



Reading Instructional Program Review 2009-2010

Spring 2010

Prepared by

Name	Title
Beverly Van Citters	Faculty
Mark Gunderson	Faculty
Joseph Harvey	Faculty

Reading Program Review Committee Members

Name	Title	Name	Title
Rebecca Rudd	Curriculum	Samuel Lee	Dean of Language Arts
Beverly Van Citters	Faculty	Mark Gunderson	Faculty
Joseph Harvey	Faculty Senate Representative	Jim Woolum	Program Review Advisor
		Cathy Day	Admin Secretary II



PROGRAM REVIEW – Reading

The final summary of the program review process for Reading 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.

Samuel Lee, Dean of Language Arts

date

Michelle Plug, Articulation Officer

date

David Kary, Chair of Curriculum Committee

date

Irene Malmgren, Vice President of Academic Affairs

date

Jack Call, Academic Senate President

date

Geraldine M. Perri, Superintendent/President

date

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

Table of Contents

	page #
1. Executive Summary	5
2. Faculty (<i>full and part-time</i>)	5
3. List of Program Courses	5
4. List of Degrees	6
5. List of Certificates and Awards	6
6. List of Industry-Based Standard Certificates & Licenses	6
7. Advisory Committee List	6
8. Program Student Learning Outcomes	6
9. Program Description / Mission	8
10. Program Goals and Objectives	8
11. Curriculum Review and Learning Outcomes Assessment	9
12. Degree/Certificate Review	9
13. Evaluation Criteria - Mission	9
Commendations	
Previous Recommendations Completed	
Recommendations	
14. Evaluation Criteria - Need	12
Commendations	
Previous Recommendations Completed	
Recommendations	

15.	Evaluation Criteria - Quality	14
	Commendations	
	Previous Recommendations Completed	
	Recommendations	
16.	Evaluation Criteria - Feasibility	16
	Commendations	
	Previous Recommendations Completed	
	Recommendations	
17.	Evaluation Criteria - Compliance	17
	Commendations	
	Previous Recommendations Completed	
	Recommendations	
18.	Attachment A – Key Performance Indicators	20
19.	Attachment B – Library Resources Report	26

1. Executive Summary

The Reading Department's program review has assisted the department faculty in acknowledging what we do well and what we can do better. We feel that we have focused on the developmental reading aspects in three courses [Read 019, Read 040 and Read 099]. We need to forge stronger communication ties with other disciplines especially in the sciences where success in Read 099 is of paramount importance for success in that area.

We intend to:

Create and monitor assessment strategies for Read 019, 040 and 099 including the development of a 'uniform' exam.

Train faculty using BlackBoard technology.

Continue to work with colleagues in learning communities that specialize in the introductory courses of science, sociology, criminal justice, and psychology to name a few.

2. Faculty

Full-Time Faculty

Mark Gunderson
Joseph Harvey
Patricia Lawrence
Beverly Van Citters

Adjunct Faculty

Linda Burns
Linda Hibbs
Donna Kelly
Helen LeMaire
Henry Alan Loya
Lori Nelson
Dianne Rowley
Elizabeth Serrao

3. List of Program Courses

Subject & Course No.	Title	Units
019	Literacy Skills	3.0
040	Basic Reading Skills	3.0
099	Reading Skills	3.0
120	Advanced College Reading	3.0

Classes not offered in the last two years:

Subject & Title	Units
----------------------------	--------------

4. List of Degrees

None

5. List of Certificates and Awards

None

6. List of Industry-Based Standard Certificates and Licenses

None

7. Advisory Committee or Council

n/a

8. Program Student Learning Outcomes

The Reading 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 Reading Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

a) Students successfully completing courses in the Reading Program are informed readers who can extract information, summarize, critically analyze purpose, tone, and inferences by producing response writings to nonfiction readings..

2) Computation

a) Students successfully completing courses in the Reading Program are informed readers who can extract the meanings of graphs and pictorial representations in the content/nonfiction readings by responding to these graphic images by interpreting both literal and inferential meanings

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

a) Students successfully completing courses in the Reading Program are informed readers who critically analyze, synthesize, and evaluate source materials by producing cohesive oral and written responses to the nonfiction reading materials

4) Community/Global Consciousness and Responsibility

a) Students successfully completing courses in the Reading Program are informed readers who are respectful and tolerant of diverse perspectives and demonstrate cultural awareness, personal responsibility, and ethical behaviors in discussion, ethical classroom behaviors, and ethical responses to readings and classroom views

5) Technology

a) Students successfully completing courses in the Reading Program are informed readers who use technology responsibly, can navigate the school platform environment, can use technology in classroom presentations, and can evaluate the credibility of online resources

6) Discipline / (Subject Area Specific Content Material)

a) Students successfully completing courses in the Reading Program are informed readers who use schema, metacognition, memory concepts, and skill building to develop their levels of learning in reading comprehension both literal and inferential

Matrix of Mapping Course-level SLOs with Program-level SLOs

	CC1 Communication	CC2 Computation	CC3 Creative, Critical, and Analytical Thinking	CC4 Community, Global Consciousness and Responsibility	CC5 Technology	CC6 Discipline Specific
<i>Reading Program- level SLOs</i>						
Read 019 SLO #1	X					X
SLO #2	X					X
SLO #3	X					X
SLO #4	X	X	X			X
SLO #5	X					X
SLO #6	X	X	X			X
SLO #7				X		
SLO #8					X	
Read 040 SLO #1	X					
SLO #2	X					

SLO #3	X					
SLO #4	X					
SLO #5	X					
SLO #6	X					
SLO #7			X			
SLO #8			X			
SLO #9		X	X			
SLO #10			X			
SLO #11			X			
SLO #12				X		
SLO #13				X		
SLO #14				X		
SLO #15					X	
SLO #16						X
Read 099 SLO #1				X		
SLO #2						X
SLO #3		X				X
SLO #4					X	
SLO #5	X					
SLO #6	X		X			
SLO #7	X					
SLO #8	X		X			
Read 120 SLO #1			X			X
SLO #2			X		X	X
SLO #3	X			X		
SLO #4	X		X		X	
SLO #5	X		X		X	
SLO #6	X				X	
SLO #7					X	
SLO #8	X		X			

9. Program Description / Mission

The Reading Program consists of a sequence of 4 courses [READ 019, 040, 099 and 120] which serve the diverse student population as needed to meet educational goals. Educational needs of students are met from basic literacy through advanced critical thinking and critical reading skills for college students.

The mission of the Reading Program supports students in college courses where a competent level of reading skill is required for student success.

10. Program Goals and Objectives

The goals and objectives of the Reading Program are:

- a) Provide courses that upgrade knowledge, literal and inferential comprehension, study skills, vocabulary and content areas.
- b) Provide skills in word recognition and processing of the written word.
- c) Provide practice and reinforcement in textual patterns that enhance reading efficiency and meaning.
- d) Provide instruction, practice, and preparation of effective responses as expressions of comprehension of higher learning.

11. Curriculum Review and Student Learning Outcomes Assessment

Course Number	Course Name	Last Reviewed by Curriculum Committee	*Date for next revision (six year cycle)	Date Last Offered	SLO's Written	**Most Recent SLO's Assessed
Read 019	Literacy Skills	2009	2015	2009	yes	Fall 09
Read 040	Basic Reading Skill	2009	2015	2010	yes	Fall 09
Read 099	Reading Skills	2009	2015	2010	yes	Fall 09
Read 120	College Reading	2004	2010	2005	pending	pending

*Courses to be reviewed on a six year cycle per Title 5.

**Results of assessment maintained by faculty with impact or needs recorded on annual program review report.

12. Degree/Certificate Review

Not applicable

13. Evaluation Criteria – Mission

The Reading Program curriculum offers courses from the pre-collegiate [developmental / basic skills] level through the college level to provide students to meet their educational goals where a competent level of reading skills is required for student success and advancement from basic skills to advanced critical thinking/reading skills. The Reading Program reflects the diversity found in the college population through nonfiction selections from a variety of disciplines reflecting contemporary issues in culture and society. The courses, Read 019, 040 and 099, are effective recommended prerequisites leading to college level required courses. The Read 120 course has been transferable to the CSU and is pending curriculum approval.

Commendations

- a) The Reading Program adheres to the mission objectives of the college through the Reading Program's role as a support for other college level programs.
- b) The Reading Program reflects the district's diversity in that assigned reading selections are diverse in content, author, and audience.
- c) The institution's core competencies are included in the development of SLOs and are part of the instruction delivered in the Reading Program
- d) There is no longitudinal data to support the question; however, Title V HSI grant did supply some stats that show that the program was successful.

- e) Provides students with intensive training in reading that helps them become able to navigate the college reading maze.
- f) Established both Read 099 and Read 040 as distance education offerings.
- g) Reading faculty have consistently been involved in Learning Communities from the beginning of the program. Reading has paired with Biology, Math, English and Counseling.
- h) Reading faculty continue to explore technology to assist in student learning such as the Second Life experiment in the Biology/Read 099 Learning Community including the culminating activities and movies made by students using YouTube to combine Biology and Reading objectives
- i) Introduces students to nonfiction material that relates directly to content areas.
- j) Works cooperatively with Disabled Students Programs and Services to accommodate students with various disabilities.
- k) Offers reading courses in a variety of instructional methods including traditional 16 week, fast track-8 week, distance education, learning communities, and learning communities-fast track, with integration of biology, math, English and counseling courses.
- l) Sensitive to economic needs of students at this time by providing for low cost textbooks including online, open source materials, and primary sources.

Previous Recommendations Completed

- a) Reading faculty working with counseling faculty has been accomplished in Learning Communities and in interfacing with the Basic Skills Counselor.
- b) Revamping of the importance of reading on the placement assessment has ensured that the minimal reading competency in EN 101 is achieved.
- c) The SLOs have been updated for the lower 3 courses [Read 019, 040, 099].
- d) Validation of placement cut scores has been accomplished.
- e) Distance education formats are now available for Read 040 and Read 099.
- f) Worked with Counseling and the Basic Skills Counselor to provide in-class workshops on various issues defined and created for each Reading course.
- g) Participated in the Title V HSI Grant and College Success Program to continue to promote student success and persistence in basic skills courses by offering fast track classes that get students through the program in a timely and efficient manner.
- h) Increased offerings in alternate methods of instruction including Learning Communities, Success Center, Faculty Leads and Fast Track courses.
- i) Worked with the Veteran's Services on campus to continue to provide educational opportunities to returning veterans in basic skills classes.
- j) Coordinated with Job Placement Coordinator, workshops to arm basic skills students so that they may successfully gain employment opportunities.
- k) Reviewed course outlines and course content for rigor, consistency of continuity, and student outcomes.
- l) Encouraged students to pursue a habit of lifelong reading through in-class discussions, supporting book readings and plays on campus, and through college reading strategies.

- m) Had guest authors -- because of the HSI Grant, Jimmy Santiago Baca visited Citrus and students from local feeder high schools were invited. His book, A PLACE TO STAND is used in all Read 099 classes. The video, made of his visit with his permission, is housed in the library for all reading faculty to show in their classes.
- n) Participated in identifying the appropriate College Success workshops for Read 019, Read 040 and Read 099.
- o) Contributed to the BlackBoard repository of materials for all College Success faculty.
- p) Most adjunct have portfolios on file in the Dean's office.

Recommendations

Recommendation									
Redesign Read 120 to fit a traditional, honors, and DE modes.									
Action/Activities	Target Date	Person Responsible		Impact					
				FNIC	Facilities	Software	Equipment	Personnel	Other
Revise course; utilize critical think component for GE requirement.	9/2014	B. Van Citters		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation									
Monitor students who take these courses in sequence: Read 019, 040 and 099									
Action/Activities	Target Date	Person Responsible		Impact					
				FNIC	Facilities	Software	Equipment	Personnel	Other
Evaluate students as they complete each of the 3 levels in basic skills sequence.	9/2014	Faculty Lead/Sam Lee/Researcher		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation									
Develop a department-wide final exam for each basic skills level									
Action/Activities	Target Date	Person Responsible		Impact					
				FNIC	Facilities	Software	Equipment	Personnel	Other
Develop rubrics that assist faculty in evaluating students' work	9/2014	Faculty Leads		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Evaluation Criteria – Need

According to the 2009 CAHSEE (California High School Exit Exam) results for grade 10, there are immediate reading needs in some of our feeder schools in English/Language Arts (which includes reading). For example, Azusa District had a 70% pass rate whereas 30% of the 10th graders failed. The CAHSEE is written at an 8th grade level therefore the literacy issue becomes even more pronounced to think that 30% of the students would fail. Passing the CAHSEE is NOT a valid indicator for college entry because college textbooks are written much higher than the 8th grade.

<http://www.cde.ca.gov/ta/tg/hs/documents/summaryresults09.pdf>

A better indicator is the CAT-6 (from the STAR-Standardized Testing and Reporting) where in 2009 for grade 11, in the whole State of California, only 40% of the students tested were at the proficient level in reading/English. (Note that the majority of this exam is reading-based). Note this means that 60% of the students are at basic or below in reading/English skills.

In Los Angeles County for 2009, 37% in grade 11 were listed at proficient or above, meaning that 63% were at basic or below in Reading/English.

In examining our feeder districts on the 2009 CAT/6 the results are as follows from the website: <http://star.cde.ca.gov/star2009>

Key	% age at proficient or higher	% at basic or below
State	40%	60%
LA County	37%	63%
Azusa District	22%	78%
Claremont	57%	43%
Duarte	37%	63%
Glendora	60%	40%
Monrovia	42%	58%

Reviewing these percentages, the need for basic skills is high just in the feeder schools for Citrus College. However, many students come from outside of the district environs and those results should be monitored as well.

Data from the NAEP (National Assessment of Educational Progress) indicates the level of reading in California, particularly Los Angeles County, is around a 5th grade level.

<http://www.cde.ca.gov/ta/tg/nr/documents/naep09full.pdf>

The highest grade measured by the NAEP is 8th grade. This is important to note because if students' deficiencies are identified in 8th grade, it is highly unlikely that the skills will get better in high school because the reading gets harder. Here is a quote from the NAEP 2009 Reading Report for California:

"In 2009, the percentage of students in California who performed at or above proficient was 22 percent. This was smaller than that for the nation's public schools (30 percent)."

The report further uses 'basic' and above as a descriptor -- The NAEP only measures Basic, Proficient and Advanced.

"In 2009, the percentage of students in California who performed at or above Basic was 64 percent. This was smaller than that for the nation's public schools (74 percent)."

The California public school students performed lower than the students in the nation's public schools.

Commendations

- a) The data from the National Assessment of Educational Progress over the past 6 years, indicates the level of reading in California, particularly in Los Angeles County, is around a 5th grade level. The exit exam in reading, given at the high schools, is set around an 8th grade level. The Reading Program faculty stay aware of recent educational trends that could impact the program
- b) There are similar reading programs around the country. However, the Citrus program used the State of California's reading objectives to develop the Reading Program. These state objectives have already been qualified by the CAT-6.
- c) The state and national data support the need for the program because without adequate reading and critical reading/thinking skills, the chance for student success is hampered, jobs/ employment limited, and further education stifled.

Previous Recommendations Completed

- a) The use of the CAT-6 as part of the multiple measures still needs to be examined. If the reading section of this exam is feasible, [this exam is required for all high school juniors in California] and can give the college adequate information for placement purposes, then the use of staff power to administer the assessment tool for placement will be limited.

Recommendations

Recommendation								
Using placement cut scores, determine if the cut scores are consistent with the NAEP and STAR results for LA County								
				Impact				
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
	9/2015	Researcher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation								
The office of institutional research should provide the Reading faculty with annual reports, available at the state department of education, that indicate the reading achievement levels of students in the Citrus College feeder schools and of Los Angeles County since many entry level students are from 'out of district'.								
				Impact				
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
	9/2015	Researcher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

15. Evaluation Criteria – Quality

Course outlines have been revised to include Student Learning Outcomes and assessment measurements. Validation of the Placement cut scores continues as the literacy levels increase based on the STAR testing in the State of California.

Commendations

- a) The lecture units are appropriate.
- b) The disciplines are appropriate.
- c) Course pre-requisites are validated.
- d) Faculty are well trained in the discipline and are tenured.
- e) Updated student learning outcomes.
- f) Established learning communities.
- g) Established a learning communities lead with the help of the HSI Grant.
- h) Established a fast track component.
- i) Faculty present to state and national organization.
- j) Faculty take leadership roles at state and national levels in their fields.

Previous Recommendations Completed

- a) Hired Basic Skills Director
- b) Developed College Success Advisory Committee
- c) Updated classrooms to include newer technology
- d) Developed Faculty Leads

Recommendations

Recommendation									
Revise Read 120 to include SLOs and to meet CSU, UC, and IGETC standards for area.									
				Impact					
Action/Activities	Target Date	Person Responsible		FNIC	Facilities	Software	Equipment	Personnel	Other
Add SLOs and critical thinking component	9/2011	B. Van Citters/Read Faculty		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation									
Develop a 12-unit Reading Certificate of Achievement									
				Impact					
Action/Activities	Target Date	Person Responsible		FNIC	Facilities	Software	Equipment	Personnel	Other
Review feasibility of a Reading Certificate of Achievement.	9/2015	J. Harvey		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation									
Identify contemporary authors to infuse into the Reading program.									
				Impact					
Action/Activities	Target Date	Person Responsible		FNIC	Facilities	Software	Equipment	Personnel	Other
	9/2014	Reading Faculty		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Date	Responsible						
Use services of Counseling, DSPS, and Veteran's Services in integrated effort to develop peer network	6/2012	Reading Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation								
Award Will Ulrich Reading Scholarship Funds at Student Achievement Awards Banquet.								
			Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
Provide informal to student on scholarship set up in memory of Will Ulrich and the Mark Gunderson Book Fund.	9/2010	J. Harvey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foundation
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Recommendation								
			Impact					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

17. Evaluation Criteria – Compliance

Sample syllabi from the full time professors indicate that they comply with the District policies, and, in connection with the program review, the course student learning outcomes have been brought up to current requirements. The Read 099 DE course has been evaluated for ADA (Americans with Disabilities Act) to ensure that the material includes multi-modalities that are inclusive in communication.

Commendations

- a) The course requisites and course outlines meet the District and State requirements.

Recommendation
 Explore opportunities to host reading events with local high schools and/or guest authors

Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
Readers to Leaders		Read Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reading buddies/mentoring			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

18. Attachment A: Key Performance Indicators

Key Performance Indicator	FA 02	FA 03	FA 04	FA 05	FA 06	FA 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	3	3	4	4	3	3
Classes Offered (total # of sections)	16	15	17	27	36	37
Morning (Prior to 11:59AM)	9	8	11	13	16	15
Afternoon (12:00 to 4:29PM)	4	4	2	7	11	10
Evening (4:30PM or Later)	3	3	4	7	9	12
Arranged Hour						
Weekend						
Short term	12	3	8	7	5	2
Distance Education (full term)						
Distance Education (short term)						
Enrollment	386	386	495	786	1034	1081
Weekly Student Contact Hours (WSCH)	1,042.5	1,133.7	1,674.5	2,727.4	3,087.1	3,984.5
Full-Time Equivalent Students (FTES)	35.2	38.9	57.4	92.6	105.8	100.5
Program Resources						
Full-Time Equivalent Faculty (FTEF)	3.11	2.92	3.82	6.03	7	6.35
Credit Reimbursement Rate	\$2,850.7 3	\$2,790.5 3	\$2,922.3 0	\$3,259.7 1	\$3,476.3 4	\$4,367.0 0
Program Operation						
WSCH/FTEF	335.2	388.3	438.3	452.3	441.0	627.5
FTES/FTEF	11.3	13.3	15.0	15.4	15.1	15.8
Fill rate at Census	81.9	95.9	103.1	102.9	105.0	93.2
Program Success						
Course Success (any course, C or better or "Pass")	47.0%	52.0%	70.0%	70.0%	67.0%	69.0%
Course Retention	89.0%	87.0%	93.0%	92.0%	93.0%	96.0%

Key Performance Indicator	SP 03	SP 04	SP 05	SP 06	SP 07	SP 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	3	3	4	3	3	3
Classes Offered (total # of sections)	13	16	21	32	33	33
Morning (Prior to 11:59AM)	8	9	13	15	15	15
Afternoon (12:00 to 4:29PM)	3	3	3	9	12	9
Evening (4:30PM or Later)	2	4	5	8	6	9
Arranged Hour						
Weekend						
Short term	4	10	5	3	5	1
Distance Education (full term)						
Distance Education (short term)						
Enrollment	320	406	612	848	929	868
Weekly Student Contact Hours (WSCH)	873.0	1,183.4	1,985.5	2,848.3	3,839.5	3,101.2
Full-Time Equivalent Students (FTES)	31.6	42.8	71.9	97.2	103.3	83.2
Program Resources						
Full-Time Equivalent Faculty (FTEF)	2.53	3.11	4.73	7.13	6.42	6.35
Credit Reimbursement Rate	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34	\$4,367.00
Program Operation						
WSCH/FTEF	345.1	380.5	419.8	399.5	598.0	488.4
FTES/FTEF	12.5	13.8	15.2	13.6	16.1	13.1
Fill rate at Census	83.6	88.3	106.1	92.2	95.4	83.4
Program Success						
Course Success (any course, C or better or "Pass")	48.0%	56.0%	72.0%	67.0%	60.0%	71.0%
Course Retention	83.0%	88.0%	91.0%	90.0%	88.0%	95.0%

Key Performance Indicator	SU 02	SU 03	SU 04	SU 05	SU 06	SU 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)			1		1	1
Classes Offered (total # of sections)	1	1	5	4	14	14
Morning (Prior to 11:59AM)	1		4	2	9	9
Afternoon (12:00 to 4:29PM)		1	1	1	4	3
Evening (4:30PM or Later)				1	1	2
Arranged Hour						
Weekend						
Short term			3		4	2
Distance Education (full term)						
Distance Education (short term)						
Enrollment	18	55	106	112	291	336
Weekly Student Contact Hours (WSCH)	194.3	594.3	762.0	1,168.6	3,401.0	3,547.8
Full-Time Equivalent Students (FTES)	1.9	5.7	10.2	12.4	32.4	33.8
Program Resources						
Full-Time Equivalent Faculty (FTEF)	0.19	0.19	0.97	0.91	3.11	2.75
Credit Reimbursement Rate	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34	\$4,367.00
Program Operation						
WSCH/FTEF	1,022.4	3,127.9	785.6	1,284.2	1,093.6	1,290.1
FTES/FTEF	9.7	29.8	10.5	13.6	10.4	12.3
Fill rate at Census	64.3	91.7	82.0	99.8	70.8	79.7
Program Success						
Course Success (any course, C or better or "Pass")	61.0%	73.0%	59.0%	86.0%	87.0%	85.0%
Course Retention	89.0%	96.0%	93.0%	96.0%	97.0%	95.0%

Key Performance Indicator						WN 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)						3
Classes Offered (total # of sections)						10
Morning						6
Afternoon						3
Evening						1
Arranged Hour						
Weekend						
Short term						1
Distance Education (full term)						
Distance Education (short term)						
Enrollment						291
Weekly Student Contact Hours (WSCH)						3,259.0
Full-Time Equivalent Students (FTES)						31.0
Program Resources						
Full-Time Equivalent Faculty (FTEF)						2.08
Credit Reimbursement Rate						\$4,367.00
Program Operation						
WSCH/FTEF						1,566.8
FTES/FTEF						14.9
Fill rate at Census						96.2
Program Success						
Course Success (any course, C or better or "Pass")						84.0%
Course Retention						96.0%

Key Performance Indicator	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Student Demographic Data	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	407	60%	498	62%	644	59%	869	57%	1081	57%	1156	55%
Male	271	40%	299	38%	442	41%	667	43%	809	43%	921	44%
Missing											15	1%
Total	678	100%	797	100%	1086	100%	1536	100%	1890	100%	2092	100%
Age												
19 or younger	369	54%	422	53%	558	51%	800	52%	1107	59%	1184	57%
20-24	158	23%	211	26%	327	30%	485	32%	534	28%	627	30%
25-29	49	7%	68	9%	77	7%	120	8%	113	6%	122	6%
30-34	26	4%	27	3%	37	3%	36	2%	42	2%	54	3%
35-39	28	4%	29	4%	25	2%	37	2%	31	2%	40	2%
40-49	40	6%	34	4%	47	4%	46	3%	42	2%	50	2%
50 and above	8	1%	6	1%	15	1%	12	1%	21	1%	15	1%
Total	678	100%	797	100%	1086	100%	1536	100%	1890	100%	2092	100%
Ethnicity												
Asian	80	12%	121	15%	194	18%	223	15%	201	11%	230	11%
African American	49	7%	66	8%	72	7%	106	7%	135	7%	162	8%
Hispanic	366	54%	434	54%	542	50%	785	51%	1061	56%	1123	54%
Native American/Alaskan Native	6	1%	4	1%	6	1%	9	1%	14	1%	18	1%
Other	8	1%	19	2%	24	2%	36	2%	36	2%	31	1%
Caucasian	155	23%	128	16%	214	20%	324	21%	395	21%	382	18%
Decline to State	12	2%	19	2%	27	2%	39	3%	38	2%	42	2%
Missing	2	0%	6	1%	7	1%	14	1%	10	1%	104	5%
Total	678	100%	797	100%	1086	100%	1536	100%	1890	100%	2092	100%
Educational Goal												
Degree/Cert/Transfer	601	89%	727	91%	995	92%	1398	91%	1772	94%	757	36%
Career/Ed Development	22	3%	22	3%	36	3%	40	3%	27	1%	50	2%
Improve Basic Skills											12	1%
Undecided											121	6%
Unknown	55	8%	48	6%	55	5%	98	6%	91	5%	1152	55%
Total	678	100%	797	100%	1086	100%	1536	100%	1890	100%	2092	100%

Key Performance Indicator	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Resources						
Revenue: FTES* Reimbursement Rate	195,588.6	243,780.7	407,456.3	659,146.0	839,570.9	1,085,461.5
Total District Adopted Program Budget	n/a	229,603	319,932	366,213	468,223	444,648
Support Personnel (wage without benefit, 2200 and 2400 in budget)	n/a	0	0	0	0	0
Supplies (4300 in budget)	n/a	1,667	43	745	448	294
Cost	n/a	214,859	325,606	390,532	391,065	449,534
Total FTES for the year	68.6	87.4	139.4	202.2	241.5	248.6
Cost per FTES	n/a	2,459.47	2,335.27	1,931.32	1,619.25	1,808.55
Program Success						
Degrees Awarded						
Certificates Awarded						
Skill Awards						
Licenses (reported by department)						
Career Technical Education Programs						
VTEA Grant						
Industry Contributions to Program Resources						
Available Jobs						
Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						

19. Attachment E: Library Resources Report

LIBRARY ACTIVITY:

Library Research Orientations
41 (during the prior year)

Circulation of materials in subject area
Circulation as percent of total circulation:

420-429.99	1%
372	2% all 370s

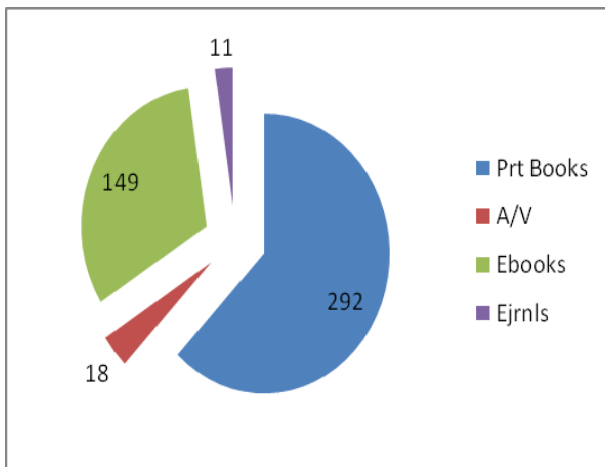
RESOURCES:

Dewey Call Number areas:

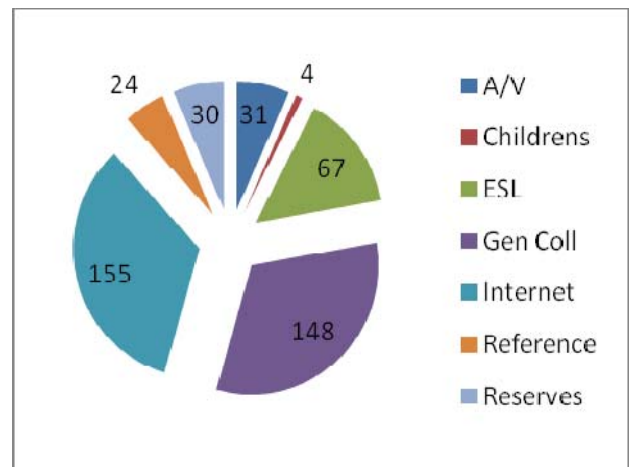
020-29.99	84
420.429.99	263
370.379.99	56
Other	56

Ejournals: 11

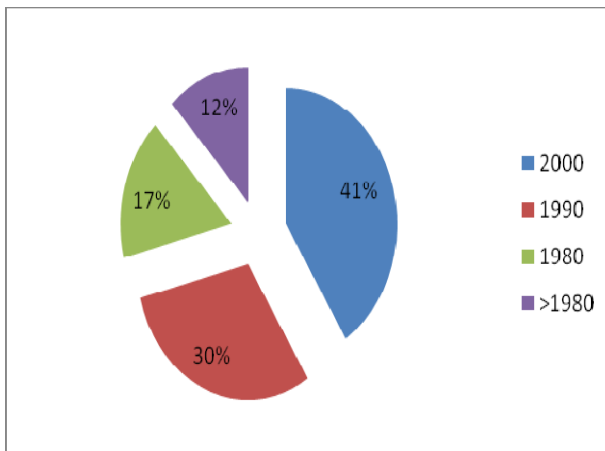
FORMATS



LOCATION OF COLLECTIONS



AGE OF COLLECTIONS:



EBSO DATABASES:

Academic Search Premier

Alt HealthWatch

Business Source Premier

CINAHL Plus

Communication & Mass Media Complete

ERIC

Funk & Wagnalls New World Encyclopedia

GreenFILE

Health Source: Consumer ed.

Health Source: Nursing/Academic ed.

History Reference Center

Library, Information Science & Tehcnology Abs

Literary Reference Center

MAS Ultra School Edition

MasterFILE Premier

MEDLINE

Military & Government

Newspaper Source

Primary (K-6)

Professional Development

PsycARTICLES

Psychology & Behavioral Science

Regional Business News

Religion & Philosophy

Vocational & Career

OTHER:

Gale Literature Resource Center

Gale Virtual Reference Library

LEXIS-NEXIS Academic

netLibrary

CQ Researcher

Issues & Controversies

SIRS Researcher

Aleks

Alldata Online Automotive diagnostic and repair information. .

Annals of American History Online

Auto Repair Reference Center

Biography Resource

Center

Biology Journals

Books in Print with

Reviews

Chi Tester

CountryWatch

Encyclopaedia Britannica Online

Eureka Online Career & college

search

Issues & Controversies - American History

Learning Express Test Prep for ASE (Automotive), Cosmetology, & Nursing

Los Angeles Times Current: 1985-present Historical: 1881-1985

Oxford English Dictionary

Proquest Newspapers

Salem Health & Salem Cancer

MagillÆs Medical Guide online.

Salem History

Science (AAAS)

Twayne's Author Series

Vocational Biographies

Webster's 3rd New International Dictionary,

Unabr.

Call Numbers relevant to Reading

028 Reading and use of other information media

428 Standard English usage

428.4

Sample Subject Headings relevant to Reading

English language--Textbooks for foreign speakers

Reading (Higher education)

Reading comprehension

Study skills.