# English as Second Language (ESL) Instructional Program Review 2010-2011

# Spring 2011

## Prepared by

| Name | Title |
|------|-------|
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## ESL Program Review Committee Members

| Name | Title |
|------|-------|
| Samuel Lee | Dean of Language Arts |
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| Irene Malmgren | Vice President of Academic Affairs |
| Roberta Eisel | Academic Senate President |
| Dr. Geraldine Perri | Superintendent/President |

# PROGRAM REVIEW – ESL

The final summary of the program review process for ESL 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 T. Lee, Dean of Language Arts and Enrollment Management | date |
| Michelle Plug, Articulation Officer | date |
| Carolyn Perry, Chair of Curriculum Committee | date |
| Irene Malmgren, Vice President of Academic Affairs | date |
| Nicki Shaw, 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.

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# 1. Executive Summary

## A. Program History/Description

The English as a Second Language (ESL) program offers students a comprehensive selection of courses to improve their knowledge of and skills with English for both personal and academic purposes. The ESL program also introduces international students to American culture and customs. Courses range from pre-collegiate (non-degree-applicable) through transfer levels. ESL 101 Reading and Composition satisfies the graduation requirement in writing competency and satisfies a general education requirement for the associate degree.  Courses in English as a Second Language are offered during the day and in the fast-track format.

The core courses in the ESL program at Citrus College are parallel to the traditional English sequence.

ESL/English 030:  Sentence Structure
ESL/English 040:  Composition - Paragraph
ESL/English 100:  Composition - Essay
ESL/English 101:  Composition - Research Paper

Recently the English sequence has been revised and significantly condensed, combining writing and reading in 2 courses totaling 6 units of instruction. The ESL faculty have considered revising the ESL sequence to run parallel with the new English sequence, but have decided against doing so for the time being. Since resident students have the option of completing the English sequence, and are never required to take ESL, the faculty have concluded that it would weaken the integrity of the ESL sequence to eliminate 3 levels of instruction (020, 030, 040) and replace it with 1 level consisting of only 1 unit (the equivalent to ENGL 098). Doing so would make it impossible to meet the varied needs of international students who come to Citrus for the dual purpose of learning English and pursuing a degree or transfer.

The ESL program also offers courses that address the unique needs of second-language learners:

ESL 034, 044, 054:  Reading Skills
ESL 036, 046, 056:  Grammar
ESL 042:  Pronunciation
ESL 053:  Introduction to Literature

These courses attract foreign-born residents of the district as well as international students who have been granted a visa to study in the United States.

## B. Strengths/Effective Practices

The Citrus College ESL program offers a full complement of credit ESL courses and support services. As such, it is considered an Intensive English Program (IEP)

and meets or exceeds the guidelines of University and College Intensive English Programs (UCIEP) as well as American Association of Intensive English Programs (AAIEP). While the program is comprehensive, it is small enough for students to develop a closer relationship with faculty, counselors, and their peers. They receive more individual attention than they might get at a larger community college. Given the competition among IEPs for international students, and the needs and expectations of incoming students, small class sizes and personal attention are key strength of the program.

The implementation of FastTrack classes is the most noteworthy development in ESL at Citrus since the last 6-year program review.  By taking classes in an eight-week term, students can:
  1.  Complete the ESL sequence and enroll in transfer-level classes sooner;
  2.  Enter the program at more points in the academic calendar;
  3.  Immediately retake a class that they fail.

When offered a choice between a traditional, semester-length ESL 040 class and a fast-track section, students overwhelmingly pick the latter.


## C.  Weaknesses/Lessons Learned
The ESL program has not offered any evening classes for several years.

A less successful innovation was the attempt to create a bridge between the non-credit ESL program and the credit program.  A new full-time instructor was assigned a teaching load that was 50% non-credit ESL.  It was believed that more resident adult students would enroll in credit courses if there were more articulation between the two programs.

The ESL program encountered student resistance to the effort.  The bridge instructor struggled to create a sense of accountability in that program.  Changes have since been implemented in non-credit ESL curriculum and a full-time faculty member is again providing support. Nevertheless, several impediments to bridging the gap with non-credit remain:
  1. No provision in faculty contract for non-credit assignments;
  2. Lack of interest in non-credit by students with academic goals (virtually all students in the ESL program);
  3. Restrictions on financial aid for non-credit instruction;
  4. Restrictions on F-1 student visas for non-credit instruction;
  5. Lower reimbursement rate of non-credit (necessitating significantly larger class sizes (UCIEP and AAIEP standards specify a cap of 20 for intensive English instruction);
  6. Restrictions on the district's ability to offer adult school coursework in the region (the majority of students interested in non-credit ESL).

The faculty are aware that there is discussion at the state level of limiting the number of levels below college level. They are also aware that exemptions for

ESL have been part of the discussion. Such exemptions have been suggested in consideration of the specific needs of international students admitted with dual goals of learning English and completing an academic goal. Should the state approve limitations on levels of instruction below college level (with no ESL exemption), the faculty would develop solutions to fit the needs of our varied international and resident population. Whether those solutions would include non-credit would be determined when all the limitations, interests, and options are known to all the constituents involved.

### D. Recommendations/Next Steps
The ESL program proposes the following steps in order of priority:
1. Add evening classes (2011)
2. Expand overseas recruitment efforts (2011-2013)
3. Update the department website (2011)
4. Expand the use of Blackboard (2011-2012)
5. Create a learning communities class/implement supplemental instruction (2012)
6. Restore 20-level classes (when enrollment increases)

## 2. Faculty

| Full-Time Faculty | Adjunct Faculty |
|---|---|
| Cynthia Cross | Kristin Golden |
| Toby Guebert | June Seccombe |
| Connie Tucker | Andrew Hong |
| | Wood Lam |
| | Nicholas Null |

## 3. Program description and mission

The ESL program at Citrus College meets the District's mission of developing a literate, informed, participating citizenry in several ways. For the District's resident population, the program provides an opportunity for students with limited English proficiency (LEP) to improve their knowledge of English for both personal and academic purposes and gain access to advanced education. For the non-resident population, the ESL program helps to introduce international students to American culture and customs and to improve their English language skills. Upon return to their own countries, these students will be able to use their enhanced knowledge of American culture and English in ways that foster international relations and trade.

The curriculum of the ESL program is comprehensive. Instruction is provided at all levels, from basic language instruction to transfer-level reading and composition courses. The courses include instruction of a remedial nature for those students who have learned English imperfectly in the past, with emphasis on mastering basic English skills and learning skills of a more general nature for success in college.

The courses offered in the ESL program at Citrus College are similar in content and units to those at other community colleges in Southern California. Placement is based on previous coursework or scores on the Accuplacer test, both of which have been validated and approved by the Curriculum Committee.

Course outlines are reviewed periodically. All courses currently offered have Student Learning Outcomes, with the assessment cycle in place for ESL 040, 046, 056, and 100. SLO assessment for ESL 034 and 044 will begin Spring 2011 and be completed by Fall 2012. Program SLOs will be assessed by Fall 2012.

Courses in the writing sequence (040, 100, 101) support the District's emphasis on critical thinking and written expression. Since its last program review, the ESL department has added ESL 053 (Introduction to Literature) and ESL 054 (Bridge to College Reading) in order to prepare ESL students for the critical thinking required in courses in the general curriculum. Successful completion of ESL 101 allows a student to transfer to a UC school.

All of ESL faculty members have Master's degrees in Teaching English as a Second Language (TESOL or TESL). They regularly attend both local and national conferences in their discipline.

According to the ARCC 2010 Report, the improvement rate for ESL students at Citrus for the period from 2006-07 to 2008-09 is 76.2%. This stands in contrast to our peer group average of 54.8%.

Diversity is inherent in the ESL program. There are students from many different countries, races, ages and ethnic backgrounds. The program is a reflection of the District and more so; it is truly a reflection of the world.

## 4. Program Goals and Objectives
The goals and objectives of the ESL  Program are:
   a) To offer a comprehensive program of instruction for non-native speakers of English from basic English language to transfer-level composition.
   b) To provide non-native speakers of English with the writing, reading, speaking, and listening skills needed to succeed in college courses.
   c) To strengthen critical reading and thinking skills.
   d) To provide students with knowledge of American culture and college expectations.


## 5. Review of previous recommendations

Recommendation from 2004-2005 Program Review:

MISSION:
*Work with the Basic Skills program to coordinate curriculum and ensure appropriate placement of ESL students.

--The creation of a College Success Committee and a Basic Skills Coordinator has lead to support services that benefit ESL students, particularly the Writing Café. Students who are hired as tutors now receive better training to help second-language learners with their written expression.  A greater variety of workshops are also offered through the Learning Center.
*Develop international recruitment strategies to ensure diverse international population.
   --In 2006, Connie Tucker represented Citrus College at a recruitment fair hosted by NIC (Nevada California International Consortium of Colleges & Universities), one of our feeder schools in Japan.  Toby Guebert used his sabbatical in 2007 to visit NIC and ECC Kokusai (an educational agent) in Japan and two private high schools in Korea.


NEED:
*Create an instructional website:
   --No longer recommended because faculty now may elect to use Blackboard as an instructional website.
*Develop a structured relationship with Lifelong Learning, CalWORKS, EOP&S, and DSP&S.
   --The ESL faculty routinely invites Counselors and International Student Office staff to monthly department meetings.
*Coordinate programs and services with the Learning Center, especially where adjunct faculty are involved.
   --ESL faculty have worked cooperatively with Lifelong Learning to provide input on curriculum and programming for non-credit ESL.
   --ESL faculty have worked with the Learning Center to establish the Writing Café to assist ESL students with their written assignments.  Also, ESL students now have lab manuals that guide them to specific resources in the Citrus Language Lab.  Wood Lam, one of the department's adjunct faculty, also has a position in the Language Lab. The Supervisor of the Learning Center regularly attends ESL department meetings.
*Allow full-time faculty to teach the summer term as part of regular load.  The ESL Program has a large intake of international students in the summer.
   --This option is not allowed under the district's contract with faculty.
*Work with Basic Skills to develop a writing lab staffed by qualified instructors to assist students with writing.
   --The creation of the Writing Café has fulfilled this recommendation.
*Work with the International Student Center to prepare for fluctuations in enrollment; interact with the International Student Center for confirmation of the generally increased international student enrollment in the summer and fall intensive program.
   --Coe Lamoreaux, International Students Supervisor, Paige Miyabe, International Students Education Advisor, and Steve Avalos, International Students Counselor, regularly attend ESL Department meetings to provide their input. Connie Tucker is in regular communication with the International Student Office concerning incoming students.
*Budget $25,000 per year to support college-wide international student and ESL program promotion:  advertising, international travel for education fair participation, media (brochure, web, video development, publication distribution).

--Due to recent budget difficulties, funding international recruitment has not been possible.  Since international students provide non-apportionment, discretionary funds, the district might consider opportunities to enhance this revenue stream.
*Budget $2,000 per year to support departmental academic travel.
--Funding from Basic Skills grants and Faculty Development have allowed ESL faculty to attend both the TESOL and CATESOL annual conferences. Connie Tucker attended CATESOL in 2007 and 2008. Toby Guebert attended CATESOL in 2009, 2010, and 2011. He attended TESOL in New York in 2010.
*Budget $1,000 per year for textbooks, readers and supplemental materials for the Language Lab and Learning Center.
--No longer recommended because the Learning Center is funded to purchase materials as needed.
*Clarify rights and restrictions for native speakers enrolling in ESL classes.
--Now that the English Department offers Fast Track classes during the second eight weeks of a semester, native speakers of English no longer try to enroll in ESL classes.

FEASIBILITY:
*Ensure faculty and administrative offices involved with the ESL program are located in the ED building to maintain close proximity to the International Student Center and Language Lab.  Develop contiguous space in the ED building for the ESL program.
--No longer recommended. The International Student Office moved to the new Student Services building in Summer 2011.  Ideally, ESL courses should be scheduled in classrooms in the Student Services building for the convenience of the International student population. The dean is working with the dean of Counseling to move some sections where there is availability.
*Monitor that evening tutorial and Language Lab staff and services fulfill student needs.
--The College Success Center staff has been very responsive to scheduling hours according to student needs.  Language Lab hour requirements have been reduced to 9 hours per course to accommodate the needs of students in 'fast track' classes.
*Order new and updated software to be accessible for the new digital lab.
--New materials installed in the Language Lab include Focus on Grammar, Azar Interactive, Longman Interactive, and Grammar Sense 2.  Faculty and staff will continue to update programs to keep pace with technology and curriculum changes.
*Work with Language Lab and Continuing Education to develop appropriate location for the creation of a "Writing Lab".
--As part of the Basic Skills grant, in cooperation with the English department, the Writing Café, staffed by supervisors with minimum qualifications in English and ESL, opened in Summer 2010.  It is open to all Citrus College students, providing services including grammar clinics, writing guidance, and help with research techniques.  Funding for the Writing Café should be continued even after the grant money runs out.

Library Resources:
*Regularly review and update ESL reference collection as needed.  The ESL list from the library -- that outlines the list of texts currently available for students' use -- should be regularly distributed for faculty and student reference/use.

--The library staff have recommended incorporating the ESL collection into the regular library collection for better access.  In Spring 2010 ESL faculty reviewed and updated the collection.  Many of the books, especially TOEFL books, were outdated and discarded.
*Reserve Materials:  Because of the large number of CalWORKS and EOP&S students in the ESL program, copies of all ESL required textbooks should be placed on reserve in the Library and Language Lab.
    --Each semester, faculty and staff make sure there is at least one current copy of each textbook in the Library and Language Lab.

QUALITY:
*District should support quality of faculty by improving full-time/adjunct faculty ratio (currently measures 57/43%).
    --Due to course reductions as a result of severe budget constraints, the full-time/adjunct ratio has changed to be approximately 80/20 since 2009.  Very few courses are now being taught by adjunct faculty.  We anticipate one faculty retirement in the next 6 years.
*Additional courses should be added to improve student success/achievement in general education courses.
    --The College Success program started using Learning Communities in 2009 to pair college-level English courses with academic courses; however, most ESL classes are below college level, so they do not fit this model well.  We do not have enough sections of ESL 100 or 101 to offer this type of paired course.  ESL 53 (Bridge to College Literature) and ESL 54 (Bridge to College Reading) have been designed to transition students to academic coursework.
*Add a computer skills elective course.
    --This type of course is no longer necessary as most students now have computer and technological skills.  Lab staff also give individual instruction in using Blackboard, PowerPoint and other office programs to help those students who need these skills to complete projects and homework.
*In cooperation with the HSI Grant, faculty and ESL Coordinator will research and adopt new ESL placement instrument.
    --The Accuplacer LOEP has been adopted and validated as the placement instrument and is used along with a writing sample to place students.  The original validation study, conducted after adoption, demonstrated that the placement cut scores were appropriate. A subsequent validation study is being conducted in Fall 2011.

COMPLIANCE:  No recommendations.


# 6. List and Review of Degrees, Certificates, and Awards
Not applicable


# 7. List of Industry-Based Standard Certificates and Licenses
Not applicable

## 8. Advisory Committee or Council
Not applicable

## 9. Program Student Learning Outcomes

The ESL 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 ESL Program will have acquired the following competencies:

**1) Communication (personal expression and information acquisition)**
Read analytically and critically at the college level.
Write in grammatically correct English with clarity and fluency.
Listen actively and speak articulately.
**2) Computation**

**3) Creative, Critical, and Analytical Thinking, and Information Competency**
Research and synthesize information on topics using library and Internet sources.
Analyze and self-correct grammatical, semantic, and lexical errors.
**4) Community/Global Consciousness and Responsibility**
Participate appropriately in an American college classroom by demonstrating cultural awareness, personal responsibility, and ethical behavior.
**5) Technology**

**6) Discipline / (Subject Area Specific Content Material)**

# 10. Curriculum Review and Student Learning Outcomes Assessment

## Curriculum/SLO Assessment Map -- ESL Program

| CC 1(a): Read English Analytically/Critically | CC 1(c) : Speak Articulately | CC 3(b): Analyze and correct errors |
|---|---|---|
| CC 1(b): Write in Grammatically correct English | CC 3(a): Research/Synthesize Information | CC 4: Classroom Participation |

Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award
SLO Key: I=Introduced, D=Developed, M=Mastered

| | CC 1(a) | CC 1(b) | CC 1(c) | CC 3(a) | CC 3(b) | CC4 | Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment) |
|---|---|---|---|---|---|---|---|
| **ESL 020**–English Language Skills II (3 Units), Last Offered- Fall 2009, Last Curriculum Date: 2008, Curriculum Revision Date: Spring 2011 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | NA* |
| SLO 2 | I | I | I | I | I | I | NA* |
| SLO 3 | I | I | I | I | I | I | NA* |
| | | | | | | | |
| *ESL 022–Pronunciation and Conversation II (2 Units),* Last Offered- Fall 2009, Last Curriculum Date: 06/07, Curriculum Revision Date: Fall 2011 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | NA* |
| SLO 2 | I | I | I | I | I | I | NA* |
| SLO 3 | I | I | I | I | I | I | NA* |
| | | | | | | | |
| **ESL 024**–Reading/Vocabulary II (2 Units), Last Offered- Fall 2009, Last Curriculum Date: 06/07 , Curriculum Revision Date: Fall 2011 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | NA* |
| SLO 2 | I | I | I | I | I | I | NA* |
| SLO 3 | I | I | I | I | I | I | NA* |
| SLO 4 | I | I | I | I | I | I | NA* |
| | | | | | | | |
| **ESL 026**–Grammar Fundamentals II (2 Units), Last Offered- Fall 2009, Last Curriculum Date: 2007, Curriculum Revision Date: Fall 2011 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | NA* |
| SLO 2 | I | I | I | I | I | I | NA* |
| SLO 3 | I | I | I | I | I | I | NA* |

*\* ESL 020, 022, 024, 026 are only offered when a cohort of beginning-level students is enrolled. It is not possible to conduct assessments from term to term.*

|  | CC 1(a) | CC 1(b) | CC 1(c) | CC 3(a) | CC 3(b) | CC4 | Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment) |
|---|---|---|---|---|---|---|---|
| **ESL 030**–English Language Skills III (3 Units), <br> Last Offered- Fall 2010, Last Curriculum Date: 2011, Curriculum Revision Date: Fall 2007 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | SP12 |
| SLO 2 | I | I | I | I | I | I | FA08-Ongoing |
| SLO 3 | I | I | I | I | I | I | SP13 |
| | | | | | | | |
| **ESL 032**–Pronunciation and Conversation III (2 Units), <br> Last Offered- Fall 2010, Last Curriculum Date: 06/07, Curriculum Revision Date: Fall 2011 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | No Longer Offered |
| SLO 2 | I | I | I | I | I | I | No Longer Offered |
| SLO 3 | I | I | I | I | I | I | No Longer Offered |
| | | | | | | | |
| **ESL 034**–Reading/Vocabulary III (2 Units), <br> Last Offered- Fall 2010, Last Curriculum Date: 06/07, Curriculum Revision Date: Fall 2011 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | FA11 |
| SLO 2 | I | I | I | I | I | I | SP12 |
| SLO 3 | I | I | I | I | I | I | SP13 |
| SLO 4 | I | I | I | I | I | I | SP14 |
| | | | | | | | |
| **ESL 036**–Grammar Fundamentals III (2 Units), <br> Last Offered- Fall 2010, Last Curriculum Date: 2007, Curriculum Revision Date: Fall 2011 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | FA09-Ongoing |
| SLO 2 | I | I | I | I | I | I | SP12 |
| SLO 3 | I | I | I | I | I | I | SP13 |
| | | | | | | | |
| **ESL 040**–English Language Skills IV (3 Units), <br> Last Offered- Fall 2010, Last Curriculum Date: 2007, Curriculum Revision Date: Fall 2011 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | SP12 |
| SLO 2 | I | I | I | I | I | I | SP13 |
| SLO 3 | I | I | I | I | I | I | FA08-Ongoing |
| | | | | | | | |
| **ESL 042**–Pronunciation and Conversation IV (2 Units), <br> Last Offered- Fall 2010, Last Curriculum Date: 06/07, Curriculum Revision Date: Fall 2011 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | No Longer Offered |
| SLO 2 | I | I | I | I | I | I | No Longer Offered |
| SLO 3 | I | I | I | I | I | I | No Longer Offered |

|  | CC 1(a) | CC 1(b) | CC 1(c) | CC 3(a) | CC 3(b) | CC4 | Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment) |
|---|---|---|---|---|---|---|---|
| **ESL 044**–Reading/Vocabulary IV (2 Units), Last Offered- Fall 2010, Last Curriculum Date: 06/07, Curriculum Revision Date: Fall 2011 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | FA11-Ongoing |
| SLO 2 | I | I | I | I | I | I | SP12 |
| SLO 3 | I | I | I | I | I | I | SP13 |
| SLO 4 | I | I | I | I | I | I | SP14 |
| | | | | | | | |
| **ESL 046**–Grammar Review I (2 Units), Last Offered- Fall 2010, Last Curriculum Date: 2007, Curriculum Revision Date: Fall 2011 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | FA09-Ongoing |
| SLO 2 | I | I | I | I | I | I | SP12 |
| SLO 3 | I | I | I | I | I | I | SP13 |
| | | | | | | | |
| **ESL 053**–Bridge to College Literature (2 Units), Last Offered- Fall 2010, Last Curriculum Date: 06/07, Curriculum Revision Date: Fall 2011 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | FA11-Ongoing |
| SLO 2 | I | I | I | I | I | I | SP12 |
| SLO 3 | I | I | I | I | I | I | SP13 |
| | | | | | | | |
| **ESL 054**–Bridge to College Reading (2 Units), Last Offered- Fall 2010, Last Curriculum Date: 06/07, Curriculum Revision Date: Spring 2011 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | FA11-Ongoing |
| SLO 2 | I | I | I | I | I | I | SP12 |
| SLO 3 | I | I | I | I | I | I | SP13 |
| SLO 4 | I | I | I | I | I | I | SP14 |
| | | | | | | | |
| **ESL 056**–Grammar Review II (2 Units), Last Offered- Fall 2010, Last Curriculum Date: 2007, Curriculum Revision Date: Spring 2011 | | | | | | | |
| SLO 1 | I | I | I | I | I | I | FA09-Ongoing |
| SLO 2 | I | I | I | I | I | I | SP12 |
| SLO 3 | I | I | I | I | I | I | SP13 |
| SLO 4 | I | I | I | I | I | I | SP14 |
| SLO 5 | I | I | I | I | I | I | SP15 |

| | CC 1(a) | CC 1(b) | CC 1(c) | CC 3(a) | CC 3(b) | CC4 | Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment) |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| **ESL 070**–COURSE DEACTIVATED WIN 2012--American Idioms I (1 Units), *Last Offered- Spring 2009*, Last Curriculum Date: 2005, Curriculum Revision Date: Fall 2011 | | | | | | | |
| | | | | | | | |
| **ESL 100**–Fundamentals of Composition (4 Units), Applicability- T&D Last Offered- Fall 2010, Last Curriculum Date:2007, Curriculum Revision Date: Fall 2011 | | | | | | | |
| SLO 1 | I,D | I,D | I,D | I,D | I,D | I,D | FA08-Ongoing |
| SLO 2 | I,D | I,D | I,D | I,D | I,D | I,D | SP12 |
| SLO 3 | I,D | I,D | I,D | I,D | I,D | I,D | SP13 |
| | | | | | | | |
| **ESL 101**–Reading and Composition (3 Units), Applicability- T&D Last Offered- Fall 2010, Last Curriculum Date:07/08, Curriculum Revision Date: Spring 2011 | | | | | | | |
| SLO 1 | I,D | I,D | I,D | I,D | I,D | I,D | FA08-Ongoing |
| SLO 2 | I,D | I,D | I,D | I,D | I,D | I,D | SP12 |
| SLO 3 | I,D | I,D | I,D | I,D | I,D | I,D | SP13 |
| SLO 4 | I,D | I,D | I,D | I,D | I,D | I,D | SP14 |

## 11. Evaluation Criteria – Need

The ESL program generates non-apportionment funds for the district. In the FY 2010-2011 Adopted Budget, non-resident foreign tuition was budgeted at $1,746,360. Not all non-resident foreign tuition is generated from ESL enrollments, but without a thriving and comprehensive ESL program, the amount would be far less. We must maintain the ESL program in order to attract International students and to generate these funds. Nearly every International student takes ESL classes.

Currently International students pay $246 per class unit.  International students take an estimated average load of 14 units per semester.  That means that Citrus earns approximately $3,444 a semester ($6,888 each academic year) for each International student.  This does not include summer or winter sessions, in which ESL students often enroll. It should be emphasized that the tuition paid by international students comes directly to the college without restriction. As the college struggles to cut sections in order to meet a shrinking approtionament cap, international tuition provides one of the very few unrestricted sources of discretionary income for the district. In addition, it allows the department to schedule sections that would have otherwise been cut or consolidated because of apportionment cuts. Since international student tuition pays for the section to be offered, resident students are afforded more access to instruction than they would have

enjoyed were there no international students. International student tuition also allows the program to continue to offer a variety of skills necessary to provide comprehensive language instruction (listening, speaking, reading, writing, grammar, culture). The more international students at Citrus, the more opportunities (and the richer the opportunities) we are able to provide for residents students who elect to not take the English sequence.

From Fall 2007 through Summer 2010 (for Fall, Spring, and Summer sessions -- not including Winter session) the ESL program has had an average of 207 new ESL students each year.  Some of these students take only ESL exclusively, while others take ESL and other classes on campus.

The ESL program falls under the auspices of Basic Skills.  The program is a vital support service for all other disciplines on campus.  Students arrive with limited language proficiency, and ESL classes give them the linguistic foundation (grammar, writing, and oral competencies) to be successful in mainstream English classes (such as Psychology, History, and Accounting).  ESL also teaches international students academic expectations and standards in the U.S.  Both resident and international students benefit from ESL classes, and many students stay at Citrus long after they are finished with ESL classes in order to take mainstream classes.  A good number of International students actually graduate with AA degrees or obtain vocational certificates.

From 2003 to 2010, 7,326 students graduated from Citrus College. 769 of those students were international students.  This is just over 10% of the total number of graduates. In that same period, 3,289 students obtained vocational certificates.  Of those students, 115 of them were international students.

In addition to serving international students, the ESL program serves generation 1.5 students (children of first-generation immigrants), permanent resident students, local high school students, and the local community. In FY 2010-2011, the ESL program offered 48 sections generating a total of 123 full-time equivalent students (FTES) comprised of 1196 enrollments. Of the 1196 enrollments, 564 (47%) were resident students and 632 (53%) were non-resident (international) students. The program effectively balances the needs of international students while attracting a significant percentage of students from the local community. Currently, the faculty are working with area adult school instructors in Azusa to develop opportunities for their students to visit Citrus ESL classes in anticipation of their transition from adult school to Citrus. The Citrus faculty are careful to respect the primary role of local adult schools that provide citizenship classes, vocational, and life skills ESL, while at the same time developing a comprehensive program that is attractive to residents seeking an academic or vocational goal.

ESL enrollment fluctuates from year to year and is directly affected by the global economy and by world events such as 9/11 and the swine flu virus. In Spring 2006, our International ESL program was made up of 61% Japanese, 3% Chinese, 3% Indonesian, 8% Korean, and 10% Taiwanese students. In Spring 2010, those numbers were dramatically changed:  43% Japanese, 16% Chinese, 0% Indonesian, 9% Korean, and 9% Taiwanese students, and a new 16% Vietnamese student population was evident. Also, in

2006, 61% of our international students were college aged students from Japan. In 2010, only 38% of our international students are college aged students from Japan. This significant decrease is demographic due to both the global economy and an easing of university requirements in Japan.  This is why the ESL program must develop and maintain new sources of international students.

COMMENDATIONS:
The ESL program has strong course retention rates, along with good course average rates. Looking at fall terms from 2004-2009, the course retention rates average 96.43%.  The course success rates for the same period is 72.71%.  These rates may be higher than regular Basic Skills English classes.

We are maintaining our present International student sources:  Nevada/California International Consortium of Colleges and Universities (NIC in Japan), Berkeley House, and Kenshu (students who take courses after attending FPA Kenshu workshops).

ESL classes are offered at four levels:
--Level 2 (020, 024, 026)
   Note: Level 2 is offered only when there is a cohort of at least 8 beginning-level international students. Due to changing demographics, Level 2 was last offered in Fall 2008.
--Level 3 (030, 034, 036)
--Level 4 (040, 044, 046)
--Level 5 (100, 054, 053)

Courses are offered in a FastTrack format that accommodates many students and allows for students to retake courses as needed.

We are helping students transfer into English 099 and/or English 101 as well as mainstreaming. Many of our ESL students stay enrolled and graduate or transfer to a four-year institution. From 2003 to 2010, 7,326 students graduated from Citrus College. 769 of those students were international students. This is just over 10% of the total number of graduates. In that same period, 3,289 students obtained vocational certificates. Of those students, 115 of them were international students.

RECOMMENDATIONS:

Identify funding sources and expand local and overseas recruitment by sending a representative from Citrus College (International Student Office or ESL faculty) to the NIC closing ceremony in Tokyo the spring 2012, and recruitment fairs in Asia starting 2012 to increase international student enrollment.  Expand local recruitment by having a faculty member attend College Night in 2011-2012 and provide information about the ESL program to high school students and their parents

Because ESL enrollment fluctuates from year to year and is directly affected by the global economy and by world events, the International Student Office should make and

maintain new contacts in different countries. These contacts could be language schools, high schools, universities, or study abroad programs.

Develop a strategy to improve outreach to local high schools in the next few years. This is supported by the new Master Plan and Strategic Plan. Outreach will depend on K-12 and the Community College priorities; suggest start in 2013-2014.

Advertise on radio, in print, on-line, and in foreign travel publications in Spanish, Chinese, Korean, and Vietnamese in order to increase our student base. (suggest start in 2012-2013).

Develop an annual international travel itinerary in order to visit partner institutions and promote the Citrus College at international education fairs.

Improve the flow of non-credit ESL students to credit ESL -- start in 2012-2013 if possible.


## 12. Evaluation Criteria – Quality

Attempting to create a demographic profile of ESL students at Citrus has revealed limitations in the college's ability to collecting such data. According to the Institutional Research Office, only 26.5% of ESL students in 2009-10 self-identified as Asian and only 12.1% selected Hispanic/Latino. On the other hand, 56.3% did not respond to the question regarding ethnicity or selected "unknown." Only 4.4% self-identified as white. Citrus may have to revise its application in order to gather more useful data. For example, black, white, and Asian are races, but Hispanic/Latino is an ethnic category. Also, Arab and Persian students might be confused about which category is appropriate for them: It is unclear if they are considered a distinct minority at Citrus.

Female ESL students outnumber males, just as they do in the general student body. ESL students are somewhat younger; 71.2% are 24 years old or younger, compared to 66.6% for the general student body.

COMMENDATIONS:

The students in the ESL program at Citrus demonstrate through in-class activities, assignments, and tests their achievement in several college core competencies: Communication; Creative, Critical, and Analytical Thinking; Community and Global Consciousness and Responsibility. As a result, the majority succeed in their courses. According to the most recent ARCC report, the improvement rate for ESL students here was 76.2%, compared to 54.8% for our peer group.

RECOMMENDATIONS:

Provide funds for professional development in order to stay current with ESL trends and pedagogy.

Work with Institutional Researcher to improve accuracy of demographic profile of ESL students.

Request that the Office of Institutional Research explore capturing data regarding the ethnicity/race of ESL students more accurately in questionnaires and online registration forms by Spring 2014.

Develop a plan to meet the needs of both international and resident students who place into level 2 by Spring 2014. Many of these students, especially International students, fail their first semester because they end up registering in a level that is too hard for them (Level 3). As long as we continue to recruit ESL students for the Intensive English program, we should be providing the proper level of courses for them. For example, if more than 15 students test into Level 2 at the beginning of fall or spring semester, at minimum a section of ESL 20 should be added in the first fast track session, and a section of ESL 30 added in the second session. Also, review enrollment in ESL 101 in Fall 2011 to determine if an additional section is warranted in Spring 2012 and subsequent semesters.

## 13. Evaluation Criteria – Feasibility

All courses are daytime; no evening courses or distance education. Courses are linked in a type of learning community; lower level courses are all FastTrack. In fact, all classes except ESL 101 are offered in a FastTrack format, so it is possible for students who start in the lowest level to complete the ESL sequence in one year.

Facilities, equipment, and Library resources are not adequate. ESL is expected to lose 2 classrooms in the Annex (101 and 102) when the Fine Arts remodel goes forward. The program may also lose ED201 when the ED building is remodeled in 2012. Concerning equipment, only ED201 has pull-down maps and a locking storage cabinet. Additionally, the Library ESL collection is outdated, housed in the Learning Center rather than the Library, and the Library collection of course textbooks on reserve is incomplete.

COMMENDATIONS:

The program has adequate communication with and support from counseling. College Success counselors, Kristie Shimokawa/Barry Gropp, work closely with ESL faculty. Counselors and ESL faculty collaborated to develop Orientation to College Life for ESL 30 and 40 students. The International Student Office education advisor, Paige Miyabe, and Counselor, Stephen Avalos, work with ESL faculty to coordinate placement of incoming students and handle the various neds of international students.

The ESL program was the first to offer sequence courses in a FastTrack format, which enables most students to complete the ESL sequence in one year.

There is adequate qualified faculty to support the program

RECOMMENDATIONS:

Provide three contguous classrooms for ESL classes in the Student Services building near the International Student office if possible. It is important that the rooms be contiguous (or at least close to each other) because the ESL sequence is like a lock program that starts at 820A and ends after 1230P. Students in one level may have a class in another level (offered at the same time) and would have difficulty getting to the class ontime were it somewhere across campus.

Provide pull-down maps and a locking storage cabinet

Purchase or donate textbooks for reserve collection.

Update Library collection and integrate into the regular collection.

Restore evening classes to address the needs of the resident population unable to attend during daytime hours. Start by offering ESL 40 two nights a week in fall semester 2012 and ESL 100 in the spring semester 2013.

## 14. Evaluation Criteria – Compliance

Course requisites meet state, and District requirements.
Course outlines of record meet state and district regulations for content.

All course outlines have valid student learning outcomes that are assessed on a regular basis.

COMMENDATIONS:
All course outlines have been updated and reviewed on Curricunet in 2011.

Faculty have completed several cycles of SLO assessment on the below courses. Faculty have analyzed the results and made course improvements and documented the results. The documentation is retained by Connie Tucker, former ESL Faculty Lead.
ESL 030
ESL 034
ESL 036
ESL 040
ESL 044
ESL 046
ESL 100
ESL 054
ESL 101

RECOMMENDATIONS:
Revise and simplify SLOs in all courses
Develop a method to store documentation and data from SLO assessment and analysis

# 15. Evaluation Criteria – Other

# 16. Recommendations

| Rank | Description of recommendation (actions or behaviors to be completed) | Responsible person(s) | Target Date | Personnel | Facilities | Equip. / Software | Supplies |
|---|---|---|---|---|---|---|---|
| 1 | If the state budget allows, restore evening classes to address the needs of the resident population unable to attend during daytime hours. Start by offering ESL 40 two nights a week in fall semester 2012 and ESL 100 in the spring semester 2013. | Faculty/Dean | 2013 | ☒ | ☒ | ☐ | ☐ |
| 2 | Identify funding sources and expand local and overseas recruitment by sending a representative from Citrus College (International Student Office or ESL faculty) to the NIC closing ceremony in Tokyo the spring 2012, and recruitment fairs in Asia starting 2012 to increase international student enrollment. Expand local recruitment by having a faculty member attend College Night in 2011-2012 and provide information about the ESL program to high school students and their parents | Intnl. Student Office | 2011-2013 | ☐ | ☐ | ☐ | ☐ |
| 3 | Update the ESL department website to make it more user friendly. Add a link to Blackboard. Add photos. Update list of adjunct faculty along with current contacts. Add more course content. | Faculty/TecS. | Spring 2012 | ☒ | ☐ | ☐ | ☐ |
| 4 | Develop a plan by Spring 2013 to identify the benefits of Blackboard for student and faculty use. Encourage instructors of ESL 100 and 101 to use turnitin.com to prevent plagiarism program-wide and emphasize personal responsibility for student work. | Faculty/D.E. | 2013 | ☒ | ☐ | ☒ | ☐ |

| # | Action | Responsible | Year | | | | |
|---|--------|-------------|------|---|---|---|---|
| 5 | Explore creating a Learning Communities class/ implement supplemental instruction similar to what is being done in English by pairing an upper-level course (ESL 100 or 101) with an academic course such as Counseling. | Faculty/Dean | 2014 | ☒ | ☐ | ☐ | ☐ |
| 6 | Develop a plan to meet the needs of both international and resident students who place into level 2. | Faculty/Dean | SPR 2014 | ☒ | ☒ | ☐ | ☐ |
| 7 | Request that the Office of Institutional Research explore capturing data regarding the ethnicity/race of ESL students more accurately in questionnaires and online registration forms. | Guebert | 2014 | ☐ | ☐ | ☐ | ☐ |
| 8 | Improve flow of non-credit ESL students to credit ESL | Cross | 2012-2013 | ☐ | ☐ | ☐ | ☐ |
| 9 | Advocate for increased funding for professional development in order to stay current with ESL trends and pedagogy. | Guebert | 2013 | ☐ | ☐ | ☐ | ☐ |
| 10 | Provide three contguous classrooms for ESL classes in the Student Services building near the International Student office. | Dean/District | 2013 | ☐ | ☒ | ☐ | ☐ |
| 11 | Classroom(s) should be equipped with pull-down maps and a locking storage cabinet. | Dean | 2014 | ☐ | ☒ | ☐ | ☒ |
| 12 | Build reserve and stock collections of materials in Library. | Cross | 2014 | ☐ | ☐ | ☐ | ☐ |
| 13 | Review, revise/simplify SLO's in all courses. | Faculty | 2012 | ☐ | ☐ | ☐ | ☐ |
| 14 | Develop a method to store documentation and data from SLO assessment and analysis. | Dean/District | 2013 | ☐ | ☐ | ☒ | ☐ |

## 17. Budget Recommendations

Resources are needed in the following areas:

**Certificated Personnel** (FNIC)

| Position | Discuss impact on goals / SLOs | Impact ◊ | Priority ‡ |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |

**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 ‡ |
|---|---|---|---|---|
| 3 classrooms next to each other in Student Services building across from the International Student Center | Improve international student recruitment and satisfaction. This will bring in new revene to the college and support more comprehensive ESL programming for resident non-native speakers. |  | Q,N,F | B,C |
| Remodel ESL classrooms based on the LB 309 model | Improve student learning outcomes and program satisfaction |  | Q,N,F | B,C |
|  |  |  |  |  |

**Computers / Software** (Tecs)

| Item | Discuss impact on goals / SLOs | Cost | Impact ◊ | Priority ‡ |
|---|---|---|---|---|
|  |  |  |  |  |

**Equipment**

| Item | Discuss impact on goals / SLOs | Cost | Impact ◊ | Priority ‡ |
|---|---|---|---|---|
|  |  |  |  |  |

**Supplies** (Division)

| Item | Discuss impact on goals / SLOs | Cost | Impact ◊ | Priority ‡ |
|---|---|---|---|---|
| Maps/Posters for classrooms |  | $1000 |  |  |
|  |  |  |  |  |

Additional information:
The division dean and faculty recommend allocating the following funds:
    $20,000 for annual international student recruitment
    $15,000 for on-call staff support for international student activities and services
    $10,000 stipend for ESL program coordinator (to coordinate efforts of the ESL
program and the Insternational Student Services office).

◊ **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:**

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 | Summer04 | Summer05 | Summer06 | Summer07 | Summer08 | Summer09 |
|---|---|---|---|---|---|---|---|
|  |  | 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 | 18.0 | 16.0 | 12.0 | 10.0 | 9.0 |
| 4 | Sections Offered | 14.0 | 21.0 | 18.0 | 12.0 | 10.0 | 9.0 |
| 5 | Morning Sections | 4.0 | 8.0 | 7.0 | 7.0 | 6.0 | 5.0 |
| 6 | Afternoon Sections | 10.0 | 12.0 | 10.0 | 5.0 | 4.0 | 4.0 |
| 7 | Evening Sections |  | 1.0 | 1.0 |  |  |  |
| 8 | Arranged Sections |  |  |  |  |  |  |
| 9 | Weekend Sections |  |  |  |  |  |  |
| 10 | Short Term Sections | 14.0 | 21.0 | 18.0 | 12.0 | 10.0 | 9.0 |
| 11 | DistanceEd Full-Term Sections |  |  |  |  |  |  |
| 12 | DistanceEd Short-Term Sections |  |  |  |  |  |  |
| 13 | Enrollment | 230 | 347 | 223 | 145 | 147 | 142 |
| 14 | Weekly Student Contact hours (WSCH) | 687.5 | 861.3 | 571.7 | 396.7 | 457.3 | 459.5 |
| 15 | Full-Time Equivalent Students (FTES) | 23.6 | 29.5 | 19.6 | 13.6 | 14.1 | 14.2 |
|  | *Program Resources* |  |  |  |  |  |  |
| 16 | Full-Time Equivalent Faculty (FTEF) | 2.5 | 3.1 | 2.8 | 1.8 | 1.6 | 1.5 |
| 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 | 277.2 | 277.8 | 206.4 | 222.8 | 280.5 | 300.4 |
| 19 | FTES/FTEF | 9.5 | 9.5 | 7.1 | 7.6 | 8.7 | 9.3 |
| 20 | Fill Rate at Census | 64.6 | 73.2 | 52.2 | 45.1 | 56.9 | 57.6 |
|  | *Program Success* |  |  |  |  |  |  |
| 21 | Course Retention | 90.9 | 97.4 | 99.1 | 98.6 | 100.0 | 97.9 |
| 22 | Course Success | 74.8 | 75.8 | 89.7 | 77.9 | 83.7 | 85.2 |

**ESL Program Review**

|  | 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 | 22.0 | 23.0 | 21.0 | 17.0 | 17.0 | 13.0 |
| 4 | Sections Offered | 42.0 | 47.0 | 44.0 | 32.0 | 29.0 | 23.0 |
| 5 | Morning Sections | 16.0 | 18.0 | 18.0 | 21.0 | 23.0 | 17.0 |
| 6 | Afternoon Sections | 26.0 | 27.0 | 23.0 | 11.0 | 6.0 | 6.0 |
| 7 | Evening Sections |  | 2.0 | 3.0 |  |  |  |
| 8 | Arranged Sections |  |  |  |  |  |  |
| 9 | Weekend Sections |  |  |  |  |  |  |
| 10 | Short Term Sections | 32.0 | 38.0 | 36.0 | 27.0 | 21.0 | 17.0 |
| 11 | DistanceEd Full-Term Sections |  |  |  |  |  |  |
| 12 | DistanceEd Short-Term Sections |  |  |  |  |  |  |
| 13 | Enrollment | 963 | 1016 | 900 | 552 | 673 | 726 |
| 14 | Weekly Student Contact hours (WSCH) | 2353.2 | 2593.8 | 2402.8 | 1449.9 | 2238.4 | 2229.6 |
| 15 | Full-Time Equivalent Students (FTES) | 80.7 | 88.9 | 82.4 | 44.7 | 69.1 | 68.8 |
|  | *Program Resources* | | | | | | |
| 16 | Full-Time Equivalent Faculty (FTEF) | 6.9 | 7.4 | 7.2 | 5.1 | 5.6 | 4.4 |
| 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 | 342.5 | 350.5 | 332.3 | 287.1 | 396.9 | 509.0 |
| 19 | FTES/FTEF | 11.7 | 12.0 | 11.4 | 8.9 | 12.2 | 15.7 |
| 20 | Fill Rate at Census | 84.2 | 82.5 | 78.1 | 71.2 | 74.0 | 105.1 |
|  | *Program Success* | | | | | | |
| 21 | Course Retention | 88.8 | 96.6 | 96.6 | 98.7 | 99.3 | 98.6 |
| 22 | Course Success | 62.0 | 70.9 | 77.9 | 69.9 | 79.0 | 76.6 |

| | 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 | | | | 6.0 | 6.0 | 2.0 |
| 4 | Sections Offered | | | | 6.0 | 6.0 | 2.0 |
| 5 | Morning Sections | | | | 4.0 | 4.0 | 1.0 |
| 6 | Afternoon Sections | | | | 2.0 | 2.0 | 1.0 |
| 7 | Evening Sections | | | | | | |
| 8 | Arranged Sections | | | | | | |
| 9 | Weekend Sections | | | | | | |
| 10 | Short Term Sections | | | | 6.0 | 6.0 | 2.0 |
| 11 | DistanceEd Full-Term Sections | | | | | | |
| 12 | DistanceEd Short-Term Sections | | | | | | |
| 13 | Enrollment | | | | 87 | 103 | 40 |
| 14 | Weekly Student Contact hours (WSCH) | | | | 294.9 | 302.0 | 110.2 |
| 15 | Full-Time Equivalent Students (FTES) | | | | 9.1 | 9.3 | 3.4 |
| | **Program Resources** | | | | | | |
| 16 | Full-Time Equivalent Faculty (FTEF) | | | | 1.0 | 1.0 | 0.4 |
| 17 | Credit Reimbursement Rate | | | | **$3,668.28** | **$3,834.46** | **$3,834.46** |
| | **Program Operation** | | | | | | |
| 18 | WSCH/FTEF | | | | 286.3 | 290.4 | 314.8 |
| 19 | FTES/FTEF | | | | 8.8 | 9.0 | 9.7 |
| 20 | Fill Rate at Census | | | | 52.6 | 63.0 | 68.3 |
| | **Program Success** | | | | | | |
| 21 | Course Retention | | | | 96.6 | 98.1 | 100.0 |
| 22 | Course Success | | | | 80.5 | 83.5 | 87.5 |

| | 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 | 22.0 | 20.0 | 16.0 | 18.0 | 14.0 | 12.0 |
| 4 | Sections Offered | 41.0 | 35.0 | 33.0 | 30.0 | 22.0 | 19.0 |
| 5 | Morning Sections | 15.0 | 15.0 | 16.0 | 20.0 | 15.0 | 14.0 |
| 6 | Afternoon Sections | 24.0 | 19.0 | 15.0 | 10.0 | 7.0 | 5.0 |
| 7 | Evening Sections | 2.0 | 1.0 | 2.0 | | | |
| 8 | Arranged Sections | | | | | | |
| 9 | Weekend Sections | | | | | | |
| 10 | Short Term Sections | 30.0 | 26.0 | 25.0 | 23.0 | 15.0 | 12.0 |
| 11 | DistanceEd Full-Term Sections | | | | | | |
| 12 | DistanceEd Short-Term Sections | | | | | | |
| 13 | Enrollment | 802 | 615 | 556 | 466 | 609 | 498 |
| 14 | Weekly Student Contact hours (WSCH) | 2077.5 | 1675.9 | 1583.5 | 1256.1 | 1993.1 | 1611.0 |
| 15 | Full-Time Equivalent Students (FTES) | 71.2 | 57.5 | 54.3 | 38.8 | 61.5 | 49.7 |
| | *Program Resources* | | | | | | |
| 16 | Full-Time Equivalent Faculty (FTEF) | 6.9 | 6.0 | 5.8 | 4.9 | 4.4 | 4.4 |
| 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 | 299.8 | 278.4 | 274.4 | 258.5 | 455.0 | 370.3 |
| 19 | FTES/FTEF | 10.3 | 9.5 | 9.4 | 8.0 | 14.0 | 11.4 |
| 20 | Fill Rate at Census | 77.7 | 69.4 | 67.3 | 66.0 | 103.1 | 84.2 |
| | *Program Success* | | | | | | |
| 21 | Course Retention | 90.3 | 94.1 | 96.4 | 98.5 | 98.9 | 98.6 |
| 22 | Course Success | 69.2 | 62.8 | 72.3 | 74.5 | 72.6 | 72.9 |

| | 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 | $483,572.48 | $568,819.40 | $550,826.07 | $389,241.19 | $574,632.18 | $525,934.53 |
| 24 | Total District Adopted Program Budget | NO DATA | NO DATA | NO DATA | NO DATA | 519,471 | 525,902 |
| 25 | Support Personnel (wage without benefit, 2200 and 2400 in budget) | NO DATA | NO DATA | NO DATA | NO DATA | 0 | 0 |
| 26 | Supplies (4300 in budget) | NO DATA | NO DATA | NO DATA | NO DATA | 3,210 | 2964 |
| 27 | Cost | NO DATA | NO DATA | NO DATA | NO DATA | 551,821 | |
| 28 | Total FTES for the year | 165.59 | 174.5 | 158.45 | 106.11 | 149.86 | 137.16 |
| 29 | Cost per FTES | | | | | 3,682.24 | |
| | **Degrees and Certificates** | | | | | | |
| 30 | Degree | | | | | | |
| 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 | | | | | | |

|  |  | 04-05 | | 05-06 | | 06-07 | | 07-08 | | 08-09 | | 09-10 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | Year1 | | Year2 | | Year3 | | Year4 | | Year5 | | Year6 | |
| **Gender** | | | | | | | | | | | | | |
|  | Female | 327 | 57.5% | 286 | 56.9% | 246 | 55.9% | 203 | 50.2% | 182 | 44.3% | 197 | 50.6% |
|  | Male | 242 | 42.5% | 217 | 43.1% | 193 | 43.9% | 168 | 41.6% | 162 | 39.4% | 166 | 42.7% |
|  | Missing | | | | | 1 | 0.2% | 33 | 8.2% | 67 | 16.3% | 26 | 6.7% |
|  | Total | 569 | 100.0% | 503 | 100.0% | 440 | 100.0% | 404 | 100.0% | 411 | 100.0% | 389 | 100.0% |
| **Age** | | | | | | | | | | | | | |
|  | 19 or younger | 164 | 28.8% | 116 | 23.1% | 107 | 24.3% | 107 | 26.5% | 112 | 27.3% | 119 | 30.6% |
|  | 20-24 | 236 | 41.5% | 229 | 45.5% | 191 | 43.4% | 181 | 44.8% | 187 | 45.5% | 158 | 40.6% |
|  | 25-29 | 50 | 8.8% | 44 | 8.7% | 36 | 8.2% | 41 | 10.1% | 48 | 11.7% | 40 | 10.3% |
|  | 30-34 | 33 | 5.8% | 29 | 5.8% | 30 | 6.8% | 20 | 5.0% | 18 | 4.4% | 17 | 4.4% |
|  | 35-39 | 24 | 4.2% | 25 | 5.0% | 25 | 5.7% | 15 | 3.7% | 18 | 4.4% | 16 | 4.1% |
|  | 40-49 | 44 | 7.7% | 45 | 8.9% | 34 | 7.7% | 27 | 6.7% | 20 | 4.9% | 22 | 5.7% |
|  | 50 and above | 18 | 3.2% | 15 | 3.0% | 17 | 3.9% | 13 | 3.2% | 8 | 1.9% | 17 | 4.4% |
|  | Total | 569 | 100.0% | 503 | 100.0% | 440 | 100.0% | 404 | 100.0% | 411 | 100.0% | 389 | 100.0% |
| **Ethnicity** | | | | | | | | | | | | | |
|  | Asian | 379 | 66.6% | 361 | 71.8% | 308 | 70.0% | 213 | 52.7% | 145 | 35.3% | 103 | 26.5% |
|  | Black or African American | 5 | 0.9% | 3 | 0.6% | 6 | 1.4% | 5 | 1.2% | 3 | 0.7% | 3 | 0.8% |
|  | Hispanic/Latino | 134 | 23.6% | 85 | 16.9% | 85 | 19.3% | 61 | 15.1% | 48 | 11.7% | 47 | 12.1% |
|  | American Indian or Alaska Native | 1 | 0.2% | | 0.0% | 1 | 0.2% | 1 | 0.2% | 1 | 0.2% | | |
|  | White | 31 | 5.4% | 29 | 5.8% | 20 | 4.5% | 20 | 5.0% | 25 | 6.1% | 17 | 4.4% |
|  | Unknown/Non-Respondent | 19 | 3.3% | 25 | 5.0% | 20 | 4.5% | 104 | 25.7% | 189 | 46.0% | 219 | 56.3% |
|  | Total | 569 | 100.0% | 503 | 100.0% | 440 | 100.0% | 404 | 100.0% | 411 | 100.0% | 389 | 100.0% |
| **Educational Goal** | | | | | | | | | | | | | |
|  | Degree & Transfer | 211 | 37.1% | 201 | 40.0% | 139 | 31.6% | 91 | 22.5% | 124 | 30.2% | 132 | 33.9% |
|  | Transfer | 131 | 23.0% | 126 | 25.0% | 118 | 26.8% | 16 | 4.0% | 21 | 5.1% | 52 | 13.4% |
|  | AA/AS | 52 | 9.1% | 40 | 8.0% | 44 | 10.0% | 64 | 15.8% | 109 | 26.5% | 59 | 15.2% |
|  | License | 29 | 5.1% | 20 | 4.0% | 19 | 4.3% | 6 | 1.5% | 8 | 1.9% | 8 | 2.1% |
|  | Certificate | 37 | 6.5% | 29 | 5.8% | 29 | 6.6% | 6 | 1.5% | 4 | 1.0% | 3 | 0.8% |
|  | Job Skills | 24 | 4.2% | 26 | 5.2% | 27 | 6.1% | 16 | 4.0% | 23 | 5.6% | 20 | 5.1% |
|  | Basic Skills | | | | | | | 19 | 4.7% | 22 | 5.4% | 33 | 8.5% |
|  | Personal | | | | | | | | | 2 | 0.5% | 3 | 0.8% |
|  | Undecided | | | | | | | 24 | 5.9% | 36 | 8.8% | 58 | 14.9% |
|  | Not Reported | 85 | 14.9% | 61 | 12.1% | 64 | 14.5% | 162 | 40.1% | 62 | 15.1% | 21 | 5.4% |
|  | Total | 569 | 100.0% | 503 | 100.0% | 440 | 100.0% | 404 | 100.0% | 411 | 100.0% | 389 | 100.0% |

## Attachment B:   Library Resource Report

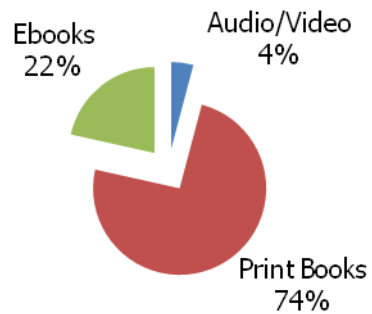LIBRARY ACTIVITY:
      Library Orientations
         7 (during prior year)

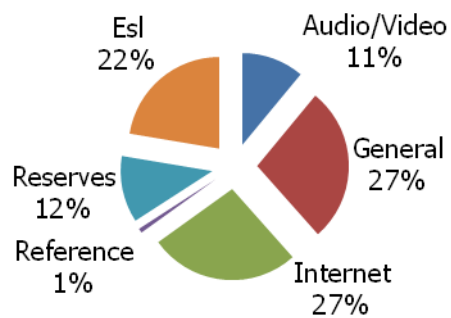      Circulation of materials in subject area
         1% of total circulation
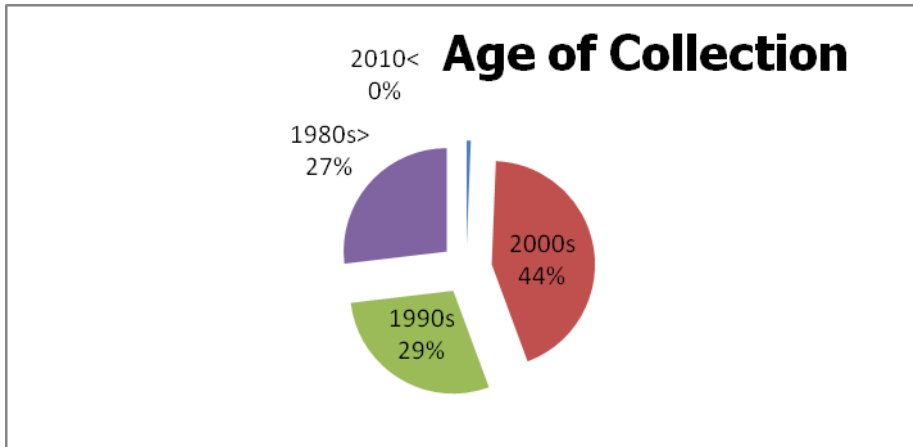
LIBRARY RESOURCES:
      Dewey  420-429.99        235



**Format of Collection**

- Ebooks 22%
- Audio/Video 4%
- Print Books 74%



**Location of Collection**

- Esl 22%
- Audio/Video 11%
- General 27%
- Reserves 12%
- Reference 1%
- Internet 27%

**Age of Collection**

- 2010< 0%
- 1980s> 27%
- 1990s 29%
- 2000s 44%

Databases

| EBSCO: | Other: |
|---|---|
| **MasterFILE Premier** *(1975- ) Magazines, reference books, biographies, primary documents, & images. Updated daily. | **SIRS Researcher** Articles (1989-) on social issues from newspapers, magazines, government documents, and graphics. Maps of the World, Pro/Con, Research Topics. Sorts by reading level. Updated monthly. |
| **Funk & Wagnalls New World Encyclopedia**\* Annual updates. Information on a variety of subjects including brief biographies, country info., & images. | |
| **MAS Ultra – School Edition**\* (1975-) Magazines, reference books, biographies, primary documents, & images. | |
| **Primary Search**\* (1990-) Magazines, articles with a reading level indicator (Lexiles). | |

Subject Headings:

English language--Textbooks for foreign speakers.
English language--Study and teaching--Foreign speakers--Handbooks, manuals, etc.
English language--Study and teaching--Foreign speakers--Simulation methods.
English language--Sound recordings for foreign speakers.
English language--Examinations--Study guides.