



Foreign Languages Instructional Program Review 2011-2012

Spring 2012

Prepared by

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PROGRAM REVIEW – Foreign Languages

The final summary of the program review process for Foreign Languages is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

_____ Dr. Samuel Lee, Dean of Language Arts and Enrollment Management	_____ date
_____ Michelle Plug, Articulation Officer	_____ date
_____ Dave Kary, Chair of Curriculum Committee	_____ date
_____ Irene Malmgren, Vice President of Academic Affairs	_____ date
_____ Nicki Shaw, Academic Senate President	_____ date
_____ Geraldine M. Perri, PhD, Superintendent/President	_____ date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

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1. Executive Summary

A. Program History/Description

The Foreign Language department offers proficiency-based instruction in listening, speaking, reading, and writing in these languages: Spanish, German, Chinese, and Japanese. 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.

Foreign language courses satisfy general education requirements for the associate degree and lower division transfer and can be used to fulfill some of the requirements for the associate degree major in Language Arts.

Courses in Spanish are offered in the day and evening; Spanish 127—Spanish Civilization is offered online. Courses in French, German, Chinese, and Japanese are offered primarily in the evening (French was last offered in Fall 2009.) Students in the Study Abroad program in Spain take Spanish courses up to the most advanced level as well as a course in Spanish civilization.

B. Strengths/Effective Practices

The FL department integrates innovative and interactive instructional practices and includes current technology as appropriate. For example, some faculty use Skype to conduct international interviews with native speakers. Faculty also use document projectors to display realia and texts. Some faculty use Blackboard to support instruction and grading.

The department and faculty are flexible and proactive; course content and course offerings reflect changes in the international political, social, and economic climate. An example is the creation of Chinese 101 and 102. Because of budget constraints, Chinese will be offered instead of French.

All courses are ADA compliant. Faculty have developed SLO's for all Foreign Language courses. Faculty are dedicated to the ongoing success of the program and maintain currency in the field by actively participating in ongoing continuing professional education, educational seminars and focus groups.

C. Weaknesses/Lessons Learned

The FL department offers only one section each term for heritage Spanish speakers. The departmental website needs regular development and maintenance. Because of limited demand and budget constraints, we do not offer second year/intermediate level foreign language classes (other than 210 and 211 Spanish for Heritage Speakers). Faculty development funding is inadequate to support the level of professional development required to ensure student success. Teaching of foreign languages is a fast-developing discipline that requires regular engagement of faculty in the field.

D. Recommendations/Next Steps

Explore offering an online version of the current heritage speakers course.

Continue work developing and maintaining departmental website. Explore reinstating second year Spanish courses in order to provide continuity in language studies. Explore the possibility of offering first year Spanish for heritage speakers. Explore the possibility of adding a prerequisite of ENGL 099 to 101 and 102 courses.

2. Faculty

Full-Time Faculty

Afzali, Ana
Colville, Linda
Garate, Elisabeth
McGarry, Anna

Adjunct Faculty

Cloughly, Cecilia
Daves-Schnieder, Lida
Desmond, Yae
Jennings, Sanae
Blynn-Avanosian, Sylvia
Fleishcer, Beatriz
Garcia, Victor

3. Program description

The Foreign Languages Department offers proficiency-based instruction in listening, speaking, reading, and writing in these languages: Spanish, German, Chinese, and Japanese. 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.

4. Program Goals and Objectives

The goals and objectives of the Foreign Languages Program are:

- a) Provide second language skills and cultural knowledge.
- b) Prepare students to enter the job market.
- c) Provide courses required to complete an associate degree.
- d) Provide transfer credit to four-year colleges and universities.
- e) Provide classes for enrichment and upgrading of skills.

5. List and Review of Degrees, Certificates, and Awards

The Foreign Language program contributes to the Associate in Arts Degree: Language Arts and the Associate in Arts Degree: Liberal Arts.

6. List of Industry-Based Standard Certificates and Licenses

Not applicable

7. Advisory Committee or Council

Not applicable

8. Program Student Learning Outcomes

Communicate (write, speak, listen, read) in the target language, analyze literary texts, be conversant about the target language cultures, and demonstrate scholarly behavior in all campus interactions.

The Foreign Languages Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the Foreign Languages Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

Communicate (write, speak, listen, read) in the target language

2) Computation

N/A

3) Creative, Critical, and Analytical Thinking, and Information Competency

Analyze literary texts

4) Community/Global Consciousness and Responsibility

Be conversant about the target language cultures and demonstrate scholarly behavior in all campus interactions.

5) Technology

6) Discipline / (Subject Area Specific Content Material)

9. Curriculum Review and Student Learning Outcomes Assessment

The Foreign Languages Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Curriculum/ SLO Assessment Map: FL (SPAN, JPN, GER, CHIN)

	CC 1(a): Communicate (write, speak, listen, read)	CC 3(a) : critically analyze and respond to texts	CC 4(a): demonstrate knowledge about target language culture	CC 4(b): demonstrate scholarly behavior in all class interactions.	
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award SLO Key: I=Introduced, D=Developed, M=Mastered					
	CC 1(a)	CC 3(a)	CC 4(a)	CC 4(b)	Date of Assessment
SPAN 101 –Spanish I (5 Units) Applicability-TD Last Offered- Fall 2011, Last Curriculum Date: Fall 08					
SLO 1	I		I	I	SP12
SPAN 102 –Spanish II (5 Units) Applicability-TD Last Offered- Fall 2011, Last Curriculum Date: Fall 08					
SLO 1	D		D	D	SP12
SPAN 201 –Spanish III (5 Units) Applicability-TD Last Offered- Spring 2011 (Study Abroad Only), Last Curriculum Date: Fall 08					
SLO 1	D	I	D	D	SP12
SPAN 202 –Spanish IV (5 Units) Applicability-TD Last Offered- Spring 2011 (Study Abroad Only), Last Curriculum Date: Fall 10					
SLO 1	D	D	D	D	SP12
SPAN 127 –Spanish Civilization (3 Units) (cross-listed as HIST 127) Applicability-TD Last Offered- Fall 2011, Last Curriculum Date: Fall 08 (no date on course outline)					
SLO 1	I	I	D	D	SP12
SPAN 210 –Rdng/Comp Spkrs Span I (5 Units) Applicability-TD Last Offered- Fall 2011, Last Curriculum Date: Fall 08					
SLO 1	D	I	D	D	SP12
SPAN 211 –Rdng/Comp Spkrs Span II (5 Units) Applicability-TD Last Offered- Spring 2011, Last Curriculum Date: Fall 08					
SLO 1	D	D	D	D	SP12

GER 101 –German I (5 Units) Applicability-TD Last Offered- Fall 2011, Last Curriculum Date: Fall 08					
SLO 1	I		I	I	SP12
GER 102 –German II (5 Units) Applicability-TD Last Offered- Fall 2011, Last Curriculum Date: Fall 08					
SLO 1	D		D	D	SP12
GER 201 –German III (5 Units) Applicability-TD Last Offered- Fall 2011, Last Curriculum Date: Fall 08					
SLO 1	D	I	D	D	SP12
GER 202 –German IV (5 Units) Applicability-TD Last Offered- Fall 2011, Last Curriculum Date: Fall 08					
SLO 1	D	D	D	D	SP12
JPN 101 –Japanese I (5 Units) Applicability-TD Last Offered- Fall 2011, Last Curriculum Date: Fall 08					
SLO 1	I		I	I	SP12
JPN 102 –Japanese II (5 Units) Applicability-TD Last Offered- Spring 2011, Last Curriculum Date: Fall 08					
SLO 1	D		D	D	SP12
CHIN 101 –Chinese I (5 Units) Applicability-TD Last Offered- Fall 2011, Last Curriculum Date: Fall 10					
SLO 1	I		I	I	SP12
CHIN 102 –Chinese II (5 Units) Applicability-TD Last Offered- To Be Offered 1st Time in Spring 2012, Last Curriculum Date: Fall 10					
SLO 1	D		D	D	SP12

10. Review of previous recommendations

Mission:

In order to be current and consistent in this field of study, the name for the Foreign Languages department should be changed to Modern Languages department (MLNG).

--Response: No action taken; not recommended at this time.

Explore the potential of expanding the course offerings to include the teaching of other languages such as Chinese, Sign language, and Arabic courses at Citrus College.

--Response: Created Chinese 101 and 102; other languages on hold due to statewide apportionment reductions.

Research the feasibility of changing the French, German and Japanese courses to five unit classes.

--Response: French, German, and Japanese courses revised to be taught as 5.0 unit courses.

Research the impact of a 16-week semester in the Foreign Languages program.

--Response: No longer a goal with campus-wide move to a 16-week term for Spring/Fall and an 8-week term for Winter/Summer intercessions.

Explore the potential of increasing our course offerings of more conversation courses and/or literature.

--Response: Based on need, SPAN/HIST 127 was created to fill a curricular gap in history and culture; other offerings are on hold due to statewide apportionment reductions.

Consider the possibility of offering upper level French, German, Japanese, and Spanish courses.

--Response: Due to budgetary constraints, the French program is currently inactive, German offers 101 and then 102, 201, and 202 as a combined class, Japanese offers 101 and 102 levels, and Spanish higher levels are also inactive.

Investigate the possibility of obtaining a grant to write Spanish placement exams.

--Response: No longer recommended.

Create a Spanish major to support comprehensive program.

--Response: No action taken due to budgetary constraints but remains for future consideration.

Explore the possibility of developing an internship program which would allow students to work in Spanish language businesses and social/governmental agencies.

--Response: No action taken due to budgetary constraints but remains for future consideration.

Need:

Create a Spanish degree to support a comprehensive program of study.

--Response: No action taken due the Department's limitation in being able to offer upper level Language and Literature courses due to budgetary constraints but remains for future consideration.

Quality:

This department has considerable potential for growth: new degree program; additional languages; additional language, literature, and culture courses. Allocate more classroom space as needed.

--Response: Chinese was added in Fall 2010. As the budget situation improves, the faculty will work to restore and grow the program and expect the need for an additional classroom to remain.

Increase pool of qualified adjunct faculty.

--Response: No longer recommended due to schedule reductions.

Secure stable annual funding to support professional development.

--Response: No action because current budgetary constraints limit this goal.

Create a faculty stipend and/or release time that would allow for one of the tenured Spanish instructors to assist the administrator to develop and maintain the academic quality of the Citrus study abroad program in Spain.

--Response: No action, but as the budget situation improves, pursue this issue with the Study Abroad Supervisor and the Dean in charge of Study Abroad.

Explore the possibility of creating a mentor program for adjunct faculty.

--Response: As the budget situation improves, create a faculty lead position to work with adjunct faculty.

Explore the possibility of creating an engaging Foreign Languages website to promote interest and enrollment in language courses at Citrus College.

--Response: Complete: Work in progress with Jolie in TeCS to update and improve website.

Create a more challenging lab program to supplement the lab manuals that accompany beginning and intermediate language texts.

--Response: No longer recommended because on-campus arranged lab hours were eliminated.

Feasibility:

Faculty should be included in planning for new and expanded program facilities. (e.g. redevelopment of EDC language lab.)

--Response: No longer recommended. Although an ongoing concern, with the elimination of on-campus lab hours arranged, no specific action is recommended.

Develop a Spanish and/or Modern Languages major.

--Response: No action has been taken, but this is an option on which the faculty will make a recommendation as the statewide budget allows and the Department is able to offer upper level courses.

Faculty should consider offering distance education and/or hybrid courses.

--Response: Complete. Created SPAN/HIST 127 which can be offered as DE or Hybrid as well as revisions to Span 210 & 211 for traditional, DE, or Hybrid offering.

In order to strengthen enrollment in intermediate courses and create a foundation for a Spanish major, consider offering Spanish 201/202 courses concurrently.

--Response: No action has been taken, but this may be offered when the budget situation improves.

Study the possibility of hiring a full-time faculty member to teach a combination of subjects: French/German, French/Japanese, German/ESL, etc.

--Response: No action has been taken because sections were reduced due to budget reductions.

Faculty will maintain ongoing communication with Counselors in order to insure proper placement of students in the sequence of courses.

--Response: Faculty members in the Foreign Languages Department meet regularly with the Counselors to insure proper placement of students.

Work with district high schools to better articulate language courses and to foster communication and cooperation.

--Response: Faculty have not taken action on this recommendation.

Continue to work toward paralleling the structure of French, German, and Japanese courses with Spanish from 4.0 to 5.0 units.

--Response: French, German, and Japanese courses revised to be taught as 5.0 unit courses; SLO's updated.

Compliance:

After the recent change from 4 to 5 units in Spanish courses, revise course outlines to improve articulation of objectives. Accomplish during the 2006/2007 academic year.

--Response: Course outlines have been revised and updated.

11. Evaluation Criteria – Mission

Current status

The Foreign Languages program provides language instruction in four languages: Spanish, German, Chinese, and Japanese. Courses in Spanish and German address skills at four levels of proficiency: beginning; high-beginning; intermediate; and high-intermediate. In Chinese and Japanese, courses address skills at two levels of proficiency: beginning and high-beginning. The program serves a broad cross-section of the student body by preparing students to communicate in a foreign language and learn about and appreciate cultural differences. All courses are transferrable to CSU and UC systems.

Commendations

- a. The Foreign Languages program conforms with the district's mission in the following ways:
 - Provides general, lower division coursework leading to an associate degree in the arts and general education.
 - Prepares students to transfer to universities and/or provides general, lower division coursework leading to an associate degree.
 - Provides programs, opportunities, curriculum for students to develop a global perspective.
 - The study abroad program in Salamanca, Spain advances cultural and personal enrichment programs for students.

- b. The foreign languages program reflects the diversity of the college.

The students in the Foreign Language Program are from culturally diverse groups. The department is sensitive to the various needs of the diverse student population and it offers distance education and night classes as needed.

The college gender distribution is 53% female vs. 44% male; the foreign languages distribution is close: 56% female vs. 41% male.

With respect to age distribution, the only category that differs by more than 5% is the 20-24 age group. The campus percentage is 42.3% vs. the foreign languages department at 47.2%. This difference may be attributed to the fact that many students take foreign language courses for transfer purposes. The 20-24 age group is the typical category of transfer students.

With respect to ethnic distribution, the only category that has a salient difference (more than 3%) from the campus is the Hispanic/Latino group. One reason for this could be that the department offers 2 courses for heritage speakers of Spanish. Another reason is that all Spanish courses tend to attract Hispanic/Latino students.

- c. The Foreign Languages Program advances three of the institutional core competencies by offering a wide variety of courses that stress communication skills, critical/analytical thinking and global consciousness and academic responsibility.
- d. The Japanese and German success rates meet or exceed state averages. However, the Spanish success rate in Fall 2009 was 64%, which is 4% lower than the state average and 8% lower than the college average. The foreign language faculty are concerned about this gap and have made recommendations to address the problem.
- e. The Foreign Languages Program has integrated technology into the the program and monitors and updates technology as necessary to remain current with the needs of the constantly changing international world.

Recommendations

- a. Research course data to better understand the reasons for lower than state average success rates. Include the results of the detailed analysis (which could include instructor success and retention rates) in the next annual program review. The analysis will inform next steps needed to make improvements.

12. Evaluation Criteria – Need

Current status

Foreign language skills are essential to students' personal, academic, and professional success. Foreign language courses fulfill core general education transfer requirements and typically fill within the first week of registration. Students transferring to a CSU or UC must successfully complete one or two semesters of foreign language. Moreover, all foreign language courses offered are transferrable to CSU and UC.

Courses of Spanish for Heritage Speakers are in high demand.
Intermediate level courses are in high demand

Commendations

- a. Foreign language courses directly support the core competencies of the district.
The competencies primarily addressed are:
Communication
Creative, critical, and analytical thinking

Competencies secondarily addressed are:
Community/global consciousness and responsibility

- b. The program fill rate 14 days prior to the beginning of the Fall 2011 semester was 100%. Compared to the college fill rate of 86% for the same period, the ongoing need for the program appears strong.
- c. Courses are offered throughout the day, evening.
- d. Courses are offered via distance education and for study abroad.

Recommendations

- a. Explore offering online and or hybrid courses to accommodate the need of more Heritage Speaker courses.
- b. To accommodate the need for a comprehensive Spanish program, pursue offering intermediate Spanish courses.

13. Evaluation Criteria – Quality

Current status

The Foreign Languages Program gives students theoretical and practical experience consistent with the core competencies of the district. From this foundation, students develop competencies in communication, critical and analytical thinking, and community responsibility.

Courses are offered in the disciplines of Spanish, German, Japanese, and Chinese. Because of changes in the world political landscape, there is an increasing demand for Arabic. Many California community colleges offer American Sign Language, a discipline particularly attractive to students who might otherwise be reticent about taking a foreign language class.

The Spanish program offers a course (SPAN/HIST 127) focused on the culture and of Spain. The majority of our hispanic students are of Latin American descent, but the program does not offer a course focused on the culture and history of Latin America.

Commendations

- a. Lecture units are consistent with the CSUGE, UCE, AND IGETC transfer requirements.
- b. The disciplines of Spanish, German, Japanese, and Chinese are consistent with the same disciplines offered at CSU and UC.
- c. A prerequisite validation has been reviewed and approved by the curriculum committee since the last program review.
- d. All course outlines have been reviewed and updated since the previous program review and all have requisite SLOs.
- e. The program has program level SLOs in place.
- f. SLO course and program assesment analysis and discussion will take place during the Fall 2012 semester.

Recommendations

- a. Add courses for Arabic, American Sign Language, and explore the feasibility of Italian.
- b. Develop a Latin American culture and history course that can be cross-listed in Spanish and History.
- c. Pursue the development of a foreign languages major.

14. Evaluation Criteria – Feasibility

Current status

The Foreign Languages Program gives students theoretical and practical experience consistent with the core competencies of the district. From this foundation, students develop competencies in communication, critical and analytical thinking, and community responsibility.

Because faculty use active learning strategies in a rich multi-media environment, classroom technology is inadequate to support remote control of the LCD projector.

Commendations

- a. The Library, the Transfer Center and the Learning Center staff all strongly support student success in Foreign Language courses.
- b. The Distance Education Office strongly supports the Foreign Language faculty; however, faculty are now required to do more to manage their course websites.
- c. Library staff is supportive of student research assignments.
- d. The Learning Center tutorial services offers high quality help that is vital to student success.
- e. The Transfer Center offers high quality help that is vital to student success.
- f. The Distance Education staff is very supportive and their help is vital to student success.
- g. Lecture units are consistent with the CSUGE, UC and IGETC transfer requirements.
- h. All course outlines have been reviewed and updated since the previous program review and all have SLOs.
- i. The program has program level SLOs in place.
- j. The Department will complete SLO assessment during the Fall 2012.
- k. All full time and part time faculty meet state minimum qualifications for Foreign Language courses.

Recommendations

- a. Staff development funding should be approved to fund participation in regional, national and international foreign language conferences (regardless whether a faculty member is presenting a paper or just attending it).
- b. In order to support faculty engagement in course and program SLO assessment the college should develop a user friendly data review system that makes SLO

data available to faculty for reflection and program development.

- c. Purchase webcams and remote/wireless presentation slide advancers to allow greater mobility for the teacher.

15. Evaluation Criteria – Compliance

Current status

The Foreign Languages program faculty works diligently to offer schedules that fit the varying needs of a diverse student body. The department offers courses during the day and evenings as well as courses delivered in the study abroad program. While campus equipment and library resources are adequate and meet the basic needs of the program, specific instructional equipment (listed in previous recommendations) is needed to allow for the active learning strategies used by the faculty.

All courses are transferable to UC and CSU systems. Courses within the program are instructed by full-time and adjunct faculty members who possess an academic background that meets the minimum qualifications to teach in the discipline.

Commendations

- a. Course requisites meet Federal, state and District requirements.
- b. Course outlines of record meet state, district and federal regulations for content.
- c. All course outlines have been updated and reviewed on Curricunet.

Recommendations

- a. Complete course and program SLO assessment by Fall 2012.

16. Recommendations

Rank	Description of recommendation (actions or behaviors to be completed)	Responsible person(s)	Target Date	Personnel	Facilities	Equip. / Software	Supplies
1	Explore offering online and or hybrid courses to accommodate the need of more Heritage Speaker courses.	Afzali	Spring 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Purchase webcams and remote/wireless presentation slide advancers to allow greater mobility for the teacher.	Afzali	Fall 2012	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Research course data to better understand the reasons for lower than state average success rates. Include the results of the detailed analysis (which could include instructor success and retention rates) in the next annual program review. The analysis will inform next steps needed to make improvements.	Afzali	Spring 2012	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	To accommodate the need for a comprehensive Spanish program, pursue offering intermediate Spanish courses.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Add courses for Arabic, American Sign Language, and explore the feasibility of Italian.	Garate	Spring 2013	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Pursue the development of a foreign languages major	McGarry	Spring 2014	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Staff development funding should be approved to fund participation in regional, national and international foreign language conferences (regardless weather a faculty member is presenting a paper or just attending it).	Lee		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	In order to support faculty engagement in course and program SLO assessment the college should develop a	Lee		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	user friendly data review system that makes SLO data available to faculty for reflection and program development.						
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Comments

17. Budget Recommendations

Resources are needed in the following areas:

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡
N/A			

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡

Facilities

Facilities / repairs or modifications needed	Discuss impact on goals / SLOs	Bldg / Room	Impact ◇	Priority ‡
Sound proof LB 106 and 108 to avoid sound interference from adjacent classrooms	Improve delivery of course content and minimize sound interference from other rooms	LB 106 and 108	Q,F	2,3

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡
Install Skype in LB 108	Improve SLOs by allowing for collaborative teaching with speaker of other languages in other countries.	0	Q,F	2,3

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡
Blu-ray machine in LB 106 and 108	Improve delivery of course content.	\$400	Q,F	2

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact ◇	Priority ‡

Additional information:

◇ **Impact:**

M = Mission: Does program meet the District's mission and established core competencies? Does program reflect the District's diversity?

N = Need: How is program addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Are lecture/lab unit values appropriate? Have the course outlines been reviewed / updated regularly? Are disciplines appropriate? Is faculty development adequate? Does program support State and District emphasis on critical thinking, problem solving and written expression? Does program meet stated objectives in the form of SLOs? Are course pre-requisites and co-requisites validated?

F = Feasibility: Are facilities, equipment, and library resources adequate? Are evening programs and services adequate? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Do course requisites meet Federal, State & District requirements? Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?

‡ **Priority: (Note: When discussing priority, consider the following and address in Column 2)**

A. Is this goal mandated by law, rule, or district policy?

B. Is this goal essential to program success?

C. Is this goal necessary to maintain / improve program student learning outcomes?

Attachment A: Key Performance Indicator data pages

Key Performance Indicators		Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	7.0	12.0	14.0	16.0	11.0	10.0
4	Sections Offered	25.0	29.0	29.0	29.0	24.0	22.0
5	Morning Secions	8.0	8.0	8.0	10.0	7.0	7.0
6	Afternoon Sections	7.0	8.0	9.0	6.0	5.0	6.0
7	Evening Sections	10.0	13.0	12.0	12.0	10.0	8.0
8	Arranged Sections						
9	Weekend Sections				1.0	1.0	
10	Short Term Sections						
11	DistanceEd Full-Term Sections					1.0	1.0
12	DistanceEd Short-Term Sections						
13	Enrollment	665	683	582	528	576	626
14	Weekly Student Contact hours (WSCH)	3133.4	3683.8	3115.0	2298.0	3709.0	3478.9
15	Full-Time Equivalent Students (FTES)	107.4	126.3	106.8	70.9	114.5	107.4
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	7.8	10.2	9.9	8.1	9.7	7.9
17	Credit Reimbursement Rate	\$2,922.3 0	\$3,259.7 1	\$3,476.3 4	\$3,668.2 8	\$3,834.4 6	\$3,834.4 6
Program Operation							
18	WSCH/FTEF	402.7	361.9	316.2	283.0	383.2	440.4
19	FTES/FTEF	13.8	12.4	10.8	8.7	11.8	13.6
20	Fill Rate at Census	87.5	79.5	67.8	72.6	74.3	84.2
Program Success							
21	Course Retention	86.3	81.1	87.3	89.4	91.5	90.3
22	Course Success	61.5	53.0	61.0	64.0	61.5	63.6

Key Performance Indicators					Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered				4.0	2.0	1.0
4	Sections Offered				6.0	4.0	2.0
5	Morning Secions				3.0	2.0	2.0
6	Afternoon Sections						
7	Evening Sections				3.0	1.0	
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections				6.0	3.0	2.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment				129	101	53
14	Weekly Student Contact hours (WSCH)				630.3	560.0	293.6
15	Full-Time Equivalent Students (FTES)				19.5	17.3	9.1
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)				1.9	1.2	0.7
17	Credit Reimbursement Rate				\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF				337.1	466.7	396.8
19	FTES/FTEF				10.4	14.4	12.2
20	Fill Rate at Census				62.8	85.8	81.7
Program Success							
21	Course Retention				86.8	93.1	92.5
22	Course Success				70.5	79.2	81.1

Key Performance Indicators		Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	12.0	15.0	16.0	16.0	18.0	13.0
4	Sections Offered	31.0	32.0	30.0	34.0	31.0	25.0
5	Morning Sections	8.0	9.0	8.0	11.0	8.0	7.0
6	Afternoon Sections	13.0	12.0	9.0	12.0	10.0	11.0
7	Evening Sections	10.0	11.0	13.0	10.0	12.0	6.0
8	Arranged Sections						
9	Weekend Sections				1.0		
10	Short Term Sections	4.0	6.0		6.0	6.0	6.0
11	DistanceEd Full-Term Sections					1.0	1.0
12	DistanceEd Short-Term Sections						
13	Enrollment	792	669	604	606	644	573
14	Weekly Student Contact hours (WSCH)	3689.6	3543.2	3188.8	3060.6	3988.4	3159.7
15	Full-Time Equivalent Students (FTES)	126.5	121.5	109.3	94.4	123.1	97.5
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	9.6	10.8	10.1	11.3	12.0	7.8
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF	384.7	328.4	315.4	270.4	331.3	405.1
19	FTES/FTEF	13.2	11.3	10.8	8.3	10.2	12.5
20	Fill Rate at Census	82.7	71.8	67.9	65.6	68.0	79.5
Program Success							
21	Course Retention	85.6	84.8	83.8	92.6	91.1	93.5
22	Course Success	64.4	62.2	60.1	66.3	63.0	71.6

	Key Performance Indicators	Summer0 4	Summer0 5	Summer0 6	Summer0 7	Summer0 8	Summer0 9
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access							
1	Majors (total)						
2	New Majors						
3	Courses Offered	2.0	4.0	4.0	4.0	4.0	2.0
4	Sections Offered	6.0	9.0	8.0	9.0	7.0	4.0
5	Morning Secions	2.0	3.0	3.0	3.0	3.0	4.0
6	Afternoon Sections	2.0	2.0	2.0	2.0	1.0	
7	Evening Sections	2.0	4.0	3.0	4.0	3.0	
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	6.0	9.0	8.0	9.0	7.0	4.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment	137	212	196	222	180	116
14	Weekly Student Contact hours (WSCH)	675.8	809.7	909.1	1045.0	1038.3	697.1
15	Full-Time Equivalent Students (FTES)	23.2	27.8	31.2	35.8	32.0	21.5
Program Resources							
16	Full-Time Equivalent Faculty (FTEF)	1.9	2.9	2.5	2.9	2.2	1.3
17	Credit Reimbursement Rate	\$2,922.30	\$3,259.71	\$3,476.34	\$3,668.28	\$3,834.46	\$3,834.46
Program Operation							
18	WSCH/FTEF	348.3	283.1	359.3	364.1	465.6	524.1
19	FTES/FTEF	11.9	9.7	12.3	12.5	14.4	16.2
20	Fill Rate at Census	76.0	124.1	125.4	74.4	86.2	94.2
Program Success							
21	Course Retention	92.7	91.5	91.3	89.6	100.0	96.6
22	Course Success	80.3	75.5	73.0	73.9	88.3	72.4

			04-05	05-06	06-07	07-08	08-09	09-10						
			Year1	Year2	Year3	Year4	Year5	Year6						
Gender														
FL	Female		882	61.2%	816	59.0%	658	54.3%	757	56.5%	734	53.9%	714	56.4%
FL	Male		560	38.8%	567	41.0%	553	45.7%	567	42.3%	578	42.5%	520	41.1%
FL	Missing								15	1.1%	49	3.6%	32	2.5%
FL	Total		1442	100.0%	1383	100.0%	1211	100.0%	1339	100.0%	1361	100.0%	1266	100.0%
Age														
FL	19 or younger		489	33.9%	487	35.2%	425	35.1%	513	38.3%	518	38.1%	457	36.1%
FL	20-24		640	44.4%	571	41.3%	544	44.9%	557	41.6%	630	46.3%	598	47.2%
FL	25-29		145	10.1%	137	9.9%	114	9.4%	112	8.4%	96	7.1%	106	8.4%
FL	30-34		56	3.9%	60	4.3%	38	3.1%	44	3.3%	42	3.1%	37	2.9%
FL	35-39		40	2.8%	40	2.9%	28	2.3%	32	2.4%	26	1.9%	23	1.8%
FL	40-49		43	3.0%	58	4.2%	36	3.0%	44	3.3%	27	2.0%	29	2.3%
FL	50 and above		28	1.9%	30	2.2%	25	2.1%	34	2.5%	20	1.5%	16	1.3%
FL	Missing		1	0.1%			1	0.1%	3	0.2%	2	0.1%		
FL	Total		1442	100.0%	1383	100.0%	1211	100.0%	1339	100.0%	1361	100.0%	1266	100.0%
Ethnicity														
FL	Asian		220	15.3%	200	14.5%	199	16.4%	179	13.4%	147	10.8%	66	5.2%
FL	Black or African American		57	4.0%	65	4.7%	56	4.6%	68	5.1%	61	4.5%	44	3.5%
FL	Hispanic/Latino		620	43.0%	583	42.2%	493	40.7%	501	37.4%	597	43.9%	466	36.8%
FL	American Indian or Alaska Native		16	1.1%	14	1.0%	12	1.0%	16	1.2%	11	0.8%	2	0.2%
FL	Native Hawaiian or Other Pacific Islander								7	0.5%	7	0.5%	1	0.1%
FL	White		441	30.6%	427	30.9%	359	29.6%	396	29.6%	267	19.6%	222	17.5%
FL	Two or More Races												7	0.6%
FL	Unknown/Non-Respondent		88	6.1%	94	6.8%	92	7.6%	172	12.8%	271	19.9%	458	36.2%
FL	Total		1442	100.0%	1383	100.0%	1211	100.0%	1339	100.0%	1361	100.0%	1266	100.0%
Educational Goal														
FL	Degree & Transfer		670	46.5%	626	45.3%	539	44.5%	177	13.2%	342	25.1%	463	36.6%
FL	Transfer		424	29.4%	386	27.9%	364	30.1%	77	5.8%	110	8.1%	131	10.3%
FL	AA/AS		53	3.7%	64	4.6%	57	4.7%	132	9.9%	221	16.2%	191	15.1%
FL	License		47	3.3%	51	3.7%	28	2.3%	7	0.5%	17	1.2%	9	0.7%
FL	Certificate		50	3.5%	45	3.3%	39	3.2%	7	0.5%	7	0.5%	13	1.0%
FL	Job Skills		36	2.5%	38	2.7%	26	2.1%	44	3.3%	59	4.3%	52	4.1%
FL	Basic Skills								65	4.9%	94	6.9%	39	3.1%
FL	Personal												27	2.1%
FL	Undecided								110	8.2%	144	10.6%	177	14.0%
FL	Not Reported		162	11.2%	173	12.5%	158	13.0%	720	53.8%	367	27.0%	164	13.0%
FL	Total		1442	100.0%	1383	100.0%	1211	100.0%	1339	100.0%	1361	100.0%	1266	100.0%

	Key Performance Indicators	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
		Year1	Year2	Year3	Year4	Year5	Year6
Program Resources							
23	Revenue: FTES*Reimbursement Rate	\$745,757.01	\$888,531.75	\$869,085.00	\$802,913.13	\$1,066,133.26	\$899,295.90
24	Total District Adopted Program Budget	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	608,787
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	N/A
26	Supplies (4300 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	1,615
27	Cost	NO DATA	NO DATA	NO DATA	NO DATA	675,922	
28	Total FTES for the year	255.37	272.58	250	218.88	278.04	234.53
29	Cost per FTES					2,431.02	
Degrees and Certificates							
30	Degree: Language Arts	52	46	35	36	35	47
31	Certificates						
32	Skill Awards						
33	Licenses (reported by department)						
Career Technical Education Programs							
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39	Labor market data						