NON-INSTRUCTIONAL PROGRAM REVIEW
College Success

Spring 2009

Prepared for
Citrus Community College District

Prepared by

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Table of Contents

I.   Introduction

The College Success Program at Citrus College was created in spring 2007 and is designed to integrate Instruction and Student Services in order to provide resources to assist students who place in below college-level courses in English, reading, math or ESL (basic skills classes). As a program that fosters student success for under-prepared students at Citrus, it relates directly to the mission of Citrus College: "We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement."

Program Components
Program components for students include credit courses, learning communities, fast track classes, Success Centers, a College Success Counselor, Workshops, In-Class visits and Early Alert. Program components in support of students include Faculty Leads, College Success Advisory Committee, Faculty Development and Outreach to K12. College Success serves approximately 3000 students per semester.

Courses are listed below. All courses have completed SLOs and many have completed SLO evaluation:

ENGL 030
ENGL 040
ENGL 100 (not a basic skills class, but included in Program Resources)
READ 019
READ 040
READ 099
ESL Level 2: 020, 022, 024, 026
ESL Level 3: 030, 032, 034, 036
ESL Level 4: 040, 042, 044, 046
ESL Level 5: 053, 054, 056, 100
MATH 017
MATH 020
MATH 029
MATH 130 (not a basic skills class, but included in Program Resources)

Learning Communities are paired, "linked" classes (often with a counseling class), designed to run fall through spring. Classes have integrated curriculum, activities and exams. Learning Communities are a way for students to connect with one another and build relationships that keep them in school, assimilate into college culture and increase probability of success. A full-time faculty receives release time to organize learning communities, including faculty training. Success rates are significantly high (see VIII. Addenda).

Fast Track Classes are courses offered in eight weeks rather than 16. As a result of data which shows a very high success rate (see VIII. Addenda), we have steadily increased the number of basic skills fast track classes.   Students benefit by completing a course sequence in less time, enabling them to reach college level and college goals sooner.

Success Centers include the College Success Center for English and reading, located in ED 231 and ED 231A, and the Math Success Center, located in MA 127. Success Centers provide students instructional software and directed learning materials that tie into curriculum. The Math Success Center offers five- minute "drop-in" tutoring and several faculty hold their office hours there.

College Success Counselor Marilyn Eng is 100% dedicated to College Success students, and has an office directly across from the Success Center (and testing) in the Education building. Students who place into basic skills classes—including ESL—are immediately referred to her. She also conducts College Success Workshops, provides training to counselors, participates in Outreach events and attends Faculty Lead and College Success Advisory Committee meetings.

College Success/Early Alert Workshops are workshops developed by counseling faculty and are assigned to each basic skills class (see VII. Addenda for spring 2009 schedule). Workshops are given throughout the semester in the Success Center ED 231A; faculty may also request a Workshop to be given in class. Workshops are 50 minutes, and include curriculum handouts for students.

Early Alert. New, on-line Early Alert, developed and maintained through counseling, was piloted in basic skills classes in fall 2008.

Faculty Leads are assigned point faculty for each basic skills course who provide course consistency by mentoring adjuncts and overseeing curriculum. Leads meet regularly each term, discuss student learning outcomes, make changes as necessary, and meet with adjuncts before and during each term. They also participate in adjunct faculty training held at the beginning of each academic year.

College Success Advisory Committee. Committee of faculty and administrators across disciplines which oversees the mission of the College Success Program and oversees, with the Director of College Success, the Basic Skills Initiative. 2009 membership includes

       Gina Hogan, English Faculty and Co-chair
       Sylvia Smythe, Director of College Success and Co-chair
       Sam Lee, Dean of Language Arts
       Marcy Morris, Learning Center Supervisor
       Anna Villeneuve, English Faculty
       Rebecca Rudd, English Faculty
       Cynthia Cross, ESL Faculty
       Mark Gunderson, Reading Faculty
       David Overly, English Faculty, Senate Representative
       Jennifer Mc Leod, Counselor, DSP&S
       Alicia Longyear, Counselor, Athletics
       Marilyn Eng, College Success Counselor
       Robin Mc Burney, Counselor
       Kristie Shimokawa, Coordinator, Noncredit Matriculation, Matriculation
              Committee Representative
       Jim Mc Clain, Dean of Math
       James Swatzel, Math Faculty
       Steve Odrich, Math Faculty
       Lan Hao, Director of Institutional Research

Faculty Development. Ongoing faculty development for faculty, including faculty development opportunities for adjuncts who teach basic skills classes, and paid orientations for adjuncts.

Outreach. College Success regularly participates in Early Decision, Parent Night, Open House, Annual Counselor's Breakfast and Welcome Day, to inform students and parents of resources.

Organization

Courses in the College Success Program are located in their respective divisions: math courses in the Mathematics Division; English, reading and ESL in the Language Arts Division. College Success faculty teach both basic skills and non-basic skills courses. Oversight of program components is provided by the Director of College Success and the College Success Advisory Committee.

Staff includes
- The Director of College Success (who reports to the Dean of Mathematics) located in CI 221, with experience in program oversight and minimum qualifications and teaching experience in ESL
- Faculty—all with minimum qualifications or equivalency for the discipline—in mathematics, English, reading or ESL. Faculty teach basic skills classes and other classes in the discipline
- Faculty Leads—full-time faculty in charge of each basic skills course
- Math Success Center Faculty Lead
- Learning Community Coordinator
- College Success Counselor
- Learning Center Supervisor (over College Success Center)
- Administrative Assistant

Program Review Progress

This is the first Program Review for College Success. Resources for basic skills students have existed on campus for many years; however, the College Success Program has unified efforts, and created new student resources. The need for resources for basic skills students is significant, as over 75% of incoming students test into below college level in English or reading or math, or in more than one of those areas. Further, the components of the College Success Program serve the needs of underrepresented students, while at the same time not segregating those students into a "Developmental Education" department.

II.   Integration and Coordination with Other Programs

The strength of this program is the intensive integration of Student Services and Instruction: In-Class Visits are provided by Ed Advisors from counseling every semester, in every basic skills class; there is a 100% time College Success Counselor; the College Success/Early Alert Workshops are developed and given by counseling faculty; math faculty work with noncredit counseling to provide Power Math, a summer math enrichment program. In addition, the Director of College Success attends counseling program meetings and on occasion, Career/Transfer meetings and serves on the EOP&S Advisory Committee; counseling faculty are represented on the College Success Advisory Committee, including representatives from EOP&S and DSP&S; counseling is often

present at Faculty Leads meetings; the Director of College Success and the Dean of Counseling meeting regularly; the Director of College Success participates in the annual Counseling Planning retreat. College Success participates each year in Outreach activities including Early Decision, Parent Night, Open House, Welcome Day and Counselor Breakfast.

The Director of College Success attends division meetings across campus to update faculty on program activities, is a member of the Educational Programs and Matriculation Committees and meets regularly with the Office of Institutional Research and TeC Services. The Director also meets regularly with the Learning Center Supervisor, consulting in matters of tutoring and the Success Centers.

The new CCRAA Title V STEM grant connects with College Success in a number of ways through the Math Department, offering opportunities for math basic skills students through the STEM Center, increased math tutoring and guest speakers and tutors from partner universities.

Organization/Facilities
The Director of College Success reports to the Dean of Mathematics and supervises the Administrative Assistant. The Director oversees the function but does not supervise the Learning Community Coordinator, the College Success Counselor and the Faculty Leads. The College Success office is CI 221 and 222; the Success Centers are located in ED 231, ED 231A, and MA 127. In fall 2009, with implementation of the STEM Center, there will be College Success activities in MA 129 and MA 130.

III. Program Self-Evaluation

Data Reporting/Access
Regular data reporting on student success in courses is provided by the Office of Institutional Research and is used regularly in Faculty Lead, Learning Community and College Success Advisory Committee meetings, for analysis and review. Data suggests that students succeed significantly better in Fast Track courses and Learning Community courses, than in similar courses which run a full term and are not part of a learning community (see VIII. Addenda). One exception is MATH 029, which has exhibited uneven success rates. As a result, math faculty are looking at alternative methods to increase success.

Recent placement testing data (September 08-February 09—see VIII. Addenda for sample) reveal more students place into basic skills English, math and ESL courses than in reading courses. This is a change over previous data and may be because Reading cut scores were changed for fall 2008. Student evaluations of the Learning Communities, Success Centers, Workshops and College Success Counselor consistently indicate students believe these resources are helpful to their success; College Success Workshops served 859 students in fall 2008.

Demographic data from fall 2002 to fall 2007 suggest College Success students reflect the breakdown of all Citrus students in gender. The percentage of Asian and African-American are nearly the same; however, there is a larger number of Hispanic students in College Success—52.3% to 43.2% overall at Citrus, and a smaller number of Caucasian—19.9% in College Success and 28.5% overall at Citrus.

Students have easy access to College Success, though most do not realize they are in a "program." This is deliberate: Citrus seeks to reach students whatever their level—College Success simply provides resources for those who place below college level. Students are introduced to the resources through class visits (5,485 student contacts for fall 2008) and through information provided at Early Decision, Parent Nights, Open House, Welcome Day and the Counselor Breakfast. When students place into a basic skills class, testing refers them immediately to the College Success Counselor.

Student Learning Outcomes
In creating the Program SLOs and program component SLOs, the Director of College Success worked with the Faculty Leads, the College Success Advisory Committee, the Learning Center Supervisor and the College Success Counselor. The College Success Program SLO and the Mission Statement of the College Success Advisory Committee also relate to the mission of Citrus College—see mission statement, below.

College Success Program SLO
Outcome: Students who place below college level in English, reading, math and ESL receive effective instructional and student service resources
Rationale: To assist students to reach their academic goals and increase their success and retention
Assessment: By statistical analysis of success and retention rates and by student survey
Mission Statement of the College Success Advisory Committee
The College Success Program promotes academic advancement by increasing student knowledge, enhancing learning skills and providing educational support.

Program Component SLOs
- **Success Centers**
  Outcome: Students receive instructional support that connects with curriculum in basic skills classes
  Rationale: To enhance the learning experience and provide opportunity for students to complete basic skills classes successfully
  Assessment: By student success rates and student and faculty surveys
- **College Success/Early Alert Workshops**
  Outcome: Students engage in learning experiences that develop learning and study skills
  Rationale: To address affective and cognitive issues that impede success
  Assessment: By student and faculty evaluation
- **Learning Communities**
  Outcome: Increased student success, student engagement and assimilation into college culture
  Rationale: To establish progressive organizational practices which enhance student success opportunities
  Assessment: By student evaluations within linked courses and analysis of success rates
- **Faculty Leads**
  Outcome: Students receive consistent instruction in basic skills classes with curriculum overseen by faculty leads who mentor classes taught by adjuncts
  Rationale: To provide consistent classes across sections and enhance student progress
  Assessment: By faculty lead and adjunct faculty evaluation

- **Fast Track Classes**
  Outcome: Students complete basic skills course sequence within an academic year
  Rationale: To augment student progress and retention rates
  Assessment: By statistical analysis of student success and retention rates
- **College Success Counselor**
  Outcome 1: Basic skills students in English, reading, math or ESL understand available campus resources specific to basic skills students
  Rationale: To provide counseling that meets the psycho/social issues of basic skills students
  Assessment: By student survey and faculty survey
  Outcome 2: Basic skills students are connected to a particular counselor during their first semester, in a setting adjacent to placement testing
  Rationale: To provide basic skills students with the immediate attention needed for optimum opportunity for success
  Assessment: By student survey and SARS statistics
  Outcome 3: Basic skills students receive academic/personal/career counseling specific to the needs of basic skills student
  Rationale: To increase success in desired goals
  Assessment: By student survey
  Outcome 4: Basic skills students complete a student education plan by their second semester
  Rationale: To increase rates of success of basic skills students
  Assessment: By analysis of College Success Counselor appointments and analysis of student success rates

Funding, Expenditure and Accountability

The College Success Program is funded by two sources: Title V HSI grant, now in its 5th and final year, and the State of California Basic Skills Initiative (BSI). BSI funds have been assured through 2011, though funding beyond that date is uncertain. Because the Title V grant ends September 2009, Citrus is applying for a new Title V HSI grant—awardees will be announced late summer. Each year an Annual Performance Review is required under the Title V grant; in addition, both mid-year and end-of-year reporting is required by the State of California for use of the BSI funds.

Technology Needs

Both Success Centers require use of up-to-date computers and computer software. Currently, PLATO is the software used in the Success Center and there is some discussion that it does not adequately suit student needs. ALEKS, which has been used in Math 029, will be discontinued in fall 2009; a committee is currently redesigning lab curriculum to include a variety of instructional modalities. In addition, classroom technology in the form of "Document Readers" assist those students who require additional instructional input, along with "Red Cats"—units that allow faculty to speak into a soft microphone, also assisting students to hear more clearly, particularly those students for whom English is not their first language. Math faculty are requesting "sympodiums" be incorporated into basic skills classrooms to more effectively be able to "walk" a student through the math problem process.

IV. Effective Practices

What is Working Well
Several areas of the program reflect best practices:
- By mentoring adjunct faculty, providing training and support and oversight of syllabi, Faculty Leads ensure consistency of curriculum and instruction in all basic skills math, reading, English and ESL classes.
- Dedicated College Success Counselor is located across from the Success Center and testing; students who test into basic skills classes are immediately referred to her. She also trains counselors on how to best serve basic skills and ESL students; she gives College Success Workshops; works with Veterans and DSP&S; she is a member of the College Success Advisory Committee and regularly attends Faculty Lead meetings. She provides a student handbook which is given to students by Educational Advisors who visit every basic skills class, every semester. Student evaluations indicate a high degree of student satisfaction.

- Success Centers are well attended and student survey results are positive. The Math Success Center has shown significant growth in the last two semesters, under the direction of the Math Success Center Lead.

- Students in both Fast Track and Learning Communities show better success and retention rates than students not in those classes.

- Learning Communities have expanded to include UMOJA and Career/Technical Education.
- The Director of College Success brings consistency and vitality across disciplines within the College Success Program.

Exemplary Practices and Services
The College Success Program runs smoothly in several areas: integration of Student Services; Faculty Leads; Learning Communities; Success Centers; assigning Workshops to each class level for student success; basic skills classes remain in division, thus not "stigmatizing" students in a remedial division; oversight and campus connection with full-time Director. All of these components were piloted within the last three years.

Improving Effectiveness
Faculty, administrators, staff and students all participate in improving the effectiveness of College Success. In their regular monthly meetings during each term, Faculty Leads, Learning Community Faculty and the College Success Advisory Committee analyze success data provided by the Office of Institutional Research, in addition to student and faculty surveys. Every outcome has had some form of assessment. One example of analysis of data to bring about change is the statistical data that show a high success rate in Fast Track classes, which has led the deans of Math and Language Arts to significantly increase sections of Fast Track classes. Students evaluate every component of the program through student surveys; deans of Math and Language Arts participate in Faculty Lead and College Success Advisory Committee meetings, in addition to meeting regularly with the Director of College Success.

V.   Opportunities for Improvement, Recommendations and Needs Identification

The College Success Program is still in its infancy and recognizes many opportunities for growth. These opportunities include

- Continuing efforts with Counseling toward mandatory orientation for all basic skills students
- Continuing current efforts to alter the structure of the Success Center to incorporate directed learning materials, workshops, faculty supervision and possibly different or additional learning software
- Improving dialog between faculty and tutoring program staff; improving tutor training
- Improving/expanding Learning Communities so that every entering basic skills student is enrolled in a "First Year Experience" Learning Community
- Expanding Learning Communities to include more Career/Technical Ed courses
- Incorporating Career/Technical Education in College Success
- Obtaining more regular and expanded data including regular tracking of cohorts—including data that tracks students coming from Fast Track classes to subsequent classes in the sequence
- Facilitating coordination between College Success courses/faculty and college-level courses/faculty
- Piloting Supplemental Instruction
- Researching the possibility of writing across the curriculum
- Exploring a peer mentoring or faculty mentoring component
- Providing consistent lab supervision in Success Centers
- Exploring institutional prerequisite for reading

In addition, with expanded enrollment, we do not offer enough sections of all basic skills courses. This was particularly evident during the winter and spring 2009 terms, when many basic skills courses were cut—more basic skills classes were cut proportionately than college-level classes, forcing students to register for courses such as history, without an adequate reading or English level. Further, there is a disproportionate number of adjuncts who teach basic skills courses. It is recommended that any future hires in math or English focus on faculty with skills/background in teaching basic skills.

Fast Track classes also have some problems to be addressed in registration and in scheduling for the last week of term. Students who register for the first session do not always realize they need to register for the subsequent class in the second session; as a result, some students who wait to register for the second session find all classes closed. In addition, Citrus has a "finals" week during week 16; second session Fast Track classes lose a week of instruction if they honor the finals schedule dictated by the college. The solution has been for Fast Track classes to meet three-to-four days during finals week. While this is generally successful, there are some conflicts for faculty and/or students who are also taking semester-long classes.

VI.   Technical Assistance/Training Needs

Technology needs for the future include more "smart classrooms" to give students optimum learning environments, updated software, and more lab experience. Math 029 is in the process of revamping what has been completely an "ALEKS" lab. English and reading faculty have requested roving lap tops on a portable cart.

As indicated above, Supplemental Instruction (SI) would benefit students, particularly at the high levels, and SI requires specific training, out of state. We need better, more consistent training for Learning Community faculty. We also need to reassess the effectiveness of the Success Center (used as a lab for English 030 and 040), to determine what changes need to be made and how we can better incorporate needs of reading students. As always, adjunct faculty can benefit from more training; college-wide, faculty development needs to include ways to increase student success and engagement.

VII. Supplemental Information

Attached are

- College Success flier for students
- College Success flier for high school counselors
- Success Center flier
- Math Success Center flier
- College Success Counselor flier
- Fall 2009 Learning Community flier
- Spring 2009 College Success/Early Alert Workshop calendar

The website for College Success is **www.citruscollege.edu/success** and may be accessed from the English, Reading, Math, ESL or Learning Center pages. In addition, there is an Intranet site for College Success which includes fliers, agendas, minutes, statistics, SLO information, at **http://intranet/apps/comm.asp?$1=973**.

VIII. Addenda

A. Statistics Spring 2006 - Fall 2008
B. ESL Statistics Fall 2006 – Fall 2008
C. Sample of Placement results from September 2008 – February 2009
D. Statistics Basic Skills to College Level Fall 2004 - Fall 2007
E. Demographics Fall 2002 – Fall 2007
F. FTES for Basic Skills Classes Fall 2008

SUCCESS . . .
It's All Yours!

The **College Success Program** offers opportunities to improve your reading, writing, math and communication skills.

We're Here to Help!

▶ **Courses** in English, Reading and Math

▶ **College Success Counselor**
Help with academics and issues that interfere with success
Marilyn Eng • ED 219
meng@citruscollege.edu
626.914.8675 (for an appointment)

▶ **College Success Centers**
FREE tutoring
FREE learning software
FREE workshops on study skills, test taking and more.
ED 224, MA 127

▶ **Fast Track Classes**
Complete a 16-week course in 8 weeks in English, reading, and math
Check the schedule for details
Contact: Diana Gill • 626.914.8577

▶ **Learning Communities**
Take two "linked" classes that form a community of instructors and students, and get more support for your success.
Check the schedule for details

You Can Do It!

If you are not yet a Citrus College student
Apply online at **https://wingspan.citruscollege.edu.** Contact Admissions and Records at **626.914.8511** for more information.

If you are already a Citrus College student
Make an appointment with the College Success Counselor, *Marilyn Eng* — **626.914.8675,** *meng@citruscollege.edu* and register for classes.
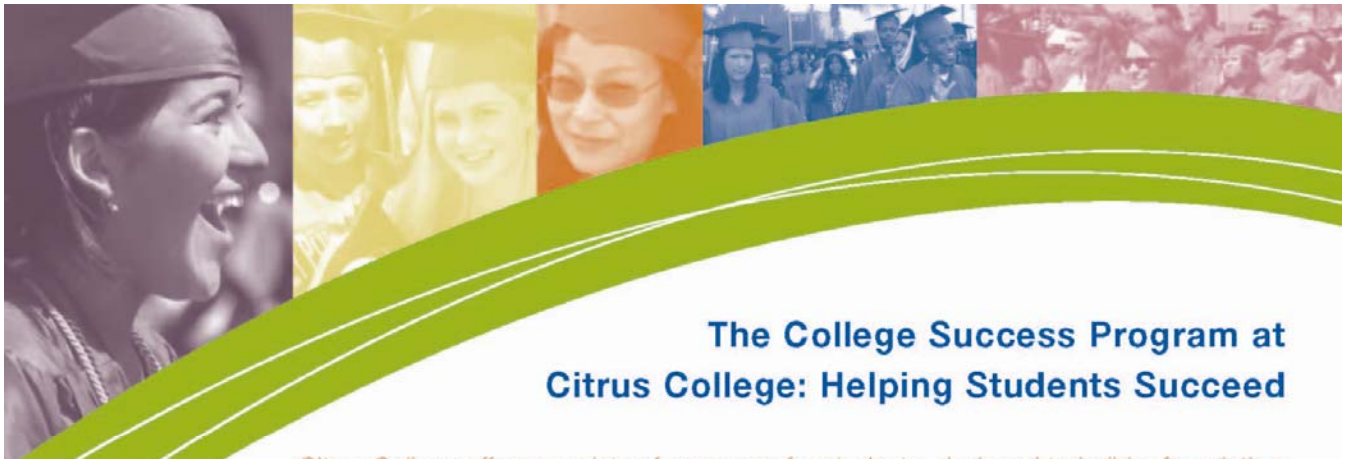
The College Success Program at Citrus College: Helping Students Succeed

Citrus College offers a variety of resources for students, designed to build a foundation for their success. These resources, which comprise the **College Success Program,** provide coordinated services combining instruction and student services.

Who is eligible for the College Success Program?
Students who place into below college level English, reading and math

What is the goal of the College Success Program?
The College Success Program promotes academic advancement by increasing student knowledge, enhancing learning skills, and providing educational support.

What are the key elements of the College Success Program?
A full-time College Success Counselor who assists students with:
- Class selection
- College major and/or career decisions
- Academic success strategies
- Personal problems that interfere with college success

College Success Centers, which offer:
- Support for English, reading and math classes
- Computers and software for English, reading and math learning/practice
- Tutoring for all classes
- Workshops on how to succeed

Learning Communities: Two linked classes that students take together
- Helps students form relationships on campus
- Helps students get better grades

Fast Track Classes
- 8 week English, reading and math classes that are completed in half a semester

▶ What are Citrus students saying about the College Success Program?

"It made me boost my self-confidence about coming to college and being successful."

"People can help you out if you have a problem—that includes students and teachers."

▶ For more information, contact:
Marilyn Eng
College Success Counselor
meng@citruscollege.edu
626.914.8533

▶ www.citruscollege.edu/success
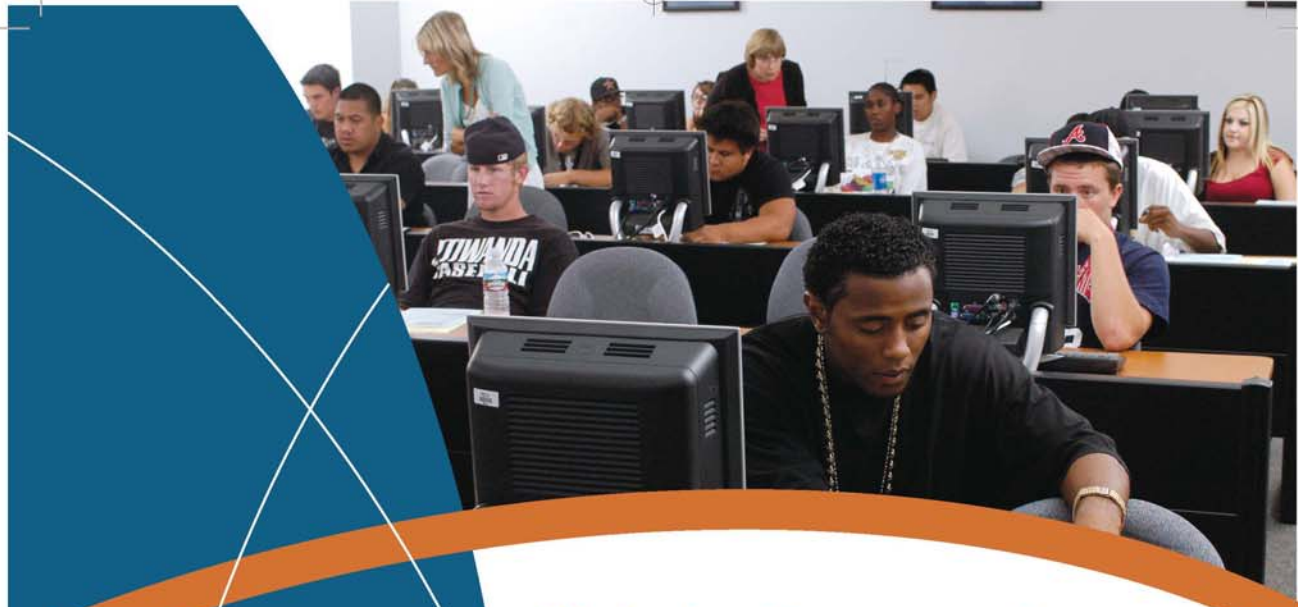
**Need
Help with
English
or Reading?**

Visit the Success Center
ED 224

▶ **Hours:**
Monday – Thursday
8:00 a.m. – 9:00 p.m.
Friday
8:00 a.m. – 4:00 p.m.
Saturday
9:00 a.m. – 1:00 p.m.

Use the Computer Lab with PLATO
learning software

Ask for Tutoring

Study with Friends

Attend a Success Workshop

Use Study Guides

Citrus College
College Success Program
1000 West Foothill Boulevard • Glendora, California 91741-1899
626.914.8577 • www.citruscollege.edu/success

Need Help with Math?

Visit the Math Success Center

MA 127   MA 129

2009 Spring Semester

▶ Center Hours:
Monday – Thursday
9:00 a.m. – 8:00 p.m.
Friday
9:00 a.m. – 2:00 p.m.

▶ Computer Lab Hours:
Monday – Thursday
8:00 a.m. – 10:00 p.m.
Friday
9:00 a.m. – 4:00 p.m.

- Ask for Tutoring
- Study with Friends
- Textbooks Available

Citrus College

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Meet College Success Counselor,

Marilyn Eng

CONGRATULATIONS! You are taking a reading, English, math, or ESL class that will help you complete the skills needed for success in college.

We can help you succeed at Citrus College!

- Answering questions about class placement
- Deciding what classes to take/Creating a Student Education Plan
- Selecting a college major or career
- Helping with personal issues that interfere with college
- Getting out of Academic Probation

Make an appointment with Marilyn today! Call 626.914.8675 or 626.914-8530 or visit ED 219

▶ **Spring Hours:**
Monday
9:00 a.m. – 5:30 p.m.
Tuesday
9:00 a.m. – 5:30 p.m.
Wednesday
1:00 p.m. – 7:00 p.m.
Thursday
9:00 a.m. – 3:30 p.m.

▶ **For more information, contact:**
Marilyn Eng
College Success Counselor
meng@citruscollege.edu
626.914.8533

▶ www.citruscollege.edu/success

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Learning Community

- **Higher** grades
- **More** instructor contact
- **Lower** drop rates
- **More** counselor contact
- **Stronger** connections between students

These classes are taught in pairs, with instructors working together.

Don't go it alone! Join a Learning Community!

CRN Numbers	Class Pair		Teachers	Times	Days	Rooms
20478 / 21609	English 040/100	FT	Rudd	9:55-11:20	MTWTh	LB 307
21050 / 21092	Reading 040/099	FT	Gunderson	11:30-12:55	MTWTh	LL 102
21721 / 20487	English 030/040	FT	Martinez	11:30 – 12:55	MTWTh	TC 127
20230 / 21249	Math 020/029	FT	Gutierrez	1:05-2:30	MTWTh	LB 105
				2:40-4:05 Lab WR (2nd 8 wks)	& Lab	LS 120
20550	English 040		Martinez	1:05 - 2:30	TTh	LL 102
21754	Counseling 159		Eng	11:30-12:55	TTh	LL 101
21176	English 100		Eiland	1:05-2:30	MW	LI 120
22102	Counseling 160		Lanphear	11:30-12:55	MW	LB 204
21425 / 21222	English 100/101	FT	Dau	11:30-12:55	MTWTh	LB 305
21755	Counseling 160		Villa	1:05-2:30	TTh	LB 306
21034	Reading 040		Gunderson	1:05-2:30	MW	LL 102
21753	Counseling 159		Castillo	11:30-12:55	MW	LB 105
21054	Reading 099		Van Citters	11:30-12:55	TTh	LL 103
20245	Biology 105		Han	1:05-2:30	TTh	LH 101
20139 / 21243	Math 017/020	FT	Swatzel	9:55-11:20	MTWTh	PS 106
21756	Counseling 159		Longyear	8:20-9:45	TTh	PS 106
20512	Math 130		Trad	10:00-11:10	MTWTh	MA 124
21767	Counseling 160		McBurney	11:30-12:55	TTh	MA 124
21372	Sociology 118		Perez	8:20-9:45	MW	LH 103
20282	Office 101		James	10:20-12:50	MW	LB 201
20772	Sociology 201		Hodge	9:55-11:20	TTh	LB 105
20049	Business 130		Durfield	11:30-12:55	TTh	LB 202

*FT = Fast Track (8 week class)

See Fall 2009 Credit Class Schedule for details
www.citruscollege.edu.

Questions?
Carsten Dau, 626-852-8091, cdau@citruscollege.edu or Diana Gill, 626-914-8577, dgill@citruscollege.edu

Citrus College

1000 West Foothill Boulevard, Glendora, CA 91741-1899 • www.citruscollege.edu

COLLEGE SUCCESS / EARLY ALERT WORKSHOPS - SPRING 2009

All workshops are held in ED 231A

March-09				
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
2	3	4	5	6
Time Management 1:00 - 2:00 pm	Note Taking 8:30 - 9:30 am	Study Skills 11:30 am - 12:30 pm		
9	10	11	12	13
	Test Taking 5:30 - 6:30 pm		Goal Setting 11:30 am- 12:30 pm	
16	17	18	19	20
Stress Management 10:00-11:00 am	Learning Styles 5:30 - 6:30 pm	Math Anxiety 1:00 - 2:00 pm	Time Management 8:30 - 9:30 am	Note Taking 11:30am-12:30pm
23	24	25	26	27
Study Skills 5:30 - 6:30 pm	Goal Setting 1:00 - 2:00 pm	Test Taking 8:30 - 9:30 am	Memory Techniques 2:30 - 3:30 pm	
30	31			
Learning Styles 2:30 - 3:30 pm	Stress Management 8:30 - 9:30 am			

READ 019 Goal Setting	READ 040 Memory Techniques	READ 099 Note Taking	
ENGL 030 Study Skills	ENGL 040 Learning Styles	ENGL 100 Stress Management	Get That Job!
MATH 017 Math Anxiety	MATH 020 Test Taking	MATH 029 Time Management	

April-09				
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
		1	2	3
		Math Anxiety 5:30 - 6:30 pm	Note Taking 1:00 - 2:00 pm	Time Management 10:00 - 11:00 am
6	7	8	9	10
Goal Setting 11:30am-12:30pm	Study Skills 10:00 - 11:00 am	Get that job! 1:00 - 2:00 pm	Test Taking 5:30 - 6:30 pm	
13	14	15	16	17
SPRING BREAK **** SPRING BREAK **** SPRING BREAK **** SPRING BREAK				
20	21	22	23	24
Memory Techniques 1:00 - 2:00 pm	Stress Management 11:30 am - 12:30 pm	Learning Styles 8:30 - 9:30 am	Math Anxiety 10:00 - 11:00 am	Goal Setting 1:00 - 2:00 pm
27	28	29	30	
Study Skills 8:30 - 9:30 am	Test Taking 1:00 - 2:00 pm	Note Taking 5:30 - 6:30 pm	Time Management 11:30 am - 12:30 pm	

COLLEGE SUCCESS / EARLY ALERT WORKSHOPS - SPRING 2009

All workshops are held in ED 231A

May-09				
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
				1
4	5	6	7	8
Memory Techniques 11:30am-12:30pm	**Stress Management** 5:30 - 6:30 pm	**Math Anxiety** 1:00 - 2:00 pm	**Learning Styles** 2:30 - 3:30 pm	**Study Skills** 1:00 - 2:00 pm
11	12	13	14	15
Note Taking 5:30 - 6:30 pm	**Time Management** 8:30 - 9:30 am	**Test Taking** 1:00 - 2:00 pm	**Memory Techniques** 10:00 - 11:00 am	
18	19	20	21	22
Goal Setting 10:00 - 11:00 am	**Study Skills** 8:30 - 9:30 am	**Note Taking** 10:00 - 11:00 am	**Stress Management** 1:00 - 2:00 pm	**Math Anxiety** 11:30am-12:30pm
25	26	27	28	29
HOLIDAY	**Learning Styles** 2:30 - 3:30 pm	**Time Management** 5:30 - 6:30 pm	**Test Taking** 10:00 - 11:00 am	

READ 019 Goal Setting	**READ 040** Memory Techniques	**READ 099** Note Taking	
ENGL 030 Study Skills	**ENGL 040** Learning Styles	**ENGL 100** Stress Management	**Get That Job!**
MATH 017 Math Anxiety	**MATH 020** Test Taking	**MATH 029** Time Management	

June-09				
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
1	2	3	4	5
Memory Techniques 5:30-6:30 pm	**Study Skills** 10:00 -11:00 am	**Test Taking** 11:30 am - 12:30 pm	**Math Anxiety** 8:30 - 9:30 am	**Stress Management** 1:00-2:00 pm
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
		For questions - contact Diana Gill at (626) 914-8577		

Addendum A

LEARNING COMMUNITY / FAST TRACK STATISTICS SP06/FALL08

SPRING 2006 LC SUCCESS DATA

Course	LC Only	Regular
Read 99	63%	64%
Math 29	58%	39%

Course	LC Only	Regular	Fast Track	Fast Track LC
Coun 160	81%	82%		
Read 99	69%	59%		
Engl 40	84%	60%		
Engl 100	87%	60%		
Engl 293	56%	65%		
Math 20		58%	64%	
Math 29	50%	54%		
Math 130	42%	38%		
Psych 206	70%	83%		

SPRING 2007 LC/FAST TRACK SUCCESS DATA

Course	LC Only	Regular	Fast Track	Fast Track LC
Coun 145	74%	71%		
Coun 160	50%	59%		
Engl 100	70%	65%		
Engl 101	74%	57%		
Read 40		53%	73%	
Read 99		62%	58%	
Math 17		61%	73%	
Math 20		46%	52%	
Math 130	57%	37%		
Math 150	42%	53%		

FALL 2007 LC/FAST TRACK SUCCESS DATA

Course	LC Only	Regular	Fast Track	Fast Track LC
Coun 159	71%	85%		
Coun 160	94%	67%		
Read 19		65%	82%	
Read 40	83%	57%	81%	76%
Read 99	80%	67%	86%	92%
Engl 30		60%	78%	
Engl 40		57%	88%	79%
Engl 100	91%	69%	84%	96%
Math 17		64%	88%	
Math 20	56%	52%	43%	
Math 29	34%	51%	54%	

SPRING 2008 LC/FAST TRACK SUCCESS DATA

Course	LC Only	Regular	Fast Track	Fast Track LC
Coun 145	74%	63%		
Hist 108	39%	71%		
Read 19		65%	64%	
Read 40		69%	93%	83%
Read 99	65%	71%	81%	71%
Engl 30		59%	61%	
Engl 40		53%	64%	75%
Engl 100	39%	64%	97%	71%
Eng 101	74%	59%	46%	
Math 17		65%	70%	
Math 20		47%	56%	
Math 29	57%	47%	21%	
Math 130	47%	40%		

FALL 2008 LC/FAST TRACK SUCCESS DATA

Course	LC Only	Regular	Fast Track	Fast Track LC
Coun159	85%			
Coun160	76%	62%		
Engl030		47%	85%	
Engl040		63%	92%	100%
Engl100	75%	72%	82%	71%
Engl101	65%	62%	80%	
Engl103		78%	69%	
Hist108	76%	77%		
Math017		66%	75%	78%
Math020		55%	44%	58%
Math029		53%	40%	
Math130	62%	46%		
Read019		70%	89%	
Read040	93%	77%	83%	100%
Read099		72%	84%	84%
Soc114	65%	66%		

Addendum B

ESL Fast Track/ Regular Success Data
Fall 2006 - Fall 2008
Prepared by the Office of Institutional Research

Fall 2006 - ESL Fast Track/ Regular Success Data		
Course Name	Fast Track	Regular
ESL 020	93.3%	N/A
ESL 022	75.0%	N/A
ESL 024	66.7%	N/A
ESL 026	70.0%	N/A
ESL 030	88.2%	N/A
ESL 032	92.6%	N/A
ESL 034	78.0%	N/A
ESL 036	73.1%	N/A
ESL 040	64.4%	66.2%
ESL 042	91.4%	N/A
ESL 044	81.2%	69.2%
ESL 046	86.8%	N/A
ESL 053	83.3%	61.1%
ESL 054	73.5%	75.0%
ESL 056	84.6%	N/A
ESL 070	75.0%	N/A
ESL 090	53.3%	N/A
ESL 092	88.9%	N/A
ESL 094	54.5%	N/A
ESL 100	73.5%	79.7%
ESL 101	N/A	79.2%

Spring 2008 - ESL Fast Track/ Regular Success Data		
Course Name	Fast Track	Regular
ESL 020	100.0%	N/A
ESL 022	100.0%	N/A
ESL 024	100.0%	N/A
ESL 026	100.0%	N/A
ESL 030	95.5%	N/A
ESL 032	100.0%	N/A
ESL 034	95.2%	N/A
ESL 036	95.2%	N/A
ESL 040	64.3%	62.5%
ESL 042	85.7%	N/A
ESL 044	74.1%	N/A
ESL 046	56.4%	N/A
ESL 053	N/A	100.0%
ESL 054	91.1%	60.0%
ESL 056	57.1%	N/A
ESL 090	69.2%	N/A
ESL 100	73.9%	45.8%
ESL 101	N/A	81.8%

Spring 2007 - ESL Fast Track/ Regular Success Data		
Course Name	Fast Track	Regular
ESL 020	70.0%	N/A
ESL 024	55.6%	N/A
ESL 026	80.0%	N/A
ESL 030	85.2%	N/A
ESL 032	91.3%	N/A
ESL 034	77.4%	N/A
ESL 036	70.0%	N/A
ESL 040	57.1%	63.6%
ESL 042	81.3%	N/A
ESL 044	65.4%	N/A
ESL 046	70.2%	N/A
ESL 053	78.6%	44.4%
ESL 054	80.0%	68.8%
ESL 056	66.7%	N/A
ESL 100	69.2%	73.9%
ESL 101	N/A	86.7%

Fall 2008 - ESL Fast Track/ Regular Success Data		
Course Name	Fast Track	Regular
ESL 020	100.0%	N/A
ESL 024	91.7%	N/A
ESL 026	91.7%	N/A
ESL 030	95.3%	N/A
ESL 032	73.7%	N/A
ESL 034	70.6%	N/A
ESL 036	88.1%	N/A
ESL 040	81.9%	N/A
ESL 042	66.7%	N/A
ESL 044	93.2%	N/A
ESL 046	76.6%	N/A
ESL 053	N/A	91.7%
ESL 054	70.7%	70.0%
ESL 056	64.7%	87.0%
ESL 070	80.0%	N/A
ESL 100	75.7%	75.3%
ESL 101	N/A	52.0%

Fall 2007- ESL Fast Track/ Regular Success Data		
Course Name	Fast Track	Regular
ESL 020	50.0%	N/A
ESL 022	75.0%	N/A
ESL 024	100.0%	N/A
ESL 026	75.0%	N/A
ESL 030	85.0%	N/A
ESL 032	92.9%	N/A
ESL 034	79.2%	N/A
ESL 036	76.2%	N/A
ESL 040	63.4%	81.3%

Course Name	Fast Track	Regular
ESL 042	83.3%	N/A
ESL 044	62.5%	N/A
ESL 046	51.0%	N/A
ESL 053	N/A	75.9%
ESL 054	71.8%	N/A
ESL 056	74.1%	N/A
ESL 090	37.5%	N/A
ESL 100	70.2%	70.3%
ESL 101	N/A	72.4%

Placement Results provided by Testing Center--(placement only, not registration into class)

Sept 08 -

Place Code	Course		%
ENGL			
1001	N/A	0	0.0%
1002	Non-Credit	48	2.5%
1003	ENGL 030	315	16.2%
1004	ENGL 040	550	28.4%
1005	ENGL 100	470	24.2%
1006	ENGL 101	556	28.7%
	Total	**1939**	**100.0%**

Place Code	Course		%
MATH			
2001	Non-Credit	408	19.3%
2002	MATH 020	404	19.1%
2003	MATH 029	244	11.5%
2004	MATH 130	530	25.1%
2005	MATH 150	431	20.4%
2006	MATH 151/160/162/165/170	65	3.1%
2007	N/A	0	0.0%
2008	MATH 175	30	1.4%
2009	MATH 190	3	0.1%
	Total	**2115**	**100.0%**

Test name	Sep08 - Feb09
Full	1586
English only	161
Reading only	222
Math only	288
ESL only	134

Place Code	Course		%
READ			
3001	Non-Credit	187	8.6%
3002	N/A	0	0.0%
3003	READ 019	297	13.6%
3004	READ 040	516	23.6%
3005	READ 099	401	18.4%
3006	READ 120	784	35.9%
	Total	**2185**	**100.0%**

Place Code	Course		%
ESL			
4001	Non-Credit	11	6.0%
4002	ESL 020	25	13.7%
4003	ESL 030	35	19.1%
4004	ESL 040	52	28.4%
4005	ESL 100	56	30.6%
4006	ESL 101	4	2.2%
	Total	**183**	**100.0%**

Addendum D

Purpose

Among students who were successful in the last level basic skills courses (Math/English), determine:
1. Percentage of students moved on to enroll in the corresponding next level/college-level course in Math/English within the next two terms (column F);
2. Success rates in the college level course within the next two terms (Column H).

Method

Used successful student cohorts in Basic Skills courses English 040 and Math 029 for each term from Fall 2004 to Fall 2007. Students in English 040 cohort were tracked if they were successful in English 040 and enrolled in English 100 during the next two terms. Students in Math 029 cohort were tracked if they were successful in Math029 and enrolled in Math 115, Math 129, or Math 130 within the next two terms. Due to data availability, the last cohort Fall 2007 is the only cohort that was tracked for one term for the college level course taking, which is Spring 2008.

	Column A	Column B	Column C=B/A	Column D	Column E	Column F=E/B	Column G	Column H=G/E
	Math029 Enrollment	Math029 Success Count	Math029 Success Rate	College Math Enrollment	College Math Headcount	Moving on to College Math	College Math Success Count	College Math Success Rate
Fall 2004	579	337	58%	320	264	78%	127	48%
Spring 2005	555	285	51%	194	154	54%	68	44%
Fall 2005	501	238	48%	221	187	79%	108	58%
Spring 2006	481	212	44%	171	133	63%	64	48%
Fall 2006	518	289	56%	276	223	77%	98	44%
Spring 2007	455	227	50%	181	146	64%	84	58%
Fall 2007	550	270	49%	163	163	60%	73	45%

Addendum D continuted

	Column A	Column B	Column C=B/A	Column D	Column E	Column F=E/B	Column G	Column H=G/E
	Engl040 Enrollment	Engl040 Success	Engl040 Success Rate	College English Enrollment	College English Headcount	Moving on to College English	College English Success Count	College English Success Rate
Fall 2004	430	282	66%	235	216	77%	147	68%
Spring 2005	503	287	57%	185	164	57%	115	70%
Fall 2005	625	374	60%	320	284	76%	193	68%
Spring 2006	578	313	54%	188	173	55%	119	69%
Fall 2006	669	410	61%	341	309	75%	227	73%
Spring 2007	520	261	50%	155	146	56%	113	77%
Fall 2007	646	368	57%	177	177	48%	130	73%

*Success/successful is defined as receiving a grade of A, B, C, or Credit. Records with blank grades were not included.

** We chose to track Spring and Fall terms only. Summer and Winter terms are not tracked in this project.

***Enrollment counts a student in all classes taken including classes that were repeated one or more times. Headcount counts a student only once regardless of repeated classes (or multiple math classes among 115, 129, and 130) by taking the highest grade from the college-level class taken.

Addendum E

Gender	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
Female	1,272	58.6%	1,338	58.7%	1,502	55.6%	1,560	56.1%	1,563	53.3%
Male	897	41.4%	940	41.3%	1,198	44.4%	1,221	43.9%	1,343	45.8%
Missing	0	0.0%	0	0.0%	0	0.0%	1	0.0%	28	1.0%
Total	2,169	100.0%	2,278	100.0%	2,700	100.0%	2,782	100.0%	2,934	100.0%

Ethnicity	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
Asian	384	17.7%	453	19.9%	467	17.3%	381	13.7%	327	11.1%
African American	156	7.2%	147	6.5%	165	6.1%	170	6.1%	178	6.1%
Hispanic	1,031	47.5%	1,083	47.5%	1,309	48.5%	1,460	52.5%	1,535	52.3%
Native American/Alaskan Native	17	0.8%	10	0.4%	12	0.4%	17	0.6%	21	0.7%
Other	42	1.9%	32	1.4%	66	2.4%	52	1.9%	55	1.9%
Caucasian	465	21.4%	479	21.0%	592	21.9%	606	21.8%	584	19.9%
Decline to State	59	2.7%	64	2.8%	73	2.7%	86	3.1%	70	2.4%
Missing	15	0.7%	10	0.4%	16	0.6%	10	0.4%	164	5.6%
Total	2,169	100.0%	2,278	100.0%	2,700	100.0%	2,782	100.0%	2,934	100.0%

Age Categories	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
19 or younger	973	44.9%	1,137	49.9%	1,464	54.2%	1,553	55.8%	1,705	58.1%
20-24	637	29.4%	694	30.5%	793	29.4%	761	27.4%	798	27.2%
25-29	197	9.1%	167	7.3%	164	6.1%	181	6.5%	173	5.9%
30-34	105	4.8%	94	4.1%	83	3.1%	91	3.3%	77	2.6%
35-39	87	4.0%	61	2.7%	73	2.7%	77	2.8%	74	2.5%
40-49	127	5.9%	94	4.1%	94	3.5%	89	3.2%	83	2.8%
50 and above	41	1.9%	31	1.4%	29	1.1%	30	1.1%	24	0.8%
Missing	2	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	2,169	100.0%	2,278	100.0%	2,700	100.0%	2,782	100.0%	2,934	100.0%

ADDENDUM F

CS FTES by COURSE

Category	(All)

Sum of Actual FTES		
Subject	Course_Number	Total
ENGL	30	35.1
	40	85.5
	100	86.6
ENGL Total		207
ESL	20	0.99
	24	0.73
	26	0.88
	30	3.63
	32	1.43
	34	3.57
	36	3.16
	40	6.28
	42	1.35
	44	4.83
	46	4.63
	53	0.96
	54	5.58
	56	3.42
	100	21.3
ESL Total		62.7
MATH	17	28.9
	20	46.6
	29	88.7
MATH Total		164
READ	40	43.7
	99	61
READ Total		105
Grand Total		539

CS FTES Summary by FT

Mode	ST
Category	(All)

Sum of Actual FTES		
Subject	Course_Number	Total
ENGL	30	6.2
	40	7.3
	100	6.2
ENGL Total		19.7
ESL	20	1
	24	0.7
	26	0.9
	30	3.6
	32	1.4
	34	3.6
	36	3.2
	40	6.3
	42	1.3
	44	4.8
	46	4.6
	54	3.2
	56	1.3
	100	5.3
ESL Total		41.3
MATH	17	2.8
	20	10.1
	29	11
MATH Total		23.8
READ	40	10.1
	99	6.1
READ Total		16.2
Grand Total		101

CS FTES Summary by Learning Community

Mode	(All)
Category	(All)

Sum of Actual FTES			
Subject	Course_Number	CRN	Total
COUN	145	21878	3.5
	159	21753	2.8
		21754	2.8
		21756	3
	160	21755	2.7
		21767	3.6
COUN Total			18.5
ENGL	40	20478	3.3
	100	21176	3
		21425	2.7
		21609	3.1
	101	21199	3.3
ENGL Total			15.4
HIST	108	20544	3
	111	21877	3.5
HIST Total			6.5
MATH	17	20139	2.9
	20	21243	2.8
	130	20512	5.9
MATH Total			11.6
READ	40	21034	3
		21050	3.1
	99	21092	3.1
READ Total			9.3
SOC	114	20706	3.3
SOC Total			3.3
Grand Total			64.5

CS FTES Summary by SUBJ

Category	(All)

Sum of Actual FTES				Subject	Course_Number	Total		Subject	Course_Number	Total
Subject	Course_Number	Total								
ENGL		121		MATH		164				
ESL		41		READ		105		Grand Total		431