development program is projected to see an increase in the number of students pursuing coursework and degrees in early childhood education, early intervention, and elementary teaching education. In terms of projected replacement positions, where professionals are leaving existing jobs in child development and early childhood education, there will be a need for qualified candidates to fill these positions over the next ten years. Citrus College can position itself as a leader in the child development field by developing skilled, knowledgeable, and competent individuals, who in partnership with families, create dynamic classroom environments applying teaching methodologies that nurture the growth and development of children.

ETHNIC STUDIES

Description

The Ethnic Studies program includes two courses: introduction to ethnic studies and introduction to Chicano/Latino studies. Both courses serve as electives in the general education pattern and serve as either core or elective courses for several transfer and local degrees. Given a diverse Citrus College student population, these courses provide important educational and personal development opportunities for students.

However, enrollment, success, and retention are low in comparison to the college. This is possibly due to the fact that the program does not have any full-time faculty teaching courses. The two courses offered in this program will be integral to a transfer degree that is in development (associate degree for transfer (ADT) in social justice), at which time growth is expected.

Growth Projections

As the courses are relevant and important to a diverse student population, adjunct faculty members are hopeful that the ethnic studies courses will become more popular in connection to the developing social justice ADT. But with no full-time faculty to plan for and develop these courses, it is difficult to grow enrollment. Support for current and future adjunct faculty in the program, including professional development and dialog about program growth and marketing/recruiting, may assist in increasing enrollment over time.

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: ETHN	4.83	0.10	4.93	0.40	12.33
Division: SBS	903.92	52.91	956.83	49.38	19.38
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: ETHN	7.47	0.20	7.67	0.56	13.70
Division: SBS	907.31	42.62	949.93	47.76	19.89
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: ETHN	23.50	46	1	47	87	54.02%
Division: SBS	33.87	8,761	524	9,285	10,533	88.15%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: ETHN	25.97	71	2	73	117	62.75%
Division: SBS	35.46	8,804	421	9,226	9,965	92.58%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: ETHN	82.98%	55.32%	87.40%	55.53%
Division: SBS	89.65%	70.44%	90.35%	70.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: ETHN	156.53	3.24	**159.77**	242.08	6.61	**248.69**
Division: SBS	29,293.70	1,714.68	**31,008.38**	29,403.50	1,381.27	**30,784.77**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: ETHN	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.19%	(18.59%)	(9.90%)	62.75%	N/A	0.00%		
Ratings (3, 1, 0 OR -1)	0	-1	-1	-1		0	**-0.60**	**(0.29%)**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Note: There is no related jobs data for ETHN, so growth rating is based upon 5 metrics

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, -0.60 program Growth Rating = -0.29% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

A new transfer degree, social justice AA-T, is in development and may help to increase interest in and awareness of these important courses. As the program grows, additional contextualized courses may be considered.

COLLABORATION AND INTERDISCIPLINARY STUDY

Ethnic studies courses lend themselves to interdisciplinary study in the social and behavioral sciences divisions connecting well with history, anthropology, sociology, and geography. Since faculty members are adjuncts, additional collaborative opportunities within the division will need to be provided to allow for faculty from these disciplines to meaningfully interact around curriculum and programmatic planning.

TECHNOLOGY AND FACILITIES

A multi-cultural center would support students in general as well as serve as a natural mechanism to recruit students into program classes.

PROGRAM GROWTH PROJECTIONS

The program is expected to remain stable or grow slightly in reaction to the availability of the new social justice AA-T. Additional coursework, a cultural center, and other recruitment strategies will influence program growth over the next ten years.

PSYCHOLOGY

Description

Psychology is defined as the scientific study of human behavior. The Psychology program allows students to utilize research methods; evaluate the credibility of research, theories and applications; understand core fields, paradigms and theories; apply psychological concepts, theoretical perspectives, empirical findings, and historical trends to questions and issues in personal experience and contemporary society; recognize the complexity of social, cultural and international diversity; and understand the ethical standards in academic and applied psychology as it pertains to this study. The program prepares students who plan to transfer into psychology programs at four-year colleges and universities.

The biggest strength of the Psychology program is consistently high enrollment and high retention/success rates. As shown in the data, the great majority of students fulfill the requirements of student learning outcomes. The fill rate for the Psychology program is 103.38%, well over the college average. The retention rate for psychology is 91.44%, well above the statewide average of 86.43%, and slightly better than division and college averages. Completion rates are also slightly better than the overall division and college rates.

Growth Projections

Psychology-related occupational fields are projected to grow by 13.5% over the next 10 years in Los Angeles County. Although annual program completions outnumber average annual replacement jobs, the data suggests 4,500 additional positions in related fields. Additionally, many of those students graduating in this field will be pursuing graduate degrees and will not be looking to enter the workforce upon graduation from an undergraduate program. Psychology faculty should continue to focus on helping students meet the requirements for the associate degree for transfer (ADT) in psychology in order to obtain an undergraduate degree.

Program growth is dependent on the availability of instructors to teach each course. Being able to offer more variety regarding days and times for the more in-demand courses would be necessary to facilitate growth, including redundant section availability during prime hours. Continued growth would also be dependent on catering to students in the workforce by offering more evening classes. The program has experienced an increase in enrollment due to the extreme popularity of the ADT in psychology.

As the data suggests, the average class size for a psychology course is 42.30, but most classrooms only accommodate 41 desks. Since most of the program's classes are held within the Liberal Arts/Business (LB) Building, modifications to the classrooms or new classrooms altogether are necessary to continue with the program's current success, as well as any future growth. Updated, working technology in every classroom is vital to keep the program competitive with other colleges. This would require a proper social and behavioral sciences computer lab, with software programs such as SPSS Statistics for Research Methods and Social Science Statistics and access to printers for students while in the class.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Psychology	42.0101	325,47	369,57	**44,098**	**13.5%**	33,233	28,794	35,568	**(2,335)**	$33.36

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 5,140 completions per year in psychology programs in Los Angeles County and an additional 30,000 awards per year in related psychology studies programs.
- Citrus College is one of 48 institutions which has recently graduated students from psychology programs; 22 percent of all awards are associate degrees.
- The number of psychology-related jobs is expected to grow substantially over the next decade in Los Angeles County, and many related occupations are projected to grow nationwide.
- While most job openings in psychology-related occupations are coming from replacement positions, there will be an additional 4,500 positions in psychology-related fields over the next decade.
- While there are many more psychology program completions on average than there are available related jobs, there are many other related occupations which are projected to experience rapid growth over this period. Additionally, many awards may represent students on the path to completing advanced degrees and may not yet be looking to enter the workforce.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY

Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: PSY	198.80	11.27	210.07	9.95	21.11
Division: SBS	903.92	52.91	956.83	49.38	19.38
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: PSY	210.78	8.05	218.83	10.06	21.75
Division: SBS	907.31	42.62	949.93	47.76	19.89
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: PSY	42.30	1,834	112	1,946	2,057	94.60%
Division: SBS	33.87	8,761	524	9,285	10,533	88.15%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: PSY	42.95	1,965	78	2,043	1,976	103.62%
Division: SBS	35.46	8,804	421	9,226	9,965	92.58%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: PSY	90.85%	71.27%	91.44%	71.51%
Division: SBS	89.65%	70.44%	90.35%	70.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: PSY	6,442.59	365.23	**6,807.82**	6,830.70	260.88	**7,091.58**
Division: SBS	29,293.70	1,714.68	**31,008.38**	29,403.50	1,381.27	**30,784.77**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: PSY	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	5.30%	(0.93%)	(0.82%)	103.62%	1.27%	1.90%		
Ratings (3, 1, 0 OR -1)	3	1	3	3	3	1	**2.33**	**1.14%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1, and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 2.33 program Growth Rating = 1.14% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

No current changes are proposed in the foreseeable future with regard to curriculum/programming.

COLLABORATION AND INTERDISCIPLINARY STUDY

Program faculty will consider future collaboration options, such as team teaching within learning communities, to expand student understanding of interdisciplinary applications of psychology.

TECHNOLOGY AND FACILITIES

As the data suggests, psychology class size is over the capacity of most of the available, physical classrooms. The LB building is insufficient for the needs of the program and it inhibits growth. Modifications to the classrooms or a new building with larger classrooms are necessary to continue with the program's current success, as well as any future growth. Updated, working technology in every classroom is vital to keep the program competitive with other colleges. In order to give students access to foundational understanding of research methods and statistics, the program needs a computer lab designated for social and behavioral sciences programs. This would allow for better scheduling of these courses and the possibility of offering more courses for students. This lab should have software programs and access to printers for students while in the class.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

By focusing on enabling students to complete their ADT in psychology in a timely manner, faculty will be fulfilling their role to prepare students for future careers or graduate work. Improving the computer lab and research opportunities would allow for better preparation for psychology transfer students.

PROGRAM GROWTH PROJECTIONS

Growth projection is impossible to foresee in light of such things as looming recessions and changing community demographics. Faculty members predict that the program will grow or shrink in almost perfect relation to the overall college population in the immediate years to come.

SOCIOLOGY

Description

Sociology is the scientific study of human interactions and the reciprocal influence of social structures such as families, race, economic systems, the workplace, and gender. The courses offered at Citrus College are designed to help students understand the structure, processes, and functions of society, the key theoretical approaches and insights that inform sociology, and the role of social theory and research methods in understanding society. The program seeks to foster critical and systemic thinking and increase self-knowledge and awareness of the diversity of the human condition.

The primary purpose of the Sociology program is to help students transition to a four-year college or university. The need for this is evidenced by the fact that 36 institutions have recently graduated students from sociology programs; 77% of all awards are bachelor's degrees. There is an average of 3,024 completions per year in sociology programs in Los Angeles County and 3,000 additional awards per year in related programs including urban studies and social work. Citrus College offers an associate degree for transfer (ADT) in sociology. All of the college's sociology courses satisfy the requirements for the ADT in sociology, the associate in arts degree in social sciences and lower division transfer to other degrees such as peace studies and gender studies.

The Sociology program has been continually successful in helping students achieve their educational goals. The number of sociology ADTs awarded has consistently grown since 2013-14 and has shown a 68% increase as of 2018-2019. Many sociology students continue their education, earning bachelor's degrees as well as advanced degrees in sociology and related fields.

The success and retention rates for the Sociology program are high and above the college average. The program continues to increase section offerings during both fall and spring semesters as the demand for classes is high. Courses are primarily offered during the late afternoon, early evening and online, allowing students more flexibility in designing their schedule and aiding the completion rates for the program.

Instructors in sociology continue to be innovative in their teaching methods. Many instructors are using the new interactive classroom projector, which allows for increased student engagement. Team-teaching methods have been employed and students have responded favorably. The sociology faculty have also been involved in developing a new transfer degree: ADT in social justice. This will offer students more options for transfer along with developing another pathway to sociology courses.

As reflected in the accompanying data tables, the most notable attributes of the Sociology program are the retention and completion rates that are higher than the division, college, and state rates. This is credited to the diverse and innovative teaching methods, flexible time offerings and different

learning modalities offered to students. All of these supportive practices help students successfully complete their courses, which contributes to higher completion rates for the program and the college.

Students are learning important skills in both their educational and professional careers, such as: critical thinking, tolerance, problem solving, and the ability to write well. All of these skills are necessary in the global workforce. Students with sociology degrees are often sought after by employers because of their well-rounded training and acceptance and understanding of diversity. Sociology majors can be found in law practices, human relations, data analysis, city planning, politics, the Census Bureau, research, marketing and acting, just to name a few. Many sociology graduates work in the medical field with doctors, nurses and staff, educating them on the diverse population and how to better understand and serve their communities.

Growth Projections

According to the program and occupational growth analysis data, future prospects for related job growth are good. Los Angeles County is projecting an increase of almost 17% in the number of jobs available to sociology majors in the next ten years. This means faculty will need to plan for an increased demand for sociology courses. Since there are four other degrees that also require many of the sociology courses, (peace studies, gender studies, social justice, and social science) more course sections will need to be added to address this need. Social Problems (SOC 202) and Introduction to Gender (SOC 220), as well as Introduction to Sociology (SOC 201), are high demand courses that are required by multiple degree pathways. Every year, in-person and online sections of Sociology 201 fill almost immediately. Many students are forced to wait until the following semester to take the course. More classrooms in which to offer these additional sections will be required. An increase in technological resources will also be needed.

According to the American Sociological Association, the 21st century labor market is changing rapidly. Increasing globalization and technological advances means that many of the jobs Citrus College graduates may apply for in the future may not yet even exist. Students have to stay current with the technology, and it is imperative that the program offer courses that allow students to use and understand the latest data analysis tools. This would include software such as statistical package for social sciences (SPSS) or statistical analysis system (SAS), and requires dedicated computer lab space and computers, both of which are currently lacking. Restrictions on the ability to increase internet speed and limited wireless capabilities are keeping the program from reaching its full potential.

Among challenges facing the program are constrained budgetary resources that have forced limited hours of availability for the tutoring center and the library, both of which are essential for student success. Students need to be able to use the library during evenings and weekends. Many of the online education students lack the proper computer equipment necessary to do the work in their courses. Another challenge to student success and program growth is the lack of computer labs and the lack of up-to-date technology at the college. Students need access to data analysis programs used in the industry to prepare for future job markets.

The Liberal Arts/Business (LB) building is home to most of the Sociology program's classes. Many of the classrooms in this building are small, making it impossible to fully enroll students to the class capacity of 45. The building also needs updated and reliable Wi-Fi and broadband or 5G capabilities, allowing faculty to use and share more interactive teaching technologies with students. Smart boards, projectors, and furniture needs to be updated, and the rooms need better soundproofing.

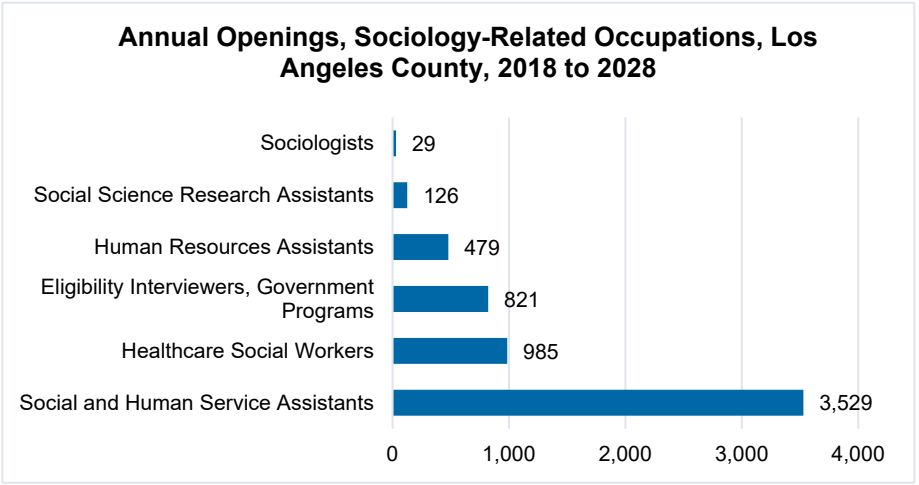
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

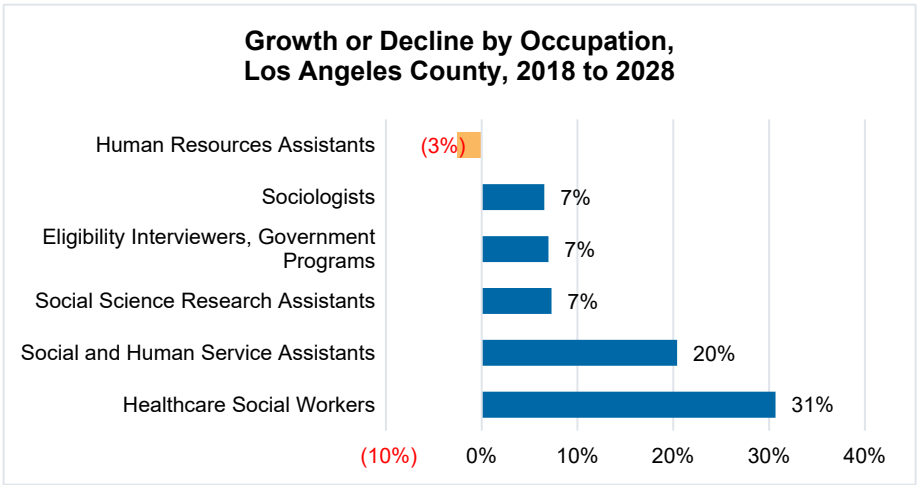
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Sociology	45.1101	44,177	51,595	**7,418**	**16.8%**	5,940	5,184	6,024	**(84)**	$46.76

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 3,024 completions per year in sociology programs in Los Angeles County and 3,000 additional awards per year in related programs including urban studies and social work.
- Citrus College is one of 36 institutions which has recently graduated students from sociology programs; 77% of all awards are bachelor's degrees.
- The number of sociology-related jobs is expected to grow over the next decade in Los Angeles County; however, the pool of positions is small among some related fields.
- Most job openings in sociology-related occupations are coming from replacement positions, where people are leaving existing positions. There will be additional growth and demand among social services and social work-related fields over the next decade.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: SOC	99.50	4.29	103.79	5.00	20.76
Division: SBS	903.92	52.91	956.83	49.38	19.38
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: SOC	94.98	3.82	98.79	4.32	22.87
Division: SBS	907.31	42.62	949.93	47.76	19.89
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: SOC	41.08	984	43	1,027	1,074	95.62%
Division: SBS	33.87	8,761	524	9,285	10,533	88.15%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: SOC	45.70	944	38	982	925	106.87%
Division: SBS	35.46	8,804	421	9,226	9,965	92.58%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: SOC	89.60%	71.33%	92.66%	71.94%
Division: SBS	89.65%	70.44%	90.35%	70.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: SOC	3,224.54	139.03	**3,363.56**	3,077.99	123.67	**3,201.66**
Division: SBS	29,293.70	1,714.68	**31,008.38**	29,403.50	1,381.27	**30,784.77**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: SOC	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	2.55%	4.06%	(1.58%)	106.87%	1.56%	2.20%		
Ratings (3, 1, 0 OR -1)	3	3	1	3	3	1	**2.33**	**1.14%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 2.33 program Growth Rating = 1.14% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Los Angeles County has predicted an increase in the number of sociology-related jobs in the next ten years. Many of the jobs will be replacements for people leaving the workforce; yet several sociology-related fields also expect a significant increase in the percentage of jobs available. For example, the number of jobs for healthcare social workers is expected to increase by 31% in the next ten years, followed by social and human service assistants with a 20% expected increase.

There are many four-year colleges and universities that offer bachelor's and master's degrees in social work. All of these programs require courses in sociology, gender and/or ethnic studies. This indicates the need for more sections in existing sociology courses and gender and ethnic studies; and new courses related to introductory level social work and social work institutions, sociology of healthcare and medicine, statistics for sociology, sociological social psychology and a new social work program.

Los Angeles County predicts a modest increase in the demand for sociologists, eligibility interviewers and social science research assistants. These careers will necessitate development of several new courses, programs and certificates, including sociology research methods, statistics for sociology, research assistant, research ethics, statistics for medical research and data analysis techniques.

A research assistant certificate would not only provide a career for students, but it may also serve as a means for students to support themselves while earning a bachelor's or master's degree.

The data also indicates a projected growth for sociology teachers, specifically postsecondary teachers. This could increase the demand for more courses in sociology of education, education of adults, learning styles, and teacher or instructor training. The college should also consider offering a certificate in community college teaching, and developing a teaching assistant program, where Citrus College students serve as teaching assistants for a semester, giving them insight into a potential career.

There is also a growing need projected for social and human service assistants. Due to this growing demand, faculty could develop a human services program/certificate, and courses in sociology of the family course, sociology of aging and introduction to human services.

COLLABORATION AND INTERDISCIPLINARY STUDY

Given the projections for growth in the area of healthcare social worker, the Sociology program could partner with the nursing faculty to create sociology courses for nurses or healthcare workers, sociology courses for EMT students, social psychology courses for nurses or healthcare workers, and diversity training for nurses or healthcare workers. Additional courses on the sociology of healthcare and medicine, the economics of healthcare and medicine, and social problems in the healthcare and medical system would also be useful.

TECHNOLOGY AND FACILITIES

Technology and facility upgrades needed include updates to the LB building, additional computer labs and software, more classrooms with reliable Wi-Fi capabilities, a dedicated tutoring center and testing center, extended library hours, and a student café on the east end of the college where students could connect to Wi-Fi and sit comfortably while doing homework.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

As stated above, several sociology-related fields expect a significant increase in the percentage of jobs available. Those increases are expected in the fields of healthcare social worker, social and human service assistants, research assistants and sociology teachers.

New programs/certificates could include social work, research assistant, teaching assistant, and human services.

The new courses listed above would need to be created and designed to meet the needs of new programs and certificates. With these certificates, students would enter the workforce with the skills and degrees necessary for a lucrative career.

PROGRAM GROWTH PROJECTIONS

The opportunities for growth of the sociology program are numerous. Student retention and success rates for the program are higher than the college average, job prospects are increasing, and course sections continue to fill. All these indicators point to an increase in the demand for sociology courses and the sociology degree. In the next ten years, with the creation of the new courses, programs and certificates, the sociology program can expect to see a significant increase in students.

ACADEMIC SUPPORT

FOSTER AND KINSHIP CARE EDUCATION 457

ONLINE EDUCATION 458

STUDY ABROAD 460

FOSTER AND KINSHIP CARE EDUCATION

Description

The Foster/Kinship program provides quality education and support services to foster youth attending Citrus College, foster/kinship families, and foster youth living at home. Among notable attributes, the Guardian Scholars program is designed to help current and former foster youth obtain access to college and be successful in their college pathway at Citrus College. Support includes access to a computer lab, food pantry, dedicated counseling, tutoring, and coordination with financial aid and other support programs. Training for resource families is offered throughout the year and covers a variety of required certification topics. Classes are held in the evening and on weekends on campus and in the region, making it convenient to complete the training hours.

Growth Projections

The growth of the program has relied on advertising and recruiting current foster youth students via the program webpage, flyers, and information sessions. The program also relies upon the advisory committee and interactions with local high schools to make foster youth students aware of the Guardian Scholars program. Program effectiveness could be strengthened by providing a dedicated space close to other student support services. This would enhance the recruitment of students into the program as well as make current students feel validated and valued.

Future Directions

COLLABORATION AND INTERDISCIPLINARY STUDY

Collaboration has included relationships with Financial Aid, Counseling, Extended Opportunity Programs and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), Veterans Success Center, and student organizations such as Phi Theta Kappa. The program will connect with other programs as appropriate.

TECHNOLOGY AND FACILITIES

The program will benefit from new computers in the Guardian Scholars computer lab and from improved facilities.

PROGRAM GROWTH PROJECTIONS

The program is expected to remain stable with modest growth.

ONLINE EDUCATION

Description

The mission of the Online Education program is to provide quality online and hybrid education to support student success, and to support faculty teaching online through development and sharing of best practices and training.

Approximately 170 courses in 35 disciplines are approved for online instruction and approximately 150 sections, including hybrid courses, are offered each semester. Five certificates may be completed totally online in the following areas: accounting, administration of justice, administrative office occupations, emergency management and homeland security, and writing competency. The following seven associate degree courses, not including the general education requirements, can be completed entirely online: administration of justice associate degree for transfer (ADT), business administration, history (ADT), language arts, liberal arts: humanities, social and behavioral sciences, and sociology (ADT).

Success and retention outcomes in the online program have lagged behind the overall college average; however, the program has recently improved by a few percentage points. In disaggregating second eight-week classes' success and retention from the rest of the online offerings, the data shows that program success and retention in all terms (excluding second eight-week courses) is only 5% below that of the college average. For the first eight-week online courses, the numbers for success either match or come within 2% of the college average. Although many students rely upon second eight-week classes for a variety of reasons, the program will need to strategize ways to improve success and retention for these courses. Since implementing the required training, introduction to online teaching and learning from @One, success and retention rates in the online program have improved.

The Online Education Committee, led by the online faculty coordinator, has made additional training available and has encouraged faculty to share tips and methods at monthly meetings. Citrus College utilizes a Chancellor's Office-endorsed learning management system known as Canvas. The committee relies upon a shell within Canvas to archive documents and processes that can be shared by committee members and by the technical support specialist. Faculty use the Canvas shell as a resource when preparing course content.

Technology and Computer Services (TeCS) has provided support for students during normal business hours through a help desk. Additional technical support for faculty and students is provided online, 24/7, through the Canvas support staff. The technology support specialist II continues to be a resource for faculty when developing new online content and trouble-shooting areas of difficulty.

Growth Projections

The program has grown 5-10% over the last six years and continues to represent between 15-21% of overall courses offered at the college, depending on the term/session.

The college does not offer a science course with an online-only lab, which is a challenge facing the program. As a result, the general education pattern cannot be fully completed in the online format. The program has focused on developing anthropology 212/212L (Introduction to Physical Anthropology/Lab) to bridge this gap, but providing students with adequate lab materials to utilize at a distance remains a stumbling block.

Implementing the newest technologies will help address training issues and the needs of students and faculty. It may also provide flexible means to address student needs (i.e., allowing students to choose whether to attend class in person or remotely).

Faculty teaching online have completed basic, introductory training which has facilitated improvements to online instruction. Providing advanced training on assessment and accessibility will greatly enhance the skills of the online faculty.

Future Directions

CURRICULUM AND PROGRAMMING

The curriculum committee provides feedback to the faculty prior to approving the curriculum and forwarding it on to the Board of Trustees for approval.

TECHNOLOGY AND FACILITIES

A dedicated faculty training computer lab will assist in keeping online faculty up to date with the latest practices.

PROGRAM GROWTH PROJECTIONS

The program is expected to maintain its proportion relative to the overall growth of offerings for the college (15-20% of overall courses offered).

STUDY ABROAD

Description

Citrus College serves as the lead college in the Southern California Foothills Consortium for Study Abroad, which includes 13 other community colleges. Programs are available in fall and spring as 12-week programs and include: London, several cities in Spain, and Rome. Short-term, four-week programs are also available during winter and summer intersessions and include: Florence, Italy; Costa Rica; Kyoto, Japan; and Oslo, Norway. The study abroad specialist surveys current and former students to prioritize new destinations.

Study Abroad can be an enlightening, maturing and life-changing experience. As students live in and learn to understand different cultures, they are challenged to re-examine themselves, their attitudes and their studies. Many students have received the Gilman Scholarship as well as other national and local scholarship awards. Programs demonstrate high success and retention rates.

In the absence of labor market and employment data, the following data demonstrate the strength of the study abroad program. Study Abroad students experience higher retention rates due to the cohort nature of the coursework and their living abroad. The cohort nature of the contextual experience unique to studying abroad may also contribute to student success. Additionally, students must meet minimum GPA requirements in order to participate in the Study Abroad program. For programs taking place in countries where English is not the first language spoken, students are immersed in language learning which increases the successful acquisition of language skills (such as Spanish or Italian). The study abroad specialist has focused on recruiting non-traditional students and collaborates with the Financial Aid, Foster/Kinship, and EOP&S programs to try to encourage students to participate. Consortium colleges' staff also collaborate with their programs to increase participation of non-traditional students from their colleges.

FALL TERM STUDY ABROAD ENROLLMENT AND OUTCOMES DATA

		Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
		Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
Citrus College Total		**37,302**	**90%**	**70%**	**37,710**	**90%**	**69%**	**36,956**	**91%**	**70%**	**37,736**	**89%**	**70%**	**38,413**	**90%**	**69%**
Study Abroad Total		**223**	**98%**	**95%**	**178**	**98%**	**96%**	**100**	**100%**	**98%**	**222**	**100%**	**96%**	**153**	**100%**	**99%**
Age	19 or under	76	97%	93%	101	97%	96%	40	100%	98%	13	100%	100%	48	100%	98%
	20-24	123	98%	95%	70	100%	96%	56	100%	98%	185	100%	95%	88	100%	99%
	25-49	24	100%	100%	7	100%	100%				20	100%	100%	17	100%	100%
	50 or older							4	100%	100%	4	100%	100%			
Ethnicity	Asian	17	100%	94%	16	100%	100%	3	100%	100%	9	100%	100%	7	100%	100%
	African American				11	100%	100%	6	100%	100%	4	100%	100%	3	100%	100%
	Hispanic/Latino	110	97%	95%	72	96%	92%	44	100%	98%	103	100%	94%	69	100%	97%
	Other	21	100%	90%	14	100%	93%	7	100%	100%	18	100%	100%	7	100%	100%
	White	75	97%	97%	65	100%	100%	40	100%	98%	84	100%	96%	63	100%	100%
	Unknown										4	100%	100%	4	100%	100%
Gender	Female	139	99%	96%	130	98%	95%	76	100%	99%	147	100%	95%	104	100%	98%
	Male	80	95%	93%	48	100%	98%	20	100%	95%	68	100%	97%	49	100%	100%
	Unknown	4	100%	100%				4	100%	100%	7	100%	100%			

Note: Success = Percent of students with A, B, C grades; Retention = Percent of students with non-W grades

Source: Citrus College

Fall study abroad programs to London have remained fairly consistent in enrollment. The London program is more than two decades old.

SPRING TERM STUDY ABROAD ENROLLMENT AND OUTCOMES DATA

Spring		Spring 2015			Spring 2016			Spring 2017			Spring 2018			Spring 2019		
		Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
Citrus College Total		**35,994**	**89%**	**70%**	**36,611**	**89%**	**69%**	**37,418**	**89%**	**69%**	**35,193**	**89%**	**71%**	**35,492**	**89%**	**71%**
Study Abroad Total		**198**	**99%**	**91%**	**112**	**98%**	**91%**	**205**	**1%**	**94%**	**195**	**95%**	**90%**	**180**	**93%**	**80%**
Age	19 or under	79	100%	95%	38	100%	95%	33	100%	91%	76	95%	91%	82	91%	82%
	20-24	96	99%	90%	50	100%	90%	151	99%	96%	98	97%	91%	78	97%	77%
	25-49	15	100%	80%	24	92%	88%	21	100%	86%	21	90%	86%	20	85%	85%
	50 or older	8	100%	100%												
Ethnicity	Asian	11	100%	82%	5	100%	100%	2	100%	100%	10	90%	90%	6	67%	67%
	African American	12	100%	92%	6	100%	100%	4	100%	100%	6	100%	83%	8	88%	88%
	Hispanic/Latino	113	100%	93%	72	97%	92%	153	99%	94%	124	94%	88%	125	93%	75%
	Other	4	100%	100%				5	100%	100%	8	100%	100%	3	100%	100%
	White	55	98%	89%	26	100%	85%	41	100%	93%	44	98%	95%	38	100%	95%
	Unknown	3	100%	100%	3	100%	100%				3	100%	100%			
Gender	Female	113	100%	96%	73	100%	95%	161	99%	93%	156	96%	92%	117	94%	79%
	Male	82	99%	85%	36	94%	83%	42	100%	100%	38	92%	84%	63	92%	81%
	Unknown	3	100%	100%	3	100%	100%	2	100%	100%	1	100%	0%			

Note: Success = Percent of students with A, B, C grades; Retention = Percent of students with non-W grades

Source: Citrus College

Spring programs occur in Spain and have included Salamanca, Barcelona, and Seville.

SUMMER TERM STUDY ABROAD ENROLLMENT AND OUTCOMES DATA

Summer	Summer 2014			Summer 2015			Summer 2016			Summer 2017			Summer 2018		
	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
Citrus College Total	7,912	91%	78%	8,097	91%	78%	8,461	91%	78%	9,197	89%	76%	9,114	89%	77%
Study Abroad Total	26	100%	96%										48	100%	100%

Note: Success = Percent of students with A, B, C grades; Retention = Percent of students with non-W grades
Source: Citrus College

In 2013 and 2014, summer enrollment was difficult. The program was suspended until Summer 2018 when Kyoto, Japan was added as the newest summer destination, resulting in a great increase in participation. Traveling to Kyoto, students are eligible for the Gilman scholarship, as well as many other scholarships which makes the four-week program more affordable.

WINTER TERM STUDY ABROAD ENROLLMENT AND OUTCOMES DATA

Winter	Winter 2015			Winter 2016			Winter 2017			Winter 2018			Winter 2019		
	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
Citrus College Total	7,169	93%	80%	8,046	91%	79%	8,377	92%	80%	8,544	92%	80%	8,317	92%	81%
Study Abroad Total	18	100%	94%	79	100%	99%	78	100%	100%	32	100%	100%	59	100%	98%

Note: Success = Percent of students with A, B, C grades; Retention = Percent of students with non-W grades
Source: Citrus College

The program introduced winter destinations beginning in January 2015. Destinations include alternating between Costa Rica and Florence, Italy. The Winter term Study Abroad program, has grown significantly and is popular with many students due to the four-week program length and the popular destinations.

Growth Projections

In the absence of program and occupational growth analysis data, past program enrollment can be analyzed to provide perspective and anticipate future growth. All of the current country destinations have stable student enrollments. Students participating in semester programs enroll in at least 12 units, and those participating in an intersession program enroll in at least three units.

As the fall program in London has been slow to fill over the last few years, the Consortium agreed to try a fall destination in Rome, Italy for the fall 2020 program. Students have consistently indicated in survey results that Rome is a desired destination. Foreign Language faculty have assisted in the development of new curriculum including Italian Life and Culture, a humanities course, and Italian Language I and II. Students indicate that the ability to study a language, at destinations with primary languages other than English, greatly enhances their experience abroad.

The semester programs in Spain are experiencing growing student enrollments with the rotation of new cities. In spring 2021, the program will be hosted in Madrid, which is another destination often requested by students.

The dean and study abroad specialist evaluate and analyze survey data and faculty feedback to consider new destinations for future intersession programs. For winter, Costa Rica and Florence, Italy are working well in the rotation. Paris comes up often as a desired destination and would be best suited for a four-week program due to cost. Depending on the success of the Rome semester program, Paris may be considered as a third winter destination in the near future.

The Kyoto, Japan program has been popular and successful in summer 2018 and 2019. Given that student interest has increased in the summer program, the dean and study abroad specialist have developed a program in Oslo, Norway for summer 2020. If this program is successful, the two programs will be rotated to maintain interest and participation.

Safety abroad is always a factor affecting recruitment. The company with whom the consortium partners, the American Institute for Foreign Study (AIFS), maintains safety protocols and collaborates with the college appropriately regarding Title IX reporting and support. Consortium schools have been more active over the past two years in recruiting for semester programs. The study abroad specialist works to ensure that programs are rich in activities, yet also affordable. Continually offering new destinations according to student interest contributes to stable, modest program growth over time.

Future Directions

CURRICULUM AND PROGRAMMING

New language courses are added as new program destinations are chosen. For example, Italian I and II and Italian Life and Culture were developed in support of the semester program in Rome. Should any new semester destinations be chosen that are non-English speaking, similar courses will need to be developed for each program.

COLLABORATION AND INTERDISCIPLINARY STUDY

Study abroad, by its nature, is interdisciplinary. Faculty chosen to participate in each program often include inter-class collaborations for visits to local museums and attractions. For students choosing the home-stay option when available, they often report the greatest increase in empathy for and appreciation of new cultures.

TECHNOLOGY AND FACILITIES

The study abroad specialist works within the space and technology provided by the college. The program does not need updated technology or space.

PROGRAM GROWTH PROJECTIONS

The Study Abroad program is expected to maintain modest, stable growth over the next ten years. Destinations are updated in response to feedback from students and faculty.

VISUAL AND PERFORMING ARTS

VISUAL ARTS 468

- ART 469
- PHOTOGRAPHY 475

PERFORMING ARTS 480

- DANCE 481
- MUSIC 486
- RECORDING TECHNOLOGY 493
- THEATRE ARTS 498

HAUGH PERFORMING ARTS CENTER 504

VISUAL ARTS

ART 469

PHOTOGRAPHY 475

ART

Description

The primary goal of the Art program is to provide a stimulating, creative and challenging environment for students to produce a professional quality body of work in art, design, and crafts, think critically about aesthetics, and understand the relevance of the historical and cultural aspects of art. This goal is multi-faceted and can assist lifelong learners and students who wish to transfer and/or pursue gainful employment in the visual arts industry. Areas of specialization include ceramics, drawing, figure drawing, art history, painting and digital art/media.

Completion of coursework within the visual arts offers options such as an associate degree for transfer (ADT) in studio arts or art history, associate of art (AA) degrees, and certificates in ceramics or web design.

Students in the program have access to fully equipped studio facilities that include state-of-the-art computer systems and software, and multiple video editing bays. The ceramics program utilizes high-fire and low-fire capabilities, gas and electric kilns, multiple pottery wheels and equipment in a light filled and environmentally safe facility. The drawing and painting studios are well equipped spacious studios with drawing horses, critique boards, and air purification systems. A large lecture hall serves a dual purpose as home to large-size art history courses, and college-wide events and performances.

The faculty members are all practicing and valued artists as well as professional educators dedicated to encouraging student success. The faculty provides innovative and thoughtful programming and curriculum in the visual arts with artist lectures/discussions, film viewings, and gallery shows through the ArtsWatch program. The program has a long history of philanthropic endeavors such as the collaborative project with a local church that is designed to raise funding and awareness of food insecurities, known as the Empty Bowls Project, and running a successful community art gallery.

The fill rate for the art department is high at 98.13%. Success, retention and completion rates are higher than the college average. Labor market growth in most areas of the visual arts is projected to increase or remain steady for the next ten years.

Growth Projections

Many arts-related occupations are projected to grow over the next decade; some museum and curatorial occupations are expected to experience substantial growth. The Citrus College Visual Arts program can sustain tremendous growth in curriculum development with classes in curating, cataloging, display, and archiving (also a high-growth and demand area). In the area of digital arts, with the addition of specialized faculty, there is potential growth in gaming, 3-D models, digital paint, and virtual reality. Art History can make a significant contribution to the academic side of a film studies program as demand for motion picture appreciation and history classes is consistently high.

The Visual Arts program is fortunate to have a relatively new facility, but would benefit from additional full-time faculty, a gallery director or coordinator, and a full-time lab assistant dedicated to the proper function and maintenance of all of the visual arts labs. In addition, technological support staff with specialization in visual art/digital media equipment would ensure all computers and programs, printers, and equipment are up-to-date and function to the fullest capacity. Continuous commitment to funding technological advances regarding equipment and facilities would alleviate some of the challenges now facing the visual arts program.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Digital Design	11.0803	23,416	22,176	**(1,241)**	**(5.3%)**	2,018	2,000	106	1,894	$23.19
Visual Arts	50.0101	16,372	17,091	**719**	**4.4%**	1,457	1,310	202	1,107	$15.79
Art History	50.0701; 50.0703	22,391	23,356	**965**	**4.3%**	1,998	1,806	1,103	703	$17.62
Fine/Studio Arts	50.0702	5,728	5,746	**18**	**0.3%**	469	447	1,898	(1,451)	$11.04
Ceramics	50.0711	7,506	7,766	**260**	**3.5%**	636	596	4	592	$9.87
Total*		**75,413**	**76,135**	**721**	**1.0%**	**6,578**	**6,159**	**3,313**	**2,846**	**$17.55**

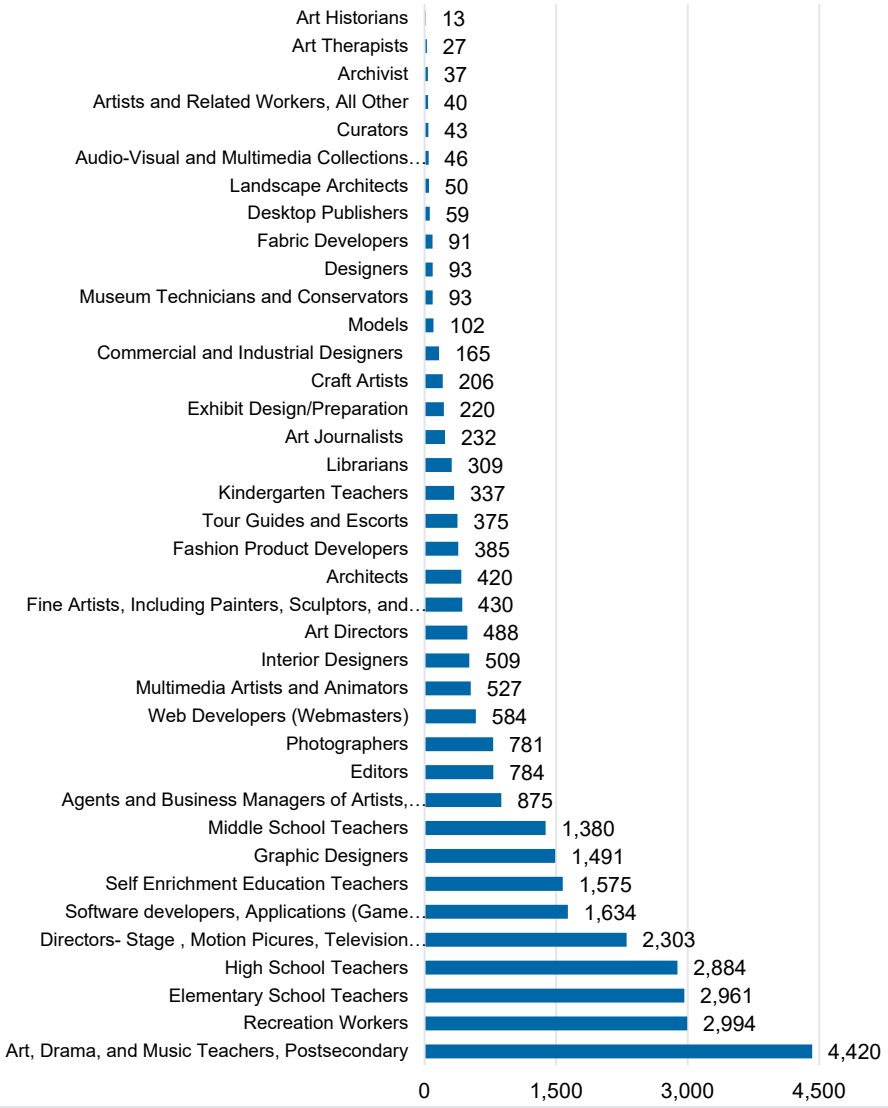
Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

***Note: some of these job and completions calculations overlap, as these programs serve similar pools of students and occupations**

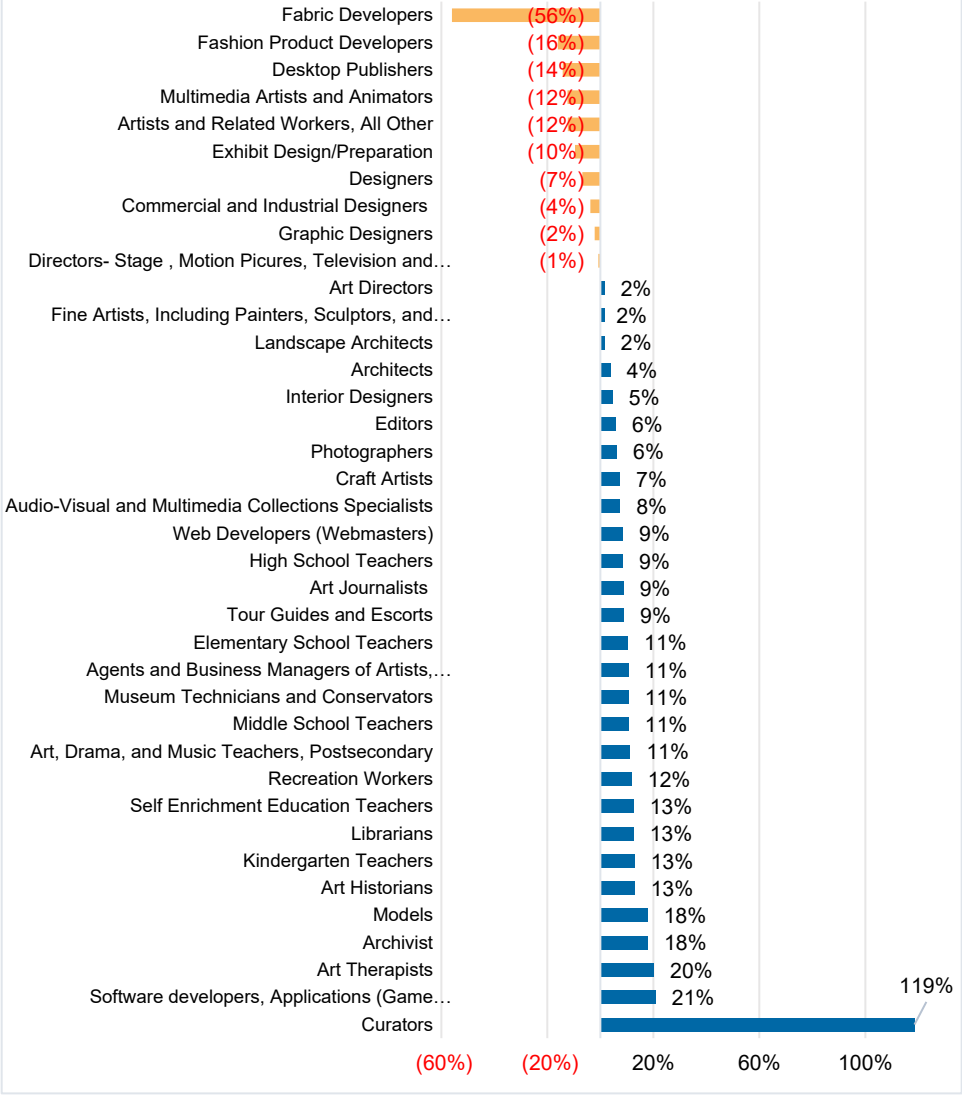
- There are an average of 3,313 completions per year in arts programs related to those offered at Citrus College and many more in related fields.
- At least 50 area institutions have recently graduated students from arts programs; the vast majority have completed bachelor's degrees.
- Many arts-related professions are projected to grow over the next decade in Los Angeles County and many related occupations are projected to grow substantially nationwide.
- Most job openings in arts-related occupations are coming from replacement positions, where people are leaving existing positions.
- While there are many fewer arts program completions on average than there are available related jobs, there are other programs and occupations which also prepare at least 1,500 more students per year for these positions.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY

Annual Openings, Art-Related Occupations, Los Angeles County, 2018 to 2028



Growth or Decline by Occupation, Los Angeles County, 2018 to 2028



Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: ART	279.77	18.21	297.98	17.27	17.26
Division: VPA	659.20	43.03	702.23	44.04	15.95
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: ART	229.28	14.79	244.07	13.75	17.75
Division: VPA	629.77	38.31	668.08	39.88	16.75
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.58

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: ART	26.49	1,961	132	2,093	2,327	89.94%
Division: VPA	19.31	4,739	336	5,075	5,626	90.21%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: ART	26.57	1,585	99	1,684	1,732	98.13%
Division: VPA	20.51	4,513	289	4,802	4,884	98.33%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: ART	90.04%	72.12%	91.65%	73.67%
Division: VPA	92.01%	76.02%	93.06%	76.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: ART	9,066.62	590.14	9,656.76	7,430.31	479.24	7,909.55
Division: VPA	21,362.96	1,394.49	22,757.45	20,409.15	1,241.59	21,650.74
Citrus College Total	155,273.29	10,423.19	165,696.48	155,315.16	10,633.45	165,948.61

Source: Data from Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: ART	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	4.37%	9.12%	(2.91%)	98.13%	0.63%	3.1%		
Ratings (3, 1, 0 OR -1)	3	3	1	3	1	1	2.00	0.98%

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 2.00 program Growth Rating = 0.98% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Visual Arts curriculum will continue to be updated to reflect industry trends and standards. Specifically, course development in online studio arts, mosaics, tile and firing, ceramics history, specialized art history, curatorial endeavors, gaming design, video production/design and an ADT in film studies will be explored and implemented. Marketing of the transfer degrees in Studio Arts and Art History will be increased.

COLLABORATION AND INTERDISCIPLINARY STUDY

The Visual Arts program will continue to collaborate in a cross-disciplinary manner with other areas of the division with an emphasis on continuing to align photography with the other visual arts. Partnerships with other areas in the performing arts are ideal for a future film studies program.

TECHNOLOGY AND FACILITIES

Technology and facilities needs include computer systems that are multi-functional and technologically current. A technology plan that includes training for existing and new equipment should be developed and institutionalized. An environmental enhancement plan emphasizing public art will be developed to aesthetically compliment the visual arts curriculum.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Most areas of the visual arts meet the needs of their individual areas in terms of industry standards; however, there is potential for increased industry partnerships, particularly in the area of digital art/media.

PROGRAM GROWTH PROJECTIONS

There is potential growth in the curatorial areas, digital media expansion, gallery programs, 3-D modeling, gaming, mosaics, firing and glazing technology, and video production in the Video Technology building (VT-117).

PHOTOGRAPHY

Description

The primary goal of the Photography program is to provide a safe and challenging environment for students to produce a professional image portfolio to use to gain employment within the industry and/or acceptance into an advanced degree program. Curriculum offerings explore diverse photographic genres and include topics such as studio lighting, drone photography, image manipulation and the business of photography. Students enrolled in the program have access to digital single-lens reflex (DSLR) cameras, studio and location lighting equipment, Mac computers, the Adobe Creative Cloud and ink jet printers.

Completion of the coursework within the program results in an associate in science degree or a certificate of achievement in photography.

Beyond the core curriculum, students can apply for the Citrus College internship program, which offers photography students the opportunity to gain real world experience photographing the Citrus College community.

The Photography program maintains high retention and success rates and is one of the fastest growing programs both in the Visual and Performing Arts Division and college wide.

Growth Projections

The Photography program is experiencing exceptional growth which has resulted in an increased demand for the facilities. The program is at capacity and additional space is needed. Demand for photographers is projected to increase six percent over the next ten years. However, including freelance-based work opportunities, future job prospects for photographers may be even greater. The PHTO 216 (Business Practices for the Photographer) course prepares students for the demands of freelance-based work.

The curriculum was recently updated to meet current industry standards. The current curriculum has proven successful in supporting students to secure work and follow additional educational paths. Online education courses were recently launched as a part of the program. Given current facilities, additional space is needed to support the growth of the program.

The following is needed to maintain and foster the growth of the Photography program: a larger permanent lighting studio, a print finishing area, equipment storage, a second digital light room computer lab and upkeep of current technological tools.

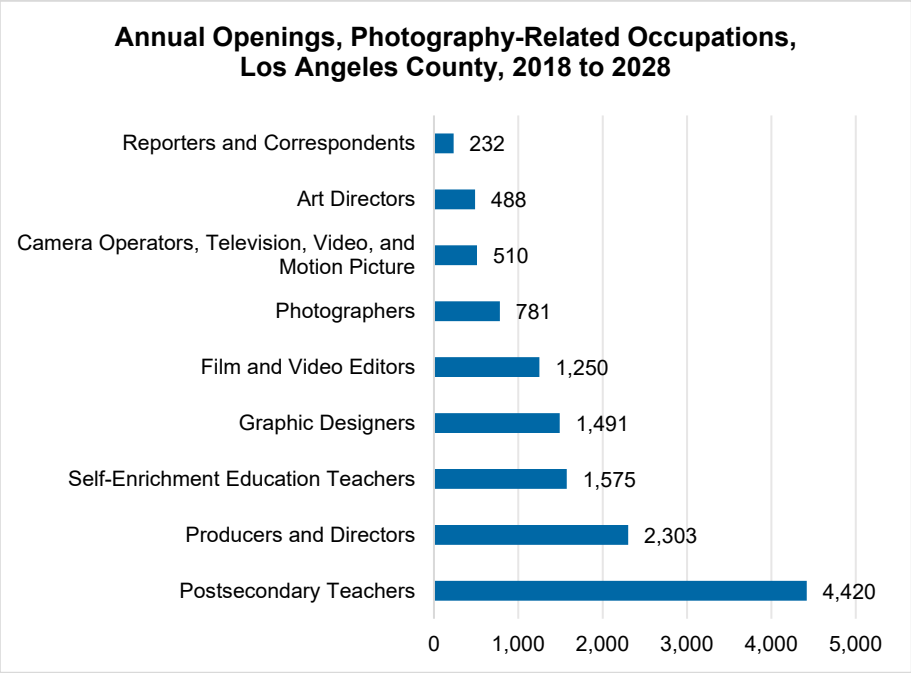
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

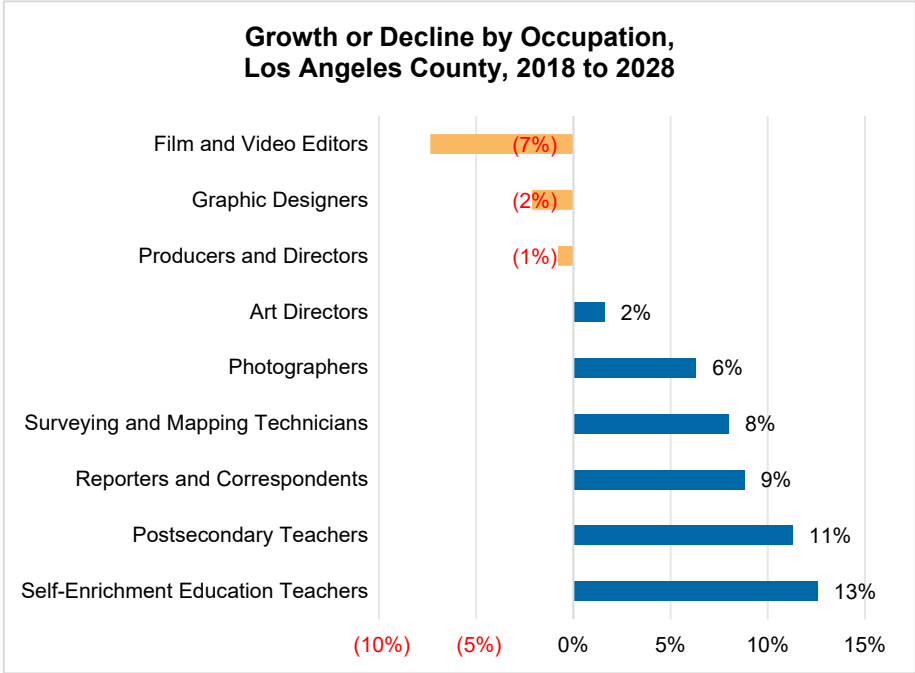
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Photography	50.0605	8,315	8,841	**526**	**6.3%**	781	674	166	**615**	$18.10

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 166 completions per year among photography programs; at least 12 institutions have recently graduated students from these programs.
- The number of photography jobs in Los Angeles County is expected to grow over the next decade by more than 6 percent.
- Most job openings in photography-related occupations are due to replacements of existing positions.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: PHTO	39.39	1.87	41.26	2.80	14.73
Division: VPA	659.20	43.03	702.23	44.04	15.95
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: PHTO	26.60	1.32	27.92	1.81	15.39
Division: VPA	629.77	38.31	668.08	39.88	16.75
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.58

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: PHTO	19.80	189	9	198	216	91.67%
Division: VPA	19.31	4,739	336	5,075	5,626	90.21%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: PHTO	21.98	122	6	128	141	90.31%
Division: VPA	20.51	4,513	289	4,802	4,884	98.33%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: PHTO	89.39%	79.80%	90.77%	77.78%
Division: VPA	92.01%	76.02%	93.06%	76.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: PHTO	1,276.53	60.60	**1,337.13**	862.04	42.65	**904.69**
Division: VPA	21,362.96	1,394.49	**22,757.45**	20,409.15	1,241.59	**21,650.74**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: PHTO	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.33%	23.54%	0.30%	90.31%	(0.02%)	0.00%		
Ratings (3, 1, 0 Or -1)	0	3	3	1	-1	0	**1.00**	**0.49%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:
Citrus College average annual growth rate estimate is 0.49%.
Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs
Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate
Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.00 program Growth Rating = 0.49% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Photography curriculum will continue to be updated to reflect industry trends and standards. Additionally, marketing and implementation of the Media Arts certificate will be addressed upon approval from the Chancellor's Office.

COLLABORATION AND INTERDISCIPLINARY STUDY

Photography will continue to cross disciplines with other areas of Visual and Performing Arts. New interdisciplinary opportunities in the division include a future film studies program.

TECHNOLOGY AND FACILITIES

The Photography program technology and facilities needs include a larger permanent lighting studio, a print finishing area, equipment storage, a second digital light room computer lab and upkeep of current technological tools.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The Photography program will continue to market its two certificates and explore future CTE programs in commercial photography. Advisory committee suggestions will be utilized to further expand industry employers and partners.

PROGRAM GROWTH PROJECTIONS

Based upon current data, substantial growth can occur in the Photography program if the above-mentioned facilities needs can be addressed.

PERFORMING ARTS

DANCE 481

MUSIC 486

RECORDING TECHNOLOGY 493

THEATRE ARTS 498

DANCE

Description

The Citrus College Dance program prepares students for many career opportunities. Classes are offered in ballet, jazz, tap, modern, hip-hop, Pilates, and choreography. The program produces two full-length dance concerts each year presenting choreographic works by faculty, students and guest artists. Students can complete a two-year program with an associate degree in dance or through the commercial dance certificate which prepares students for the professional commercial dance field. This degree and certificate provides students with a foundational dance background, encompassing a strong emphasis in various dance techniques as well as history, basic kinesiology, and performance practicum.

The Dance program employs a unique combination of academically trained faculty who are also working professionals which gives students a well-rounded, commercially driven dance-education. The program is very interdisciplinary as it supports the musical theatre productions of the division, provides support to commercial music, and often collaborates with the Photography program. The program takes an individualistic approach to students by giving them hands-on correction and guidance through their educational pathways.

Data in the accompanying tables show that the Citrus College Dance program exceeds both college and statewide rates in demand, success, and retention. Due to the depth and breadth of course offerings, the program is well-suited to provide instruction intrinsic to multiple careers such as dancers, choreographers, and dance educators.

Growth Projections

The job openings data specific to Los Angeles County shows a slight decline in demand for dancers over the next ten years. However, there are projected increases for choreographers and dance educators, which may provide an opportunity to expand the number of students earning commercial dance certificates. The data does not consider the fact that the employment market is national for visual and performing arts and dance graduates. In addition, Los Angeles is one of the two major recruitment centers in the nation for the visual and performing arts industry, including dance. Many artists are trained locally but work both nationally and internationally.

Primary factors inhibiting future growth include the need for continued funding to support existing programs, increased recruitment support, and the creation of new programs that will increase enrollments in the Dance program.

As the program strives to better serve the needs of present and future students, primary challenges include funding to update/renovate existing facilities and technology, and funding for additional full-time faculty and support staff. Expansion of courses in Pilates, contemporary dance, choreography, and dance pedagogy would be excellent opportunities for growth.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

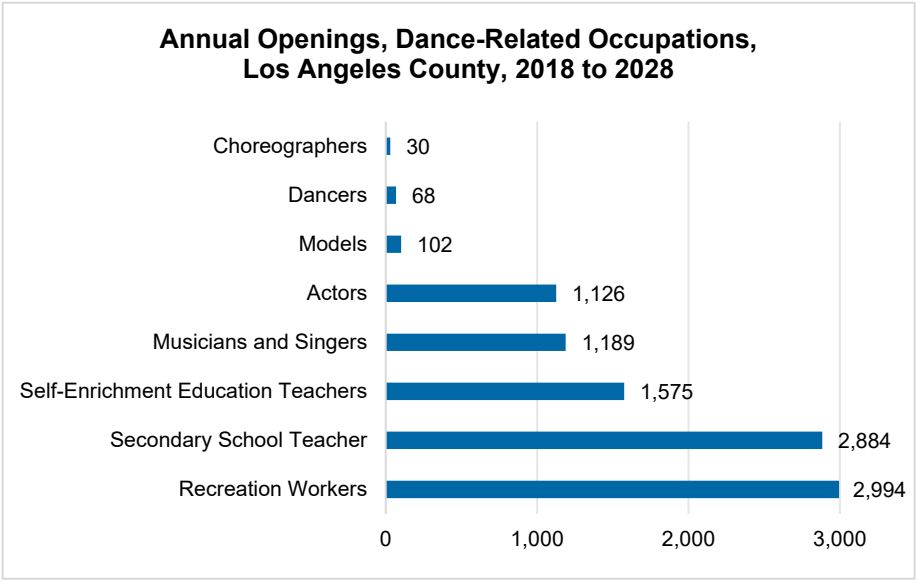
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Dance	50.0301; 05.0399	721	709	**(12)**	**(2%)**	98	95	122	**(24)**	$19.54

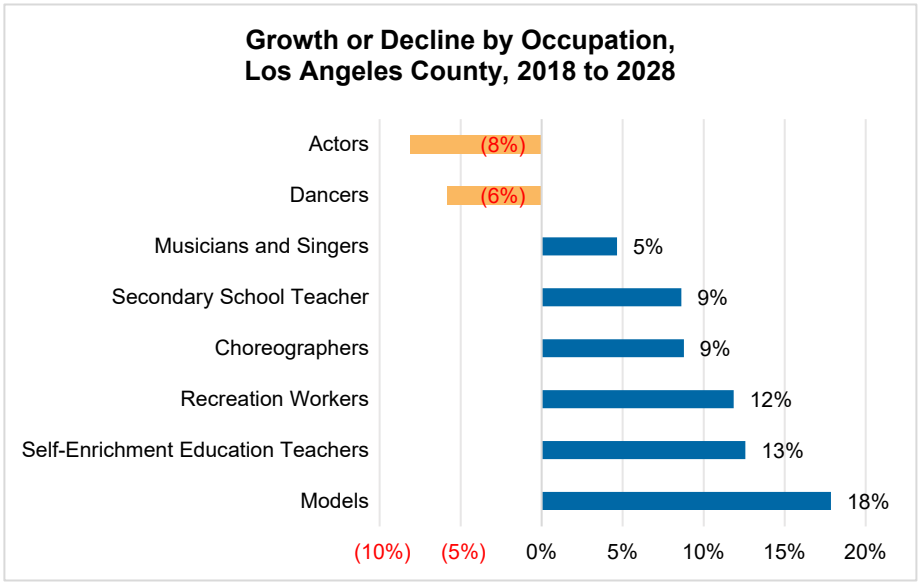
Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

Note: For performing arts related programs, both LA/SoCal and NYC labor markets are important sources of employment.

- There are an average of 122 completions per year in the two dance programs which Citrus College offers awards: associate degree in dance and commercial dance certificate.
- Seventeen institutions in Los Angeles County have recently graduated students from these programs.
- The number of dance jobs is expected to decline slightly over the next decade. Most job openings in dance-related occupations are coming from replacement positions, where people are leaving jobs.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: DANC	35.04	3.33	38.37	2.80	13.69
Division: VPA	659.20	43.03	702.23	44.04	15.95
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: DANC	37.09	2.72	39.80	2.78	14.31
Division: VPA	629.77	38.31	668.08	39.88	16.75
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.58

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: DANC	11.16	324	33	357	491	72.71%
Division: VPA	19.31	4,739	336	5,075	5,626	90.21%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: DANC	12.70	328	28	356	416	87.04%
Division: VPA	20.51	4,513	289	4,802	4,884	98.33%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: DANC	93.02%	84.36%	94.04%	85.22%
Division: VPA	92.01%	76.02%	93.06%	76.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: DANC	1,135.56	107.92	**1,243.47**	1,201.93	88.02	**1,289.94**
Division: VPA	21,362.96	1,394.49	**22,757.45**	20,409.15	1,241.59	**21,650.74**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: DANC	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.92%	(1.35%)	(2.56%)	87.04%	0.68%	1.4%		
Ratings (3, 1, 0 OR -1)	1	1	1	1	1	1	**1.00**	**0.49%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.00 program Growth Rating = 0.49% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Program curriculum will be developed that enhances diverse performance careers including possible courses, certificates or degrees in choreography and dance pedagogy. Curriculum for commercial dance courses will continue to reflect the ever-changing industry standards regarding contemporary dance styles and employment opportunities. Online courses in dance history will be developed.

COLLABORATION AND INTERDISCIPLINARY STUDY

The Dance program has been inclusive, inviting and innovative in its willingness to work in an interdisciplinary nature with multiple programs such as theatre, musical theatre, music, and photography. Dance will continue to collaborate with other areas of Visual and Performing Arts in a cross-disciplinary manner especially for a possible film studies program as it would present unique opportunities in areas such as dance for film or commercial music videography.

TECHNOLOGY AND FACILITIES

The technology within the dance studio is excellent but should continue to be maintained to the latest industry standards to maximize student success and job potential. The dance studio will need to be updated during the next decade with an upgraded Marley floor, new mirrors and well-maintained ballet barres. Renovations to the Performing Arts (PA) building have been needed for quite some time including classrooms, rehearsal rooms, and performance areas. In order to facilitate current curriculum demands, potential for more rehearsal spaces, optimized utilization of existing unequipped facilities such as VT-117 should be examined. As the building is primarily concrete, improvements to Wi-Fi are needed.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The Dance program utilizes its advisory board to consult and advise on changes to contemporary dance trends. The Dance program will increase collaboration with other programs in the division to expand industry partnerships in the area of commercial dance.

PROGRAM GROWTH PROJECTIONS

The Dance program has significant room for growth in both the performance pathway and the career and technical pathway of commercial dance. Areas of specialization in Pilates, contemporary dance, choreography and dance pedagogy present excellent opportunities for growth.

MUSIC

Description

The primary goal of the Music program is to prepare students for a pathway that leads directly into the music business or transfer into a university/conservatory setting. The Citrus College Music program trains and prepares students interested in several areas of study including vocal/choral music, instrumental music, commercial music, music history and music theory. Students are encouraged to take an inter-disciplinary approach to their studies. This entails taking music fundamentals and theory courses for a strong structural foundation for understanding, creating and performing music. This music theory foundation is then incorporated into the wide variety of performance classes in vocal, instrumental and musical theatre forms. Both on- and off-campus performance opportunities are available to students so that they can gain a true perspective of the experiences of a professional musician. Cross-disciplinary study is also encouraged with other areas of the Visual and Performing Arts division through participation in the Theatre, Dance and Recording Arts programs.

Being both a transfer and career technical education program, music offers performance opportunities for music majors and non-majors. Courses in music satisfy general education requirements for an associate degree in liberal arts for humanities, an associate degree in music and lower division transfer requirements. A new associate degree for transfer is currently in the curriculum approval process.

A notable strength of the Music program is the unique combination of professional world/academically trained faculty who give students a well-rounded, real world music education. In today's diverse music industry, the interdisciplinary aspects of the program make it highly desirable. The accompanying data tables show that the Music program exceeds both college and statewide rates in efficiency, demand, success and retention. Given the depth and breadth of music offerings, the program is well-suited to provide instruction intrinsic to multiple careers such as music directors, composers, lyricists, teachers and technicians.

Growth Projections

The Music program at Citrus College remains a viable avenue for students in future music job markets in Los Angeles County and beyond. Over the next decade, occupational growth is projected to increase in many areas of the music business from 5 to 20 percent in the region. Los Angeles is one of the two major recruitment centers in the nation for the visual and performing arts industry, including music. The job openings data does not consider that the employment market for visual and performing arts graduates, including graduates of the music program, is national in scope.

The program needs continued funding to support existing programs, increased recruitment support and the generation of new course offerings to grow enrollments in the program. As we strive to better serve the needs of present and future students, our primary challenges include funding to update/renovate existing facilities and technology as well as funding for additional full-time faculty and support staff.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

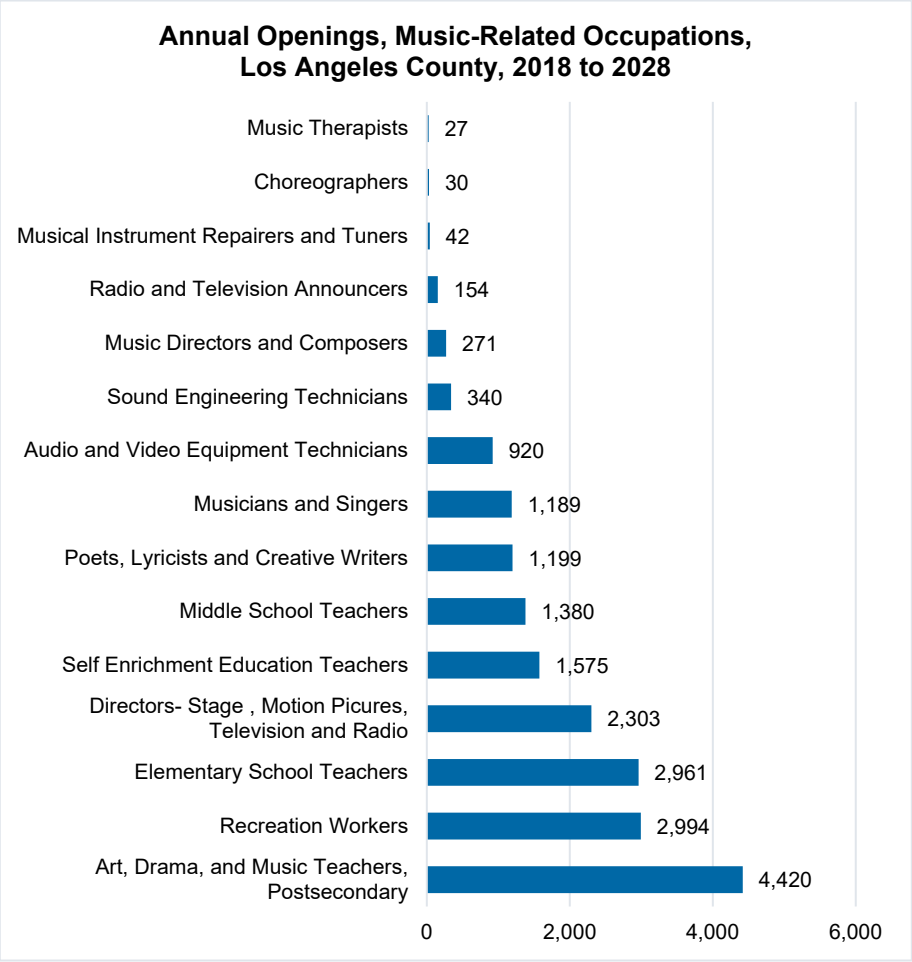
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Music	50.09	18,163	18,428	**264**	**1.5%**	1,800	1,722	1,640	**160**	$21.13

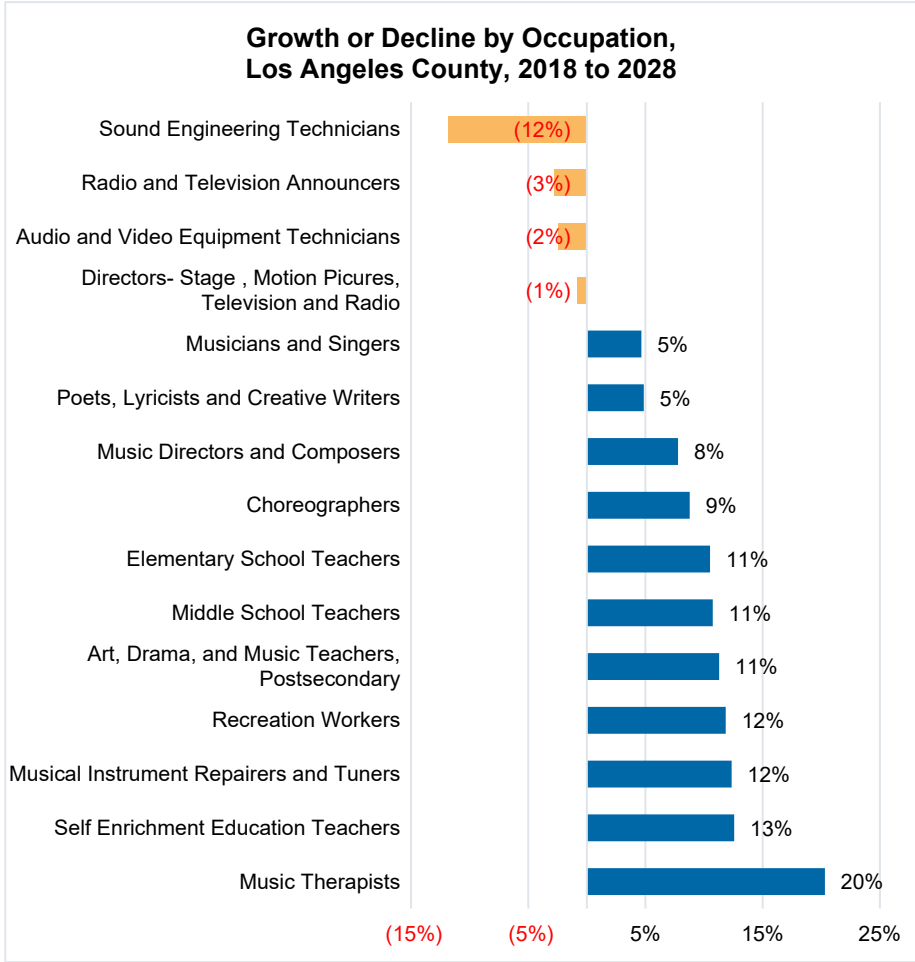
Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

Note: For performing arts related programs, both LA/SoCal and NYC labor markets are important sources of employment.

- There are an average of 1,640 completions per year among major music programs in Los Angeles County.
- Fifty institutions in Los Angeles County have recently graduated students from music programs, and many have additional programs in music performance, musical theatre and management.
- The number of music-related jobs is expected to grow substantially over the next decade; most openings in related occupations are projected to be replacements for existing workers.
- While there are less general music awards than jobs, other programs, such as music performance graduate another 1,200 students per year in related music fields.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: MUSIC	177.84	13.04	190.88	10.82	17.64
Division: VPA	659.20	43.03	702.23	44.04	15.95
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: MUSIC	192.77	11.86	204.63	11.37	17.88
Division: VPA	629.77	38.31	668.08	39.88	16.79
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.61

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: MUSIC	19.06	1,423	114	1,537	1,667	92.20%
Division: VPA	19.31	4,739	336	5,075	5,626	90.21%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: MUSIC	20.40	1,573	105	1,678	1,680	99.51%
Division: VPA	20.51	4,513	289	4,802	4,884	98.33%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: MUSIC	94.33%	80.33%	93.53%	76.20%
Division: VPA	92.01%	76.02%	93.06%	76.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.12%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: MUSIC	5,763.33	422.59	**6,185.93**	6,247.18	384.22	**6,631.40**
Division: VPA	21,362.96	1,394.49	**22,757.45**	20,409.15	1,241.59	**21,650.74**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: MUSIC	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	4.35%	(6.37%)	(2.37%)	99.51%	0.62%	0.8%		
Ratings (3, 1, 0 OR -1)	3	1	1	3	1	1	**1.67**	**0.82%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:
Citrus College average annual growth estimate is 0.49%
Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs
Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate
Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.67 program Growth Rating = 0.82% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

A music associate degree for transfer (ADT) is currently in the curriculum approval process for implementation in fall 2020. A marketing plan will be developed to promote the ADT to incoming students and to be utilized as part of a pilot ADT within the high school dual enrollment program. Curriculum will be developed that enhances diverse performance careers with inclusion of a music performance certificate. The Music program will create new courses and certificates to meet the growing demand in the areas of music education, career mentoring, music therapy and music composition.

COLLABORATION AND INTERDISCIPLINARY STUDY

The Music program will strive to evaluate and expand curriculum as warranted to fuse disciplines in ways that create collaborative, interdisciplinary production teams. Faculty will assess the potential for associate degrees and certificates focusing on music education, music therapy, musical theatre, commercial music, chamber choral, and vocal jazz. New programs in this area could include a collaboration of the music, theatre, recording arts, and dance programs as well as matriculation from K-12 schools, other local colleges and four-year institutions.

The Music program will collaborate with high school and college programs and seek out interdisciplinary performance opportunities to maximize both on- and off-site educational and industry driven experiences.

TECHNOLOGY AND FACILITIES

Renovations to the Performing Arts (PA) building have been needed for quite some time including classrooms, practice rooms and performance areas. In order to facilitate current curriculum demands, potential for more practice rooms, rehearsal spaces, and music laboratories should be examined as well as a study initiated for new storage space for equipment and instruments. As the building is primarily concrete, improvements to Wi-Fi are needed. The recording arts studio needs to be maintained with technology and equipment that is on par with evolving industry standards to meet the increasing needs of music directors/composers and musicians/singers. Music software technology and music performance facilities/ equipment should be compatible with accepted industry standards.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Program faculty will work to build upon current partnerships, while also seeking to partner with new industry employers to create and/or modify new or existing degrees, Career and Technical Education (CTE) certificates and skill awards in areas such as music performance, music therapy, and music composition. In order to facilitate student industry preparedness, support for guest artists, clinicians, lecturers, and other industry professionals will be a priority.

PROGRAM GROWTH PROJECTIONS

The Full-Time Equivalent Student (FTES) generated by the music program declined from 2010-2019 primarily due to the removal of repeatability in skills-based courses. This decline parallels other programs in the division and across multiple colleges statewide. Implementing new curriculum, certificates and degrees, along with facilities upgrades, will allow the music program to grow incrementally over the next decade.

RECORDING TECHNOLOGY

Description

The Recording Technology program offers a one-year certificate of achievement in audio recording technology that teaches the basics of how to engineer any kind of music including hip-hop, classical, movie scores, film sound and live music. The program promotes a hands-on style of learning with instructors who are devoted, knowledgeable, and passionate about student success. State-of-the-art analog and digital equipment with industry-standard software is utilized to create an exciting classroom environment reflecting a philosophy centered on helping students to become future leaders in the field.

Among notable program strengths is a state-of-the-art facility, including equipment and technology, and passionate, professionally active faculty who reflect a real-world atmosphere in which to train students. Many industry partnerships also offer the opportunity for job placement and career advancement.

Although the labor market data shows a decline in employment in Los Angeles County, it should be noted that Los Angeles is a hub for employment in this area with program graduates working both nationally and internationally. This is evidenced through the many alumni graduates from the program who work regionally only sporadically but are in constant demand in the worldwide market.

Growth Projections

With the current facilities, the program is at its maximum capacity due to space. With the addition of more full-time faculty and a reduction in the facility rental program, an evening/weekend program could be possible. In addition, if a film studies program is initiated in the division, recording arts could be instrumental in offering auxiliary courses in sound design and editing for film and/or television.

Among factors benefiting the growth of the Recording Technology program is the technology in the building, including the recent addition/upgrade of Recording Arts building RA-111 to a Dolby Atmos immersive surround sound facility. A system such as this, which is the leading-edge technology used in motion picture sound, is a testament to the institution’s commitment to keep the program at the forefront of industry standards. If this innovative progress can be maintained, growth can be sustained.

As this is a technology-driven program, in order to sustain future growth, ongoing long-term funding is required.

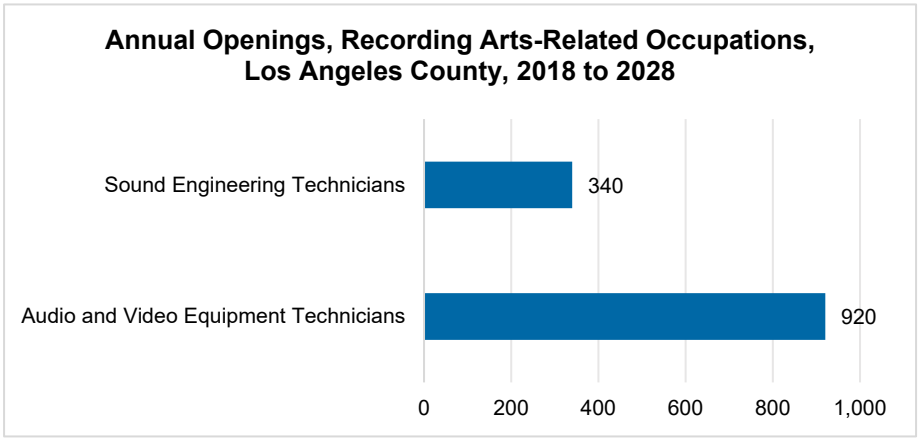
PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

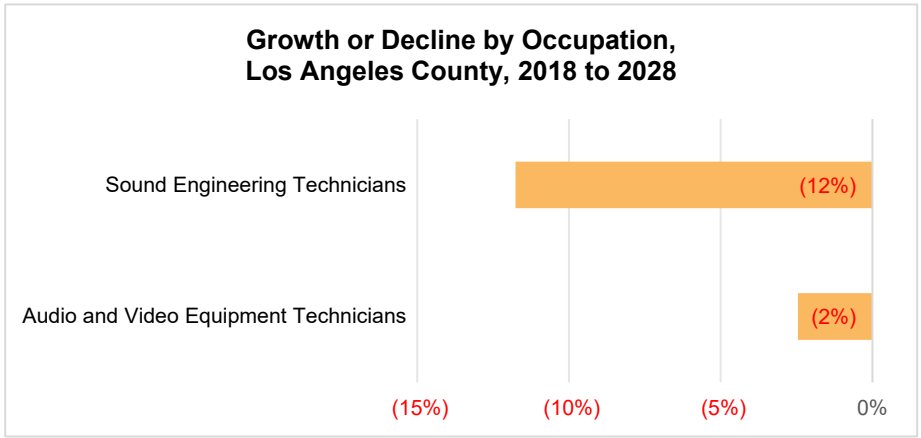
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Recording Arts Technology/ Technician	10.0203	14,114	13,393	**(721)**	**(5.1%)**	1,260	1,233	1,043	**217**	$23.87

Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

- There are an average of 1,043 completions per year in recording arts technology programs in Los Angeles County.
- Fourteen institutions in Los Angeles County have recently graduated students from these programs; Citrus College has graduated about six percent of all awards since 2013.
- The number of recording-arts technology jobs is expected to decline slightly in Los Angeles County. Most job openings in related occupations are coming from replacement positions.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: REC	73.55	2.81	76.36	5.18	14.75
Division: VPA	659.20	43.03	702.23	44.04	15.95
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: REC	78.01	2.71	80.72	5.12	15.76
Division: VPA	629.77	38.31	668.08	39.88	16.75
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.58

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: REC	25.65	421	15	436	443	98.42%
Division: VPA	19.31	4,739	336	5,075	5,626	90.21%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: REC	27.22	435	15	450	447	100.92%
Division: VPA	20.51	4,513	289	4,802	4,884	98.33%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: REC	92.66%	71.10%	94.32%	73.22%
Division: VPA	92.01%	76.02%	93.06%	76.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.12%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: REC	2,383.56	91.06	**2,474.63**	2,528.10	87.89	**2,615.99**
Division: VPA	21,362.96	1,394.49	**22,757.45**	20,409.15	1,241.59	**21,650.74**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: REC	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	1.17%	(1.70%)	(4.09%)	100.92%	(0.52%)	5.95%		
Ratings (3, 1, 0 OR -1)	1	1	1	3	-1	3	**1.33**	**0.65%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.33 program Growth Rating = 0.65% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

Recording Technology curriculum will continue to be updated to reflect industry trends and standards. In addition, continual updates and refinements of the recording technology certificate will be assessed and updated with advisory board guidance.

COLLABORATION AND INTERDISCIPLINARY STUDY

Recording Technology will continue to cross-discipline with other areas of Visual and Performing Arts for possible future inclusion in a film studies program. Collaboration with vocal music, instrumental music and the Emerging Theatre Technologies program will be enhanced by searching for both curricular and practicum projects to develop.

TECHNOLOGY AND FACILITIES

The technology within the recording technology facility should continue to align with the latest industry standards to maximize student success and job opportunities. Furthermore, the facility is now 20 years old and is in need of modernization, repairs and replacements as outlined in the program review documents.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Recording Technology will continue to market its certificates under the guidance of its advisory committee. Advisory committee recommendations will be implemented to the fullest extent possible. Additionally, alumni of the program can become employers of more recent graduates; this trend should be formalized to the extent possible.

PROGRAM GROWTH PROJECTIONS

Program growth could be maximized with the expansion of an evening and weekend-based course block scenario as well as serving as an auxiliary partner to a film studies program.

THEATRE ARTS

Description

The primary goal of the Theatre Arts program is to prepare students for a professional track that leads directly into the theatre/entertainment industry or transfer into a university/conservatory setting. The program includes theoretical and practical courses in all aspects of theatre, preparation for acting, directing, and technical theatre productions, class workshops and live events. Performance and technical theatre opportunities are available to both majors and non-majors.

Courses satisfy general education requirements for the associate degree for transfer in theatre arts, the local associate degrees in theatre arts and theatre arts with an acting emphasis, and lower division transfer. A career and technical education (CTE) certificate is available through the Emerging Theatre Technologies (ETT) program.

The Theatre Arts program employs a unique combination of academically trained faculty who are also working professionals which gives students a well-rounded, real world theatre education. In today's diverse entertainment industry, the interdisciplinary aspects of the program make it highly desirable. In addition, a wide variety of performance styles and opportunities exist that include works for both classic and contemporary playwrights as well as a robust program in developing new works. The ETT program offers training in technical theatre and event production in professional settings with state-of-the-art equipment and technology. ETT also has prominent industry partners providing job placement pathways direct from program completion.

The Theatre Arts program exceeds both college and statewide rates in success and retention (see the accompanying tables). Given the depth and breadth of theatrical offerings, the program is well-suited to provide instruction intrinsic to multiple careers such as actors, directors, playwrights, and theatre technicians.

Growth Projections

The job openings data is specific to Los Angeles County. It does not consider that the employment market for visual and performing arts graduates, including graduates of the Theatre Arts program, is national in scope. Los Angeles is one of the two major recruitment/outsourcing centers in the nation for the visual and performing arts industry, including theatre arts. Many artists are trained locally but work both nationally and internationally.

Primary factors inhibiting future growth include the need for continued funding to support existing programs, increased recruitment and courses that will further increase enrollments in the program.

Program faculty and staff strive to better serve the needs of present and future students. Primary challenges include funding to update/renovate existing facilities and technology and for additional full-time faculty and support staff. Costuming, make-up, properties, film production, theatre sound design and other support areas specific to theatrical production are opportunities for the theatre arts program over the coming decade.

PROGRAM AND OCCUPATIONS GROWTH ANALYSIS, LOS ANGELES COUNTY

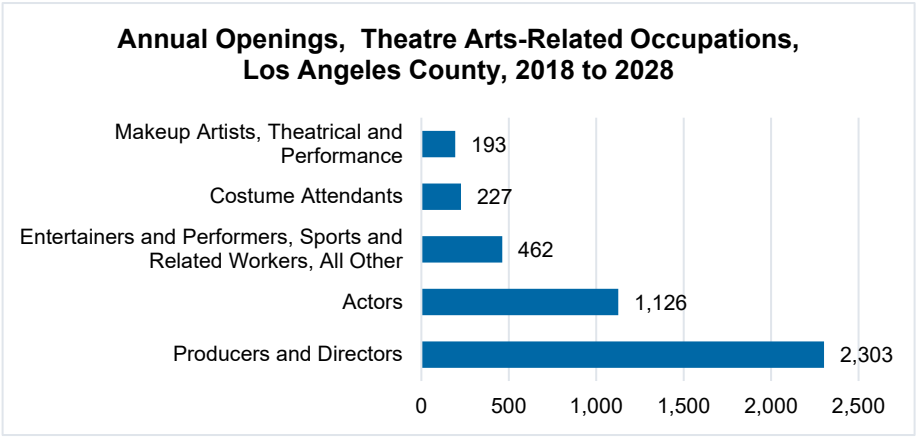
Program	Related CIP Code(s)	2018 Jobs	2028 Jobs	Job Growth, Count, 2018 to 2028	Job Growth, Percent, 2018 to 2028	Average Annual Openings, 2018 to 2028	Average Annual Replacement Jobs, 2018 to 2028	Average Annual Program Completions, 2013 to 2017	Gap or Surplus (openings-completions)	Median Hourly Earnings
Theatre Arts	50.09	41,194	40,120	**(1,073)**	**(2.6%)**	3,890	3,719	5,278	**(1,387)**	$33.73
Emerging Theatre Technologies	50.0502	2,490	2,251	**(239)**	**(9.6%)**	220	216	66	**155**	$25.17

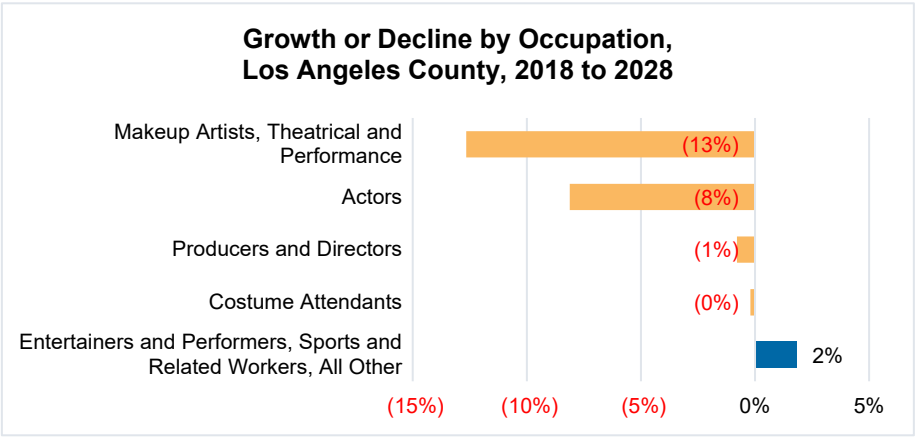
Source: EMSI, Los Angeles County Occupation and IPEDS Awards Data

Note: For performing arts related programs, both LA/SoCal and NYC labor markets are important sources of employment.

- There are more than 5,200 completions per year in theatre arts programs and 66 completions per year in theatre technology programs in Los Angeles County and an additional 524 awards per year in related programs, such as acting and theatre arts management.
- 34 institutions have recently graduated students from theater arts programs; 11 have given awards in emerging theatre technology (ETT) programs.
- The number of theatre arts and ETT related jobs are expected to decline over the next decade in Los Angeles County; however, many related occupations are projected to grow nationwide.
- Most job openings in related occupations will come from replacement positions.

PROGRAM-RELATED JOB OPENINGS, LOS ANGELES COUNTY





Source: EMSI, Los Angeles County Occupation Data

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: THEA	53.61	3.77	57.38	5.17	11.10
Division: VPA	659.20	43.03	702.23	44.04	15.95
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: THEA	57.11	4.55	61.67	4.73	13.04
Division: VPA	629.77	38.31	668.08	39.88	16.75
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.58

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: THEA	14.19	421	33	454	482	94.19%
Division: VPA	19.31	4,739	336	5,075	5,626	90.21%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: THEA	14.40	425	34	459	422	109.88%
Division: VPA	20.51	4,513	289	4,802	4,884	98.33%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: THEA	90.04%	72.12%	91.65%	73.67%
Division: VPA	92.01%	76.02%	93.06%	76.24%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.12%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: THEA	1,737.36	122.18	**1,859.54**	1,850.92	147.52	**1,998.44**
Division: VPA	21,362.96	1,394.49	**22,757.45**	20,409.15	1,241.59	**21,650.74**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: THEA	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	1.19%	0.50%	5.76%	109.88%	(0.33%)	1.94%		
Ratings (3, 1, 0 OR -1)	1	1	3	3	-1	1	**1.33**	**0.65%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1, and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.33 program Growth Rating = 0.65% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

The theatre arts associate degree for transfer (ADT) is poised to grow by including it as an option for the high school dual-enrollment program. Program curriculum will be developed that enhances diverse performance careers including possible courses, degrees, or certificates in arts management, social/online promotion and film/television. Curriculum for ETT courses will continue to reflect ever-changing industry standards regarding technology and production.

COLLABORATION AND INTERDISCIPLINARY STUDY

The Theatre Arts program has been inclusive, inviting and innovative in its willingness to work in an interdisciplinary nature with multiple programs within the division both from a performance and technical theatre perspective. The Theatre Arts program will continue to cross-discipline with other areas of Visual and Performing Arts with possible future inclusion in a film studies program.

TECHNOLOGY AND FACILITIES

The technology within the Little Theatre facility and the ETT program should continue to be maintained to the latest industry standards in order to maximize student success and job potential. Renovations to the Performing Arts (PA) building have been needed for quite some time including classrooms, practice rooms, and performance areas. In order to facilitate current curriculum demands, potential for more rehearsal spaces, optimized utilization of existing unequipped facilities such as in Video Technology (VT) 117 should be examined; a study should be initiated for new storage space for theatrical equipment. As the building is primarily concrete, improvements to Wi-Fi are needed. The Little Theatre and ETT program need to use technology and equipment that is on par with evolving industry standards to meet the increasing needs of actors/directors (both stage and film), producers and theatrical technicians. Entertainment software technology and theatrical performance facilities/equipment should be compatible with accepted industry standards.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The ETT program has a robust advisory board with strong industry partnerships with companies such as Disney, PRG, and Alliant Event Services. Plans to expand job placements with these partners and other employers will be the driving force for the foreseeable future.

PROGRAM GROWTH PROJECTIONS

The FTES generated by the Theatre Arts program declined from 2010-2019 primarily due to the removal of repeatability in skills-based courses. This decline parallels other programs in the division and across multiple colleges statewide. Through the implementation of additional curriculum, course families, new degrees, and certificates developed to target industry demands, industry interaction/collaboration, facilities updates, utilization of current technology, and, finally outreach and recruitment to the K-12 feeder schools, the Theatre Arts program will work toward steady, incremental increases in program growth over the next decade.

HAUGH PERFORMING ARTS CENTER

Description

The Haugh Performing Arts Center at Citrus College is committed to providing a comfortable, safe, affordable, and inviting environment for students, patrons, and community arts organizations. The staff of the Haugh supports the academic needs of Citrus College students through productions and events emanating from the Visual and Performing Arts division. The Haugh staff serves a growing community audience with the annual “presenting series” of eight to ten professional performances which includes acts such as The Temptations, Big Bad Voodoo Daddy, Broadway headliners, ballet companies, symphony orchestras, touring theatre shows or other specialty performances. This series allows patrons and students to experience a diverse variety of world-class performances. Community arts organizations can utilize the facility at affordable rental rates for performances, recitals, and community events. The shared mission of academic productions, professional performances, and community rentals positions both the Haugh and the college to achieve its desire to be a regional hub for visual and performing arts in the communities it serves.

The 1,440 seat Haugh Performing Arts Center, although completed in 1971, has been completely refurbished and equipped with state-of-the-art technology that serves the dual function of both an academic lab facility and an ideal venue for live performances. Annual programming for both academic and presenting productions is planned in tandem with academic staff and the performing arts director to offer a diverse, distinctive, and thought-provoking season of performances. The Haugh serves as a perfect centerpiece for the interdisciplinary approach of the visual and performing arts at Citrus College as it is utilized by all programs including music, theatre, technical theatre, dance, recording arts, visual arts, and other academic divisions.

Each year, over 7,000 students are incorporated into the operations of the Haugh as performers, crew members, and student employees. Between 90 and 100 productions are presented annually, resulting in an average of 63,000 annual visitors and patrons who come to the Haugh. This has resulted in an electronic contact base in excess of 12,500 recipients.

Growth Projections

Audience attendance has been on the rise for the past two years due to targeted and innovative marketing, reliance on digital media, community/campus outreach, and a new direction in artist selection for the presenting series. As these approaches are expanded and institutionalized, the potential for growth is exponential given the large seating capacity of the venue. As Southern California is known as a creative economy hub, partnerships with large entertainment companies such as Disney, Universal, PRG, and Sony should be explored.

Funding for technological advances, updating and refurbishing the interior of the facility, and support for both academic programs and community outreach are all necessary for growth to continue for the Haugh.

Future Directions

CURRICULUM AND PROGRAMMING

The Haugh Performing Arts Center will continue to support curricular needs of the division to the extent possible and enhance division pedagogy through efforts such as the guest artist program, on-site training of student workers and programming that supports division academic goals.

COLLABORATION AND INTERDISCIPLINARY STUDY

The Haugh is an ideal venue to continue to support the interdisciplinary approach of visual and performing arts as it is utilized by all programs through the unique collaboration that encompasses theatrical production processes.

TECHNOLOGY AND FACILITIES

As the number of productions and related facility use increases, there will be an ongoing need to provide an innovative, technologically current equipment inventory and knowledgeable staff to instruct and maintain it. Facilities, equipment, staffing, and marketing needs will continue to be documented through program review requests with plans to seek additional funding through grants and community support/sponsorships.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The Haugh will continue to support the industry partners of the emerging theatre technologies and audio recording technology career and technical education programs. Additionally, the Haugh will utilize industry partners from the professional presenting series to augment the goals of the academic programs.

PROGRAM GROWTH PROJECTIONS

The unique three-fold focus of academics, professional presentations and renters provides an ideal scenario for significant growth for the Haugh. Its role as one of the primary pathways through which the college connects to the broader community in an integral, ongoing manner is another rationale for the continued growth of the Haugh.

STUDENT SERVICES PROGRAMS

CAMPUS SAFETY 508

COUNSELING PROGRAMS AND SERVICES 513

ENROLLMENT SERVICES 547

STUDENT AFFAIRS 567

CAMPUS SAFETY

Description

The Department of Campus Safety protects students, employees and visitors 24 hours a day, seven days a week, while on college property or involved in college-sponsored programs and activities. Campus Safety also protects district property and facilities. Campus Safety Officers (CSOs) serve as first responders to all incidents on campus and have the authority to enforce sections of the California penal code, vehicle code, educational code, Citrus College board policies and administrative procedures, and the standards of conduct. Campus Safety conducts parking enforcement and issues citations for parking violations. Campus Safety also provides emergency preparedness trainings for the college community and conducts campus-wide emergency drills. Campus safety serves as the liaison with local law enforcement agencies regarding all criminal action on campus and is responsible for contacting external agencies in the event of an emergency. Campus Safety has a memorandum of understanding with the Glendora Police Department and an informal relationship with the Azusa Police Department and the Azusa Pacific University Department of Campus Safety.

The Campus Safety department operates 24 hours a day, 365 days a year. Aside from safety and security, Campus Safety also provides additional services for the college community including lost and found services, safety escorts, vehicle jumpstarts, vehicle unlocks, lock cuts, door unlocks, parking permit sales, parking enforcement, and citation appeals. Campus Safety hosts community events such as “Coffee with a Cop” which is a community outreach event intended to enhance lines of communication between Campus Safety and the college community.

Campus Safety continues to meet the increased demands of the college community. A steady increase of service calls, citations, and documentation of uncommon incidents (non-crime related) is reflected in the accompanying data table. Contributing factors to increased calls for service include additional students and employees on campus, an expanded class schedule, and additional off-site property and parking.

Related Data Trends Analysis

CITRUS COLLEGE CAMPUS SAFETY DATA, 2014-15 TO 2018-19

Academic Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Calls for Service	**3,559**	**6,711**	**6,294**	**6,603**	**7,079**
Vehicle unlocks	226	219	136	152	119
Vehicle jumpstarts	358	326	326	298	227
Safety escorts	325	604	349	305	365
Door unlocks	2,523	2,783	2,628	2,903	2,932
Incident Reports*	**137**	**146**	**146**	**106**	**82**
Tags**	**695**	**733**	**731**	**897**	**793**
Traffic collisions	92	85	86	68	82
Medical assists	88	60	148	71	68
Citations Issued	**8,470**	**7,125**	**9,316**	**9,347**	**6,208**
Citation Appeals	**2,187**	**1,818**	**2,357**	**2,688**	**1,463**
Citations dismissed	1,089	1,005	1,343	1,418	695
Citations upheld	1,039	813	1,052	1,295	741

Source: Calls for service, run on October 24, 2019, from Citrus College Campus Safety Report Exec, daily logs and department records

Note: * Incident Reports: Reports written by Campus Safety Officers for crimes, violations of Standards of Conduct, or injuries sustained on campus where potential District liability exists.

**** Tags: Documentation by Campus Safety Officers for uncommon occurrences that at the time, do not meet the standards for an incident report, but are out of the norm.**

Growth Projections

On an annual basis, Citrus College serves approximately 20,000 students and employs approximately 1,500 employees. The college has 10 parking lots, over 60 buildings contained over 104 acres, one off-site property, and one off-site parking facility. Over the last ten years, additional buildings have been added or renovated and the calls for service have steadily increased. In addition to an increase in calls, the department's scope of responsibility has widened to include the district's emergency preparedness efforts and being first responders to all incidents on campus.

Factors that drive growth are the steady increased calls for service, increased contacts with transients due to the Metro Gold Line, and the nature of critical incidents on campus. From January 1, 2018 through December 31, 2018, Campus Safety officers made contact with 160 transients that were on campus at various times of the day and night. Furthermore, in 2018 and 2019, there was an increase in critical incidents on campus. The increased calls for service and the nature of critical incidents indicate the need for professional development and training of campus safety officers

as well as the need for protective gear to better respond and to address these incidents. Staffing remains the biggest challenge for the department as it is the only department on campus that operates year-round.

While there has been an increase in critical factors, Campus Safety revenue, which is derived from the sale of parking permits, has suffered significantly. One factor affecting parking revenue is a decrease in the number of students physically present on campus. Overall student enrollment has decreased while the number of online-only student enrollment has increased to approximately 13% of the overall student population. This increase in online students, coupled with the 701 College and Career Access Pathways (CCAP) early college high school students who take classes at their high school campuses, accounts for 3,379 students (or 1 in 6 students) not being on campus - an increase of more than 10% in the past five years. Additionally, the new Metro Gold Line station, the addition of more Foothill Transit bus stops, and more bus lines around campus have increased public transit to the college. The implementation of the Foothill Transit "Class Pass" has also had an impact as 2,107 students obtained the Class Pass during 2018-2019. Lastly, as is a common trend amongst commuters, more students now use ride share programs such as Uber and Lyft.

Campus Safety's operational budget is 75% self-funded from the sale of parking permits and 25% funded from the district's general fund budget. The 75/25 percentage allocation, which derived from the idea that Campus Safety Officers spend 75% of their time on parking or parking-related matters, is no longer representative of workflow and needs to be reviewed. The loss of revenue has negatively impacted Campus Safety's current operational budget. If the budget remains the same, in the coming years, Campus Safety will have an increasing challenge in meeting budgetary needs to ensure the college's safety and security.

Future Directions

CURRICULUM AND PROGRAMMING

The success of the department is contingent upon many factors. Factors include the professionalism and proactive efforts by Campus Safety. However, one of the most important factors is the established partnerships with the college community. These partnerships are built on trust and promote a safe, secure campus. Community policing tactics have been a proven strategy to foster nurturing partnerships between campus law enforcement and the college community. As such, Campus Safety will continue to support the needs of the college by implementing more emergency preparedness trainings for students and employees. In addition to these trainings, annual training for campus security authorities will be implemented to enhance the district's Clery Act Compliance efforts. Campus Safety will also provide Rape Aggression Defense (R.A.D.) training every three years for the college community. Collaboration and training with outside agencies provides officers with the vital skills needed to deal with complex issues such as critical incidents, interacting with subjects that have mental health or substance abuse issues, and how to respond to violent offenders.

COLLABORATION AND INTERDISCIPLINARY STUDY

Collaboration between categorical programs, college-based programs, and external agencies to coordinate services and assess college needs are an integral component of campus safety. In just one example, the department collaborated with Technology and Computer Services (TeCS) and facilities to implement an improved emergency notification system, including the blue light emergency phones throughout campus. And, as previously stated, Campus Safety has an MOU with the Glendora Police Department and an informal relationship with the Azusa Police Department and the Azusa Pacific University Department of Campus Safety.

Campus Safety will continue to offer emergency preparedness trainings to increase awareness of the district's emergency response procedures; host events centered on promoting a safe environment and emphasizing continued partnerships; and develop student specific workshops to promote relevant resources. The student workshops will vary and will change based on student feedback. Campus Safety, in collaboration with the Office of Institutional Research, Planning and Effectiveness, will conduct a survey every two years to analyze program success; services offered; and department perception, and to identify areas in need of growth. Campus Safety will direct program activities and efforts to enhance those areas needing improvement. These established partnerships and collective efforts will continue to help maintain a safe, secure campus that is conducive to academic success.

TECHNOLOGY AND FACILITIES

Technology will help the Department of Campus Safety meet the future needs of Citrus College. For example, placing specialized laptops in the vehicles will allow officers to complete incident reports or daily logs in the field, thereby, allowing officers to remain visible on campus. Installing surveillance cameras throughout campus and having them routed to Campus Safety will aid in preventing crime and solving crimes. A campus access control system would allow Campus Safety personnel to lock/unlock building doors from a remote location, a critical need in a lockdown situation. Implementation of license plate readers will assist with the issuance of virtual parking permits (negating the need for a physical permit) and will aid with parking enforcement.

The Campus Safety building was opened in 2010. Since its opening, the department has grown, therefore, outgrowing its current facility. The building is nearly ten years old and the nature of services has changed. A thorough review of the existing building is warranted and such things as expanding the building, improving the lobby and drive-up window, upgrading the dispatch area, expanding the briefing room, and adding storage for evidence should be considered. These updates are needed to better serve the needs of the department and the growing needs of the college. An updated facility will improve daily operations and services provided for the Citrus College community.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Campus Safety encourages Administration of Justice students pursuing a law enforcement or security career to join the department as a Campus Safety Assistant (CSA). CSAs are paid student employees who help with several ancillary duties such as: foot patrol, traffic control, event security,

dispatch, and clerical duties. CSAs also receive training in various campus-safety related topics and are also eligible to obtain state certifications such as a guard card, a pepper spray permit and a baton permit. Recent administration of justice graduates who were former CSAs have gone on to careers with various local police agencies, the department of corrections, probation agencies, and federal agencies.

PROGRAM GROWTH PROJECTIONS

Safety is a top priority at Citrus College. To that end, Campus Safety serves an integral role in protecting the students, employees and guests of the college. In anticipation of future growth, Campus Safety will work on the department's annual operational budget and analyze the services provided. Campus Safety will continue to plan for the future by ensuring best practices are in place regarding emergency preparedness and response. Campus Safety will invest in its employees by providing additional staff development opportunities on various topics such as how to deal with subjects with substance abuse or mental health issues. Campus Safety will continue to work with various college constituent groups to improve services offered and implement technology needed to adequately provide a high standard of safety and security services for the college community. In support of these efforts, hiring additional staff would be beneficial to the program and its goals for future programming.

COUNSELING PROGRAMS AND SERVICES

COUNSELING AND ADVISEMENT 514

CALWORKS (CALIFORNIA WORK OPPORTUNITY AND RESPONSIBILITY TO KIDS) 521

CAREER / TRANSFER CENTER 525

DSPS (DISABLED STUDENT PROGRAMS AND SERVICES) 529

EOP&S (EXTENDED OPPORTUNITY PROGRAMS AND SERVICES) 536

STUDENT EQUITY AND ACHIEVEMENT PROGRAM (SEAP) 540

COUNSELING AND ADVISEMENT

Description

The Counseling and Advisement Center at Citrus College provides academic counseling where counselors assist students in assessing, planning and implementing short- and long-range academic goals to complete their certificate/degree and/or transfer to four-year institutions. In addition, counseling coordinates with other student services on campus to provide additional support to students, including programs for students with disabilities, financial assistance programs and career advisement services. Counselors provide evaluation and interpretation of placement in courses at Citrus College using multiple measures, such as high school GPA. Personal counseling is another significant component of the program, where counselors assist students with navigating personal, family or other social concerns that may become educational barriers. Counselors participate in the development of counseling curriculum, provide students with information on their rights and responsibilities as a student of Citrus College, and create in-person and online presentations to communicate key information about matriculation to students.

The Counseling and Advisement Center offers an array of counseling courses dedicated to providing tools for success in college courses. These classes are taken for credit, and many of the courses are transferrable to the California State University (CSU) and the University of California (UC) systems. The classes include both day and evening options, as well as traditional and online sections encompassing career self-assessment, career research, social media for job/internship search, introduction to online learning, college planning, transfer planning, strategies for college success, transition skills for student veterans, orientation and education planning, course planning with Degree Works, pathways to health care careers, and pathways to STEM.

Counseling services vary according to the needs of students. As such, some counselors are assigned to liaise with instructional programs to support students in specialized areas. Examples of the collaborations with other areas include the Veterans Success Center, athletics, honors, STEM, the Citrus College Promise, Early College (i.e., College and Career Access Pathways, or CCAP), the International Student Center, Career Technical Education (CTE), Visual and Performing Arts, and Nursing. Encouraging students to transfer to a four-year institution is a goal of Citrus College. To support this goal, the Counseling division collaborated with the Career/Transfer Center to create 28 associate degrees for transfer (ADTs). These ADTs prepare students to transfer to partnering CSU, UC and private universities.

Degree Works is an online education planning tool that counselors use in collaboration with the student to plan the student's educational career at Citrus College. Students can look at what classes they need for their degree and/or to transfer to a four-year institution 24 hours a day, seven days a week. The counselors also use CollegeSource, a catalogue database, to view previous and current catalogue information from other colleges, as well as articulation information.

The Counseling and Advisement Center works with students to ensure that all students have an abbreviated education plan that includes classes for one or two semesters and a goal to develop a comprehensive plan once students have determined their long-term educational goals. The counseling classes are added to the student education plans as an enhancement of the overall student experience by providing the students with guidance and academic success tips.

Related Data Trends Analysis

COUNSELING APPOINTMENTS AND SERVICES USED BY CREDIT AND NONCREDIT STUDENTS AT CITRUS COLLEGE, 2014 TO 2018

Service	Summer-Spring, 2014-2015	Summer-Spring, 2015-2016	Summer-Spring, 2016-2017	Summer-Spring, 2017-2018	Average	Change, 2014 to 2018	Percentage Change, 2014 to 2018
Credit-Academic/ Progress Probation Services	1,440	2,206	1,373	1,806	**1,706**	366	25%
Credit-Counseling/ Advisement Services	12,010	21,777	17,616	19,551	**17,739**	7,541	63%
Credit-Education Plan Services	7,256	9,251	5,567	7,068	**7,286**	(188)	(3%)
Credit-Initial Assessment Services Placement	4,081	5,771	4,456	5,879	**5,047**	1,798	44%
Credit-Initial Orientation Services	3,683	5,687	3,269	5,215	**4,464**	1,532	42%
Credit Other Services	15,770	24,932	18,617	19,762	**19,770**	3,992	25%
Noncredit-Counseling/ Advisement Services*	0	0	282	181	**115.75**	181	All increased*
Noncredit-Education Plan Services	0	0	183	319	**125.5**	319	
Noncredit-Initial Assessment Service Placement	0	0	124	112	**59**	112	
Noncredit-Initial Orientation Services	0	0	1302	800	**525.5**	800	
Noncredit-Other Services	0	0	414	509	**230.75**	509	
Citrus College Total	**44,240**	**69,624**	**53,203**	**61,202**	**57,067**	**16,962**	**38%**

***Note: Noncredit Data only available for 2016-17 and 2017-18 academic years**

Source: Citrus College

The number of counseling appointments has increased between 2014 and 2018. With the implementation of Degree Works and the broader promotion of the degree planning software to students, it is expected that the number of students seeking appointments to plan their educational career path will increase. The decline in credit-education plan services is due to a change in reporting methodology resulting from the implementation of the Student Success & Support Program (SSSP). There is a need for targeted advertising to students to ensure they are directed

toward a path and can stay on it. Noncredit counseling was not previously disaggregated from the data presented to the Chancellor's Office until 2016; use of these services has increased from 2016 to 2018.

Growth Projections

Citrus College estimates it will grow by an average rate of 0.49% per year over the next decade. Given this overall growth projection and the adoption of the new Guided Pathways framework which encourages students to take counseling courses, enrollment in counseling courses is projected to increase at the same rate or slightly higher than the college's growth rate.

The implementation of Guided Pathways offers the opportunity for the Counseling and Advisement Center to collaborate with instructional divisions to develop counseling courses specific to the different career and academic pathways (CAPs). This will enhance the student experience by engaging them with specific information that is pertinent to various careers in their chosen field of interest. Additionally, the services provided through Guided Pathways will be targeted to cohorts of students within CAPs and individualized for timely intervention during key points where students may need additional support.

The accompanying table which follows below represents data obtained from the California Community Colleges Chancellor's Office Data Mart regarding matriculation of students at Citrus College. This table shows duplicated student counts, as it encompasses all appointments and services students participate in within the Counseling and Advisement Center. The same student may be counted numerous times as they may be seen for a variety of services over multiple semesters during the academic year.

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: COUN	72.95	1.68	74.63	5.07	14.73
Division: COUN	73.71	1.68	75.39	5.13	14.69
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: COUN	61.11	2.12	63.23	4.23	14.96
Division: COUN	62.81	2.12	64.93	4.36	14.89
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.58

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: COUN	29.59	837	21	858	975	88.00%
Division: COUN	24.29	856	21	877	995	88.14%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: COUN	29.56	693	26	719	781	92.76%
Division: COUN	25.38	718	26	744	805	92.42%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: COUN	90.33%	71.45%	91.55%	73.14%
Division: COUN	90.42%	79.57%	91.75%	73.49%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: COUN	2,364.12	54.44	**2,418.56**	1,980.48	68.70	**2,049.19**
Division: COUN	2,388.75	54.44	**2,443.19**	2,035.51	68.70	**2,104.21**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: PHTO	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	1.86%	6.50%	(2.11%)	92.76%				
Ratings (3, 1, 0 OR -1)	1	3	1	1			**1.50**	0.74%

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Note: Counseling does not have related job growth or degree data, so its rating is based on 4 metrics rather than 6

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 1.50 program Growth Rating = 0.74% average annual growth

The number of students in counseling courses is estimated to grow at an annual average rate of 0.74% per year. Students who take counseling courses have a slightly higher retention rate than the overall population of students at Citrus College, confirming the benefits of the knowledge

students obtain in these courses. These counseling classes have filled at a steady rate over the five-year period from 2014 to 2018 by generating approximately 75 full-time equivalent students (FTES) during the fall semesters with an average class size of 29 students.

Future Directions

CURRICULUM AND PROGRAMMING

Course offerings related to Guided Pathways (both online and traditional) will be further expanded to provide more direct information to students about careers. Examples include Counseling 205 (Pathways to Healthcare Careers) and Counseling 206 (Pathways to STEM). As course offerings are expanded for Guided Pathways, it is anticipated that the division will require additional classrooms with larger capacity and more instructors. As student equity is a major impetus for Guided Pathways, successful activities to eliminate achievement gaps for underrepresented students will be identified and prioritized. Professional development for faculty and staff to assist students by providing holistic support to achieve their educational goals will be a continuing strategy for attaining equitable outcomes. The future direction of services will be determined by the Guided Pathways framework in collaboration with instructional divisions.

COLLABORATION AND INTERDISCIPLINARY STUDY

The counseling faculty collaborate with faculty in instructional divisions to design counseling courses that focus on careers that result from majors to guide students within the CAP.

TECHNOLOGY AND FACILITIES

Counseling plans to explore technology that will enable collaboration with instructional divisions and student services programs to allow for consistent communication to assist students and provide interventions. Counseling will identify educational barriers that students experience and provide direct and timely intervention to enhance the services provided to students. Furthermore, the counseling team will require a robust and responsive tracking system aligned with interventions and resources for directing support services to students. Additional classroom space will also be needed to increase the number of counseling classes at optimal times for students in various programs across campus.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The development of counseling courses for the CAPs will enable students to explore careers and prepare for entry into their chosen industries. Cohort models will be designed in order to provide peer mentorship and internship opportunities.

PROGRAM GROWTH PROJECTIONS

Developing student-centered curriculum and providing targeted services will promote program growth. To keep pace with growth and maintain an optimal ratio of counselors to students, additional counselors will be instrumental to the success of the program and students achieving their educational goals. Additional classroom and individual office space will be necessary to provide more counseling classes, workshops and individual appointments that align with the CAPs.

CALWORKS (CALIFORNIA WORK OPPORTUNITY AND RESPONSIBILITY TO KIDS)

Description

The Citrus College California Work Opportunity and Responsibility to Kids (CalWORKs) program is committed to providing CalWORKs students a variety of comprehensive counseling and supportive services, which are necessary for students to overcome personal barriers and transition from public assistance. The CalWORKs program supports the college's mission by providing support services that lead to the successful completion of a student's educational goals.

The CalWORKs faculty and staff provide a safe, welcoming and positive environment for students and advocate on behalf of students to ensure they are receiving the appropriate services from the County. The CalWORKs program fosters a belief that education and training are the best solution for welfare recipients so that they may gain economic stability for themselves and their family. The counselors work closely with Los Angeles County workers, supervisors and directors and serve as a liaison between Citrus College and the County. CalWORKs counselors provide accurate and timely information to students about County policy, programs of study, degree requirements and the transfer process.

The CalWORKs program receives a work-study funding allocation so that CalWORKs students may be placed in work-study positions on campus. This provides students with a valuable experience where they may develop their skill sets. CalWORKs work-study students often excel in these positions, which results in improving their self-confidence. Several CalWORKs work-study students have gone on to secure both part and full-time classified positions at the college after completing their degrees.

The CalWORKs program is well structured to ensure monthly check-ins with all students so that they receive continuous support in addressing any barriers they may encounter. As low-income student-parents, issues pertaining to food insecurity, childcare, health care and child support are often daily issues that CalWORKs students face. Counselors are ready to assist students to make sure that minor setbacks do not escalate into the student dropping out. Focus has shifted to interweaving academic planning into every appointment so that students see the pathway to completion and are reminded of how much progress they are making toward their educational goals. These efforts have been successful, as seen in the increase in CalWORKs students graduating over the last five years.

Related Data Trends Analysis

CALWORKS DEMOGRAPHIC DATA BY AGE GROUP

CalWORKs Annual Student Population	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	n	%	n	%	n	%	n	%	n	%
19 years old or less	10	3.8%	8	3.5%	3	1.4%	1	0.6%	1	0.6%
20 to 24 years old	86	32.3%	78	34.1%	50	23.1%	37	20.4%	41	25.0%
25 to 29 years old	66	24.8%	48	21.0%	68	31.5%	60	33.1%	49	29.9%
30 to 49 years old	94	35.3%	91	39.7%	91	42.1%	77	42.5%	69	42.1%
50+ years old	10	3.8%	4	1.7%	4	1.9%	6	3.3%	4	2.4%
Unduplicated Headcount	**266**	**100.0%**	**229**	**100.0%**	**216**	**100.0%**	**181**	**100.0%**	**164**	**100.0%**

Sources: Citrus College Office of Institutional Research; California Community Colleges Chancellor's Office DataMart

There are many challenges that CalWORKs students face just by the nature of the program. The stigma of being welfare recipients, the significant amount of paperwork required by the Los Angeles Department of Public Social Services (DPSS), and the issues these individuals encounter because of the poverty they are experiencing make it difficult to recruit and retain students in the program. Additionally, on-campus recruitment is problematic because there is no available mechanism to identify student-parents that are receiving cash-aid who are enrolled in classes. Furthermore, the County operates under a work-first motto, so promoting educational training is secondary.

Having the ability to identify students receiving cash-aid who are attending Citrus College will facilitate the recruitment process. Additionally, the program should develop new partnerships with County officials by promoting the college and the numerous educational programs it offers.

Growth Projections

There is great growth potential in the CalWORKs program given that the occupational growth analysis anticipates high demand for middle-skill occupations in Los Angeles County over the next decade. Another factor supporting program growth is the policy preference of the Los Angeles Department of Public Social Services (DPSS) to refer individuals to colleges for short-term training programs, which enables students faster transitions from public aid. Additionally, most students served in the CalWORKs program at Citrus College are non-traditional adult learners in the 30 to 49 age group. Over the next ten years, the older adult population is expected to grow. Recruitment efforts with DPSS to target this age group will remain the same; however, increasing the number of students the County refers to Citrus College is imperative.

Future Directions

CURRICULUM AND PROGRAMMING

Faculty working in CalWORKs are interested in developing a counseling course for student-parents. The course would cover topics that include college success strategies, healthy relationships, personal goal setting, wise decision making, and parenting skills.

COLLABORATION AND INTERDISCIPLINARY STUDY

It will be advantageous for CalWORKs faculty to collaborate with career technical education (CTE) faculty to become well versed in the programs offered on campus and the process for gaining employment in these sectors upon completion of the certificate or degree. This knowledge may then be shared with County officials in order to promote the college, which may result in more students being referred to Citrus College.

TECHNOLOGY AND FACILITIES

Offering a laptop-lending program will be useful to CalWORKs students, since many do not have their own computers. CalWORKs students benefit from having access to computers on campus programmed with the latest software because many find it difficult to work at home, so increasing computer access will help them to become more successful students. CalWORKs and Extended Opportunity Programs and Services (EOP&S)/Cooperative Agencies Resources for Education (CARE) share a study space furnished with four computers for students, and these are often in use. Having more space to add additional computers would provide greater access for more students.

Providing online counseling to CalWORKs students by purchasing a program, such as Cranium Café, would be helpful for this population of students. Several CalWORKs students work or have other external factors that prevent them from coming to campus during “normal” business hours. Providing an online service will increase access to counseling appointments for those students who cannot meet in person.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Students participating in CalWORKs benefit from training for work in middle-skill industries. Targeted recruitment of CalWORKs students in completing educational programs that lead to employment in these industries will help support the partnerships made with Citrus College.

PROGRAM GROWTH PROJECTIONS

The growth of the CalWORKs program is dependent on outside factors, including the economy, the ability to identify students receiving cash-aid who are on campus, and increasing referrals to Citrus College by Los Angeles County service workers. Among outside factors driving growth is the projected increase in the older population from which CalWORKs draws most of its students.

CAREER/TRANSFER CENTER

Description

The Career/Transfer Center (CTC) is committed to providing quality career and transfer services that support the college's mission of guiding students toward completion and enhancing student success. The CTC provides career counseling services and transfer guidance to assist students in achieving their academic, transfer, career and personal goals. The center serves a complementary dual role of supporting the career development needs and transfer goals of students.

The CTC offers a variety of services, resources and activities designed to support students with their transfer and career development needs. The CTC supports students throughout the transfer process by providing individualized counseling appointments; hosting transfer awareness workshops and events; and providing opportunities to connect with university representatives, take university tours, and receive assistance with the transfer application. In addition, career counseling services are available to support students in declaring a major and career path, building a resume and cover letter, and developing interview strategies to help them with a job or internship search.

Citrus College offers 28 associate degrees for transfer (ADTs), with more currently in the approval process. Over the past three years, Citrus College has been named a Champion of Higher Education for Excellence in Transfer for its high number of students attaining an ADT. The CTC staff verifies all ADTs by conducting a thorough review of students' progress and engaging in extensive outreach to inform students about the status of their ADT. The verification process allows CTC staff to identify missing requirements in a timely manner and provide early intervention strategies to assist students to remain on track to complete the ADT.

With the passage of Assembly Bill 705, students have less time to declare a major, as many will take transfer-level English and mathematics in their first semester of college. To address this change, in spring 2019, the CTC added a robust career section to the Student Education Planning Workshop. Students now learn about major selection, myths about majors, and create an account on Focus 2, a web-based career and major exploration tool, which has been customized with programs of study offered at Citrus College.

Over the past five years, the number of students who have transferred to a four-year institution has steadily increased. Most Citrus College students transfer to a public university, with the greatest number of students transferring to a California State University (CSU). The data also shows that the number of students who are transferring to an in-state private (ISP) or out-of-state (OOS) institution is declining; this could be due to a greater number of Citrus College students earning an ADT and receiving guaranteed admission to the CSU system.

Related Data Trends Analysis

CITRUS COLLEGE TRANSFERS TO FOUR-YEAR COLLEGES AND UNIVERSITIES

System	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
UC	97	93	114	103	102	134	116	148	145	164
CSU	379*	598	537	478	589	693	669	759	811	867
UC/CSU subtotal	**476**	**691**	**651**	**581**	**691**	**827**	**785**	**907**	**956**	**1,031**

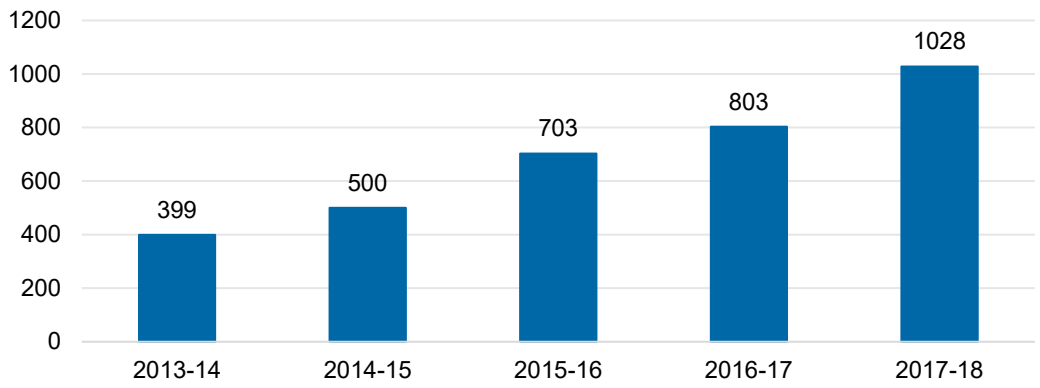
System	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
In-State Private (ISP)	167	233	210	221	202	218	176	150	141	-
Out-of-State (OOS)	195	178	190	184	207	182	165	143	114	-
ISP/OOS subtotal	**362**	**411**	**400**	**405**	**409**	**400**	**341**	**293**	**255**	**N/A**

Total Citrus College Transfers	**838**	**1,102**	**1,051**	**986**	**1,100**	**1,227**	**1,126**	**1,200**	**1,211**	**N/A**

*** Note: Due to budget cuts, the receiving institutions limited enrollment in 2009-10.**

Sources: CSU Chancellor's Office; University of California Office of President (UCOP), October 2019; California Community College Chancellor's Office, Data Mart, Transfer Volume Summary Report, April 2019. Data for private and out-of-state institutions in 2018-19 not available as of 10/3/2019.

ASSOCIATE DEGREES FOR TRANSFER (ADT) AWARDED BY ACADEMIC YEAR AT CITRUS COLLEGE



Source: Citrus College

Growth Projections

The preceding graph shows the number of ADTs conferred in each of the last five years. As the number of ADTs awarded continues to grow, the time required to verify each student's progress toward completion of the ADT increases as well. Additional counseling support will play a key role in these transfer efforts by assisting with the verification process for each student by performing graduation checks, providing timely intervention strategies and scheduling follow-up appointments.

Over the last two academic years, Citrus College has been working to implement Guided Pathways. The need for career counseling services will significantly increase as Citrus College adopts the Guided Pathways framework, since career counselors play an important role at all stages of the implementation of Guided Pathways. There will be an increased need for career counselors and services to help students choose, enter and stay on a path to complete their academic and career goals in a timely manner. Providing counselors with staff development opportunities to stay abreast of career trends and practices, as well as changes related to transfer and articulation, will ensure that accurate information is shared with students. The use of technology to provide online counseling services and the acquisition of a robust tracking system will increase student access and allow counselors to provide early intervention strategies and intrusive counseling, as necessary.

Future Directions

CURRICULUM AND PROGRAMMING

Career counselors teach several sections of career development courses in person and in an online format every term. Additional career counseling courses containing information about careers and labor market trends may be developed to align with the college's Career Academic Pathways (CAPs). In addition, CTC plans to develop new University of California Transfer Pathways (UCTP) templates in chemistry and physics. These efforts will assist with helping students choose, enter and stay on a path to complete their educational and career goals.

COLLABORATION AND INTERDISCIPLINARY STUDY

Future planning will focus on assisting with the creation of new ADTs and the development of clear maps for degrees and certificates to help students stay on track and complete their programs of study in a timely manner. The CTC will partner with student services and instructional programs to coordinate, plan, and promote annual events and workshops, and offer career and transfer presentations in classes and to student clubs.

TECHNOLOGY AND FACILITIES

The CTC plans to provide online counseling services to meet the needs of the college's growing online education student population. Acquiring software that allows online counseling services would increase student access to counseling remotely. In addition, the CTC plans to explore a more

robust tracking system that can be used to provide early interventions, intrusive counseling and targeted outreach. There is a need to identify space to create a stand-alone Career/Transfer Center, which will establish a stronger, more visible presence for the CTC and increase use of its services.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The CTC will expand collaborations with instructional faculty to provide information pertaining to industry and employment trends to help students understand their academic and career options. In addition, with the development of the CAPs, current labor market information, internship and service-learning opportunities will be available to students on the website.

PROGRAM GROWTH PROJECTIONS

The need for career and transfer counseling services will significantly increase in the coming years. As Citrus College fully implements Guided Pathways, career counselors and services will be critical to assisting students in choosing, entering and staying on a path to complete their educational and career goals. With the new Student-Centered Funding Formula, career and transfer services play a significant role in assisting with the following efforts: associate degrees for transfer granted, successful completion of transfer-level English and mathematics courses within first academic year of enrollment, and successful transfer to a four-year institution.

Continued professional development and training opportunities for counselors and advisors is important to make sure accurate information is shared with students. The CTC will develop training opportunities to ensure counselors and advisors receive the most up-to-date transfer information.

DSPS (DISABLED STUDENT PROGRAMS AND SERVICES)

Program Description

The Disabled Student Programs and Services (DSPS) program at Citrus College is committed to providing students with disabilities an accessible educational environment that allows each student the opportunity to reach his or her academic goals and participate in a full range of college programs and activities. DSPS serves as the college's mechanism for providing access to students with disabilities and for implementing accommodations as mandated by Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Title 5 of the California Code of Regulations. Funded by the state and the college, DSPS provides direct services to students and guides other college professionals in matters of educational accommodations and accessibility. The program offers services and instruction that assist students with disabilities to fully participate in classes, programs and activities offered by the college.

DSPS provides specialized counseling services for students with disabilities designed to address the unique needs of every student. To be served by DSPS, the student must have a verified disability which results in an educational limitation that inhibits the student's ability to participate in the general education program of the college without additional specialized services. Once disability verification is submitted, students meet with a DSPS counselor/learning disability specialist for an intake interview where services and accommodations are determined on an individual basis through an interactive process. Follow-up appointments include learning how to request services through an accommodation orientation. Students are also required to meet with a counselor to monitor academic progress, annually. Students may also seek assistance with registration; access to the High Technology Center; assistive technology training; academic advisement; disability management; liaison support with instructors; and learning disability assessment.

Instructional Program Description

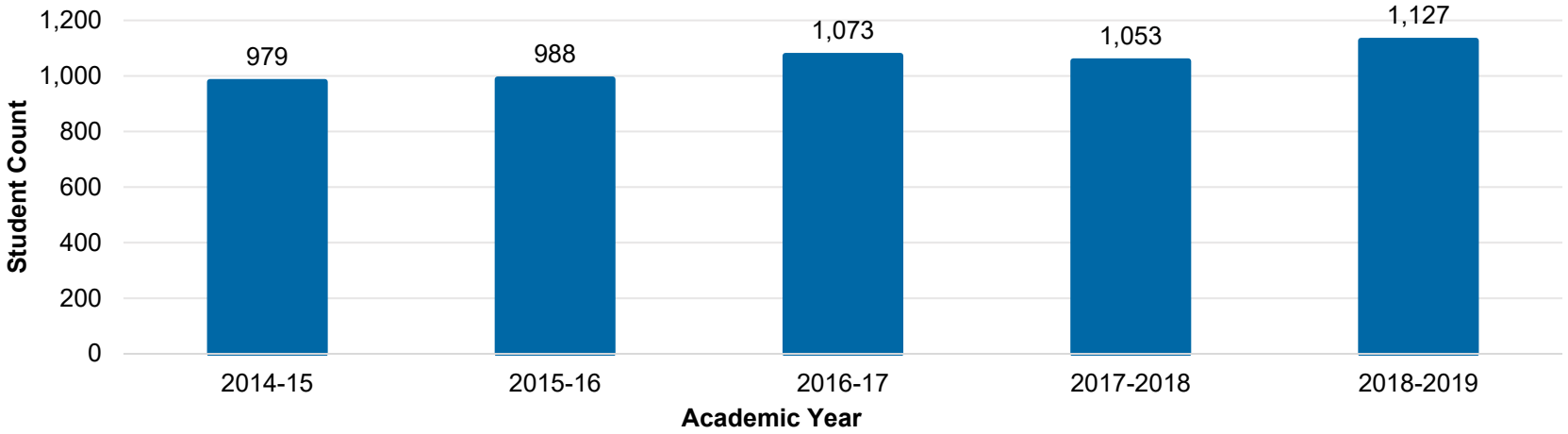
In addition to providing academic adjustments, auxiliary aids and services to students with disabilities, DSPS offers specialized instruction designed for new students. Educational Assistance Classes (EACs), formerly known as DSPS classes, are non-degree applicable credit courses providing academic assistance to students with disabilities. EACs are designed to teach strategies that help students mitigate challenges presented by their disability in an educational environment. Self-advocacy training, strengths application, learning how to access accommodations, and using college resources and assistive technology are only a few of the many topics covered in these courses. Currently, DSPS offers four educational assistance classes: DSPS 085 (E-Text Basics - 1 unit), DSPS 088 (Stress and Anxiety Management - 1 unit), DSPS 090 (Empowerment for Students with Disabilities - 2 units), and DSPS 092 (Study Skills for Students with Disabilities - 2 units). Additionally, the COUN 160 (Strategies for College Success) course is recommended for students with disabilities and remains an integral part of the DSPS program. The accompanying Enrollment Trends Analysis tables relate to these courses.

DSPS students over the last five years take fewer than 12 units per semester on average, compared to the overall population of students at Citrus College. Depending on the severity of a student's disability-related functional limitation, taking a reduced course load creates a more manageable goal for student success. Moreover, capping the size of educational assistance classes to 20 students per section promotes a focused teaching approach tailored to address multiple learning styles. Educational assistance classes continue to gain popularity with DSPS students with a fill rate of 95% for fall 2018 and an average fill rate of 105% between fall 2014 to fall 2018. With an average retention rate of 97.62% and completion rate of 83.33% over the span of five years, the data suggests that demand exists to continue offering educational assistance classes to DSPS students at Citrus College.

Related Data Trends

The DSPS program is committed to ensuring equal access for students with disabilities. Historically, the program has seen an upward overall trend of students seeking services. Since 2014, the DSPS office has seen a 15% increase in the number of students served and this figure is expected to grow exponentially.

CITRUS COLLEGE DSPS TOTAL STUDENT COUNT, 2014-15 TO 2018-19 ACADEMIC YEARS



Source: Citrus College

Further contributing to the growth of students served, DSPS has found that within the disability subgroups, the population of students with disabilities is evolving. Presently, DSPS is experiencing a significant increase in students with autism spectrum disorder, intellectual disabilities and mental health conditions, who are registering for accommodations.

The chart below demonstrates the increase in students served, as well as the accommodations provided for their disability. Attention deficit hyperactivity disorder (ADHD) and autism spectrum disorder were not previously disaggregated from the data; therefore, the count for those disabilities is without data from 2011-2016. The California Community Colleges Chancellor's Office does not ask for disaggregated data for speech and language and has asked that the students with that disability be categorized as other, hence, the count for that is not being included for 2017 and beyond.

CITRUS COLLEGE DSPS STUDENT COUNTS BY DISABILITY SUBGROUP, 2011-12 TO 2018-19 ACADEMIC YEARS

Student Count	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014	Annual 2014-2015	Annual 2015-2016	Annual 2016-2017	Annual 2017-2018	Annual 2018-2019
Acquired Brain Injury	24	28	28	20	19	24	23	17
Attention Deficit Hyperactivity Disorder (ADHD)						95	118	109
Autism Spectrum						31	120	107
Intellectual Disability	19	28	23	26	22	49	49	51
Deaf and Hard of Hearing	25	21	21	17	14	17	16	15
Learning Disability	186	140	165	179	184	307	367	290
Physical Disability	37	46	37	31	35	46	44	25
Other Disability	619	642	644	575	573	335	128	131
Mental Health	95	126	102	98	109	144	160	148
Speech/Language	6	8	13	8	9	3		
Citrus College Total	**1,039**	**1,079**	**1,061**	**979**	**988**	**1,073**	**1,053**	**1,127**

Source: Chancellor's Office Data Mart

With a 15% increase in students with disabilities over the past four years, DSPS anticipates a conservative future growth rate of 4-5% annually. Several factors are driving the growth of individuals with disabilities attending community college. Competitive Integrated Employment (CIE) is a statewide initiative in which a combined effort of the California Department of Rehabilitation (DOR), California Department of Education (CDE) and California Department of Developmental Services (DDS) have partnered with a wide range of stakeholders who want to increase employment opportunities for Californians with intellectual disabilities (ID) and developmental disabilities (DD). Community partners in the initiative include community colleges. As a result of the CIE mission, DSPS has experienced an increase in students who require college-readiness development. A bridge program specifically for students with disabilities may be beneficial for those students seeking to enroll at Citrus College. At the college level, DSPS created technical standards for each EAC to review with students on the first day of class.

Enrollment Trends Analysis

EFFICIENCY TRENDS

Fall 2018	Resident FTES	Nonresident FTES	Total FTES	FTEF	FTES Per FTEF
Program: DSPS	0.76	0.00	0.76	0.07	11.40
Division: COUN	73.71	1.68	75.39	5.13	14.69
Citrus College Total	4,791.29	321.63	5,112.92	324.64	15.75
Fall 2014 to Fall 2018*					
Program: DSPS	1.70	0.00	1.70	0.13	12.74
Division: COUN	62.81	2.12	64.93	4.36	14.89
Citrus College Total	4,792.58	328.12	5,120.70	308.79	16.58

*Note these calculations are an average of the terms between Fall 2014 and Fall 2018

DEMAND TRENDS

Fall 2018	Average Class Size	Resident Enrollments	Nonresident Enrollments	Total Enrollments	Program Capacity	Fill Rate
Program: DSPS	19.00	19	0	19	20	95.00%
Division: COUN	24.29	856	21	877	995	88.14%
Citrus College Total	25.30	36,258	2,652	38,910	43,505	89.44%
Fall 2014 to Fall 2018*						
Program: DSPS	21.20	25	0	25	24	106.00%
Division: COUN	25.38	718	26	744	805	92.42%
Citrus College Total	26.32	35,892	2,670	38,562	41,455	93.02%

RETENTION AND SUCCESS

Fall 2018 and Fall 2014 to Fall 2018*	Citrus College % Retention Rates, Fall 2018	Citrus College % Completion Rates, Fall 2018	Citrus College % Retention Rates, Fall 2014 to 2018	Citrus College % Completion Rates, Fall 2014 to 2018
Program: DSPS	94.74%	94.74%	97.62%	83.33%
Division: COUN	90.42%	79.57%	91.75%	73.49%
Citrus College Total	89.61%	69.10%	90.07%	69.64%
California Statewide Rates	86.88%	71.15%	86.43%	70.27%

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

WSCH TRENDS

Fall 2018 and Fall 2014 to Fall 2018*	Resident Census WSCH, Fall 2018	Nonresident Census WSCH, Fall 2018	Total Census WSCH, Fall 2018	Resident Census WSCH, Fall 2014 to 2018	Nonresident Census WSCH, Fall 2014 to 2018	Total Census WSCH, Fall 2014 to 2018
Program: DSPS	24.63	0.00	**24.63**	55.03	0.00	**55.03**
Division: COUN	2,388.75	54.44	**2,443.19**	2,035.51	68.70	**2,104.21**
Citrus College Total	155,273.29	10,423.19	**165,696.48**	155,315.16	10,633.45	**165,948.61**

Sources: Citrus College and California Community Colleges Chancellor's Office Datamart

Program Growth Trends and Estimates

Growth Projections Matrix: Metrics and Ratings, Program: DSPS	Program/ Division Enrollments as % of All Citrus College Enrollments, Average, Fall 2014 to 2018	Total Enrollments at Citrus College, Average Annual Growth/ Decline, Fall 2014 to 2018	FTES/FTEF, Average Annual Growth/ Decline, Fall 2014 to 2018	Fill Rate, Average Fall 2014 to 2018	Projected Average Annual Job Growth Rate, Related Occupations, 2018 to 2028	Citrus College Degrees as % of All Los Angeles County Awards, 2013 to 2017	Growth Rating (Average of All Metrics)	Estimated Average Annual Growth Rate, 2020 to 2030
Metric Data	0.07%	-5.67%	-5.80%	106.00%				
Ratings (3, 1, 0 OR -1)	0	1	-1	3			**0.75**	**0.37%**

Sources: Citrus College; California Community Colleges Chancellor's Office Datamart; EMSI; IPEDS

Note: DSPS does not have job growth or degree data, so its rating is based on 4 metrics rather than 6

Program Growth Notes:

Citrus College average annual growth estimate is 0.49%

Ratings: 3 = program in 75th percentile or above among all Citrus College programs; 1 = program in median range of Citrus College programs (74th to 26th percentiles); 0 or -1 = program in 25th percentile and below of all Citrus College programs

Growth Rating: 1 = growth at the same rate as Citrus College; greater than 1 = program growth greater than Citrus College average growth rate; less than 1 = program growth less than Citrus College average growth rate

Estimated Average Annual Growth Rate is the related average annual program growth to overall Citrus College average annual growth: Citrus College Rating is 1 and annual growth estimate is 0.49%. Using ratio of 1 = 0.49%, 0.75 program Growth Rating = 0.37% average annual growth

Future Directions

CURRICULUM AND PROGRAMMING

There is a steady increase in students with disabilities attending Citrus College. Several activities could serve to enhance the program, such as a DSPS open house, a DSPS-specific orientation for new students and parents, a special onboarding process for local high school students, and use of a case management-style approach for students on probation or at risk of probation. Additionally, DSPS would like to offer more sections of the current educational assistance classes and develop additional classes to further address a wide range of soft skills that students need to be successful in general education courses.

COLLABORATION AND INTERDISCIPLINARY STUDY

DSPS staff and faculty participate in various committees across Citrus College. DSPS wants to explore learning communities with other disciplines like the English and mathematics programs to address the student equity gap related to DSPS students successfully passing transferable English and mathematics courses. Additionally, the DSPS program fosters collaborative relationships with other student support services. DSPS and Extended Opportunity Programs and Services (EOP&S) have created a strong partnership to ensure students who are eligible for both DSPS and EOP&S services meet program obligations that support the goals of each program. DSPS and the Testing Center continue to work jointly to facilitate adaptive testing accommodations for students with disabilities.

TECHNOLOGY AND FACILITIES

DSPS advocates for technology to automate services, such as requests for accommodations, to provide more efficient and timely services to students. Transitioning to a centralized data management system will not only create a paperless method for students to access accommodations but will substantially help the program to work more efficiently to meet the needs of students. The DSPS website could be enhanced to support different learning styles and training videos developed for different audiences, such as prospective students and resources for faculty.

Over the years, the advancement in assistive technology has made significant headway. It is projected that staff in DSPS, such as the alternate media specialist and DSPS instructional faculty, will need continuous professional development opportunities to stay current with the latest assistive technology tools available on the market to assist students with disabilities in the learning environment.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Educational assistance courses teach valuable transferable skills to support students in the completion of their educational goals. Advocacy, emotional intelligence and self-awareness of strengths and weaknesses promote independence and self-efficacy; all skills needed to be successful in college and for gainful employment.

PROGRAM GROWTH PROJECTIONS

Outreach efforts with local high schools and programs, such as Early College, the Citrus College Promise Program, and Early Decision, along with in-reach collaboration with the Transfer Center and the Veterans Success Center will promote program growth. To keep pace with the growth and maintain an optimal ratio of counselors to students, one additional counselor will be instrumental to the success of the program and meeting the needs of students. Additionally, staffing support is needed to assist with the coordination and facilitation of accommodations in the classroom. As the number of students with disabilities continues to grow, an additional classroom, computer lab and individual office spaces will be necessary to provide more classes, workshops and individual appointments.

EOP&S (EXTENDED OPPORTUNITY PROGRAMS AND SERVICES)

Description

The primary goal of Extended Opportunity Programs and Services (EOP&S) is to encourage the enrollment, retention and transfer of students affected by language, social, economic and educational disadvantages, and to facilitate the successful completion of their academic goals and objectives. EOP&S offers academic counseling, textbook assistance and a variety of valuable support services.

Cooperative Agencies Resources for Education (CARE) is a supplemental component of EOP&S that specifically assists students who are single-heads of household, have at least one child, and currently receive Temporary Assistance for Needy Families (TANF) or California Work Opportunity and Responsibility to Kids (CalWORKs) benefits. The program's goal is to assist students in breaking the welfare-dependency cycle by completing college-level educational training programs to become more employable and economically self-sufficient.

The EOP&S philosophy of providing services that are over and above what the college provides requires that the program be a step ahead of the services offered by the college. The counseling services and supportive environment offered by EOP&S/CARE is what makes the program unique. Most people who work in EOP&S/CARE were raised in the surrounding communities and come from similar socio-economic backgrounds as the students served by the program. This insight helps build rapport with students because they know that the faculty and staff have experienced similar circumstances that may have impacted their own success in college. Being exposed to faculty and staff from relatable backgrounds, who have successfully navigated higher education and have multiple degrees, is a great source of motivation for EOP&S/CARE students. Additionally, students are required to meet with faculty and staff a minimum of three times per semester. This structure, embedded in the EOP&S program, is a strength, because the frequency in meetings allows for timely interventions and continuous support.

The Citrus College Office of Institutional Research, Planning and Effectiveness (IRPE) provided an analysis of EOP&S/CARE students compared to the overall college population. The analysis shows data for three cohorts, which ranged from a two- to four-year completion timeframe. The data reveals that EOP&S students are outperforming non-EOP&S students in certificate/degree completion, becoming transfer-prepared and in transferring to a four-year institution. In many instances, EOP&S students are completing each category at a rate of 20-50% higher than non-EOP&S students. The highest rates for EOP&S students are found in the three-year outcome, indicating EOP&S students are more successful in completing each metric within three years.

Growth Projections

IRPE provided student demographic data for the EOP&S and CARE programs. The data highlights, among other factors, ethnicity and age over a five-year period, concluding in the 2017-2018 academic year. In terms of ethnicity, the overwhelming majority of students served in EOP&S and CARE are Hispanic/Latino, with the five-year average for EOP&S being 75%. The CARE percentage is distinctly higher, with 85% of the students participating in the program identifying as Hispanic/Latino. There is a notable difference in the age groups served by both programs, with EOP&S serving students in the youngest age group (19 and under) and most students served in CARE are in the second to oldest age group (30 to 49). This data supports the population trend projected for Los Angeles County in terms of ethnicity, but the age population will be older, with a sharp decline in high school-age students, thus impacting recruitment for the EOP&S program.

The future growth of EOP&S and CARE will be determined by the ability to recruit eligible students. A major obstacle facing the recruitment for both programs are students simply not following through in the application process. Students are required to apply for financial aid in order to determine their eligibility for the EOP&S and CARE programs. Many of the pending applicants have not finished processing their financial aid file, thereby, leaving their application in limbo. Having additional staff to connect with students in person will support the growth of both programs.

Related Data Trends Analysis

EXTENDED OPPORTUNITY PROGRAM AND SERVICES (EOP&S) SUMMARY REPORT

Student Count	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Citrus College Total	19,179	20,115	20,291	20,112	19,909
EOP&S and CARE participant	30	36	28	20	15
EOP&S participant (excludes CARE participant)	575	701	754	782	729
Total EOP&S/CARE participant	**605**	**737**	**782**	**802**	**744**

Sources: Citrus College IRPE and California Community Colleges Chancellor's Office

For EOP&S/CARE to continue to expand on the success of the last five years, additional staffing is required to recruit more students and provide adequate counseling services. Exploring the use of technology to better communicate with students and provide online services will also be advantageous. Reconfiguring the office space will provide better support to students by providing additional work-stations and study areas for their utilization. Lastly, strengthening the career services and resources offered to students is in alignment with Guided Pathways and the goals of the Chancellor's Office Vision for Success.

Future Directions

CURRICULUM AND PROGRAMMING

Counseling faculty in EOP&S are developing a new counseling course with an EOP&S prefix (EOPS 101) for the summer bridge program. The curriculum will focus on study skills, career development and college readiness from a first-generation, low-income student perspective. The class will utilize open educational resources (OER). Counseling faculty will also develop additional courses that focus on peer mentoring and academic probation. Students completing the mentoring course will receive certification through the College Reading and Learning Association, as well as complete college units for this training. A second course that is designed for students on academic probation will guide students to reflect on their own expectations of college, the obstacles they are facing, and the academic policies affecting them.

COLLABORATION AND INTERDISCIPLINARY STUDY

Future planning will focus on the career and workforce aspect of Guided Pathways and the state Chancellor's Office goals outlined in the Vision for Success. Counseling faculty will develop partnerships with career technical education (CTE) faculty and staff in order to gain knowledge regarding CTE programs on campus.

TECHNOLOGY AND FACILITIES

Redesigning the EOP&S/CARE office space is integral to providing a larger study area for student utilization that is more conducive to learning. Many students have expressed the importance of the study area due to not having access to Wi-Fi and/or computers at home. The current space only provides four work-stations with computers which is not adequate for a program that serves approximately 800 students. Expanding the study space will also require additional computers and printers. Laptops and tablets for student use will increase access to technology and provide more flexibility to address space limitations. Providing an online platform in which counselors may engage with students will facilitate a new way to serve students in a format that they prefer and are comfortable using.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

A segment of the EOP&S and CARE student populations are pursuing CTE programs, STEM majors, and nursing and kinesiology degrees. A strong partnership already exists with the STEM and nursing programs, and counseling faculty in EOP&S have identified CTE programs as an area of focus. Learning more about these programs will aid EOP&S counselors in providing students with information on applying for internships and exposure to these fields.

PROGRAM GROWTH PROJECTIONS

The EOP&S and CARE programs have the capacity to continue to grow. Prior to 2009, the program served over 1,000 students. According to the Chancellor's Office Data Mart, 65% of the student population at Citrus College qualified for the California College Promise Grant (A or B) in 2017-2018. This is one of the qualifying factors to participate in EOP&S. Students must also have an educational disadvantage that includes, among other factors, identifying as a first-generation college student. The California Community Colleges 2018 Student Success Scorecard data shows that 48% of students attending Citrus College are first-generation college students. There are many students currently attending Citrus College who may qualify for EOP&S/CARE. Assisting students with the application process is key to the program's growth.

STUDENT EQUITY AND ACHIEVEMENT PROGRAM (SEAP)

Description

The Student Equity and Achievement Program (SEAP) is the integration of three statewide initiatives: the Student Success and Support Program, Student Equity Program, and the Basic Skills Initiative. The goals and funding of these three initiatives have been combined and redesigned with student equity as the central focus for student success.

SEAP supports the California Community Colleges systemwide goal of advancing the achievement of all students, with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups, by performing all of the following: (A) implementing activities and practices pursuant to the California Community Colleges Guided Pathways Grant Program; (B) ensuring students complete their educational goals and a defined course of study; and (C) providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner. To close achievement gaps for disproportionately impacted (DI) students, strategies are outlined in a student equity plan that is developed every three years to attain progress in the five student success metrics: access, retention, transfer-level math and English completion, Vision Goal completion, and transfer.

The importance of student equity is reflected in the college's mission, vision, and values. The college embraces equity and diversity to meet the needs of students and foster their academic and career success by providing comprehensive support services. In addition to matriculation services and enhanced academic support via embedded tutoring in co-requisite courses, targeted services are offered for different DI groups such as providing financial aid workshops for foster youth. To deliver support in the classroom, faculty participate in professional development focused on student-centered teaching strategies, including culturally responsive pedagogy.

Utilizing the California Community Colleges Chancellor's Office Data on Demand, DI student populations are identified in the following table for the 2019-2022 Student Equity Plan. This is the first plan for SEAP, since the three preceding programs were integrated in 2018. DI student populations are assessed in all five student success metrics as indicated by "yes" boxes for specific subgroups disaggregated by ethnicity, gender, and other subgroups. The baseline data for DI student populations and the number of students in each DI group that are needed to close the equity gap by a designated goal. A comparatively small number of students in each DI group are necessary to close the current achievement gaps by the stated goal. Two subgroups that are not identified as DI student populations at the college are economically disadvantaged and veterans. Economically disadvantaged students are served through the college's Extended Opportunity Programs and Services (EOP&S) and TRiO programs, and veterans are served through the Veterans Success Center. These categorical programs provide wrap-around services that effectively contribute to student success. The successful attributes of these programs can be emulated with other categorical programs such as Foster Youth and Disabled Student Programs and Services to ensure coordination across student-equity-related categorical programs and to improve student outcomes.

Related Data Trends Analysis

SUMMARY OF DISPROPORTIONATE IMPACT FOR 2019-22 STUDENT EQUITY PLAN METRICS

Subgroups	Gender	Access	Retention	Completion of transfer-level math and English	Vision Goal Completion	Transfer
Ethnicity						
American Indian/ Alaska Native	Female	No	No	NA	No	**Yes**
	Male	No	No	NA	No	No
Asian	Female	**Yes**	No	No	No	No
	Male	No	No	No	No	No
Black/ African American	Female	**Yes**	**Yes**	**Yes**	**Yes**	No
	Male	No	**Yes**	**Yes**	**Yes**	No
Filipino	Female	**Yes**	No	No	No	No
	Male	No	No	No	No	No
Hispanic/Latino	Female	No	No	No	No	No
	Male	No	No	**Yes**	No	No
Native Hawaiian/ Pacific Islander	Female	**Yes**	NA	NA	**Yes**	NA
	Male	**Yes**	NA	NA	**Yes**	**Yes**
White Non-Hispanic	Female	**Yes**	No	No	No	No
	Male	No	**Yes**	No	No	No
Two or more races	Female	No	No	No	No	**Yes**
	Male	No	No	No	No	No
Some other race	Female	**Yes**	No	NA	**Yes**	No
	Male	**Yes**	No	NA	**Yes**	No
Other subgroups						
Disabled students	Female	No	No	**Yes**	No	**Yes**
	Male	No	No	**Yes**	No	**Yes**
Economically Disadvantaged	Female	No	No	No	No	No
	Male	No	No	No	No	No
Foster Youth	Female	**Yes**	**Yes**	No	No	No
	Male	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
LGBTQ	Female	**Yes**	**Yes**	No	**Yes**	**Yes**
	Male	**Yes**	No	No	**Yes**	No
Veterans	Female	No	No	NA	No	No
	Male	No	No	No	No	No

Notes to Table 1: Yes: Disproportionate impact - The subgroup was identified as disproportionately impacted (PPG < 0 and |PPG| ≧ E)
NA: Not Available – Data was suppressed if fewer than ten students attained the metric; No: No disproportionate impact
Source: Citrus College

BASELINE DATA AND GOALS FOR DI STUDENT POPULATIONS

Equity Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population
Access: ***Successful Enrollment*** Overall rate for 2017-18: **43%**	**Female x subgroup** • Female x Asian: **39%** • Female x 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%** **Male x subgroup** • Male x Native Hawaiian/ Pacific Islander: **30%** • Male x Some other race: **26%** • Male x Foster Youth: **28%** • Male x LGBTQ: **37%**	**Number** of students needed to reach goal of **1%** for DI populations: **Female x subgroup** • **22** Female x Asian • **15** Female x 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 **Male x subgroup** • **1** Male x Native Hawaiian/ Pacific Islander • **1** Male x Some other race • **5** Male x Foster Youth • **7** Male x LGBTQ
Retention: ***Fall to Spring*** Overall rate for 2017-18: **70%**	**Female x subgroup** • Female x African American: **59%** • Female x Foster Youth: **57%** • Female x LGBTQ: **63%** **Male x subgroup** • Male x African American: **60%** • Male x White: **66%** • Male x Foster Youth: **56%**	**Number** of students needed to reach goal of **1%** for DI populations: **Female x subgroup** • **2** Female x African American • **1** Female x Foster Youth • **2** Female x LGBTQ **Male x subgroup** • **3** Male x African American • **10** Male x White • **1** Male x Foster Youth

Equity Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population
Completion of transfer level math and English (2017-2018) Overall rate for 2017-18: **10%**	**Female x subgroup** • Female x Disabled: **3%** • Female x African American: **0%** **Male x subgroup** • Male x Disabled: **4%** • Male x African American: **2%** • Male x Hispanic/Latino: **8%** • Male x Foster Youth **0%**	**Number** of students needed to reach goal of **2%** for DI populations: **Female x subgroup** • **1** Female x Disabled • **1** Female x African American **Male x subgroup** • **1** Male x Disabled • **2** Male x African American • **19** Male x Hispanic/Latino • **1** Male x Foster Youth
Attained the Vision Goal completion Overall volume for 2017-18: **1,832**	**Female x subgroup** • Female x African American: **30** • Female x Native Hawaiian/Pacific Islander: **0** • Female x Some other race: **1** • Female x LGBTQ: **16** **Male x subgroup** • Male x 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**	**Number** of students needed to reach goal of **2%** for DI populations: **Female x subgroup** • **1** Female x African American • **1** Female x Native Hawaiian/Pacific Islander • **1** Female x Some other race • **1** Female x LGBTQ **Male x subgroup** • **1** Male x African American • **1** Male x Native Hawaiian/Pacific Islander • **1** Male x Some other race • **1** Male x Foster Youth • **1** Male x LGBTQ

Equity Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population
Transfer to a four-year institution Overall volume for 2016-17: **1,468**	**Female x subgroup** • Female x American Indian/Alaska Native: **0** • Female x Disabled: **47** • Female x More than one race: **15** • Female x LGBTQ: **11** **Male x subgroup** • Male x Disabled: **31** • Male x Native Hawaiian/Pacific Islander: **0** • Male x Foster Youth: **3**	**Number** of students needed to reach goal of **2%** for DI populations: **Female x subgroup** • **1** Female x American Indian/Alaska Native • **1** Female x Disabled • **1** Female x More than one race • **1** Female x LGBTQ **Male x subgroup** • **1** Male x Disabled • **1** Male x Native Hawaiian/Pacific Islander • **1** Male x Foster Youth

Source: Citrus College

Growth Projections

Achieving student equity is a continual process that requires long-term planning and the implementation of innovative strategies to enhance student success. The college is dedicated to this endeavor and strives to propel the success of students. The program is expected to grow at the same rate as the college, since the outcomes of the program are to increase access, retention, the number of students who complete transfer-level math and English; the number of students that complete degrees or certificates; and the number of students that transfer.

The SEAP will support Guided Pathways activities as Guided Pathways is the framework for integrating the SEAP, California College Promise Program, and the Strong Workforce Program. Each of these initiatives will coordinate the college's efforts to close achievement gaps. Assembly Bill 705 implementation has already driven program growth by increasing access to transfer-level math and English courses to 100%, and students are successfully completing the courses with built-in support. As the SEAP and other state initiatives are dependent on state funding, the growth of the program will depend on continued funding and the ability to efficiently coordinate services to maximize funding.

Implementing new strategies to eliminate achievement gaps will require research and collaboration throughout the college. College constituents' participation in professional development opportunities both on- and off-campus to learn and share strategies will be key to serving the needs of students and encouraging future growth. Assessing the needs of students via student focus groups and integrating their feedback into program management and services rendered will also be instrumental.

Future Directions

CURRICULUM AND PROGRAMMING

The SEAP will continue to support curricular modifications and pedagogy trainings that eliminate achievement gaps for DI student populations. Learning communities have been proven to be an effective teaching format that contextualizes content and encourages student interactions to strengthen understanding of course material and increase course success. The offering of learning communities in different course pairings can be increased as part of Guided Pathways and supported by the SEAP. In addition to the year-long professional development focused on student-centered teaching, an annual series of equity conversations to increase faculty and staff awareness of and competence in working with students in DI groups, will be developed through the Institute for Completion and the Faculty Learning Institute. As embedded tutoring in math and English courses have been providing in-time support that enhances student success, embedded tutoring can be expanded to other transfer-required courses to increase the number of students who transfer. This aligns with the goals of the SEAP and State Chancellor's Office Vision for Success.

COLLABORATION AND INTERDISCIPLINARY STUDY

Collaboration between categorical programs and college-based programs to coordinate services and assess student outcomes is an integral component of the SEAP. The Office of Student Life and Leadership Development will continue to offer ally training to increase awareness of the LGBTQ community, host diversity and social justice week with workshops centered on support for various social identity groups and develop group-specific workshops to promote relevant resources. The workshops will vary from year to year based on student feedback. Working with the Office of Institutional Research, Planning and Effectiveness to analyze course throughput, success, and retention rates, as well as the other student success metrics, the SEAP will direct program activities that are successful strategies for closing equity gaps.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

Experiential learning opportunities supported by the SEAP is a validated modality to enhance student self-identity in future career options and provides impetus to complete their degrees and transfer. Opportunities for experiential learning in a broader range of career fields will be explored. Research in developing a mentoring program that partners students with industry professionals will also be conducted.

PROGRAM GROWTH PROJECTIONS

Providing education, opportunities and services through an equity lens is a college priority. The SEAP will investigate and execute strategies to promote student success and eliminate achievement gaps through collaborative efforts from all college constituents.

ENROLLMENT SERVICES

ADMISSIONS AND RECORDS - REGISTRAR 548

FINANCIAL AID 553

INTERNATIONAL STUDENT CENTER 557

SCHOOL RELATIONS AND OUTREACH 562

ADMISSIONS AND RECORDS - REGISTRAR

Description

The Admissions and Records program serves as the primary admission and enrollment service provider for the college and as the official custodian of student records. The program processes approximately 23,000 applications each year and facilitates the enrollment of approximately 20,000 students annually. The program collects, processes and maintains student enrollments, grades and academic awards. Other admissions and records processes include residency re-determinations, transcript services and the enforcement of academic regulations, such as course repetition, academic renewal and enrollment priority. The program collaborates with several other programs on campus to set registration dates, submit data for federal and state reporting, and submit the state attendance apportionment report. All degrees and certificates awarded are evaluated and posted to a student's transcript by program staff. Staff also create all academic award programs in Degree Works, the college's degree audit system, and update courses that meet program requirements as they change.

Admissions and Records has significantly increased access to student information through the development of online forms and technology improvements, such as the release of the My Citrus College online portal. The program led the implementation of electronic transcripts, making it easy for students to send their transcripts to other institutions. New services offered to students include clearing pre-requisites online and requesting evaluation of transcripts from other colleges and universities online. Internally, the Degree Works audit has played a significant role in improving the ability for staff to quickly evaluate petitions for degrees and certificates. In the last 10 years, Admissions and Records entirely eliminated several paper processes through the use of electronic add codes, an online noncredit application and online registration for noncredit students.

Although the accompanying data shows that student enrollment has remained fairly constant over the past five years, the number of transfer degrees and certificates posted has increased by 93% and 67%, respectively, over the same period of time. Concurrent enrollment students, students who are enrolled in middle school or high school, must submit additional paperwork for every term they enroll at Citrus College, and they have specific enrollment limitations that must be monitored by program staff. The number of concurrent enrollment students increased by 337% over the last five years, primarily as a result of the growth in Early College/College and Career Access Program (CCAP).

Related Data Trends Analysis

APPLICATIONS TO CITRUS COLLEGE

Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Credit	14,946	19,669	20,438	20,655	20,625
Noncredit	3,011	3,418	2,981	2,839	2,439
Total	**17,957**	**23,087**	**23,419**	**23,494**	**23,064**

CITRUS COLLEGE STUDENT HEADCOUNT

Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student Headcount	19,035	20,002	20,176	19,948	19,797

CONCURRENT ENROLLMENT STUDENTS

Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student Headcount	245	357	643	750	1,070

DEGREES, CERTIFICATES AND SKILL AWARDS POSTED

Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Associate Degree for Transfer	500	703	803	1,027	964
Associate Degree	1,883	2,251	2,170	2,291	1,694
Credit Certificate	1,216	1,349	1,462	2,031	2,029
Skill Award	7	2	130	238	293
Noncredit Certificate	6	19	20	40	25
Total	**3,612**	**4,324**	**4,585**	**5,627**	**5,005**

Sources: California Community Colleges Chancellor's Office Datamart and Student Enrollment Status Summary Report

Growth Projections

Admissions and Records serves all students and faculty. Historically, college enrollment increases during periods of economic decline and decreases in times of economic prosperity. California has enjoyed steady economic growth over the past 10 years and, going against the historical trend, the college's enrollment has remained fairly stable. Following this trend forward, the number of students served at Citrus College should remain stable or grow in the coming years. Concurrent enrollment growth is projected to continue as existing programs at area high schools expand.

Demographic changes could change enrollment trends as the number of K-12 students in the college's service area declines. The college has increased the number of first-time college students who enroll and the number of high school concurrent enrollment students. But, over time, demographic shifts in overall population will likely shift enrollment toward older, nontraditional students.

Another significant enrollment shift taking place is in the number of students who take online classes. The shift to online classes increases expectations in the availability of online services. Although Admissions and Records has made an increasing number of services available online, the opportunity to increase online processing through leveraging technology remains. Unlike some programs that can generate their own revenue or receive state grants, Admissions and Records does not have additional funds that can be used to secure additional technology, and it must rely on the district or other programs for funding.

Each year, students who enroll are more technologically savvy and bring higher expectations related to the convenience of accessing services and information. Admissions and Records will continue to work with Technology and Computer Services (TeCS) to ensure continuous improvement in access to services through mobile devices, as well as improved efficiency through the implementation of new technologies. Technology can play a key role in supporting the way faculty track attendance, submit grades and submit positive attendance.

Future Directions

CURRICULUM AND PROGRAMMING

The number of degrees and certificates available to students has grown over the past five years, especially the number of transfer degrees, making the job of awarding degrees and certificates more complex. Some programs, such as concurrent enrollment and online courses, grew significantly in the past five years and show no signs of slowing. Technology will play a critical role in ensuring that Admissions and Records is able to keep up with expected enrollment growth in these areas and continue to improve access to services the program provides to faculty and students.

COLLABORATION AND INTERDISCIPLINARY STUDY

Admissions and Records will continue to work closely with TeCS to maintain current services for students and faculty, and to increase services as a result of technological changes. Likewise, as the Early College program grows at area schools, Admissions and Records will continue collaborating with School Relations and Outreach to assist students through the registration process.

TECHNOLOGY AND FACILITIES

Technology needs are expected to grow in order to better serve students and faculty. As technology changes and improves, students expect similar improvements in the way they access services at Citrus College. Also, as student technological literacy grows, the program must keep up with their increasing expectations. At the same time, nontraditional students may not be as technologically literate as their first-time college student counterparts, leading to a digital divide that staff must assist students in navigating.

The program will continue to migrate all processes online, such as faculty requests to re-register students, and improve existing online processes, such as how faculty report positive attendance hours. Technology can also assist staff in completing tasks, such as importing electronic transcript data directly into the student information system and collaborating electronically on group tasks. Likewise, the college can use an electronic queue system to eliminate lines, thus improving student satisfaction and productivity by allowing students to do other tasks while they wait to be served.

Admissions and Records is located in the Student Services (SS) building, a fairly new facility that opened in 2011. Since opening, the number of staff has grown given the increased need to evaluate degrees, certificates and other college/university coursework. The program was designed with four offices for four staff members in different job classifications. However, the number of staff in these classifications has increased to five full-time staff and three part-time staff. All cubicle space is currently occupied, leaving no space for expansion. Given that the SS Building was designed with open concept workspaces, the program does not have adequate space to secure records and other materials, which ultimately limits the program's hours of operation.

As more services migrate online and the accessibility of services on smartphones increases, the use of lobby computer terminals has diminished significantly. The 12 permanent lobby computer terminals should be removed and replaced with movable touchscreens, which can be available based upon need.

PROGRAM GROWTH PROJECTIONS

Admissions and Records is intricately involved in all processes of students and faculty, from application and registration to grade submission and graduation. As enrollment and programs grow, such as Early College/CCAP enrollment and ADT degree program offerings, so does the work of Admissions and Records.

FINANCIAL AID

Description

The Financial Aid program promotes financial aid opportunities that remove financial barriers to ensure access and success to all students in pursuit of academic excellence, economic opportunity and personal achievement. Financial Aid participates in the Title IV federal student financial aid, the Pell Grant, the Federal Supplemental Educational Opportunity Grant, federal direct student loans, federal work-study programs and state programs, such as the Cal Grant; as well as Citrus College scholarships. Financial Aid staff ensure the college complies with federal and state financial aid program regulations, policies and procedures, and are committed to providing quality services that support the college's mission of student success.

Approximately 60% of the Citrus College students receive some form of financial aid assistance. As shown in the Financial Aid Awards data chart, each year Financial Aid administers and delivers over $28 million in federal and state aid to students, assists eligible students with applying for financial aid, and provides students with assistance ensuring they remain eligible for financial aid. Financial Aid processes nearly 18,000 Free Application for Federal Student Aid (FAFSA) applications and over 11,000 California College Promise Grant (CCPG) applications annually.

Financial Aid plays a vital role in the lives of thousands of students who receive financial assistance each year. Financial Aid makes college accessible to students who otherwise would not be able to afford college. In addition to grants and fee waivers, Financial Aid provides students the opportunity to receive scholarships and federal work-study jobs on- and off-campus to help pay for college. Financial Aid also supports AB 540 Dream Act students, Foster Youth and homeless students with meeting the costs of college.

Navigating the financial aid application process is not easy; therefore, the program has invested heavily in technology resources for students. Many initiatives undertaken by Financial Aid focus on improving the processing of aid through technology and include electronic processing of Cal Grants, satisfactory academic progress and automation of the loading of FAFSA application files. Financial Aid launched an online CCPG application, a Financial Aid TV video library, a chat robot and text messaging. The program also began disbursing financial aid awards electronically, a significant improvement in access to student funds.

Financial Aid conducts outreach and in-reach activities on- and off-campus to inform and educate students about the many sources of funding available to them. During the 2018-2019 academic year, Financial Aid conducted 52 outreach and in-reach activities, serving 2,347 current and prospective students and parents. Some of the activities included Cash for College, an annual event where parents and students receive hands-on assistance with applying for financial aid.

Related Data Trends Analysis

FINANCIAL AID AWARDS AT CITRUS COLLEGE, 2013 TO 2017

Award	Annual 2013-2014		Annual 2014-2015		Annual 2015-2016		Annual 2016-2017		Annual 2017-2018	
	Students	Aid Amount	Students	Aid Amount	Students	Aid Amount	Students	Aid Amount	Students	Aid Amount
California College Promise Grant Total	**11,191**	**$8,849,848**	**11,063**	**$8,960,202**	**11,343**	**$9,176,885**	**10,989**	**$8,291,155**	**11,093**	**$8,275,515**
Cal Grant B	769	$883,899	812	$1,057,221	1,026	$1,378,206	1,089	$1,480,834	1,293	$1,735,553
Cal Grant C	26	$9,234	29	$10,945	46	$18,538	40	$15,258	53	$36,795
CARE Grant	28	$30,289	28	$21,939	35	$75,761	29	$75,667	19	$44,997
Chafee Grant	19	$67,500	31	$124,093	38	$151,355	23	$80,000	25	$86,175
Completion Grant (CCCG)									183	$211,895
CNG EAAP (National Guard Ed Assistance Award Program)							1	$835	1	$1,672
EOPS Grant	584	$304,592	554	$279,000	680	$523,962	751	$556,593	763	$471,540
Full-time Student Success Grant					799	$391,310	909	$443,000	956	$785,500
Pell Grant	5,207	$16,132,756	5,044	$15,989,001	4,943	$16,304,575	4,792	$15,863,996	4,950	$16,959,285
SEOG (Supplemental Educational Opportunity Grant)	471	$174,411	664	$233,770	692	$242,012	650	$231,000	738	$264,750
Grants Total	**5,309**	**$17,602,681**	**5,153**	**$17,715,969**	**5,081**	**$19,085,719**	**4,953**	**$18,747,183**	**5,103**	**$20,598,162**
Federal Direct Student Loan - subsidized	322	$986,082	323	$994,039	254	$781,448	275	$842,986	249	$784,188
Federal Direct Student Loan - unsubsidized	257	$754,618	249	$758,173	190	$524,613	228	$853,059	208	$812,890
PLUS loan: parent loan for undergraduate student	14	$81,264	13	$66,355	16	$78,176	12	$77,613	15	$86,217
Loans Total	**357**	**$1,821,964**	**356**	**$1,818,567**	**285**	**$1,384,237**	**305**	**$1,773,658**	**280**	**$1,683,295**
Scholarship: institutional source	97	$59,375	123	$72,500	110	$63,050	182	$113,686	169	$106,150
Scholarship: non-institutional source	56	$95,374	74	$92,732	80	$209,514	72	$79,002	51	$50,320
Scholarship: Osher Scholarship	11	$11,000	26	$18,376	16	$14,000	15	$15,000	15	$14,500
Scholarship Total	**161**	**$165,749**	**211**	**$183,608**	**194**	**$286,564**	**258**	**$207,688**	**226**	**$170,970**
California State Work Study (SWS)	19	$59,186								
Federal Work Study (FWS) (Federal share)	74	$140,446	60	$162,062	72	$177,390	61	$193,386	76	$208,610
Other Work Study and matching funds			19	$88,966	19	$81,524	32	$99,575	28	$115,804
Work Study Total	**93**	**$199,632**	**78**	**$251,028**	**90**	**$258,914**	**91**	**$292,961**	**101**	**$324,414**
Citrus College Total	**11,422**	**$28,639,874**	**11,302**	**$28,929,374**	**11,561**	**$30,192,319**	**11,218**	**$29,312,645**	**11,322**	**$31,052,356**

Source: California Community College Chancellor's Office Datamart

Growth Projections

The most recent (2017-2018) management information system (MIS) data shows that the number of federal Pell Grant recipients has remained fairly consistent. In the last two application cycles, the federal government reported declines in FAFSA applications. The 2019-2020 FAFSA application submissions declined 4.3% nationwide from the same time the previous year. National FAFSA application volume has generally declined since 2001-2011, except for 2017-2018, when the FAFSA application cycle was extended from 18 to 21 months.

Despite the nationwide decline in FAFSA applicants, Financial Aid at Citrus College started the 2019-2020 award year with a 32% increase in the initial number of student-disbursed Pell Grants, compared to 2018-2019. Over the past five years of data, the number of Pell Grant students decreased by 5%, whereas the amount awarded increased by 5%. Overall, the amount of aid given to students increased from $28.6 million to $31 million, an increase of 8%, while the number of students receiving a financial aid award decreased slightly (less than 1%). This was driven by increases in the state Cal Grant B program and Full-time Student Success Grant, and new funding from the California Community College Completion Grant (CCCG).

Future growth in Financial Aid is typically driven by external economic factors. When the economy is doing well, there tends to be a drop in the number of financial aid applicants, resulting in less aid being awarded to students. Student support programs, such Extended Opportunity Programs and Services (EOP&S), I Will Complete College (IWCC) and the Citrus College Promise program, all of which require students to apply for financial aid, increase the number of students who apply. Given that the cost of a community college education is low, some students are not motivated to apply or, if subject to mandated verification, do not complete their file and receive their awards. Therefore, an online verification process where students submit forms online would make it more convenient for students to complete their financial aid file and increase the number of students receiving financial aid.

Financial Aid currently collects paper documents at the front counter from students to ensure they complete the verification process. The addition of an online paperless verification platform would simplify the file completion process for students and remove barriers from the student verification process, increasing the number of students who receive an award.

Future Directions

CURRICULUM AND PROGRAMMING

Financial Aid staff serve on various college committees and work closely with many programs in order to keep the college abreast of new financial aid opportunities and policies that could impact student enrollment. Financial Aid collaborates with many programs at the college to ensure that staff can assist students through the financial aid process.

COLLABORATION AND INTERDISCIPLINARY STUDY

Financial Aid works closely with Admissions and Records, Fiscal Services, School Relations and Outreach, Technology and Computer Services (TeCS), the Veterans Success Center, Foster/Kinship Education and Resource programs, the Counseling and Advisement Center, the Career/Transfer Center, Disabled Student Programs and Services (DSPS), EOP&S, Student Life, and faculty to ensure that students are informed about financial aid. Financial Aid staff train other program staff, conduct special workshops, promote financial literacy and collaborate on activities that contribute toward greater access to financial aid resources.

TECHNOLOGY AND FACILITIES

Financial Aid processing is highly technical and requires constant technology updates and changes. Shifting the document-intake and verification processes online would increase access for students while reducing the time it takes to process a student's financial aid award. Technology can also improve communication with students and assist program staff in proactively reminding students about the application process. Financial Aid worked with TeCS to develop a report to notify students and the student support programs that serve those students of missing file information. More students can be served by this reporting if it expands.

Financial Aid is in the lobby of the Student Services (SS) Building and shares a wall-less space with Admissions and Records. The number of Financial Aid staff has increased modestly since the building opened in 2011; every cubicle is occupied. Relocation of the cashier to the SS Building has been more convenient for students, but the move reduced space available for growth. The SS Building was designed with an open concept where most workspaces cannot be secured. The inability to close off workspaces in the building limits the hours of operation of Financial Aid and diminishes the security of student records. Without an online financial aid verification process, students continue to have paper files. Filing capacity is limited, and the program has to borrow storage space from other programs in the building.
Financial Aid is exploring the option of replacing the permanent computer terminals in the SS lobby with movable touchscreens. The number of touchscreens could increase or decrease based on demand.

PROGRAM GROWTH PROJECTIONS

Despite a small decline in the number of applicants, the Financial Aid program continues to find ways to encourage students to apply for financial aid. As the number of students who apply to the college grows, it is anticipated that the number of financial aid applicants will also grow. Simplifying the financial aid application process and incorporating this into student onboarding practices will ensure greater access to financial aid resources.

INTERNATIONAL STUDENT CENTER

Description

The International Student Center (ISC) supports the enrollment, retention and academic success of international students, and it contributes to the diversity and global competitiveness of all students at Citrus College. The ISC also maintains communication and compliance with U.S. Citizenship and Immigration Services (USCIS), and coordinates all aspects of recruitment, admissions, orientation, counseling, retention and completion for international students. The office provides international students with services, such as academic counseling and international student visa assistance. The ISC also assists students with adjusting to their new educational environment by providing information on important subjects like campus safety, college organizations, health insurance and housing options. The ISC also works with other programs on activities that promote diversity and cultural enrichment at Citrus College.

The success of ISC is the result of an excellent customer service environment, the academic success of students, and a focused marketing campaign supported by the program's student management software and monthly newsletter. The office has developed strong international partnerships with overseas advising offices, including advisors from EducationUSA, which is the international education office of the U.S. Department of State.

The ISC conducts and sponsors a yearly series of 15 activities, both on- and off-campus, that promote interaction among international students and domestic students, provide cultural enrichment for international students, and assist students with adjusting to study in the U.S. The office collaborated with the noncredit program on a fall class to assist new students transition to college life, improve their English pronunciation and prepare them to be successful college students.

Although Citrus College is the 47th largest college in California based on enrollment, the college is 14th based on the number of international students enrolled. All but one college with higher enrollment than Citrus College pay private agents a referral fee, making Citrus College a uniquely popular, self-selected choice among international students.

International student enrollment has declined 5% over the past five years. Recent marketing and recruitment initiatives provide an opportunity to reverse the slight decline in students. The office is investing heavily in recruiting students from new markets, such as Brazil and Vietnam, in order to increase diversity among international students, as well as insulate the program from world economic and geopolitical risks.

Related Data Trends

INTERNATIONAL STUDENT ANNUAL HEADCOUNT AT CITRUS COLLEGE- 2014 TO 2018

Rank	Country	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Five-Year Total
1	China	320	377	389	449	438	1,972
2	Japan	156	152	116	102	79	605
3	Saudi Arabia	31	39	32	19	6	127
4	South Korea	37	27	21	18	20	123
5	Taiwan	19	18	15	22	26	100
6	Vietnam	19	17	12	15	11	74
7	Hong Kong	11	10	12	9	9	51
8	Indonesia	5	4	6	3	3	21
9	Thailand	7	5	4	2	2	20
10	France	7	3	4	1	4	19
11	Myanmar	3	6	4	3	1	17
12	Brazil	1	3	4	3	4	15
12	Peru	2	3	4	5	1	15
14	Philippines	1	2	3	5	2	13
15	Macau	3	1	3	2	3	12
16	Canada	3	2		2	4	11
16	Mexico	2	3	4	1	1	11
16	Nepal			4	4	3	11
16	Russia	4	5	1		1	11
20	Morocco	3	2	2	1	1	9
20	Venezuela	2	3	2	2		9
	Other Countries	40	39	26	27	22	154
	Total	**676**	**721**	**668**	**695**	**641**	**3,401**

Source: ISC Terra Dotta reporting database

Growth Projections

Between 2013 and 2017, international student enrollment at associate degree-granting institutions across the United States grew by 7%.[54] Nationwide, international student enrollments in the most recent year (2018-19) fell 8%.

International student enrollment is subject to fluctuations in global economic growth and to geopolitical risks. Due to the college's location in the Pacific region, Citrus College has enjoyed strong enrollment of international students from east Asia. China accounts for over 60% of all international students at Citrus College. Economic and political conflict between the United States and China over the past two years has led to steep declines in the number of Chinese students enrolling in U.S. institutions, and may disproportionately impact future international student enrollment at Citrus College. The steep decline in Chinese students nationwide has outpaced growth of students from other regions. Therefore, diversification in countries of origin is a key goal to ensuring the stability and growth of the program.

According to enrollment data gathered by the ISC and listed in the accompanying table, over the past five years Citrus College has seen a significant decline in students coming from Japan, South Korea, Saudi Arabia and Vietnam. The decline in students from Saudi Arabia, due to the elimination of the national scholarship program, has had the most significant impact in international student enrollment at Citrus College. Nationwide, over the past four years, students from Saudi Arabia have declined by 18%; students from South Korea have declined by 20%; students from Japan have declined by 3%; and students from Vietnam have increased by 47%, according to data from the Institute of International Education. The ISC must invest recruitment resources in countries that are experiencing significant growth such as Vietnam, Brazil, Nepal, Cambodia and Myanmar.

As Citrus College faces potential enrollment declines driven by demographic changes in the local K-12 student population, international students can play a critical role in maintaining and growing overall college enrollment. Almost all international students are first-time college students who are required to enroll full-time, with a goal to transfer. As transfer opportunities continue expanding in California for both the University of California and the California State University systems, California community colleges, along with international students, stand to benefit significantly from these transfer opportunities. And, as globalization accelerates and the need to prepare domestic students to be successful in the global economy grows, international students play an important role in enriching the diversity and competitiveness of domestic students' educational experiences.

The ISC has had a strong program for many years, with many students returning to their home countries and being very successful. The program should build on that success and expand its alumni network to support current students and to recruit new international students. The opportunity to grow international students remains strong. Citrus College provides an excellent learning environment with a proven track record of success.

[54] Open Doors Report on International Educational Exchange, Institute of International Education, 2019, https://www.iie.org/Research-and-Insights/Open-Doors/Data/International-Students/Enrollment

Future Directions

CURRICULUM AND PROGRAMMING

The ISC collaborated with the noncredit program on a fall class to assist new students with their transition to college life, improve their English pronunciation and prepare them to be successful in their academics. The number of students who enrolled in the second year of the class grew. As enrollment in the course grows, the ISC will also look to offer a class in winter for students who are starting in the spring semester.

The ISC will expand activities and online services to better assist new students interested in studying at Citrus College. The program will offer year-round information sessions and onboarding workshops, provide new students the opportunity to interact with ISC staff, and assist and encourage students through the application and enrollment process. Additionally, the ISC is planning to make services like academic counseling and Student and Exchange Visitor Information System (SEVIS) advisement available via video conferencing on an individual basis for students not currently in the United States.

COLLABORATION AND INTERDISCIPLINARY STUDY

The ISC will continue to partner with other programs on campus to ensure that international students effectively integrate into campus life, and to develop cultural enrichment opportunities that enhance the international and domestic student population. Globalization initiatives, such as faculty exchanges, study abroad and international education, can support one another and lead to growth in various areas. Creating faculty exchanges with international colleges could lead to student exchanges that enrich both institutions. Programs that perform internationally, such as the Citrus College Singers, provide an opportunity to leverage those relationships and encourage foreign students to study at Citrus College. Many foreign students study at local high schools. Establishing bridges between those high schools and our transfer partners could ease the transition and enrollment of those students.

TECHNOLOGY AND FACILITIES

The ISC provides students with a home away from home in a state-of-the-art space that includes a comfortable lounge, computer terminals for student use, a counter staffed by student workers, cubicle space for two technicians, and office space for the supervisor and counselor. When the space was designed, the international student population was half its current size. Additional storage space that is easily accessible is now needed for the program.

The ISC already utilizes social media and other digital tools to reach out to prospective and current students. The office regularly communicates with future students while they are abroad; therefore, it needs state-of-the-art technology that helps engage students with the college and assists in communication. Given that almost all international students have some language barriers, technology must be intuitive and accessible so as not to hinder the student's enrollment and success.

PROGRAM GROWTH PROJECTIONS

Since Citrus College does not pay agent referral fees, the college must do its own recruitment abroad and find ways to communicate directly with students. Continued investment in marketing and recruitment will play a critical role in ensuring the continued growth and success of the program.

SCHOOL RELATIONS AND OUTREACH

Description

The School Relations and Outreach program is responsible for coordinating the college's outreach and recruitment activities at local middle schools and high schools, including the Early Decision onboarding program. Staff also represents Citrus College at community events, assists students with registration and supports the student services information booth. School Relations and Outreach coordinates the Early College (CCAP) program at local high schools, the I Will Complete College (IWCC) program, the Citrus College Promise program and the Student Ambassador program.

College and Career Access Pathways (CCAP), which began in spring 2017, expanded the existing Early College program. CCAP provides students the opportunity to simultaneously take high school classes and college credit courses in a rigorous yet supportive program at their high school site. The program prepares students for college and reduces the time it takes to complete the first two years of college.

The Early Decision program assists high school seniors in completing all the necessary onboarding steps needed to register at Citrus College. Early Decision students receive priority registration for one academic year. Students must complete the Early Decision program in order to participate in the Citrus College Promise.

IWCC prepares new, first-time college students to be successful and achieve their academic goals. Services include registration assistance, workshops, academic counseling and advising, personalized follow-up, and two additional years of priority registration.

The Citrus College Promise program increases college access for first-time Citrus College students, provides student support and promotes completion. Program participants have their enrollment fees and other mandatory fees covered for fall and spring semesters for the first two years. In addition, students are able to participate in a textbook grant program.

The Student Ambassador program promotes a welcoming community environment through the hiring and training of a diverse group of students who serve as role models and leaders. Student ambassadors conduct campus tours, assist with the admissions process through application workshops, and assist with outreach presentations at local feeder middle schools and high schools.

The new programs developed over the past four years (CCAP, IWCC and the Citrus College Promise) have shown phenomenal success. The CCAP program has served a total of 1,711 high school students, 451 of which have subsequently enrolled at Citrus College as regular college students. The course success and retention rates of students in the CCAP program have been 92% and 97%, respectively, exceeding those of the college by a significant margin.

Likewise, the IWCC program, which serves one in three first-time college students who enroll in the fall semester, has student cohorts with higher rates of receiving financial aid, persistence, course success, units earned, and completion of college/transfer level English and mathematics in the first year. The gains are similar across underrepresented student populations, who make up three-quarters of the students served.

The number of students participating in the Early Decision program has almost doubled over the past five years. The program, which serves as the primary onboarding process for new students, evolved to include the creation of an abbreviated student educational plan as well as a career workshop, aligning the program with Guided Pathways implementation.

Related Data Trends Analysis

SCHOOL RELATIONS AND OUTREACH PROGRAM PARTICIPATION

Program	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Early Decision	764	769	954	1,178	1,472
CCAP/Early College	116	208	314	438	701
IWCC		364	417	464	696
Citrus College Promise					618

Source: Citrus College

Program data reflects the rapid growth and implementation of new support programs by School Relations and Outreach. In 2015, the program launched IWCC, serving 364 students. With the implementation of the Citrus College Promise Program in 2018, the IWCC program grew to serve over 696 students. With the passage of AB 288 in spring 2017, the Early College program, modeled on contract education, transitioned to the CCAP program model and more than doubled from 314 students in the 2016-2017 academic year to 701 students in the 2018-2019 academic year.

Growth Projections

The data in the table above reflects the exponential growth in the number of students served by programs administered by School Relations and Outreach over the past four academic years. CCAP, IWCC and the Citrus College Promise should continue to experience significant growth in the next few years. With sufficient staffing, the Early Decision program's onboarding process could expand to serve first-time college students who enroll in the spring semester as well as to nontraditional students. Likewise, IWCC, which limits participation to Early Decision students, would then be able to expand by serving that growing Early Decision population.

School Relations and Outreach staffing grew from one full-time staff member and one part-time staff member in the last 10 years to six full-time staff members and five part-time staff members. As the CCAP, Early Decision, IWCC, and Citrus College Promise programs continue to grow, staffing needs to reflect expansion.

One of the most crucial challenges the college is facing is declining high school enrollments in the service region, which will have a direct impact on program enrollment. Other factors which may inhibit future growth include multiple area colleges in the area offering similar programs, limited office space and limited staff support. As a result, it is increasingly important to strengthen the partnerships with local school districts by increasing CCAP course offerings and forming stronger bonds between districts and the college. At the same time, the onboarding process for the nontraditional student population needs to be considered.

Future Directions

CURRICULUM AND PROGRAMMING

School Relations and Outreach coordinates college onboarding activities. As nontraditional student enrollment grows, new initiatives and programs will be needed to assist nontraditional students in enrolling at the college.

COLLABORATION AND INTERDISCIPLINARY STUDY

School Relations and Outreach partners with Admissions and Records, Financial Aid, the Counseling and Advisement Center, Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOP&S), and other programs to assist students through the college's onboarding process and provide timely support services that lead to student success and completion. With the expansion of CCAP, School Relations and Outreach will work closely with the above-mentioned programs to provide support services to students taking college courses at their high school. The program will also partner with the Learning Center to make tutoring more accessible to high school students participating in CCAP.

TECHNOLOGY AND FACILITIES

Technology plays a key role in student recruitment. Although marketing, social media and the college website are handled by separate areas of the college, they play an important role in the recruitment of students. School Relations and Outreach lacks the use of a content management system for outreach and marketing that can measure the success of recruitment initiatives. New student support programs, such as the Citrus College Promise program, track students through a myriad of software programs, which is cumbersome to manage. Finding a software solution that integrates with the college's student information system and allows for tracking of students and reporting is critical.

Over the past five years, staffing has grown. To accommodate current staff, the School Relations and Outreach program uses other vacated office space, but the result is a disjointed configuration that hinders communication, collaboration and camaraderie amongst staff, which is not conducive to serving students. In addition, the current patchwork hinders future growth of the staff team.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

School Relations and Outreach, through the CCAP program, serves the needs of partner K-12 school districts by increasing their students' college readiness and by opening the door and laying the groundwork for those students' future enrollment at Citrus College as first-time students. In addition, the Early Decision program helps local high school seniors navigate the onboarding process from application through successful enrollment as first-time college students.

PROGRAM GROWTH PROJECTIONS

The CCAP program continues to expand to many local high schools. By fall 2020, the program will expand to include an associate degree for transfer (ADT) at one school. Similarly, the Citrus College Promise program will continue to grow as more district and out-of-district students and their families become familiar with the benefits of the program and participate in the Early Decision and IWCC programs.

LECTURE HALLS
Huntington Hospital
Citrus College
Office of Student Affairs
2019
CLUB RUSH
SEPT. 9-12, 2019
10:30AM - 1:30PM
CAMPUS CENTER MALL

STUDENT AFFAIRS

STUDENT HEALTH CENTER 568

STUDENT LIFE AND LEADERSHIP DEVELOPMENT 571

VETERANS SUCCESS CENTER 575

STUDENT HEALTH CENTER

Description

The Student Health Center (SHC) at Citrus College is an integral part of the college experience. The SHC contributes to the well-being of educated and purposeful citizens by providing preventative education, self-care and wellness skills to improve the quality of life for students. This access to health care knowledge can help students become active participants in upholding their own health, which directly influences academic success. Through its programs, the SHC empowers individuals to achieve healthier lives and to create healthier communities through sustainable lifelong changes in diet, physical activity and personal health management. The primary elements of the SHC are individual health care, health care education/health promotion, continuous quality improvement, and to educate the Citrus College community about mental and physical health-related issues.

The SHC collaborates with representatives from regional colleges to ensure that it provides similar services and follows best practices for student health services. The SHC offers exemplary health education to the Citrus College community, including information on pandemic responses and public health emergencies, such as the measles outbreak and flu information. The SHC's relationship with the Los Angeles County Department of Public Health allows valuable information to be disseminated in "real time" regarding pertinent health issues to the college. Designated SHC staff also participate and collaborate with the Student Conduct Team and the Behavioral Intervention Team. Through these endeavors, these staff members have created a seamless line of communication between "need-to-know" program personnel in identifying students of concern, assessing their conduct and providing appropriate assistance to students identified with mental health issues.

The SHC also collaborates with the college's health sciences programs to facilitate the participation of nursing students in seasonal flu clinics and makes sure the nursing program remains compliant with immunization requirements per the Centers for Disease Control and Prevention (CDC). The college nurse has been a member of the nursing program committee, Veterans Success Center advisory committee and the disabled student services advisory committee since 2010. The SHC has also collaborated with the Office of Student Life and Leadership Development and has been responsible for developing workshops that are presented during Sex 101 Week and Suicide Prevention Day, since 2011.

The SHC will also continue to work collaboratively with other programs to support disproportionately impacted student populations, such as foster youth, veterans, EOP&S, and homeless or food-insecure students, to offer seminars and workshops aimed at addressing the specific needs of each student group.

The average number of students served annually is presented in the accompanying table. This figure is based on the total number of student contacts for mental health and medical appointments, classroom presentations, specialty clinics, counseling groups, and workshops. The peak hours of the SHC are between 8:30 a.m. and 11:00 a.m., with appointments and foot traffic decreasing after 2:00 p.m.

Related Data Trends Analysis

STUDENTS SERVED BY CITRUS COLLEGE STUDENT HEALTH CENTER, 2012-13 TO 2017-18

Academic Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Summer	715	772	820	475	568	580
Fall	3,749	4,010	4,430	4,228	3,282	3,469
Winter	562	590	670	342	460	412
Spring	3,305	3,765	4,280	3,278	2,965	3,572
Annual Total	**8,331**	**9,137**	**10,200**	**8,323**	**7,275**	**8,033**

Sources: Citrus College Student Health Center and Medicat

Growth Projections

The SHC anticipates needing to hire a full-time mental health therapist and a full-time registered nurse in order to meet student health needs. Currently, the SHC relies on professional experts for staffing, but there are limitations as to the number of hours and days they may work. The center has focused on mental health needs over the past 10 years due to the increase of mental health cases. A separate mental health program may be necessary in the future due to growing needs among students and the complexity of providing mental health services.

The need for additional full-time positions and a mental health program, if unmet, may impede future growth. The inability to offer competitive salaries and flexible scheduling found within traditional health care industries will make recruitment of providers challenging. The SHC budget is directly affected by declining enrollment trends, as services are solely funded by the student health fee. Hiring a full-time mental health therapist and full-time registered nurse is not sustainable within the program's current budget.

As student enrollments increase, the SHC needs will also increase. The challenge lies in anticipating when the needs will occur.

Future Directions

CURRICULUM AND PROGRAMMING

The SHC will play an active role in the development of college policies around LGBTQ+, food insecure, homeless and marginalized students, as these issues come into play when supporting students with mental health needs.

COLLABORATION AND INTERDISCIPLINARY STUDY

The success and growth of the SHC is largely due to its community partnerships and collaborations with other programs and services. Examples of such collaborations include Planned Parenthood, Project Sister, the Los Angeles County Department of Public Health, the Los Angeles County Department of Mental Health, Disabled Student Programs and Services (DSPS), Campus Safety, Health Sciences and Student Affairs.

TECHNOLOGY AND FACILITIES

An increase in space or conversion of the health education room to create individual counseling offices is necessary to provide additional mental health therapy sessions. There is a current rise in the use of telehealth by large health care organizations that provide care to patients suffering from chronic mental health illnesses. The program will continue to explore and research telehealth as a viable option to provide additional access to mental health therapy and management for students, taking cost and liability into consideration.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The SHC will continue to partner with community health centers to provide streamlined referrals for students with chronic disease and mental health needs.

PROGRAM GROWTH PROJECTIONS

Due to the upsurge in stress-induced ailments, the SHC will continue to look for ways to expand services to include wellness, health promotion, substance abuse awareness and mindfulness. The SHC will take a holistic approach to health services that can inspire good physical, mental and academic outcomes for students.

STUDENT LIFE AND LEADERSHIP DEVELOPMENT

Description

The Student Life and Leadership Development (SLLD) program at Citrus College is committed to providing programs that promote diversity, education, personal growth, and student development and success in support of the college's mission of creating cultural awareness in a safe, accessible and affordable learning environment. Through participation in the programs offered by SLLD, students become engaged with Citrus College while also building basic life skills and confidence to become responsible global citizens.

The SLLD program plans and implements leadership development opportunities and social and cultural activities for students, which vary year-to-year based on student perspectives and needs. The SLLD program oversees more than 30 Citrus College clubs and the Associated Students of Citrus College (ASCC), led by an executive board of 19 student leaders. Eleven of these leaders are elected by the student body and eight are appointed by the executive board. The SLLD program also manages and/or coordinates the administration of the Ross L. Handy Campus Center; services housed in the Center including the discounted ticket program, the college's Class Pass bus program and basic needs services for students; and various cultural awareness trainings.

Each year, the SLLD program provides leadership training for student government leaders and club members and provides leadership development workshops for students. The SLLD program is accessible to all students and provides opportunities, programs and services that support underrepresented students and those who lack basic needs. It also coordinates activities that celebrate diversity. The SLLD program collaborates with college clubs and faculty to provide workshops that will encourage a more inclusive college environment, such as Dreamer Ally Trainings, LGBTQ+ Inclusivity Workshops, Title IX Workshops, Human Trafficking Forums and suicide prevention activities.

The SLLD program serves an annual average of 560 students who participate in clubs, 137 students who serve as club officers and 32 faculty advisors, and it hosts an average of 79 college events each fall and spring term. In addition, the SLLD program provides professional development workshops and ally trainings for students and employees.

Related Data Trends Analysis

STUDENT LIFE AND LEADERSHIP PARTICIPATION COUNTS, FALL AND SPRING TERMS, 2013 TO 2018

Academic Term	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Club participants	795	306	731	686	714	644	563	297	431	441
Club officers	137	140	144	138	156	172	142	112	112	117
Club advisors	39	33	43	32	36	36	27	26	25	31
Active clubs	33	28	30	25	29	29	24	25	25	26
ASCC officers	16	20	14	9	14	13	15	14	11	14
Total SLLD Events	**72**	**134**	**66**	**120**	**75**	**77**	**56**	**58**	**58**	**76**
Total Club Events	**90**	**110**	**115**	**121**	**105**	**66**	**46**	**41**	**44**	**44**

Growth Projections

The services that the SLLD program provides to help students achieve their academic goals have grown and evolved with the changing student population. There is a greater need for basic needs resources to support the growing housing and food-insecure student population. The undocumented student population needs referrals to resources and legal services. This increase in student needs is an opportunity to establish a resource center in the Campus Center to provide resources and support for disproportionately impacted populations, as identified in the college's equity plan.

The SLLD program serves the entire student population and, as SLLD services increase, additional full-time staff will be needed. New staff could work on expanding collaborations with various college programs and building more partnerships with community organizations to offer valuable support services to students to ensure their academic success and completion.

Future Directions

CURRICULUM AND PROGRAMMING

The SLLD program will continue to support the curricular needs of the college by providing student services and resources that remove barriers to education and support students' academic success and completion. An example of this is the Class Pass bus program, which provides reliable transportation for students to attend class. In addition, the Citrus College food pantry, located in the Campus Center, helps alleviate student hunger so students can focus on accomplishing their academic goals. The SLLD program also provides a comprehensive program of social, cultural and professional development events and workshops to make the college a more inclusive environment. Each semester, the SLLD program, in collaboration with ASCC, hosts Night Owls, which is a series of late-night study sessions for students the week before finals. Study sessions include free tutoring, snacks, Scantrons, blue books and pencils.

COLLABORATION AND INTERDISCIPLINARY STUDY

The success and growth of the SLLD program is largely due to its relationships and collaborations with other programs and services. The SLLD program regularly collaborates with other programs in the Student Services division, and with faculty, to provide workshops and events and to coordinate resources for students. SLLD program staff and ASCC student leaders support and participate in major college initiatives, such as Guided Pathways.

TECHNOLOGY AND FACILITIES

The Campus Center was recently renovated and equipped with the latest AV technology. The Campus Center is used by the SLLD program, campus clubs, other college programs and community renters to host their activities and events. Therefore, keeping the equipment and technology up to date is vital. A charging station in the Campus Center would benefit students who use the center to study or to socialize.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The SLLD program encourages students to develop their leadership skills by participating in ASCC student government and by attending various leadership workshops. Over the years, the SLLD program has increased the number of student activities, including ally trainings and educational workshops; inspired personal and professional development; and celebrated diversity to prepare students for the real world while also formulating basic life skills and confidence to become responsible global citizens.

PROGRAM GROWTH PROJECTIONS

Looking toward the future, the SLLD program will work on offering additional services to marginalized communities, such as housing-insecure, food-insecure and undocumented students by partnering with outside agencies. Ideally, the SLLD program would like to create a space in the Campus

Center to establish a resource center where basic needs, undocumented students and LGBTQ+ resources could be centralized. This space would benefit the disproportionately impacted populations (as identified in the college's equity plan), promote cross-cultural engagement across the college and provide support for these communities. In support of this effort, hiring full-time staff would be beneficial to the program and its goals for future programming.

VETERANS SUCCESS CENTER

Description

The Citrus College Veterans Success Center (VSC) helps student veterans transition from military to civilian and student life and is dedicated to ensuring the academic progress and success of student veterans. Given that many student veterans come to college with multiple transitional barriers and needs, it is critical that they are supported by VSC services in order to achieve their academic goals. The VSC also oversees the process and certification of GI Bill education benefits.

Although many community colleges now have veterans resource centers (VRCs) on their campuses, they do not compare to the well-established resources and support services that Citrus College provides its student veterans. Citrus College has been designated a Military Friendly School for nine consecutive years, which means that the college is among the top 15 percent of the nations' colleges, universities and trade schools demonstrating a commitment to the academic success of military service members and veterans. In 2010, the VSC was recognized as a "Center of Excellence for Student Veterans." The college was the first in the state to offer a transitional skills course for student veterans and was the first college to bring a VA mobile care unit to campus, saving student veterans over 280 hours of travel and appointment time at the U.S. Department of Veterans Affairs (VA). Many colleges in the region visit the VSC in order to learn how to deliver a successful student veteran program.

The Citrus College VSC is among the state's highest performing in terms of the services that it provides for active military and student veterans. The center is a 3,700-square-foot space dedicated for student veteran use and has a robust staff that includes a full-time VSC director, a veteran services technician, several VA work-study student employees, academic counselors and a Vet Success on Campus (VSOC) counselor provided by the VA. All staff are dedicated to the success of student veterans at Citrus College. The VSC works collaboratively with on-campus services as well as outside veteran service providers to support student veterans with disabilities, housing issues and mental health needs. Most recently, the VSC partnered with US VETS to create a model program providing free mental health counseling for Citrus College student veterans.

In 2019, the VSC was refurbished with new paint, computers, printers and furniture to create a positive and supportive learning environment.

For the past two years, student veterans and VSC staff have participated in Operation Veteran Center Funding to encourage legislators to fund California Community College VRCs. As a result of these advocacy efforts, the 2017-18 State Budget Act appropriated a five-million-dollar increase to support the expansion of California Community College VRCs.

Based on student veteran data, there has been an increase in the number of student veterans who completed an associate degree or certificate program over the past five years. This is a significant accomplishment given that there has been a decrease in overall student veteran enrollments.

Related Data Trends Analysis

STUDENT VETERAN COUNTS AT CITRUS COLLEGE, 2013-14 TO 2017-18

Academic Year	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	n	%	n	%	n	%	n	%	n	%
Total veterans	**426**	**100%**	**414**	**100%**	**411**	**100%**	**430**	**100%**	**384**	**100%**
Female	60	14%	71	17%	66	16%	74	17%	69	18%
Male	359	84%	334	81%	334	81%	349	81%	310	81%
Unknown	7	2%	9	2%	11	3%	7	2%	5	1%
Asian	29	7%	28	7%	30	7%	26	6%	22	6%
African American	28	7%	22	5%	28	7%	33	8%	29	8%
Hispanic/Latino	244	57%	231	56%	226	55%	251	58%	232	60%
Two or more races/Other	14	3%	3	1%	13	3%	13	3%	12	3%
White	108	25%	14	3%	111	27%	103	24%	86	22%
Unknown	3	1%	116	28%	3	1%	4	1%	3	1%
Average Age		**29.4**		**29.0**		**29.2**		**29.7**		**29.7**

Source: Citrus College Office of Institutional Research, Planning and Effectiveness

DEGREES AND CERTIFICATES AWARDED TO STUDENT VETERANS AT CITRUS COLLEGE, 2013-14 TO 2017-18

Academic Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Associates Degree	79	69	122	57	104
Certificate	14	39	57	33	62
Total	**93**	**108**	**179**	**90**	**166**

Source: Citrus College Office of Institutional Research, Planning and Effectiveness

Growth Projections

Enrollments among student veterans at Citrus College have declined 9% between 2013 and 2017 (see the accompanying data table). However, with recruitment efforts, there is a projected increase over the next five years. The VSC expects to provide services to over 500 student veterans, active military and their dependents each year and to increase support services offered at the VSC. The VSC student recruitment plan includes establishing partnerships with local military bases and employment agencies, and to increase outreach efforts and reassess its communication plan (e.g. social media, website design).

The VSC is a well-rounded program that provides wrap-around services such as academic counseling, vocational rehabilitation counseling, mental health counseling, a textbook lending library, SmartPen assistive technology, peer support, and veteran-focused workshops to support the growth of student-veteran enrollment. However, it is essential that the VSC maintains full-time staffing in order to adequately serve and meet the demands of student veterans using GI Bill education benefits.

As the enrollment of student veterans increases, the full-time staff-to-student ratio should increase. The removal of remedial education at community colleges poses challenges for veterans who are not coming directly from high school and who have been out of school longer than the average student. For example, using high school math performance may be a disadvantage for some veterans. Additional supportive tutoring or introducing a mathematics “boot camp” prior to beginning courses at Citrus College would help student veterans relearn basic math skills that will support their academic success. The VSC plans to collaborate with the Continuing Education office to develop a noncredit math course for incoming student veterans.

Future Directions

CURRICULUM AND PROGRAMMING

The VSC will continue to support the academic needs of student veterans by providing tutoring and increasing collaboration between VSC staff and faculty. The addition of a noncredit math course offered to student veterans prior to the beginning of their first semester at Citrus College would support their academic success. The VSC will also continue to collaborate with staff and faculty and provide tutoring for student veterans. Adding a noncredit math course for first-term student veterans will support academic success and course completion.

COLLABORATION AND INTERDISCIPLINARY STUDY

The VSC will continue to collaborate with on-campus and outside veterans service providers to support student success. The VSC will partner with outside agencies to provide mental health services, health and wellness support, housing needs, and other support services that can become barriers to student veterans’ academic success.

TECHNOLOGY AND FACILITIES

One of the goals of the VSC is to digitize student veteran files. The 3,700-square-foot VSC facility has potential for renovations in order to make better use of space. Looking into the future, a conference room would be of great help to staff and students in order to facilitate various trainings, meetings, group-therapy sessions and group-study sessions.

MEETING THE NEEDS OF INDUSTRY EMPLOYERS/PARTNERS

The VSC supports the industry partners of the college's career technical education (CTE) programs, building partnerships with workforce and employment agencies that support veterans' success.

PROGRAM GROWTH PROJECTIONS

The VSC is a model program for veterans resource centers across the state, and it provides targeted services to promote growth and academic success for student veterans. The VSC will work on maintaining the steady enrollment growth of student veterans and staffing to ensure the best delivery of student services. Additional conference rooms and staffing will be needed to accommodate the growth of the program and the services it provides.

Citrus College
CSU FULLERTON
UCLA BRUINS
CAL STATE
CITRUS COLLEGE
UC SANTA BARBARA
UNIVERSITY OF CALIFORNIA RIVERSIDE
CSU CHANNEL ISLANDS

4 INTRODUCTION TO FACILITIES ASSESSMENT

4 INTRODUCTION TO FACILITIES ASSESSMENT

The 2020 - 2030 Educational and Facilities Master Plan (EFMP) provides a comprehensive guide towards the future of Citrus College. The educational and facilities components of the plan were developed concurrently, through an integrated and collaborative process, allowing for broad participation from the Citrus College community. The educational component of the plan utilizes a comprehensive data set to identify long-term demographic and labor market trends that may impact future enrollments at Citrus College and identifies potential future opportunities to mitigate those challenges. This data analysis is then used by Citrus College to establish clear directions for the future of its academic and academic support programs; student support programs and services; and its institutional support services. This analysis then informs the long-term facilities plan for the Citrus College campus, by quantifying the amount and type of space needed to deliver quality academic and support programs in the future. Thus, the educational component of the Master Plan provides the basis for planning and decision-making in the key areas of campus facilities development, while the facilities component of the plan translates these goals and needs into a holistic and implementable vision of the future Citrus College campus.

METHODOLOGY

This section describes the process and planning guidelines followed by the Westberg White Architecture (WWA) facilities master planning development team in preparation of the facilities portion of the Citrus College 2020-2030 EFMP. The WWA team employed a variety of methods of analysis utilizing data provided by the State Chancellor's Office and Citrus College, and by conducting a comprehensive physical assessment of existing facilities and infrastructure on the campus.

Process

A | STATE-MANDATED FACILITIES UTILIZATION, SPACE INVENTORY OPTIONS NET (FUSION) REPORT

The state-mandated FUSION report includes a Facilities Condition Index (FCI) assigned to each building with a percentage value that determines the level of efficiency of the building. WWA uses this index and other factors to determine whether replacement of a particular building is warranted, in comparison to renovation. Buildings with a high FCI (higher level of physical deficiencies and high cost to renovate) are more likely to be recommended for replacement while buildings with a moderate FCI (moderate level of physical deficiencies and reasonable cost to renovate) are recommended for renovation.

B | ADA TRANSITION PLAN

The Citrus College ADA Transition Plan, initiated by the college and completed by Cordoba Corporation, identifies requirements for upgrading campus buildings to current building code standards. WWA recommends that buildings with reasonable and cost-effective ADA upgrades (per the Transition Plan) be renovated. In contrast, buildings requiring significant or major ADA upgrades (per the Transition Plan) are recommended for replacement.

C | WWA PHYSICAL ASSESSMENT

WWA conducted a physical assessment and analysis for every building on the Citrus College campus. Through observation and photographic evidence, WWA noted physical deficiencies as well as physical limitations for programmatic efficiencies, as identified through the educational component of the master plan. Buildings in which renovation is unattainable due to either high cost or infrastructure limitations are recommended for replacement.

D | EDUCATIONAL MASTER PLAN

The data gathered via the educational component of the master plan presents opportunities to improve facilities in support of Citrus College's future, long-term programmatic needs. The Educational Master Plan consultant, MIG Inc., identified changing demographics, shifting programmatic needs and opportunities to create an improved campus environment. Subsequently, WWA incorporated these opportunities into its facilities plan development, whereby recommending improvements to academic and academic support programs, student support services, institutional support services and the overall campus environment, in order to provide a more comprehensive and dynamic college experience.

E | DSA CODE-MANDATED REHABILITATION STANDARDS

The Division of the State Architect (DSA) code-mandated rehabilitation standards must be considered when determining if it is more feasible and cost-effective to replace a building with a new facility or to modernize the existing building. These standards require an assessment of the age/useful life of a building facility, in conjunction with the estimated modernization cost of the aged facility. Based on this assessment, DSA standards may necessitate that a building be replaced rather than modernized.

PLANNING

To determine the amount of space required to support the programmatic needs of Citrus College, enrollment and program forecasts are applied to a set of standards for each type of building space.

The required utilization and space standards for classrooms, laboratories, offices, libraries and audio-visual spaces are obtained from the California Code of Regulations (CCR), Title 5, Chapter 8, Sections 57020 - 57032. These standards refer to the California Community Colleges' Board of Governors Policy on Utilization and Space Standards, dated September 2010.

Applying these standards to the weekly student contact hours (WSCH), the average number of hours of student instruction conducted in a week in a primary term of an academic year, produces total capacity requirements that are expressed in assignable square feet (ASF), allocated on a per-student or per-faculty member basis.

A capacity-to-load ratio (Cap/Load ratio) is used by the California Community Colleges Chancellor's Office (CCCCO) to determine qualification for state funding for capital construction projects. Capacity is determined based upon room type and square footage, and load is determined by the actual use of the room.

California Title 5 regulations define the Cap/Load ratio as a measure of a college's space utilization efficiency. This ratio, expressed as a percentage, is the product of the computed capacity of the space category divided by the actual or projected usage of the space. Ratios above 100% indicate an excess of space, while ratios below 100% indicate a deficiency of space and thus help qualify a district for State Capital Outlay funding. Cap/Load ratios are quantified separately by space: lecture, lab, office, library and AV/TV.

TABLE 4.1: CITRUS COLLEGE STATE CHANCELLOR'S OFFICE WSCH PROJECTIONS

WSCH	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Lecture	112,737	114,201	115,682	117,182	118,702	119/596	120,490	121,490	122,993
Lab	39,978	40,497	41,022	41,554	42,093	42,410	42,727	43,047	43,372

FTE	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Office	412	416	420	426	430	433	436	440	445

Projected ASF	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Library	44,789	45,057	45,324	45,595	45,871	46,147	46,424	46,699	46,974
AV/TV	13,279	13,302	13,325	13,348	13,371	13,395	13,418	13,442	13,465

Educational Master Plan Growth Projections and Methodology

The California Community Colleges Chancellor's Office develops WSCH projections for each community college based upon regional population projections, K-12 enrollment trends and historic college enrollment patterns. The EFMP consulting team expanded this methodology to include a broader set of data points which may influence future enrollment-growth patterns for Citrus College. Such data points included labor market growth among middle-skill occupations, unemployment rate trends, and projected population growth among older and younger population groups. An analysis of the data indicates significant current and expected declines among college-age residents in Los Angeles County and in high school graduation rates in the surrounding area. However, at the same time, there is projected growth among regional older adult populations and increased demand for middle-skill jobs.

Combining these factors as they relate to future enrollments, an average annual growth rate of 0.49% is estimated per year between 2020 and 2030. This rate was thus used to determine the relative growth of each program at Citrus College, along with a set of metrics developed to measure program performance, including enrollments; fill rates; and award outcomes and related program job growth, where applicable.

The following elements were used as performance metrics to develop growth estimates for each program:

- Program enrollments as a percentage of total Citrus College enrollments
- Average annual growth/decline in program enrollments
- Average annual growth/decline in program productivity (WSCH/FTEF)
- Average program fill rate
- Projected annual job growth rate for related occupations
- Citrus College's share of program degrees as a percentage of all Los Angeles County degrees from similar academic programs.

Each Citrus College program was assigned a numerical rating of {-1, 0, 1 or 3} for each metric, relative to all programs at the college, grouping programs into three percentile ranges: 25th percentile, 50th percentile/median range, and 75th percentile. An average of these numerical ratings was used to determine each program's growth rate relative to the overall college growth rate of 0.49%. Programs with an average rating of 1 are estimated to grow at the same rate as the college overall. Programs with an average rating greater than 1 are estimated to grow at a greater rate than the college's average annual growth rate, while those with a rating of less than 1 are estimated to grow at a lesser rate than the college's average annual growth rate.

Approximately one-half of all Citrus College programs are estimated to grow at a greater average annual rate between 2020 and 2030 than the overall college growth rate; from 0.57% to 1.14% per year. Eight programs are projected to grow at the same average annual rate as the overall college growth rate, and another 12 programs will grow at a lesser rate, from 0.08% to 0.41% average annual growth per year. Lastly, two programs are projected to have no growth, and six programs are estimated to have slightly negative growth over this period, from -0.08% to -0.37% average annual growth per year.

Room Use Categories

The California Community Colleges Chancellor's Office (CCCCO) designated inventory for assignable space is divided into 10 general categories:

000s - Inactive, under conversion or unfinished
100s - Classroom (including any lecture room)
200s - Laboratory
300s - Office
400s - Library and reading/study
500s - Athletics, AV/TV, clinic, demonstration, animal quarters, greenhouse
600s - Assembly, exhibition, food, merchandise, meeting, locker (nonathletic), recreation
700s - IT, shop (as in Facilities), central storage (serving several areas), central utility
800s - Health services
900s - Dormitory facilities

The CCCCO only calculates Cap/Load ratios for the categories ranging from the 100s to 500s. Each room is also assigned a Taxonomy of Program (TOP) code. The TOP codes can be significant for some spaces such as laboratories in which case ASF per station varies with the TOP code. In contrast, for spaces such as classrooms, the TOP code does not change the ASF per station. Other spaces are not assignable. These include: restrooms, mechanical, custodial, and circulation spaces.

The CCCCO looks at a building's efficiency, defined as the ratio of assigned square feet (ASF) to gross square feet (GSF). Therefore, by definition, it is inefficient for a college to increase its unassignable space.

Space Planning

PROJECTED SPACE NEEDS

Table 4.2 compares Citrus College's existing space, proposed modifications, improvements and space re-alignment, in order to project future space needs. The methodology used for these projections was based upon the estimated overall annual growth rate of 0.49% for Citrus College, as previously described and as projected by program in Chapter 3.

The facilities improvements recommended in this plan will minimally increase the total campus gross square feet (GSF) by less than 1%, or approximately 4,924 GSF. However, the proposed recommendations will increase assignable square feet (ASF) by 3.5%, or approximately 17,812 ASF. The proposed removal and replacement of older buildings will significantly improve the efficiency and flexibility of the college's instructional spaces.

TABLE 4.2

Space	2019	Planned Demo	Planned New	Difference	Projected 2030
GSF	759,786	(316,904)	321,828	4,924	764,710
ASF	501,306	(218,288)	236,100	17,812	519,118

Space Type	2019 ASF Inventory	Planned ASF Removal	Planned ASF Replacement	Difference	Activated Space	Projected 2030
Inactive	7,776					
Lecture	70,853	(42,057)	41,700	(357)	3,000	73,496
Lab	145,053	(69,374)	80,600	11,226	3,600	159,879
Office	68,487	(13,981)	12,820	(1,161)	1,176	68,502
Library	37,335	(27,804)	27,900	96		37,431
AV/TV	49,055	(42,266)	49,100	6,834		55,889
Others	122,747	(22,806)	23,980	1,174		123,921
Totals	501,306	(218,288)	236,100			519,118

5 HISTORY OF CAMPUS DEVELOPMENT

STOP

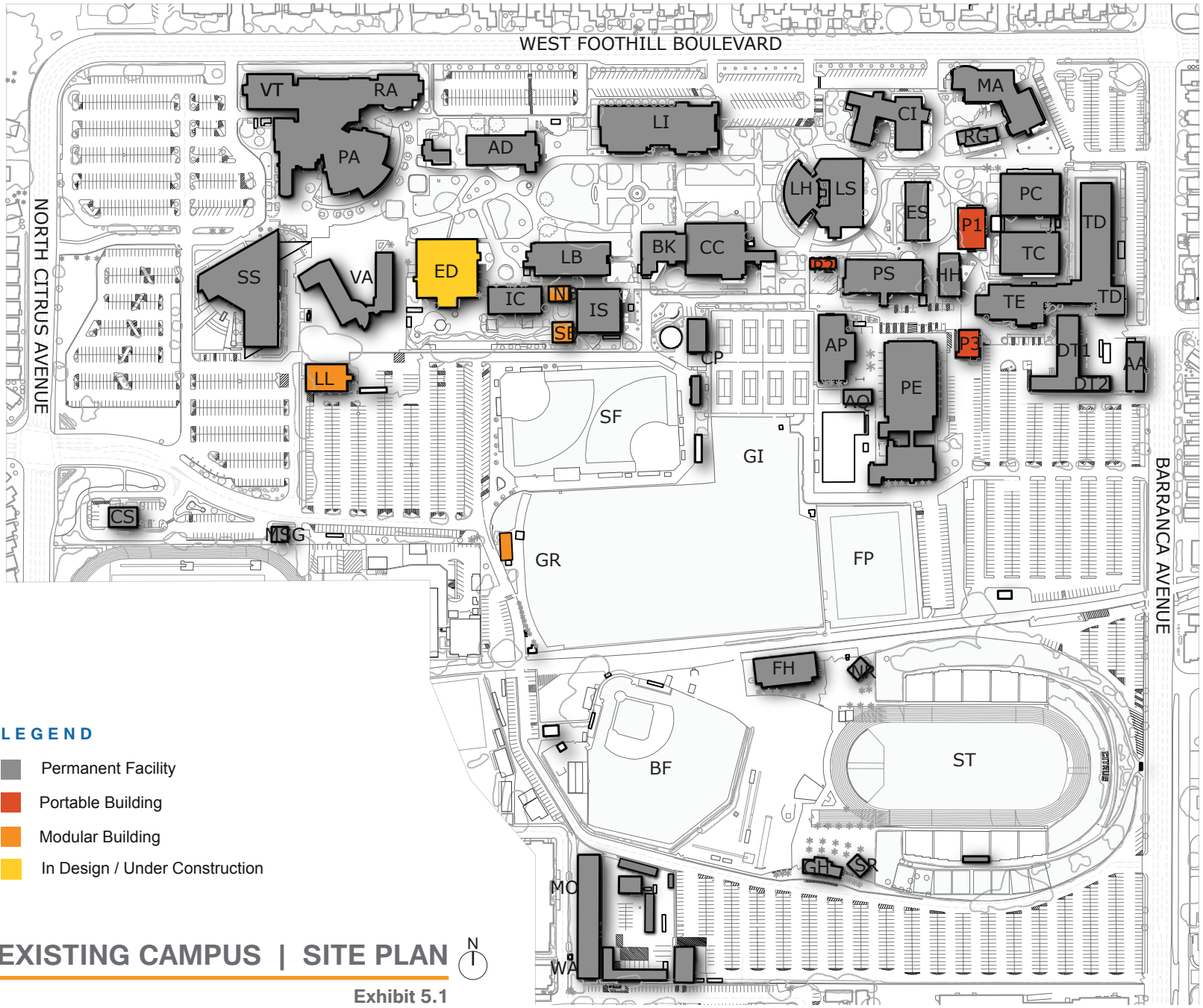
5 HISTORY OF CAMPUS DEVELOPMENT

EXISTING CAMPUS

The Existing Campus Site Plan shown in Exhibit 5.1 illustrates the 104-acre campus bounded by North Citrus Avenue on the west, West Foothill Boulevard on the north, Barranca Avenue on the east and Azusa Pacific University on the south. The graphic provides a legend indicating each building's respective structure as a permanent facility, portable building, modular building, or if the building is currently in a design or construction phase of development. The majority of the academic facilities of Citrus College are clustered toward the northern end of the campus in a linear configuration from west to east, surrounding a very large open-to-air central landscape quad. Further to the south are Citrus College's outdoor athletic facilities and fields, with its maintenance and warehouse facilities at the far southern edge of the property. This site configuration renders the majority of the student parking at the western and southern areas of the site, which poses an inefficient layout in terms of the pedestrian traffic flow.

DEVELOPMENT HISTORY

Much of the history of constructed facilities on the Citrus College campus originates back to the 1930's and 1940's, with the majority of the buildings constructed during the 1960's. Major additions were subsequently completed in the 1990's and since the year 2000. The images that follow represent projects completed over many decades of Citrus College's history. The Development History Timeline table provides a detailed construction timeline of campus facilities, along with the associated dates of renovations, additions, and other modifications. The Campus Development Site Plan shown in Exhibit 5.2 depicts the location and historic period when each building was constructed.



LEGEND

- Permanent Facility
- Portable Building
- Modular Building
- In Design / Under Construction

EXISTING CAMPUS | SITE PLAN

N

Exhibit 5.1

HAYDEN HALL

PERFORMING ARTS

EARTH SCIENCES

PE ANNEX

PHYSICAL EDUCATION

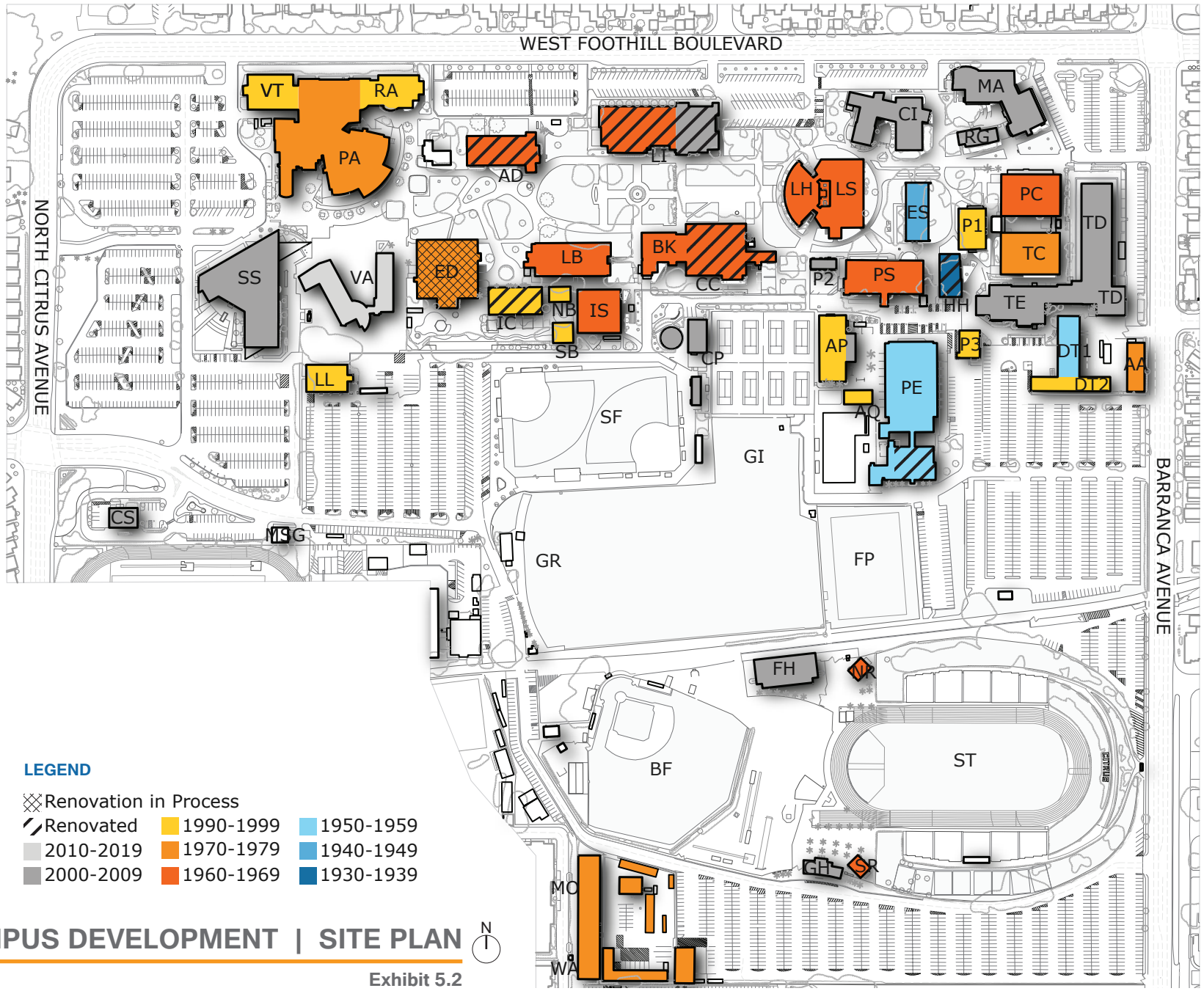
STUDENT SERVICES

LIFE SCIENCES/ BUSINESS

VISUAL ARTS

DEVELOPMENT HISTORY TIMELINE

BUILDING IDENTITY:	PERIOD BUILT:	ADDITION/RENOVATION:
Hayden Hall (HH)	1930-1930	2010-2019 Complete Renovation
Earth Science (ES)	1940-1949	
Physical Ed Gym (PE)	1950-1959	
Diesel Tech. 1 (DT-1)	1950-1959	
Professional Center (PC)	1960-1969	
Physical Science (PS)	1960-1969	
Lecture Hall/Life Science (LH/LS)	1960-1969	
Owl Book Store/Campus Center (BK/CC)	1960-1969	2010-2019 Partial Renovation
Information Services (IS)	1960-1969	
Liberal Arts (LB)	1960-1969	
Hayden Library (LI)	1960-1969	2000-2009 Addition & Renovation
Administration (AD)	1960-1969	2010-2019 Complete Renovation
North Stadium R/R	1960-1969	
South Stadium R/R	1960-1969	
Automotive Annex (AA)	1970-1979	
Technology Center (TC)	1970-1979	
Education Development Center (ED)	1970-1979	2010-2019 Renovation in Process
Performing Arts (PA)	1970-1979	
Maintenance & Oper./Whse. (MO/WA)	1970-1979	
Diesel Technology 2 (DT-2)	1990-1999	
Portable 1 (PT1)	1990-1999	
Portable 3 (PT3)	1990-1999	
Adaptive Physical Education (AP)	1990-1999	2000-2009 Addition
Aquatic Center (AQ)	1990-1999	
North Bungalow (NB)	1990-1999	
South Bungalow (SB)	1990-1999	
Integrated Success Center (IC)	1990-1999	2010-2019 Complete Renovation
Life Long Learning (LL)	1990-1999	
Recording Technology (RA)	1990-1999	
Video Technology (VT)	1990-1999	
Technician Develop./Tech. Eng.(TD/TE)	2000-2011	
Math/Science (MA)	2000-2011	
Reprographics (RG)	2000-2011	
Center for Innovation (CI)	2000-2011	
Portable 2 (PT2)	2000-2011	
Central Plant (CP)	2000-2011	
Student Services (SS)	2000-2011	
Campus Safety (CS)	2000-2011	
Field House (FH)	2000-2011	
Gate House (GH)	2000-2011	
Visual Arts (VA)	2010-2019	



CAMPUS DEVELOPMENT | SITE PLAN

Exhibit 5.2

EXISTING CAMPUS ZONING

Citrus College identifies its existing campus in term of five zones which collectively comprise the core areas identified below. The Campus Zoning Site Plan, depicted on Exhibit 5.3, illustrates the different zones by color and shows the building relationship respective to the overall site.

A | ACADEMIC AND ACADEMIC SUPPORT PROGRAMS

The Academic and Academic Support Programs zone includes all the academic buildings, including CTE, Kinesiology/Athletic, Athletic Fields, and the Library. The existing academic and academic support buildings surround the central quad of the campus along with the Library on the north side of the quad. The athletic fields are located to the south of the academic and academic support buildings, away from the core of the campus.

B | STUDENT SUPPORT SERVICES

The Student Support Services zone includes the Student Services building, Campus Safety building, the Integrated Success Center which houses the current Veterans Success Center, the Owl Bookshop, and the Campus Center which houses the food service kitchen and dining area, a student lounge, student government and student club facilities, as well as meeting spaces. The Student Services building is located at the west edge of the central quad and is oriented with its entry towards the main western vehicular entrance while its main student access entry point is from the central quad. The Campus Center building is located toward the southerly center of the central quad.

C | INSTITUTIONAL SUPPORT SERVICES

The Institutional Support zone includes facilities for the college administrative support functions; those which do not fall under Academic and Academic Support Programs, or Student Support Services, but rather serve all programs and support areas of Citrus College. The facilities which house these functions include the Administration building, Information Systems building, Hayden Hall, the Central Plant, and the Maintenance and Warehouse facilities. The Administration building is located on the north side of the central quad. The Information Systems building and the Central Plant are located away from the central quad, to the south of the Liberal Arts/Business building and the Bookshop/ Campus Center building, respectively. The Maintenance and Warehouse facilities are located at the remote southern end of the campus, adjacent to the southern-most parking lot.

D | CAMPUS ENVIRONMENT

The Campus Environment zone contains critical elements of the overall campus design and operation. These elements include vehicular circulation, pedestrian circulation, wayfinding/signage and branding, lighting and utilities, natural environment, and social gathering spaces. Naturally, these elements are spread throughout the entire campus.

E | OFF-SITE FACILITY

This zone represents a single, non-contiguous property holding of the district, located on the north side of Foothill Boulevard; adjacent to the northwest portion of the campus. The property contains existing single-story structures which were formerly church facilities, and a parking lot. This property is represented by the large blue dot in the north-west portion of Exhibit 5.3.

CAMPUS ZONING | SITE PLAN

Exhibit 5.3

6 EXISTING FACILITIES CONDITION REVIEW

AD

6 EXISTING FACILITIES CONDITION REVIEW

INTRODUCTION

Throughout the course of developing this Educational and Facilities Master Plan, the WWA consulting team and its team of engineers, conducted multiple site visits to the Citrus College campus to conduct a walk-through and observe existing physical conditions for all major campus building facilities. During these visits, observations were documented pertaining to code conformance and access compliance, while also noting observations of potential physical conditions requiring modifications. Additionally, the team participated in meetings with Citrus College maintenance and operations staff to discuss campus-wide utility systems and specific building functionality. The WWA team also gathered pertinent information from management and other district personnel.

In addition to conducting the physical analysis and interviews with district personnel, WWA utilized data from the California Community Colleges Chancellor's Office (CCCCO), the Citrus College ADA Transition Plan, the Division of the State Architect (DSA) code-mandated rehabilitation standards, and the information gathered from the educational planning component of this comprehensive master planning effort. Please refer to **Chapter 4: Methodology** for a more detailed explanation of the process and methodology used in the development of this Educational and Facilities Master Plan.

ACADEMIC AND ACADEMIC SUPPORT PROGRAMS

Summary of Review

This section provides a summary of findings for Academic and Academic Support areas, as identified in Exhibit 6.1, based on a comprehensive analysis of the following factors: program alignment with facilities, programmatic drivers derived from the educational and facility assessment, and the results of the overall facilities analysis conducted as part of this comprehensive planning effort.

PROGRAMS

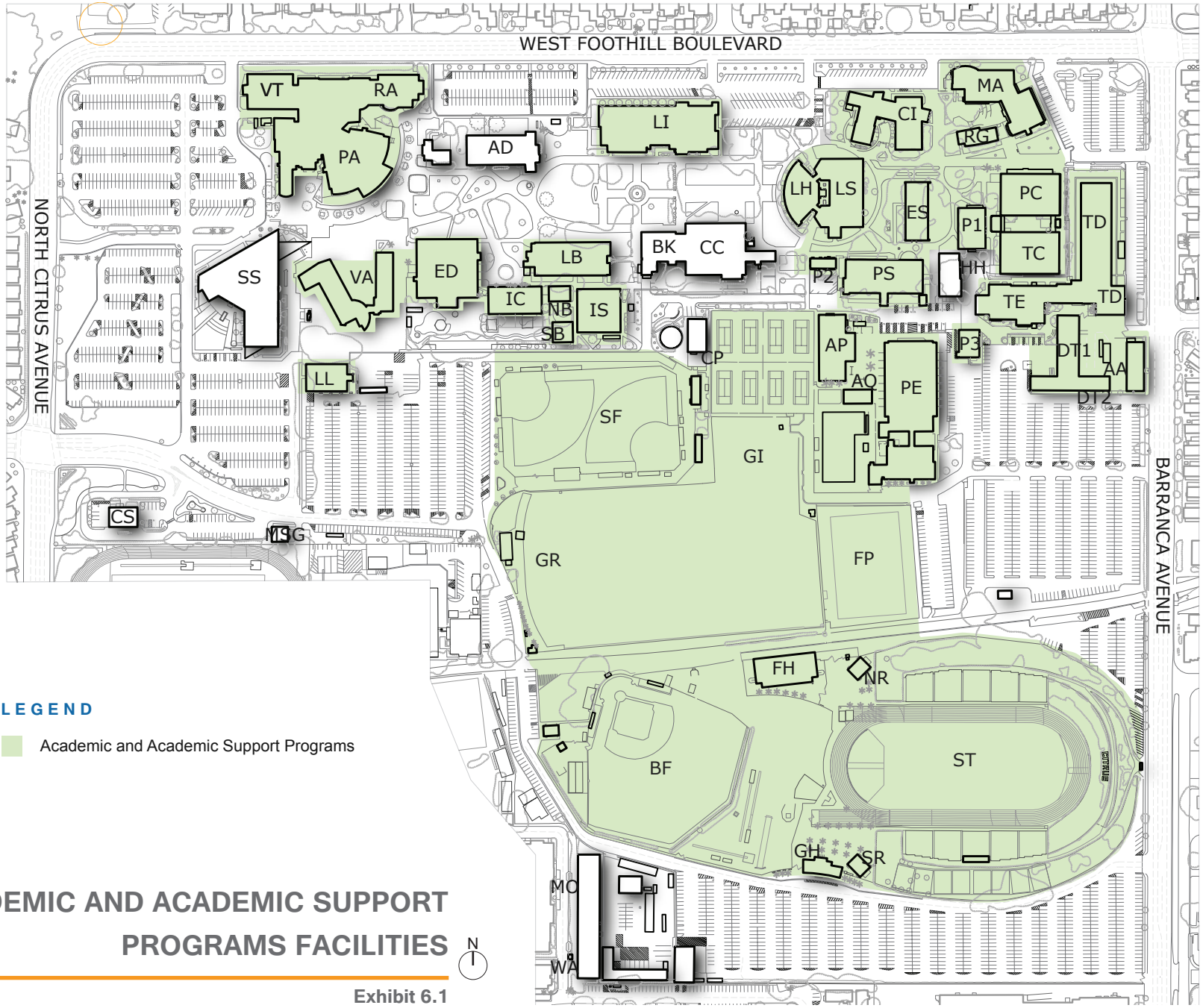
Listed below are the educational and educational support programs and services primarily provided in each of the currently existing Academic and Academic Support facilities, as identified by the college's building/ facility naming convention:

- Career, Technical and Education (CTE): PC, TC, TE, TD, DT1, DT2, AA, LL
- Kinesiology and Athletics: AP, PE, AQ, FH, GH, ST, GI, GR, SF, BF, FP, NR, SR
- Language Arts and Library: LI, ED, P1, CI
- Mathematics and Business: LB, MA
- Natural, Physical, and Health Sciences: PS, LH, LS, P3
- Social and Behavioral Sciences: PS, IS, IC
- Visual and Performing Arts: PA, VT, RA, VA
- Academic Support: IS, RG

PROGRAMMATIC DRIVERS

Listed below is a summary of programmatic drivers derived from educational and facility assessments:

- Provide more classrooms to expand capacity in impacted courses
- Provide alternate schedules for expanding capacity and accommodating non-traditional students
- Enhance technological infrastructure to support educational technology needs
- Provide interactive teaching and learning spaces
- Build technology enhanced classrooms enabling students to attend class either in-person or virtually
- Design highly-flexible buildings and spaces to accommodate future programmatic needs and educational technologies
- Provide classrooms for evolving instructional methodologies that are becoming more interactive and technology driven
- Provide the interactive technology expected by tech-savvy students



EXISTING ACADEMIC AND ACADEMIC SUPPORT PROGRAMS FACILITIES

Exhibit 6.1

Conclusion

The following provides a summary of conclusions based upon a comprehensive assessment of Academic and Academic Support Programs facilities.

MINOR RENOVATION

The following buildings/facilities were constructed and/or modernized more recently and are thus in need of only minor renovations to bring them up to current code requirements, to address items identified in the college's ADA Transition Plan, to address technology and utilities infrastructure upgrades and to enhance functionality:

VA - Visual Arts
CI - Center for Innovation
MA - Math/Science
RG - Reprographics
FH - Field House
GH - Gate House

MODERATE RENOVATION

The buildings/facilities listed below are in need of moderate renovations to address the following items:

- Facilities need to be brought up to current code compliance
- Improvements are needed to address building security
- The quantity and infrastructure of restrooms do not support current building capacities
- Technology improvements are needed to support current needs, adapt to future needs, and to remain flexible and adaptable to future technological changes
- Buildings need a more cohesive relationship to their surroundings
- Improvements are needed for accessibility and to meet current standards
- Moderate renovations are needed to address items in Citrus College's ADA Transition Plan
- Moderate enhancements are needed to address functionality and to meet programmatic needs

NR/SR - North and South Stadium Restrooms
RA - Recording Technology
VT - Video Technology
TD/TE - Technician Development/Technology Engineering
Athletic Facilities

MAJOR RENOVATION / REPLACEMENT

The buildings/facilities listed below are in need of major renovations or replacement to address the following items:

- Improvements are needed to address building security
- Building construction makes it difficult and costly to renovate for better space utilization and to achieve energy efficiency
- Evidence of substantial structural slab cracking with areas of exposed rebar
- Restrooms are not to current code compliance
- Requires ADA upgrades
- Roofing needs replacement
- Existing facilities are qualified with a high Facilities Condition Index (FCI)
- Classrooms have outdated lighting and internal environment is void of natural light
- Lab equipment and stations do not meet accessibility quantities and requirements
- Air handling units have reached the end of their useful life and are past due for replacement
- Current physical conditions of facilities inhibit the ability for technological implementation and flexibility

PE	**- Physical Education Gym**	**LS**	**- Life Science**
DT1	**- Diesel Technology 1**	**LB**	**- Liberal Arts/Business**
DT2	**- Diesel Technology 2**	**AA**	**- Automotive Annex**
PC	**- Professional Center**	**TC**	**- Technology Center**
PS	**- Physical Science**	**PA**	**- Performing Arts**
LH	**- Lecture Hall**	**LI**	**- Library**

STUDENT SUPPORT SERVICES

Summary of Review

This section provides a summary of findings for Student Support Services areas, as identified on Exhibit 6.2, based on a comprehensive analysis of the following factors: program alignment with facilities, programmatic drivers derived from the educational and facility assessment, and the results of the overall facilities analysis conducted as part of this comprehensive planning effort.

PROGRAMS

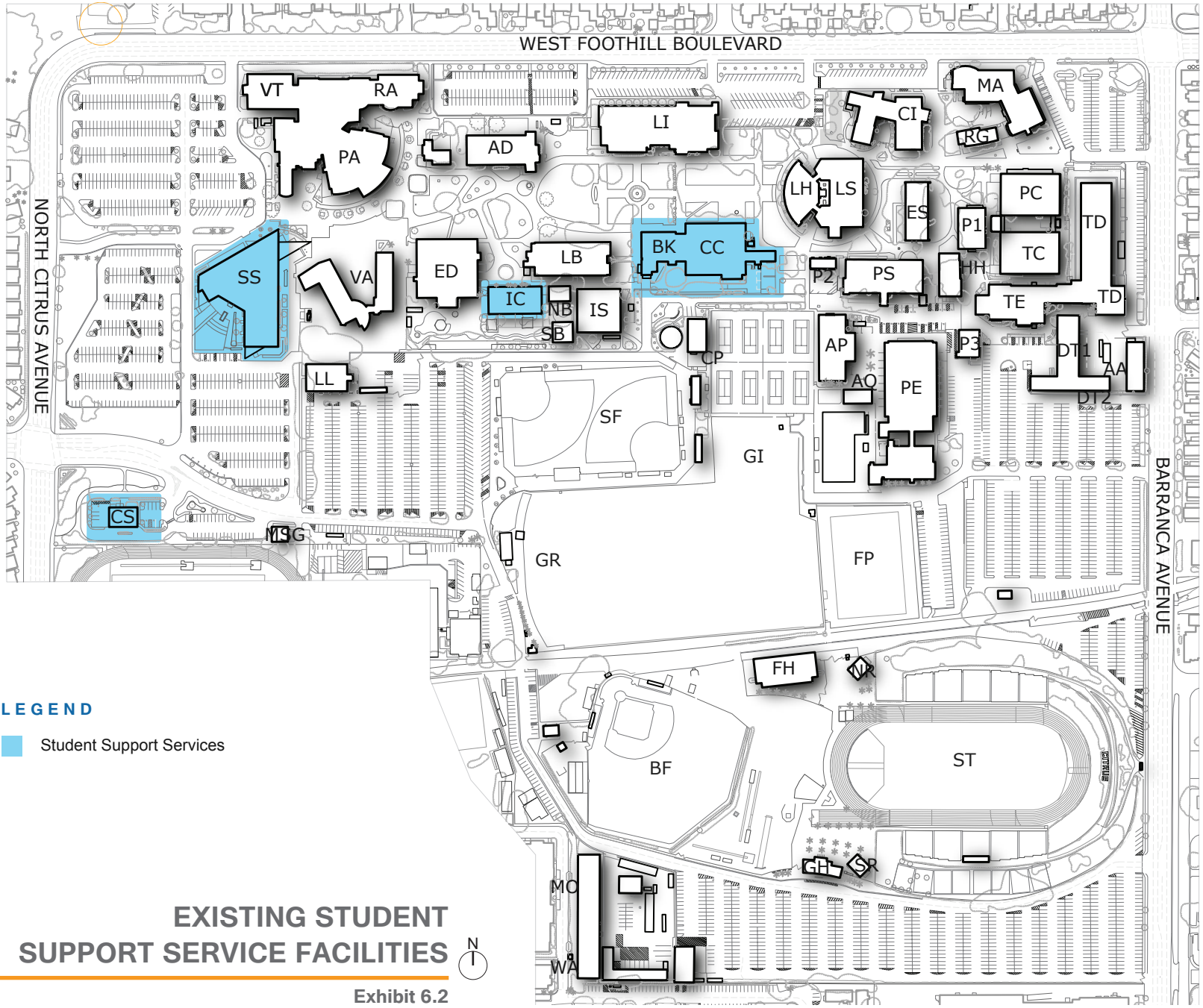
Listed below are the student support services primarily provided in each of the currently existing student support service facilities, as identified by the college's building/facility naming convention:

- Counseling Programs and Services: SS
- Extended Opportunity Programs and Services (EOP&S): SS
- Disabled Student Programs and Services (DSPS): SS
- Admissions and Records - Registrar: SS
- Student Affairs: CC
- Coffee/Snack and Dining Area (including outdoor seating): SS
- Bookstore: BK
- Cafeteria/Dining: CC
- Veterans Success Center: IC
- Campus Safety: CS

PROGRAMMATIC DRIVERS

Listed below is a summary of programmatic drivers derived from educational and facility assessments:

- Extend student service hours to evening and weekend or provide alternate methods for student access to align with changes in student demographics
- Provide enhanced student dining options, locations, and available access periods
- Provide distributed access to student services to other parts of the campus, to provide better accessibility to the center and eastern end of the campus
- Provide enhanced gathering areas for better interaction amongst students, faculty and staff and to enhance the college community feel
- Improve functionality and marketing of Bookstore services and exposure to student access



LEGEND

Student Support Services

EXISTING STUDENT SUPPORT SERVICE FACILITIES

Exhibit 6.2

Conclusion

The following provides a summary of conclusions based upon a comprehensive assessment of Student Support Services facilities.

MINOR RENOVATION

The following buildings were constructed and/or modernized more recently and are thus in need of only minor renovations to bring the facilities up to current code requirements, to address items identified in the college's ADA Transition Plan, to address technology and utilities infrastructure upgrades, and to improve efficiency of serving students, staff and visitors:

SS - Student Services
IC - Integrated Success Center
CS - Campus Safety

MAJOR RENOVATION / REPLACEMENT

The buildings/facilities listed below are in need of major renovations or replacement to address the following items:

- Provide the necessary upgrades per the ADA Transition Plan
- Improve methods of providing dining services to students
- Utilize space more efficiently to adapt to campus social needs
- Create space for informal and casual student interaction
- Enhance collaborative and interactive environments
- Improve the building's relationship to its surroundings
- Create a central gathering space for students on campus

BK - Bookstore
CC (lower level) - Dining Room and Kitchen

STUDENT SERVICES

NEWLY RENOVATED CAMPUS CENTER

INSTITUTIONAL SUPPORT SERVICES

Summary of Review

This section provides a summary of findings for Institutional Support Services areas, as identified on Exhibit 6.3, based on a comprehensive analysis of the following factors: program alignment with facilities, programmatic drivers derived from the educational and facility assessment, and the results of the overall facilities analysis conducted as part of this comprehensive planning effort.

PROGRAMS

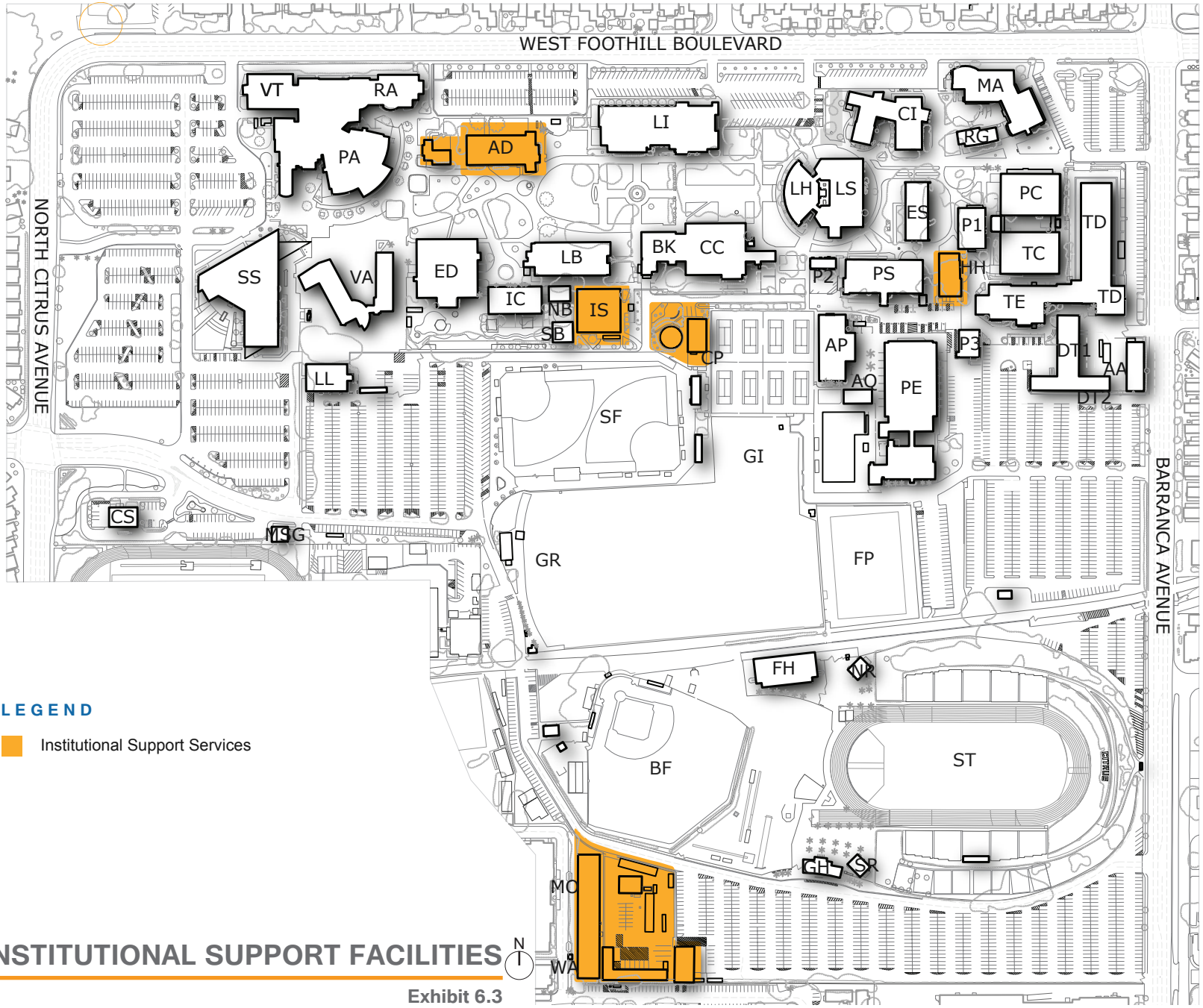
Listed below are the institutional support services primarily provided in each of the currently existing institutional support service facilities, as identified by the college's building/facility naming convention:

- Administration: AD
- Information Systems: IS
- Central Plant: CP
- Hayden Hall: HH
- Maintenance & Warehouse: MO/WA

PROGRAMMATIC DRIVERS

Listed below is a summary of programmatic drivers from educational and facility assessments:

- The IS facility is not satisfactory for current and future IT service alterations and/or flexibility
- Hayden Hall has been recently renovated and therefore does not require any further evaluation under this Facility Master Plan
- The IS facility is the central hub for all site technology linkage, logistics of relocation and replacement are a major concern related to disruption of campus operations consistency
- Functional components of the information systems elements within the IS facility are highly inefficient, are not flexible enough to accommodate changes, and are disconnected, requiring external access from one to another



EXISTING INSTITUTIONAL SUPPORT FACILITIES

Exhibit 6.3

Conclusion

The following provides a summary of conclusions based upon a comprehensive assessment of Institutional Support Services facilities.

MINOR RENOVATION

The following building was modernized more recently and is thus in need of only minor renovations to address some technology and utilities infrastructure upgrades:

AD - Administration

MODERATE RENOVATION

The following building requires upgrades to make changes related to changes with other campus structures (i.e., removal of some existing buildings and addition of other new buildings) which could impact system operation/equipment capacities, and connections/ disconnections including underground infrastructure routing.

CP - Central Plant

MAJOR RENOVATION / REPLACEMENT

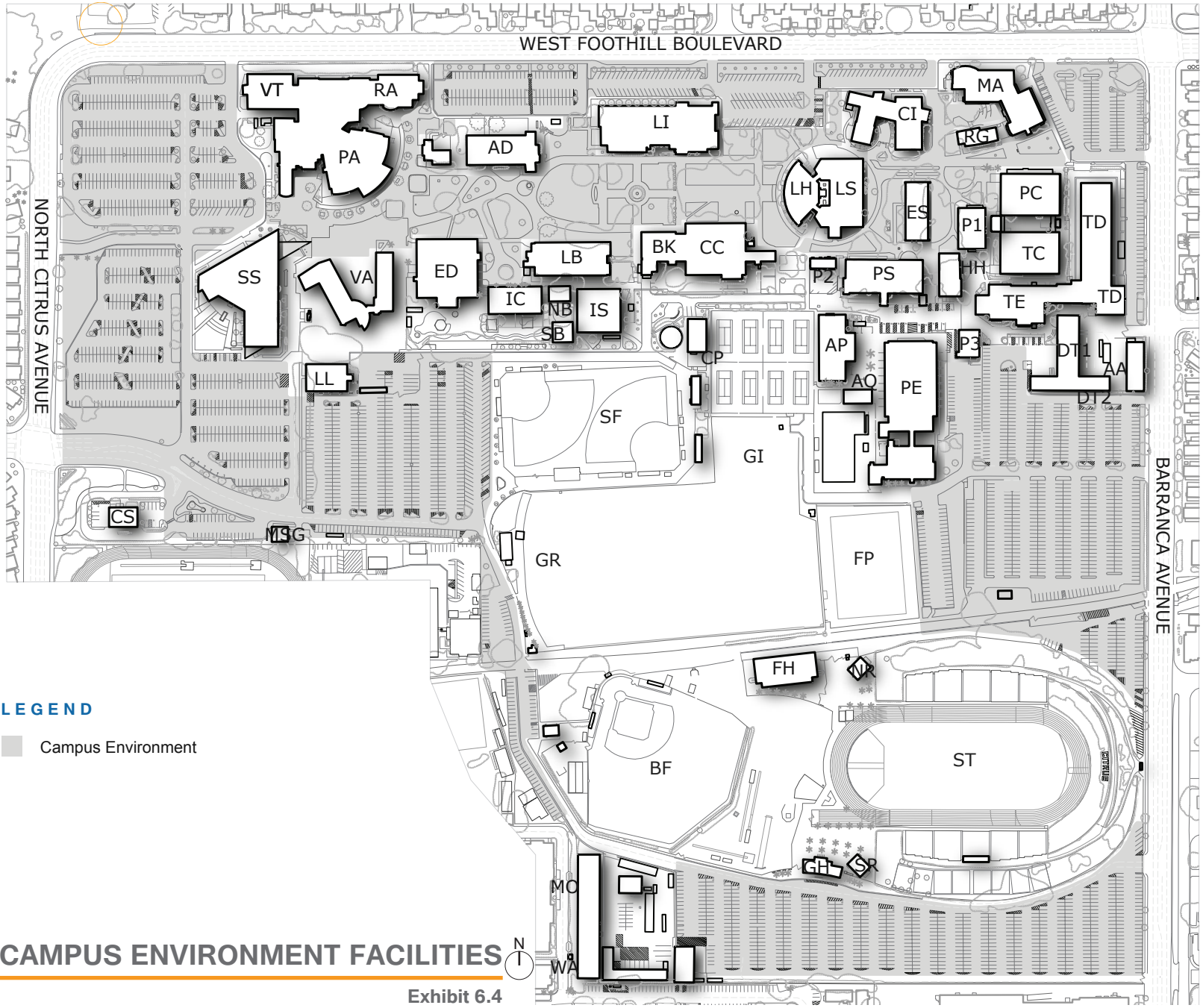
The buildings/facilities listed below are in need of major renovations or replacement to address the following items:

- Modernization would make it difficult and too costly to renovate for better space utilization and achieve energy efficiency
- Current physical conditions of facilities inhibit the ability for technological implementation and flexibility
- Technology improvements to current and future standards for campus distribution
- Air handling units have reached their end of equipment life and need replacement
- Better efficiency of space utilization to adapt to programmatic needs

IS - Information Systems
MO & WA - Maintenance & Warehouse

CAMPUS ENVIRONMENT

This section is dedicated to identifying the components of the campus environment that limit current functionality, access, organization, safety, sustainability, and character. Combined, these variables contribute to the college identity, branding and social characteristics of the environment. The following sections provide an evaluation of each component leading to conclusions that inspire opportunities for campus improvement.



LEGEND

Campus Environment

EXISTING CAMPUS ENVIRONMENT FACILITIES

Exhibit 6.4

Summary of Existing Facilities

- **Vehicular Circulation & Parking -** There is a lack of balanced and convenient student parking distribution to the academic components of the campus. There is also a lack of connectivity between parking areas requiring use of adjacent off-site access.

- **Pedestrian Circulation/Flow -** There are conflicts between pedestrian and vehicular circulation and a lack of well-defined pedestrian drop-off locations and entry points to the inner campus. Other concerns include the distance of travel from student parking to the campus academic core.

- **Wayfinding/Signage & Branding -** The campus lacks easily identifiable directional or wayfinding elements for vehicular and pedestrian access, both in parking and academic core areas. These elements are needed to improve safety, facility location identity, and restricted access where required. It has been identified that Citrus College branding is lacking. A stronger sense of identity is needed to reinforce academic strengths and culture to current and future students, visitors, faculty, staff, and the community.

- **Lighting & Utilities -** As the master plan development considers demographic and operational changes required for the future, it must also review impacts to existing lighting and utilities to enhance safety, security and sustainability through energy conservation measures. Citrus College must also continue to expand energy conservation concepts already implemented, including central plant connectivity, technological advancements, and photovoltaic installations.

- **Natural Environment -** There is a need to implement the use of natural and physical elements in the development of the campus. There is limited engagement and connection between academic and outdoor environments.

- **People Spaces -** There is minimal environmentally protected outdoor learning and social gathering spaces. Outdoor space can be functional and serve as collaborative space for non-traditional study.

- **Sustainability -** Continue with the implementation of sustainability efforts in water conservation and energy efficiency throughout the campus.

OUTDOOR EATING SPACE

PARKING

OPEN SPACE

Vehicular Circulation

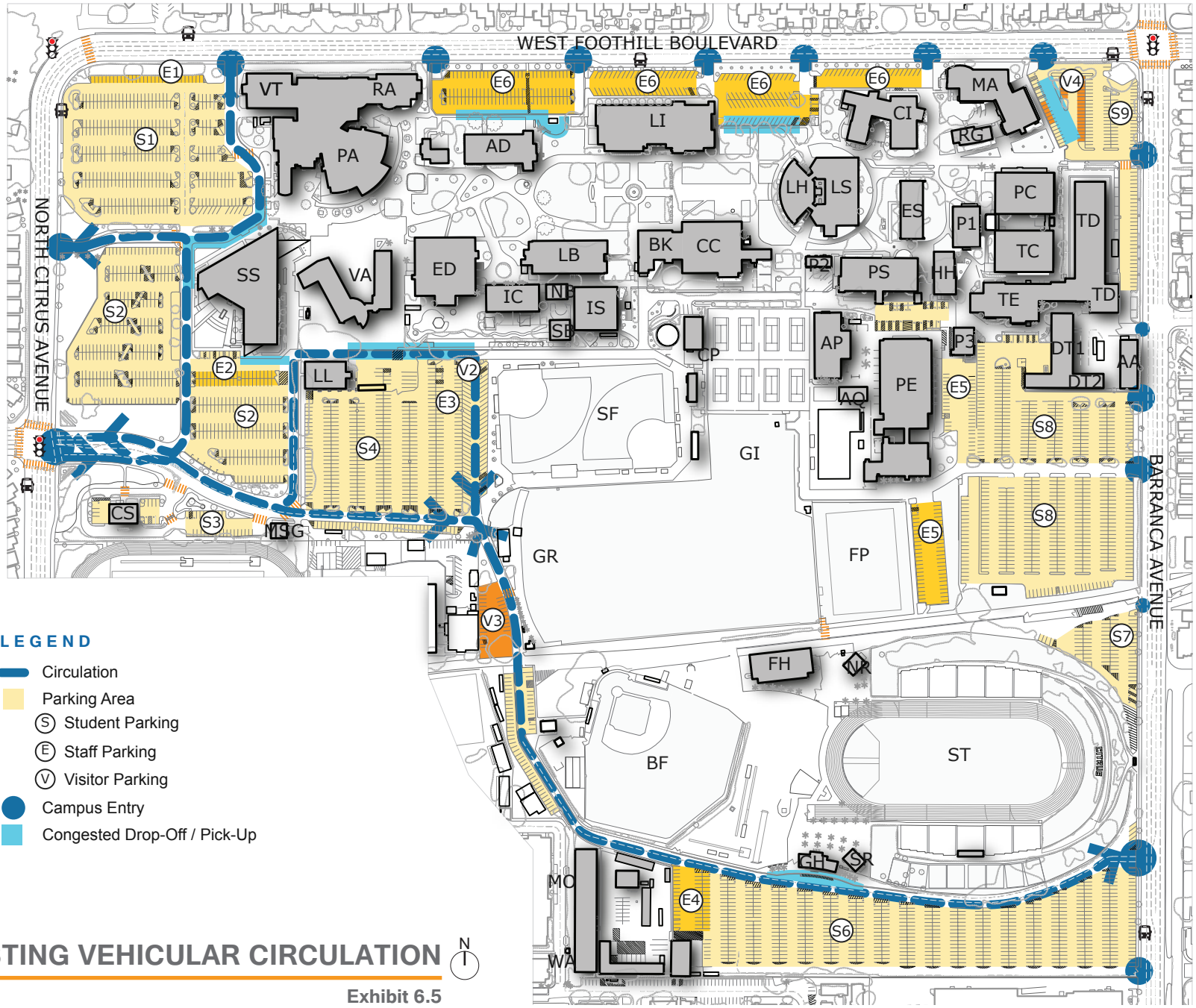
EVALUATION

Exhibit 6.5 illustrates vehicular circulation patterns on campus. Campus entry points and major vehicular circulation routes are shown, with areas allocated for parking, and some less formal areas for drop-off/pick-up. Several concerns have been raised regarding pedestrian and vehicular interface, the unbalance of campus parking locations in relation to learning facility locations, and the lack of wayfinding and directional signage related to student, staff, and visitor parking identification. Additionally, the disconnected configuration of parking areas often requires users to exit and re-enter parking lots utilizing the surrounding public roads.

SUMMARY OF PROGRAMMATIC DRIVERS

The following are some continuing concerns from the 2010 - 2020 Educational and Facilities Master Plan, some of which the college has attempted to improve upon, but could still be enhanced:

- A clearly identifiable “front door” to the campus with more direct vehicular circulation
- A clear vehicular circulation path through campus and a clear connection from one parking area to the next
- Inconsistent identification of designated drop-off/pick-up locations along with poor wayfinding and directional signage, directing traffic to the designated locations
- Current drop-off/pick-up zones are poorly identified and inconvenient for vehicular circulation
- Better wayfinding and directional signage for identifying the Campus Safety location



LEGEND

- Circulation
- Parking Area
- (S) Student Parking
- (E) Staff Parking
- (V) Visitor Parking
- Campus Entry
- Congested Drop-Off / Pick-Up

EXISTING VEHICULAR CIRCULATION

Exhibit 6.5

On-Site Parking

EVALUATION

The typical standard parking ratio which community colleges strive towards is one space for every five students (1:5), using headcount as the measurement for students. Based on enrollment and headcount projections established in the master planning process, the existing parking count was analyzed using this standard. The following table calculates the current parking availability and projected future parking availability, based on this standard ratio methodology.

Parking Analysis as of 2019

PARKING	2019	2030
Headcount	13,159	13,321
Parking	3,321	3,350
Ratio (Target =1:5)	1:3.9	1:3.9

CONCLUSION

The following provides a summary of conclusions based upon a comprehensive assessment on facilities:

- Provide additional drop-off/pick-up zones that are convenient for students during different times of the day or evening
- Existing and additional drop-off/pick-up areas need to be made clear with enhanced campus wayfinding
- There is no clear connection between student parking lots on the west and east sides of the campus
- Students are not able to drive across campus in a clear route without having to exit on to public city streets
- There is a need to connect parking lots internally so that students can drive from one side of campus to the other
- Evaluate visitor parking locations, including at the Administration building parking lot
- Current and projected future parking availability is within the typical standard ratio and is estimated to remain at one stall per every four students

STUDENT PARKING LOT S4

Campus Drop-Off / Pick-Up

EVALUATION

Currently, the campus has four designated drop-off/pick-up locations, however all four are located in areas that are not easily identified from any of the campus' main entries, or from the adjacent street frontages. These locations are at the north side of the Student Services building near the west end of the central quad, at the east end of the Administration building in the parking area along the quad edge, in the parking lot located at the east end of the quad, north of the Professional Center (PC) building, and at the north-edge side of the parking lot to the south of the Stadium, near the Gate House. New and renovated drop-off/pick-up areas should provide clear, identifiable, and safe pedestrian connections between the vehicular zone and the campus core.

CONCLUSION

The following provides a summary of conclusions based upon a comprehensive assessment on facilities:

- Enhance main campus entries and student drop-of/pick-up zones
- There is limited shade and seating in designated drop-off/pick-up zones
- There are areas on campus currently being used as informal drop-off/pick-up areas because they are more convenient for students or for ride-share drivers
- Create a clear vehicular circulation to designated student drop-off/pick-up locations around the campus, located in convenient pedestrian access areas in relation to campus learning areas
- Enhance the pedestrian entry points between buildings from adjacent parking lots to provide a welcoming entrance and sense of arrival to the college

ADMINISTRATION BUILDING DROP-OFF / PICK-UP

GATE HOUSE DROP-OFF / PICK-UP

Pedestrian Circulation

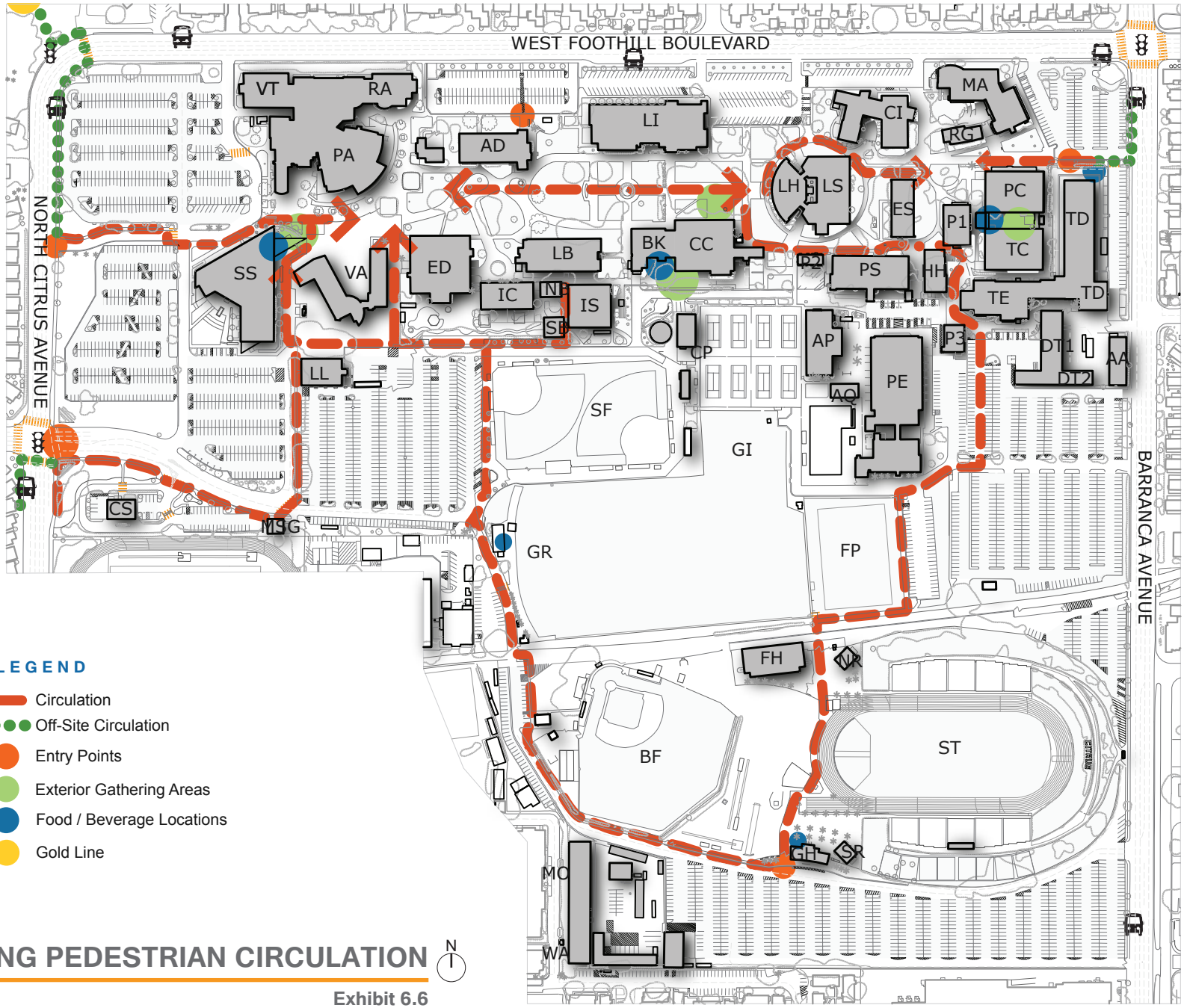
EVALUATION

Exhibit 6.6 illustrates pedestrian circulation from parking lots; drop-off/pick-up points; and public transportation stops including Foothill Transit buses and the adjacent Metro Gold Line platform, to the campus. The illustration also shows the major flows of pedestrian traffic through the central core of the campus. Major exterior gathering and dining areas are shown in relationship to paths of movement through campus.

CONCLUSION

The following provides a summary of conclusions based upon a comprehensive assessment on facilities.

- Pedestrian circulation requires improvement in many areas as there are multiple crossover circulation points between vehicles and pedestrians
- Well-defined, primary pedestrian access ways into the campus are lacking
- Long travel distances between parking and academic facilities have been created due to highly concentrated placement of campus elements
- A significant impediment to pedestrian circulation is the layout of athletic facilities and sports fields, which comprise a significant portion of the center of the campus



EXISTING PEDESTRIAN CIRCULATION

Exhibit 6.6

Wayfinding/Signage and Branding

EVALUATION

Wayfinding/signage and branding are important components of directional communication within a campus. A comprehensive wayfinding program improves traffic patterns, accessibility, and public safety for people driving to Citrus College. Likewise, incorporating branding into signage assists in creating a positive campus identity, both externally and internally. Within the campus, on a pedestrian scale, signage leads users to destinations and properly identifies each facility.

The benefits of incorporating branding into an overall wayfinding/signage plan allows an opportunity to create an expression of identity. Branding enhances a sense of pride for students, faculty and staff, and allows the campus to connect the look and feel of its physical environment with its marketing materials, allowing for broader recognition of Citrus College.

CONCLUSION

The following provides a summary of conclusions based upon a comprehensive assessment on facilities:

- Many users have indicated a lack of significant branding and wayfinding at Citrus College
- Monument signs, consistency of colors used in signage and on building walls, etc. should be considered to improve the campus image

CENTRAL QUAD

Perimeter Street Frontage and Entries

EVALUATION

To the general and visiting public, the campus appeal and appearance is defined by the street frontage and the perimeter landscape. Elements delineating the campus from the street are lacking a strong visual presence. Consistency in planting, fencing, signage and lighting can better represent Citrus College as a destination.

Campus entry points should contain visual markers for the community and should help to create a defined and welcoming campus identity. Such entry points often include monument signage in combination with campus edge treatments in order to define the identity of the college to the community and local neighborhood. Currently, the main element identifying entry to Citrus College is the digital marquee at the signalized entry on North Citrus Avenue, and two concrete monument signs at street frontages near the Performing Arts Center and the Administration building. However, none of these elements provide significant impact to a welcoming campus identity.

CONCLUSION

The following provides a summary of conclusions based upon a comprehensive assessment on facilities:

- Enhance campus main entry identity branding
- Enhance identification of entrances, parking lots and buildings for greater ease of user flow
- Pedestrian directional signage is required for navigation
- Reinforce branding concepts throughout the campus to reinforce a sense of community and “pride of belonging”
- Bring color into the campus to enhance the environment and transition from the drab concrete appearance
- Enhance the user experience and create zones of functional areas for various groups of students, staff, or community members on campus

FOOTHILL BLVD.

Existing Courtyards and Plazas

EVALUATION

A well-connected and inviting campus is comprised of open space networks with smaller scale courtyards and plazas. The Citrus College campus currently has a number of these smaller spaces including some created intentionally as functional spaces adjacent to buildings. Courtyards by the buildings on the east side of campus are entry courts while others are extensions of the larger connecting plaza between buildings. Large concrete areas acting as plazas lack relief from harsh environmental conditions. The courtyard between the Professional Center (PC) and Technology Center (TC) buildings is an enclosed and somewhat secluded area created as a dining and study patio environment for students while the more public plaza extension of the Student Services building provides an outdoor gathering area adjacent to the Art & Coffee Bar. This particular plaza extends into the greater central quad of the campus.

CONCLUSION

The following provides a summary of conclusions based upon a comprehensive assessment on facilities:

- Citrus College's central quad creates one very large, linear green space with a few plaza-like spaces throughout. The extensive use of natural turf in the central quad is of concern as a non-sustainable material due to its high water consumption
- A plaza area anchors the west end of the quad; however, it is mostly a large, open concrete area with little definition or interest, lacking character and shaded seating or group gathering spaces
- Due to water conservation measures, the fountain is no longer in operation. Although originally designed as a formal garden component, it lacks any form of shade for seating elements and therefore is rarely utilized
- The central plaza has a dual-level elevation transition from east to west, separated by stairs and ramps
- A plaza is enhanced by formalized linear seating areas flanked by very large canopy trees and adjacent lawn areas, providing a centralized retreat from sunny days and quiet concentration, as well as gatherings for various clubs/groups
- The location of the outdoor cafeteria dining area does not provide opportunities for interactive student activities or exposure as it is in an area away from pedestrian circulation corridors

CENTRAL LAWN

WEST QUAD

EATING PLAZA

Lighting and Utilities

Citrus College continues its commitment to seeking sustainable options for improving facilities while preserving the campus' natural beauty and landscape. Multiple upgrades have been completed to help conserve water and energy, including two large xeriscaping projects, installation of all exterior LED lighting, and installation of synthetic turf and LED lighting at the stadium. The college has also completed three retro-commissioning (RCx) projects on campus. In addition, a solar project is currently underway (in 2019/2020) with photovoltaic canopies over several parking stalls in the S2 parking lot located just south of the Student Services building.

CAMPUS LIGHTING

As campus student demographics evolve to accommodate more non-traditional-age students and a strong potential for extended academic hours into the evening, both vehicular and pedestrian lighting changes will be required to maintain adequate lighting levels for safety and security. Additional "enhancement lighting" will also be required to assist with creating focal point branding at primary entrances to the campus and at major internal vehicular circulation corridors.

CAMPUS UTILITIES

Elements of Citrus College's underground utility systems and much of its infrastructure support systems have a need for upgrades and/or replacement, some of which are described in the following:

- **Campus Gas Supply Infrastructure** – The Gas Infrastructure remains untouched and has many code issues including outdated, corroded and non-compliant piping.
- **Campus Electrical Distribution System** – The Electrical Distribution System components have aged and have "beyond useful life" heating and ventilation switching, transformers, panel boards, etc.
- **Campus Potable Water Supply System** –The Potable Water Supply System is aged and requires upgrading.
- **Campus Sanitary Sewer System** – The Sanitary Sewer System is of aged original equipment and was engineered for a facility of 40 - 50 years ago. None of the previous campus construction addressed the main sanitary sewer trunk lines and they remain degrading and undersized for a facility that contains additions of over 300,000 square feet.
- **Campus Storm Drain System** – The existing Storm Drain System infrastructure was based upon hydrological standards of 50+ years ago. As the college has expanded and encroached upon percolation areas, the storm drain system requires re-engineering and sizing to meet current code and design standards. Additionally, future replacement is required.
- **Data Cabling or Fiber System** – One of the more complicated utility issues lies with the Data Cabling System that links to the Information Systems (IS) building. The current data hub ties to the IS building server room but the IS building is not a valid structure for housing the data hub. As the IS building has been re-purposed many times over the decades, it is not able to be modernized due to the Division of the State Architect (DSA) code issues. As such, the IS building would need to be demolished in order to build a viable IS building. In doing so, keeping the data network in place will be very difficult.

CENTRAL PLANT

OFF-SITE FACILITY

EVALUATION

This facility plan recommends that Citrus College consider enhanced utilization of the acquired church property on the northeast corner of North Citrus Avenue and West Foothill Boulevard, across from the main campus. The property is approximately 65,000 square feet and is zoned for “Garden Apartment” with medium high density, and has an easement on the west side of the lot adjacent to North Citrus Avenue. Access to the site is limited to entrance via West Foothill Boulevard on the south side of the property. There is no access on the west side paralleling North Citrus Avenue as the road drops vertically, thereby providing an underpass to the Gold Line Rail bridge.

The site currently houses an existing single-story church building, a multi-room building, and parking. The site also has geophysical and geohazard challenges to mitigate.

CONCLUSION

The following provides a summary of conclusions based upon a comprehensive assessment:

- Citrus College prefers a solution that will be useful and profitable to the college and the community
- Potential options for consideration and evaluation include meeting venues and opportunities for community use through facility rentals

EXHIBIT 6.7: EXISTING OFF-SITE FACILITY MAP

7 RECOMMENDATIONS

VA
VA

7 RECOMMENDATIONS

MASTER PLAN PROJECTS

The recommendations provided in this section address the overall facilities planning goals which include: providing 21st century learning facilities; creating a welcoming and inviting campus; and finding solutions for spaces that are currently over- or under-utilized.

Replacing outdated facilities at the end of their service life with new buildings is intended to provide necessary spaces for a growing campus, in accordance with the growth rate projections provided in the educational component of this plan, and align with the educational mission of Citrus College. The planning and location of the recommended new facilities provides an opportunity to improve overall functionality of the campus and to serve as a physical manifestation of the mission, vision and values of Citrus College.

In addition to new construction, this plan also recommends the renovation and modernization of several existing facilities in order to renew their functional purpose and extend their life as an existing valuable asset. Renovation projects provide opportunities to update key academic, academic support and student services programs to meet the growing demands of a shifting pedagogy, changing methodologies for delivery of services, and the need to comply with evolving building code requirements such as fire and life safety, accessibility, and sustainability. The master plan encourages the continuous implementation of energy conservation strategies that will guide Citrus College in the pursuit toward becoming a Zero Net Energy (ZNE) campus.

Bringing new life and needed services to the Citrus College campus are important for enhancing the college's ability to compete with the experiences provided by surrounding colleges and other institutions of higher learning. The recommendations in this section of the plan, which include upgrades in technological learning experiences and methodologies, provide opportunities for the students, faculty and staff to gather, collaborate and socialize, thus building a stronger sense of community.

Clustering new instructional buildings adjacent to existing ones will allow for the replacement of aged facilities, addressing program needs, and supporting evolving growth and flexibility. Organized around smaller landscape courtyards and plazas, building discipline clusters will connect instructional facilities to the central quad, activate outdoor learning spaces and study areas, and more-evenly distribute academic components across the quad.

Recommended 2020-2030 Master Plan

The overall recommended schematic site plan for Citrus College, culminating from the entire 2020 - 2030 Educational and Facilities Master Plan (EFMP) planning process, is shown in Exhibit 7.1. This site plan includes recommendations for new construction, building renovations and site development projects that best address the challenges and corresponding recommendations identified in the educational component of this master plan.

The proposed site improvements include:

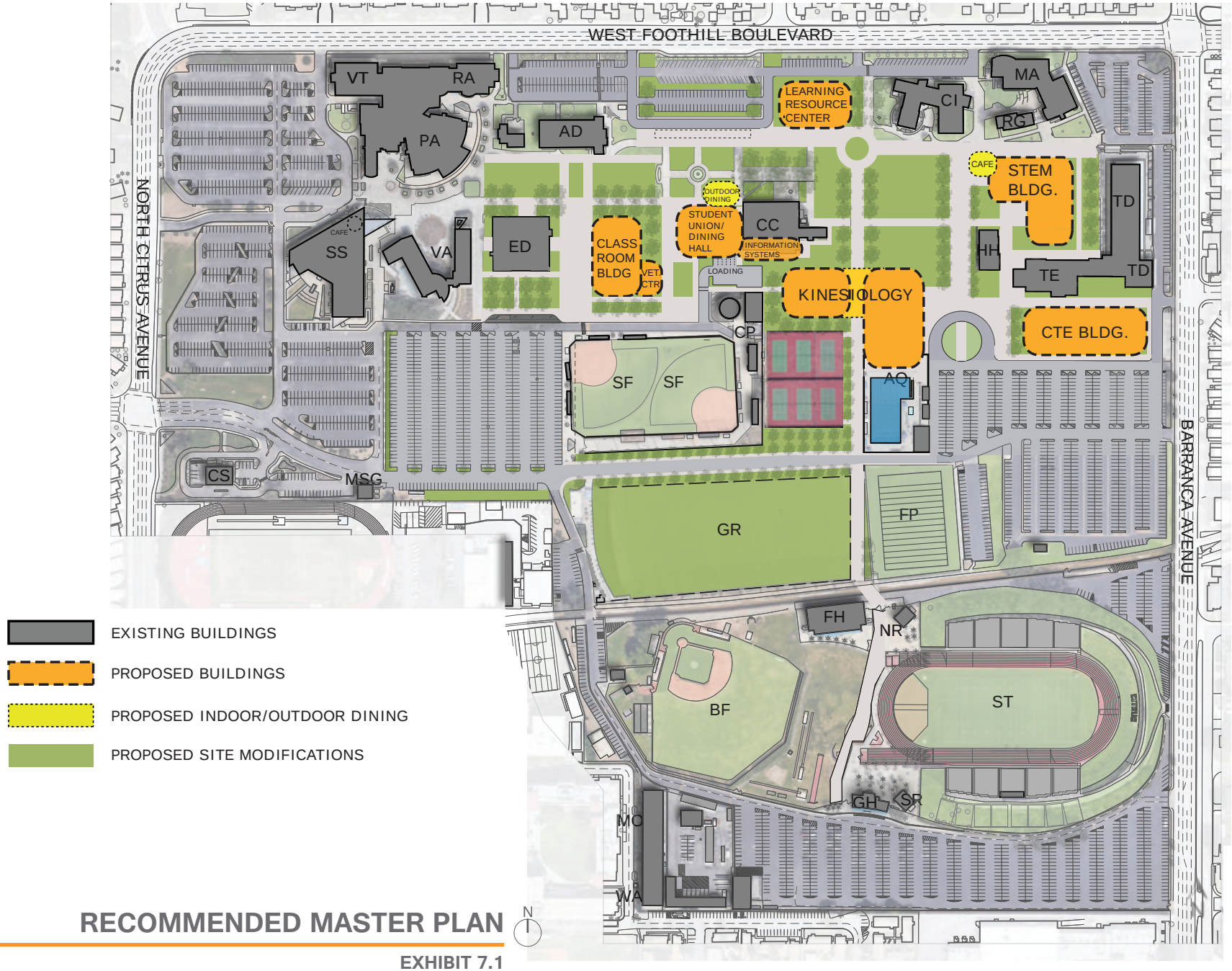
- Connectivity of on-site parking facilities
- Refinement of existing and additional drop-off/pick-up zones
- Improved pedestrian access and wayfinding

The proposed building renovations will address:

- Programming needs for flexible and technologically advanced classrooms and labs
- Improvements for space efficiency and better utilization of existing space
- Improvements to existing infrastructure
- Sustainability improvements that will contribute to becoming a Zero Net Energy (ZNE) campus

The proposed construction of new buildings include:

- Buildings to replace existing buildings that do not meet the requirements for renovation, as defined in Chapter 4 of this master plan
- Buildings that will address the needs of Citrus College to meet the demands of its current and future students, changing population demographics, and the changing labor market, as defined in the educational component of this master plan
- Buildings that maximize efficiency and implement a comprehensive sustainable building design
- Sustainable strategies that will contribute to becoming a Zero Net Energy (ZNE) campus



RECOMMENDED MASTER PLAN

EXHIBIT 7.1

Renovation for Efficiency

LEVEL I - MINOR RENOVATION

The Visual Arts (VA), Center for Innovation (CI), Mathematics / Sciences (MA), Reprographics (RG), Student Services (SS), Integrated Success Center (IC), Campus Safety (CS), Field House (FH) and Gate House (GH) buildings are in fairly good condition based on the results of the applied facilities assessment analysis. The Citrus College ADA Transition Plan notes minor accessibility deficiencies that will need to be addressed in order to comply with current code requirements. Other improvements such as technology, security, lighting and space efficiency are highly recommended at the time these facilities are being upgraded/remodeled.

LEVEL II - MODERATE RENOVATION

The Recording Arts Technology (RA), Video Technology (VT), Technology Engineering (TE) and Technician Development (TD) buildings have more significant deficiencies according to the CCCCO FUSION FCI report and the facilities assessment analysis conducted by WWA. The Citrus College ADA Transition Plan also identifies more complex accessibility issues requiring extensive modification and improvements. These older facilities also have significant concerns with aged mechanical equipment and infrastructure deficiencies that require improvement and updating. Other improvements such as technology, security, lighting and space efficiency are highly recommended at the time these facilities are being renovated.

LEVEL III - MAJOR RENOVATION

The Haugh Performing Arts Center (PA), Maintenance / Operations (MO) and Warehouse (WA) buildings are the only facilities with significantly high deficiencies according to the CCCCO FUSION Facilities Condition Index (FCI) report and the facilities assessment analysis conducted by WWA which are recommended to remain under the recommended site plan on Exhibit 7.1. The Citrus College ADA Transition Plan also identifies extensive concerns that will require significant structural improvements and modification, especially in the Haugh Performing Arts Center. Although very costly to renovate, the facilities in this category would be even more costly to replace. Therefore, it is recommended that these facilities be renovated and upgraded to meet the accessibility requirements of the ADA Transition Plan, along with the other improvements noted via the facilities condition assessment which include: roof replacement, HVAC upgrades, space and programmatic changes, restroom capacity upgrades, lighting, infrastructure, security, and technology.

TECHNOLOGY UPGRADES / FLEXIBLE SPACES

INTERIOR UPGRADES

INSPIRATION IMAGES

Proposed New Building

NEW STEM / SCIENCE BUILDING

A new STEM / Science building will provide multiple upgrades for all science and related disciplinary programs. Classrooms, labs, and interactive teaching and learning spaces will be expanded to meet present and future needs of growing programs. Located in close proximity to the existing Math / Science Building and Center for Innovation, this building cluster will increase Citrus College's ability to remain competitive, enhance student enrollment, and attract new students. New café facilities will also be considered in relation to this new building design, to accommodate students, faculty and staff that are primarily located at this eastern-most end of the campus.

The buildings to be replaced in conjunction with this recommendation are: LS, LH and PS

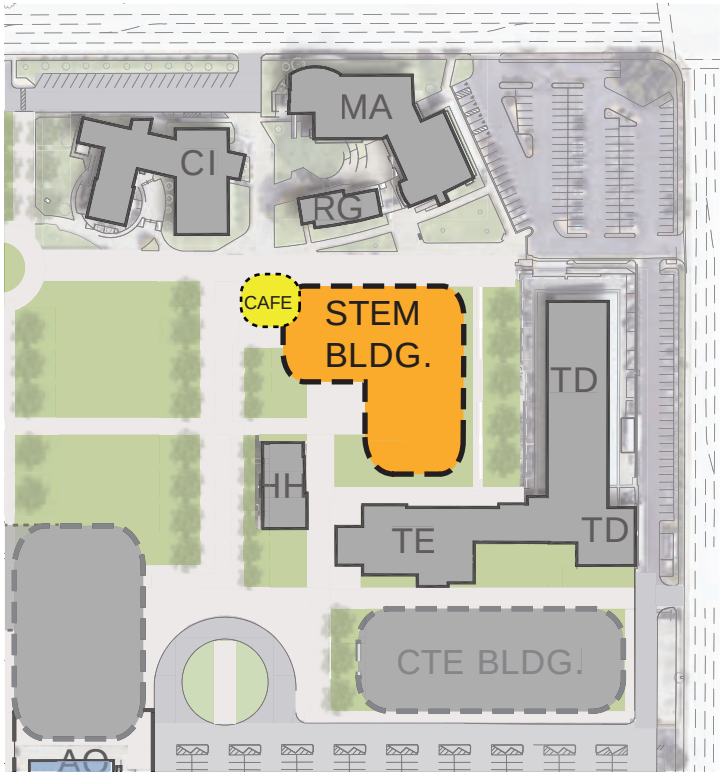
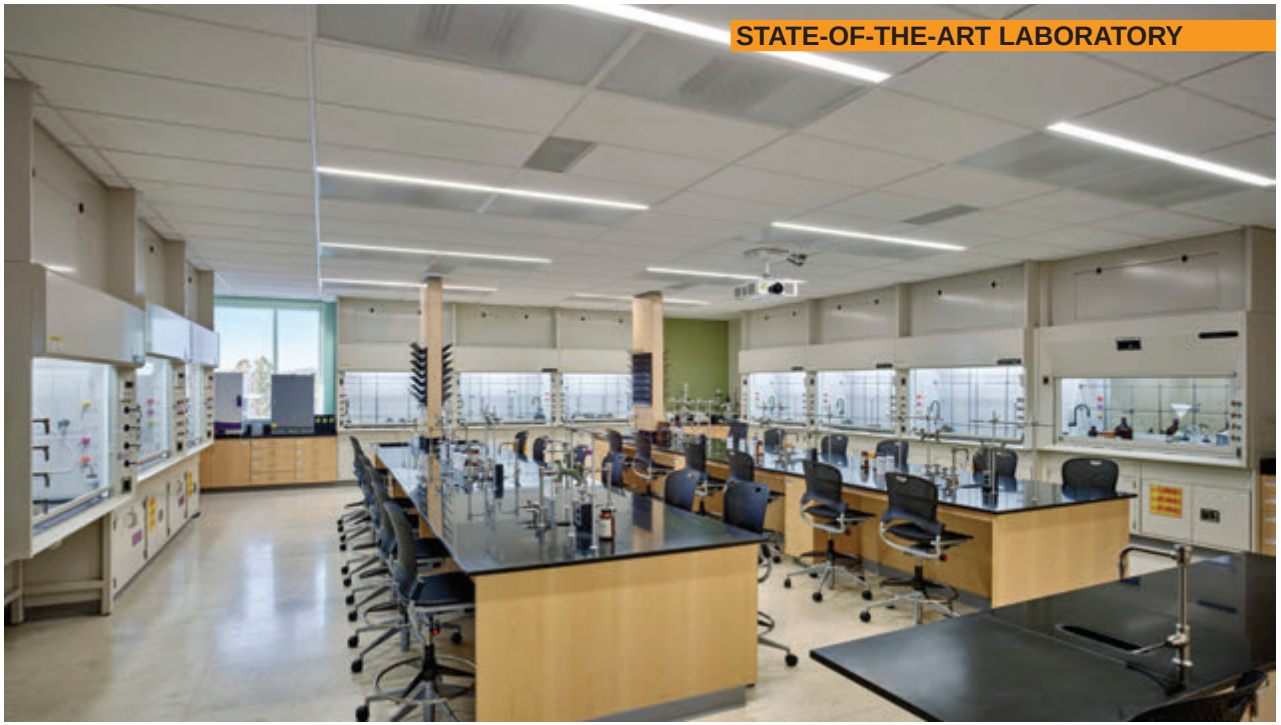


EXHIBIT 7.2


STATE-OF-THE-ART LABORATORY

MODERN LABORATORY

COLLABORATIVE SPACE

WELCOMING CAFE

Proposed New Building

NEW CLASSROOM BUILDING AND VETERANS SUCCESS CENTER

A new instructional building (classroom building) will function as an interdisciplinary facility that will provide flexibility for advanced teaching methodologies. The building should be designed to accommodate technological learning environments that meet expanded classroom needs including highly-flexible spaces to accommodate future programmatic needs and educational technologies for interactive teaching and learning facilities. To optimize access and provide a central location for a new Veterans Success Center, the location of the building should be adjacent to the Educational Development Center (ED) building on the west side of campus. This will provide greater balance and distribution of academic elements to the central campus core. The new facility will have an additional area designated for a Veterans Success Center with private access and separate support spaces.

The buildings to be replaced in conjunction with this recommendation are: LB and IC

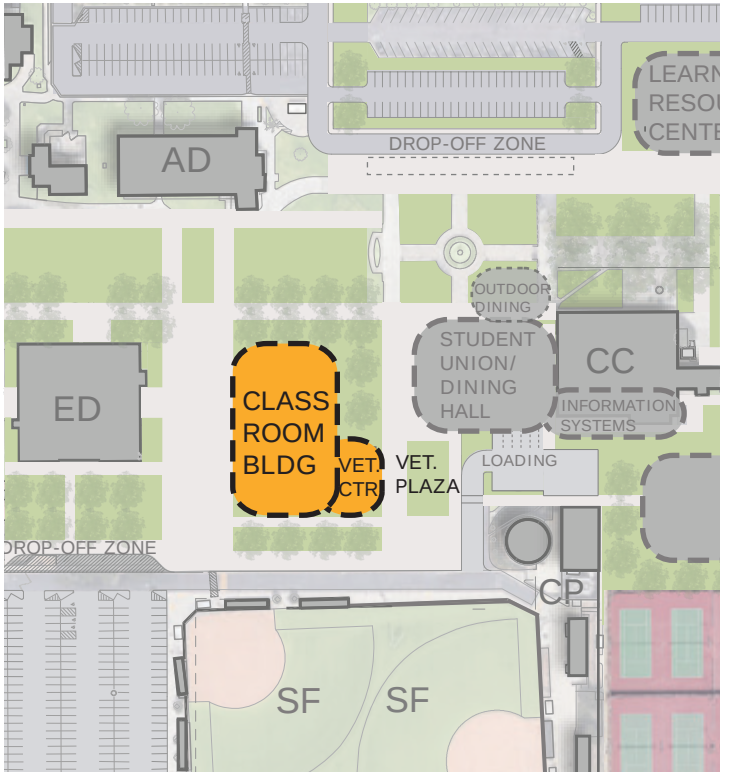


EXHIBIT 7.3

MODERN FLEXIBLE CLASSROOM

BRIGHT & OPEN STUDY SPACE

TECHNOLOGY-INTEGRATED LECTURE HALL

VETERANS SUCCESS CENTER

Proposed New Building

NEW LIBRARY / LEARNING RESOURCE CENTER

The new Library / Learning Resource Center redefines a traditional library by providing less space for physical books and more space for technological resources. A new building will improve the efficiency and utilization of space, provide technologically advanced resources, and enhance learning environments conducive to all methods of learning. These newly designed educational spaces will incorporate technology, accommodate flexible and collaborative learning spaces for small and large groups and include areas for individual study.

The building to be replaced in conjunction with this recommendation is the existing LI building.

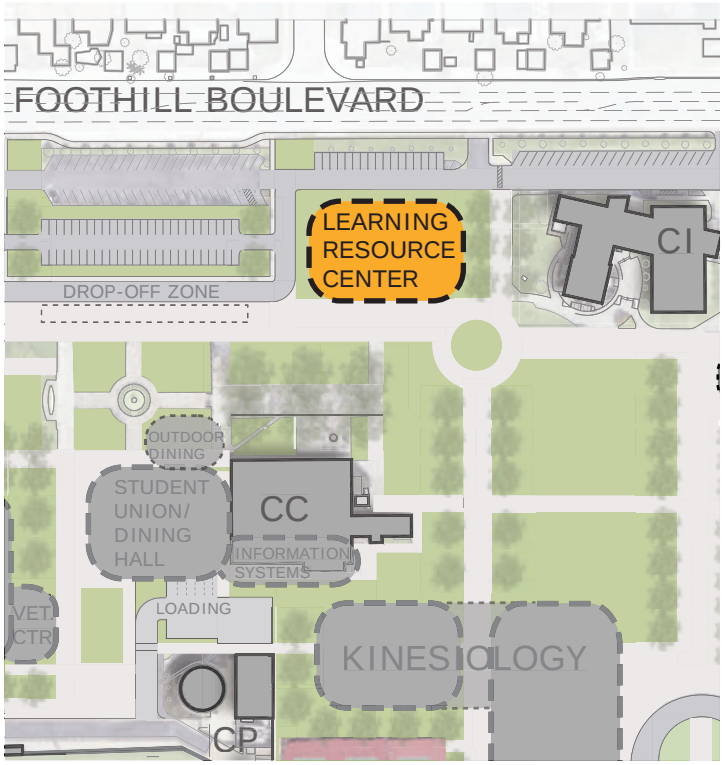
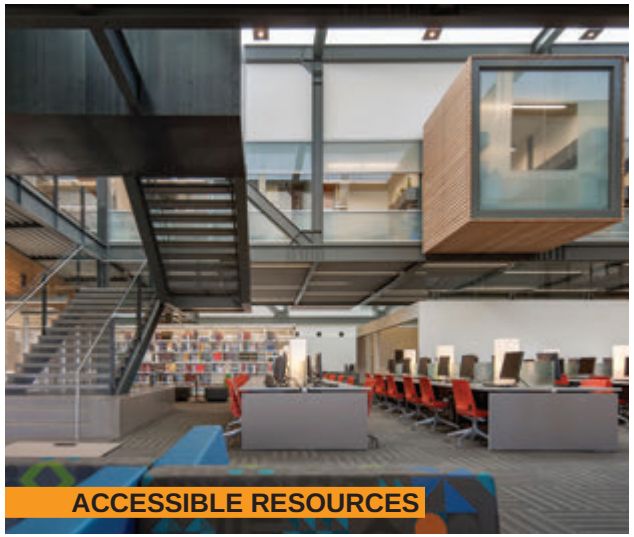
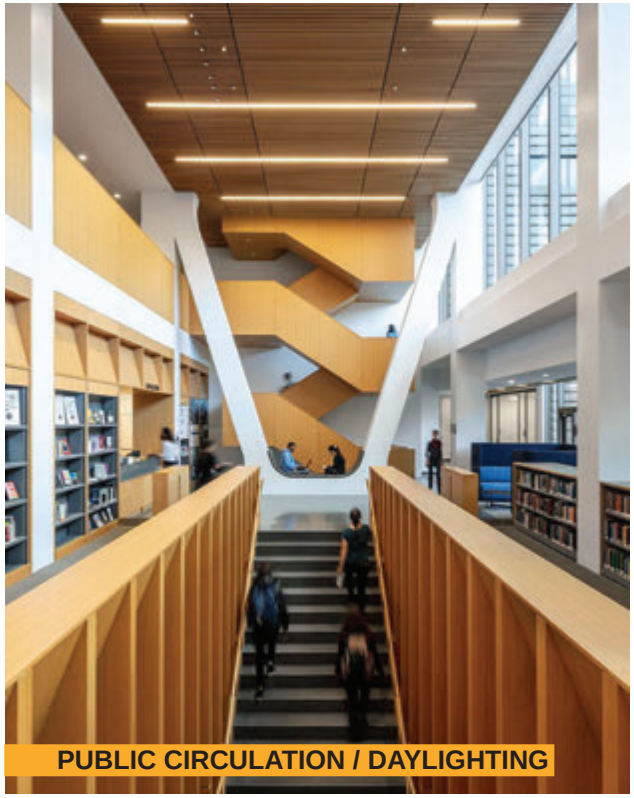


EXHIBIT 7.4

TECHNOLOGY-INTEGRATED GROUP STUDY


ACCESSIBLE RESOURCES

PUBLIC & PRIVATE STUDY SPACE


PUBLIC CIRCULATION / DAYLIGHTING

Proposed New Building

NEW CAREER TECHNICAL EDUCATION (CTE) BUILDING

A new CTE building should be added adjacent to the existing Technician Development (TD) and Technology Engineering (TE) buildings, thereby replacing similar outdated structures, allowing for the sharing of instructional support spaces while also providing specialty spaces to support new and existing CTE programs. Data collected from the educational component of this master plan projects significant growth in the CTE programs. Classroom and lab spaces will be expanded and designed to accommodate future programmatic needs and educational technologies.

The buildings to be replaced in conjunction with this recommendation are: PC, TC, AA, DT1, and DT2

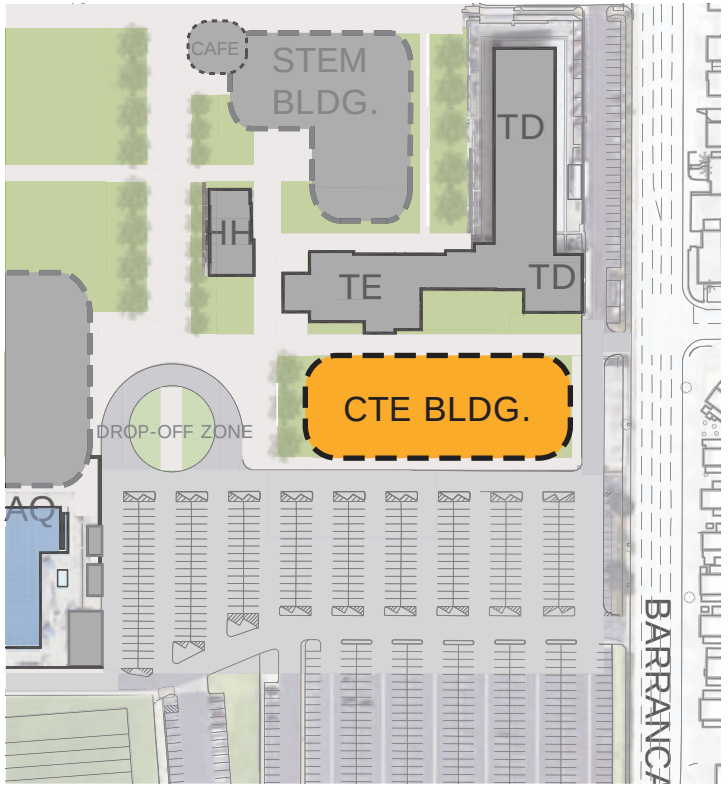


EXHIBIT 7.5

MODERN & COLLABORATIVE LEARNING LAB

MODERN TECHNICAL LEARNING SPACE

INVITING COLLABORATION SPACE

STATE-OF-THE-ART LABORATORY

Proposed New Building

NEW STUDENT UNION / DINING HALL

A new Student Union / Dining Hall facility is proposed to be constructed at the location of the existing bookstore. The student union will absorb the kitchen and dining hall services from the lower level of the Campus Center and bring those services up to the same level as the campus quad. It is recommended that this new facility extend into the central quad and provide options for indoor and outdoor dining. This facility will serve as a space for student gathering and informal collaboration, and should be accessible to everyone on campus. It is further recommended that the lower level of the Campus Center be modernized for Information Services, allowing the college's Technology and Computing Services (TeCS) area to be housed in the lower level of the Campus Center, in close proximity to the college's fiber-optic hub.

The buildings to be replaced in conjunction with this recommendation are:
BK and IS

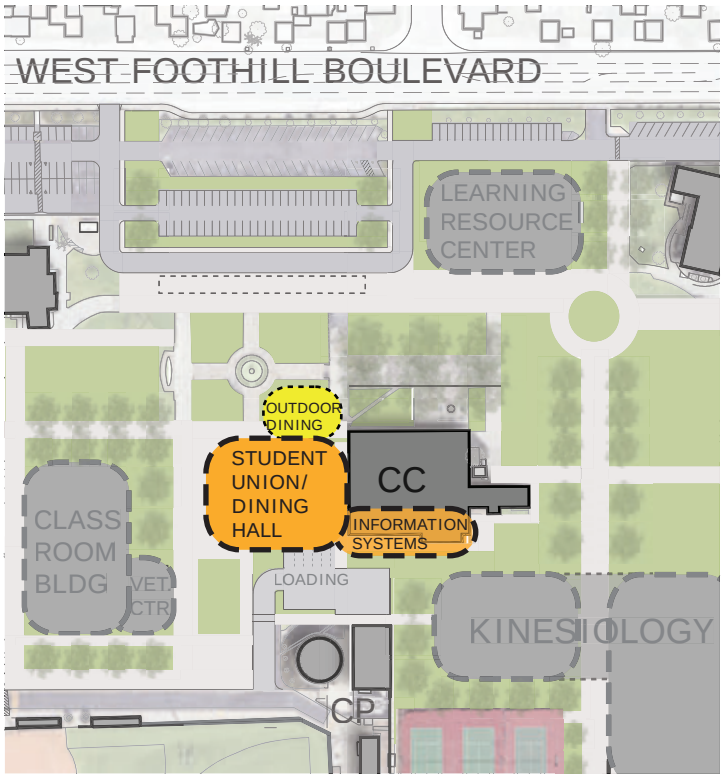


EXHIBIT 7.6

OUTDOOR DINING FACING CENTRAL QUAD

MODERN FOOD HALL

ENGAGING EATERIES

BRIGHT & OPEN DINING SPACE

Proposed New Building

NEW KINESIOLOGY BUILDING

A new Kinesiology building is proposed to be adjacent to the existing gym facility and physical education buildings. A new Kinesiology building will enhance the college's existing athletic programs and provide an opportunity to grow competitive sports teams as well as the Kinesiology academic programs. It is recommended that the new facility include universally accessible gym facilities and equipment, as well as classrooms and offices for instructional use.

The buildings to be replaced in conjunction with this recommendation are: AP, AQ and PE

EXHIBIT 7.7

LIGHT-FILLED & ENGAGING GYMNASIUM

PROMENADE / BREEZEWAY

MODERN KINESIOLOGY TRAINING FACILITIES

STUDENT STUDY/LOUNGE SPACES

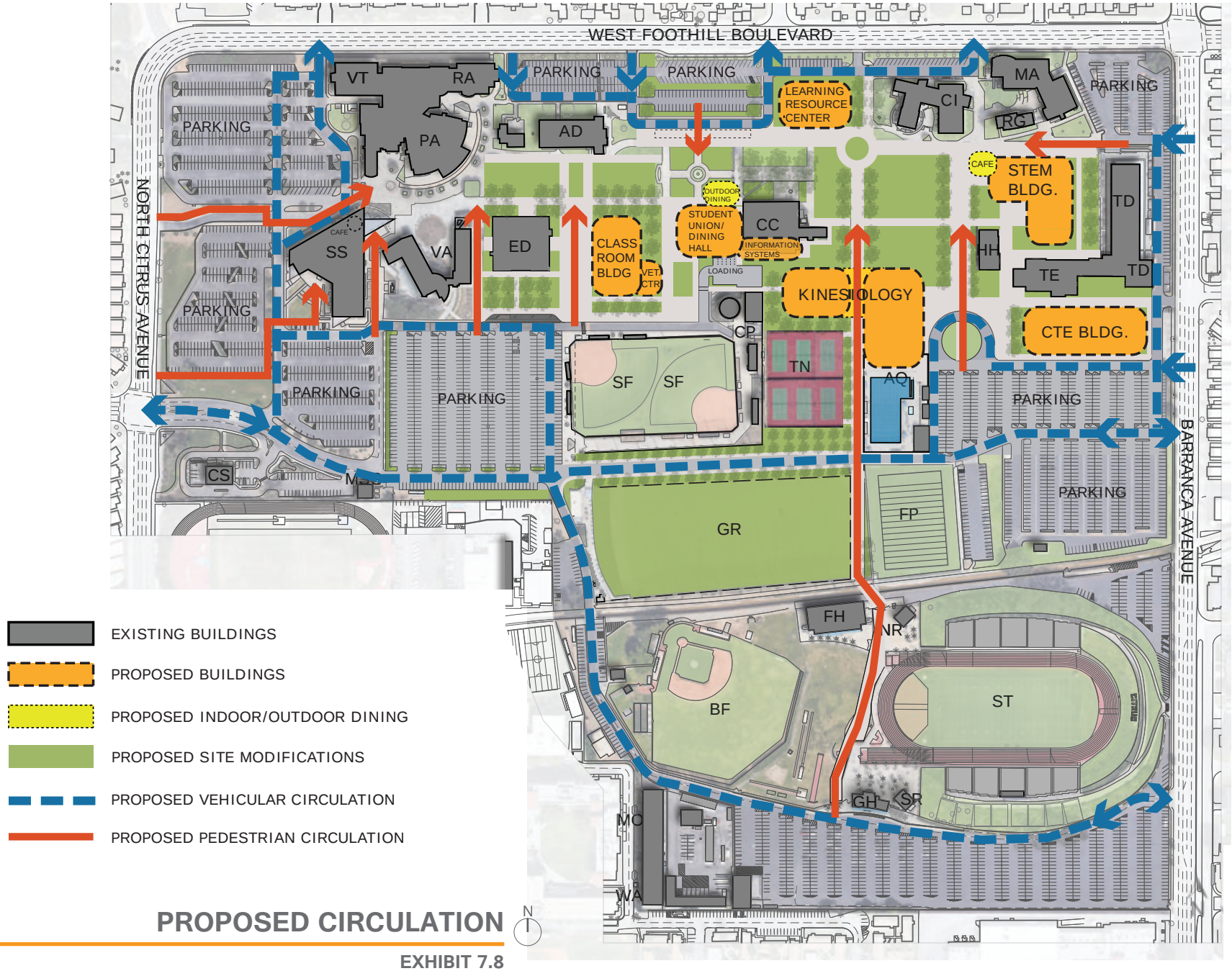
Proposed Circulation

The recommended site plan, depicted in Exhibit 7.8, enhances vehicular and pedestrian circulation by creating new paths of travel from multiple points of entry to designated drop-off/pick-up zones.

The proposed plan links the two existing student parking lots to the south of the central quad with a new road running between the softball fields and golf driving range. The new road will allow drivers to navigate through campus without needing to leave the campus to get to their desired destination. The proposed road is also the route to the proposed new drop-off/pick-up zones. Other drop-off/pick-up zones, similar to the one near the Administration building, should be enhanced and designed as a gateway into the campus.

New and renovated drop-off/pick-up zones should incorporate architectural features such as shade or canopy structures, seating, accessible transitions at traffic edges and clear pedestrian pathways connecting into the campus core. Enhanced planting will create a consistent identification of locations along with implementation of wayfinding and directional traffic signage from campus entry points to designated drop-off locations. The drop-off/pick-up zones should be designed as arrival courts as the first point of arrival onto the campus and as a transition from the vehicular path of travel to the pedestrian path.

Pedestrian paths should be improved by creating ample promenades throughout the campus, enhanced with directional signage in order to help students or visitors navigate the campus. Sustainable landscaping with strong character should be used to create a sense of direction and highlight a clear path of travel. A consistent landscape and plant palette will improve the quality of circulation paths. The proposed plan will enhance the pedestrian circulation path to/from the stadium drop-off/pick-up zone and the academic core and central quad. This path was identified as a major circulation route and should be designed accordingly. All proposed and renovated spaces should always be safe and accessible to students, faculty, staff and visitors.



PROPOSED CIRCULATION

EXHIBIT 7.8

Proposed Site Improvements

There are several opportunities to reinforce the campus image and provide a cohesive and memorable experience for all students, faculty, staff and visitors. A number of site improvement projects are recommended to enrich the campus identity and enhance the overall campus community environment. These recommendations are listed below and reflected in Exhibit 7.9.

1 | DROP-OFF / PICK-UP ZONES
Transform the way buildings interface with adjacent parking lots as entry plazas from the drop-off / pick-up zones and visitor arrival areas at these locations.

2 | HIGH MONUMENT SIGNAGE
Enhance existing high monument signage to emphasize the primary campus point-of-entry and reinforce branding and college identity.

3 | LOW MONUMENT SIGNAGE / MARQUEE
Update the existing marquee to better represent Citrus College with its location at the primary entrance to the college. Repeat a variation of the high monument sign at multiple locations along the street frontage identifying entrances to buildings and parking lot locations.

4 | CAMPUS GATEWAY
Enhance this area of the campus as a primary drop-off / pick-up area and threshold to the college.

5 | PROMENADE
Improve pedestrian circulation paths with paving, sustainable landscaping, signage and lighting.

6 | CENTRAL QUAD
Strengthen the campus core and sense of community with a redefined and reimagined central quad. Activated by student-oriented spaces on each end with major pedestrian pathways connecting to all areas of the campus, the central quad becomes the “heart of the campus.”

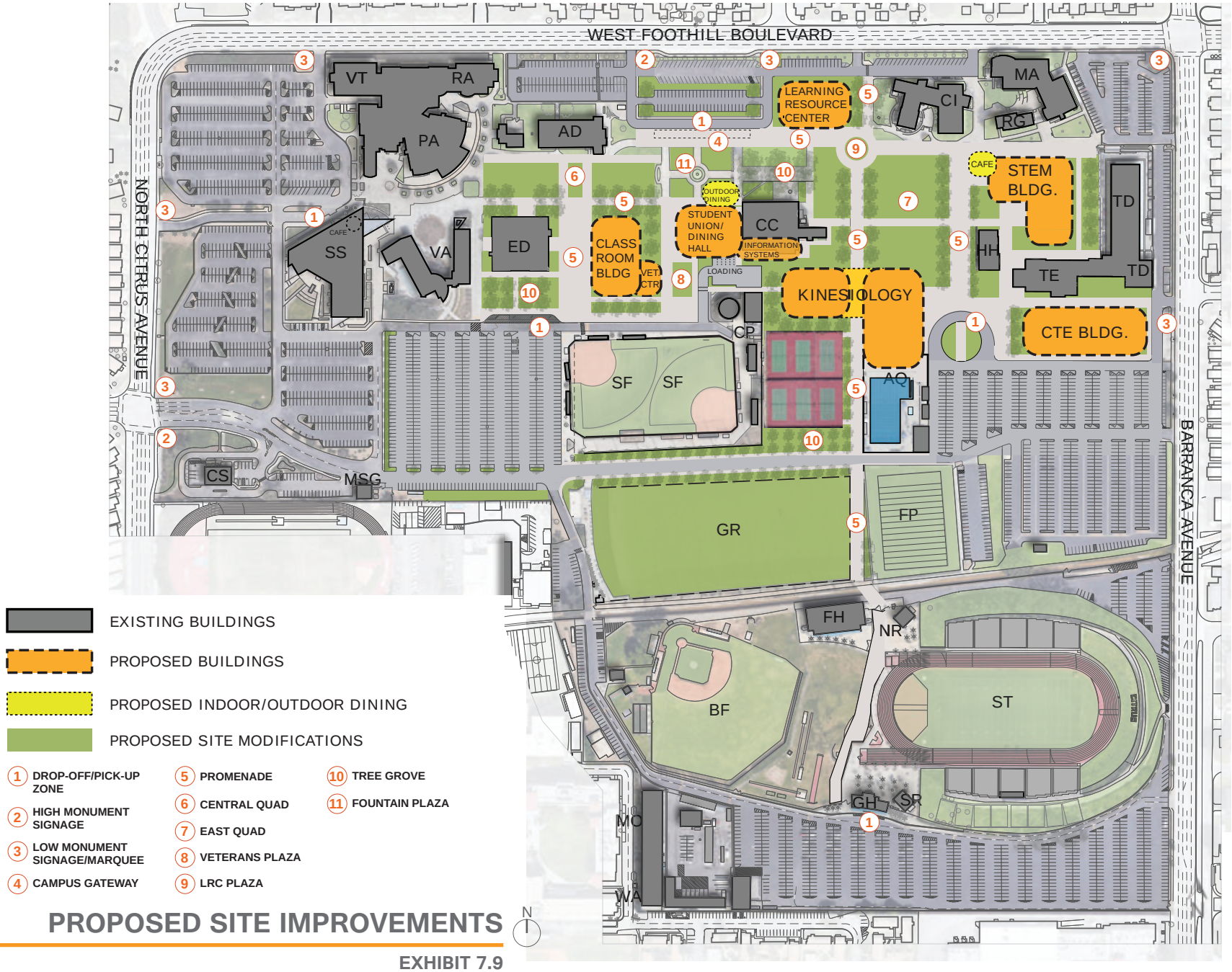
7 | EAST QUAD
Enhance the east quad to support a variety of activities including informal study spaces, career fairs, ceremonies and special events. Additionally, functions in adjacent buildings can extend out into the east quad.

8 | VETERANS PLAZA
Create a Veterans Plaza as an outdoor extension of the Veterans Success Center and strengthen the sense of community amongst the Veteran group and with the rest of the college.

9 | LIBRARY / LEARNING RESOURCE CENTER PLAZA
Create a Learning Resource Center plaza to provide a collaborative outdoor space for students to gather and learn. Adjacent areas to this facility will enhance the use of outdoor space for studying and social interaction.

10 | TREE GROVE
Use similar planted tree species along major arterial paths to add identity and enhance the campus image.

11 | FOUNTAIN PLAZA
Enhance the central quad and create a link between outdoor space and the new Student Union/Dining Hall Facility by renovating the existing Owl fountain and bringing it into compliance with current water usage standards.



PROPOSED SITE IMPROVEMENTS

EXHIBIT 7.9

Sustainability

The following provides a summary of site improvement projects that will strengthen sustainability efforts on campus:

- Reduce turf areas in scale to allow for future building placement and student gathering areas
- Gradually reduce turf with low maintenance groundcovers, and screen perimeter parking lots with low hedging materials
- Augment parking lot areas to meet sustainability opportunities as well as assist in capturing rain runoff to be used for irrigation
- Transform elements of the campus landscape to align with the college standards for sustainable and low- water- use landscapes, along with easily maintainable species mandated by the college landscape standards. The college has already implemented installation of synthetic turf as a conservation measure on existing fields and turf areas
- Provide landscape enhancements that incorporate sustainable and environmentally-friendly design features, while providing much-needed shade, and reducing water consumption for landscape by creating storm water retention areas
- Create opportunities for outdoor functional classroom extensions
- Increase the use of environmentally sustainable outdoor seating elements
- Incorporate ZNE practices and engineer for future ZNE opportunities

PEDESTRIAN PROMENADE

UPGRADED WAYFINDING & SIGNAGE

RECOMMENDATIONS

RECOMMENDATIONS

Proposed New Conference Center

The recommendation for the off-site facility is to build a modern, technology-enhanced conference center which would be available for Citrus College and the community. The prime location of this facility renders a great opportunity for college use as well as a venue for broader organizational use. Additionally, the facility's close proximity to the Metro Gold Line station makes it ideally accessible to the greater community.

EXHIBIT 7.10

TECHNOLOGY-INTEGRATED CONFERENCE CENTER WITH FLEXIBLE LAYOUT

COMMERCIAL STAGING KITCHEN

MODERN MEETING ROOM

TELECONFERENCING ROOM