SPEECH COMMUNICATION
Instructional Program Review 2010-2011

Spring 2011

Prepared by

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Speech Communication Program Review Committee Members

Name	Title
Samuel Lee	Dean of Language Arts and Enroll Mgt
Michelle Plug	Articulation Officer
David Kary	Chair of Curriculum Committee
Irene Malmgren	Vice President of Academic Affairs
Roberta Eisel	Academic Senate President
Geraldine Perri	Superintendent/President

PROGRAM REVIEW – Speech Communication

The final summary of the program review process for Speech Communication 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

David Kary, 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

The Citrus College Speech Communication Program promotes academic, professional, and personal success; supports the mission of the college; and contributes to its community. The Speech Communication Program goals and objectives encourage students to further develop their oral, written, listening, research, and critical thinking skills in an educational laboratory setting. The program promotes ethical, involved, and informed citizenry, and supports student transfer to four-year educational institutions.

A. Program History/Description
The Speech Communication Program offers courses that fulfill vital transfer/general education categories. Currently there are three full-time faculty members and eight part-time faculty members in the program. In Fall 2007, 36 sections were offered. Due to state budget cuts, in Fall 2010 only 28 sections were offered. While sections have been reduced, demand for courses has dramatically increased. The fill rate in Fall 2007 was 90.22%, but the fill rate in Fall 2010 was 107.46%. The average FTES per section have gone up from 2.57 in Fall 2007 to 3.08 in Fall 2010.

B. Strengths/Effective Practices
In Speech Communication courses, students learn effective practices and seek out opportunities to apply their knowledge and communication skills both in the college classroom and surrounding community. Some courses can be offered in various modalities (honors, distance education, hybrid, and study abroad). In 2011 the faculty submitted for approval the Communication Studies AA-T degree.

C. Weaknesses/Lessons Learned
- Inadequate number of sections to meet student demand.
- SLO assessment is just getting underway.

D. Recommendations/Next Steps
- Develop a communications lab to meet the changing technology and career landscape.
- Advocate for reinstatement of professional development funding.
- Develop a plan to complete SLO assessment by Fall 2012.

2. Faculty

Full-Time Faculty	Adjunct Faculty
Melanie Anson	Kelly Bellini
John Fincher	James Buckalew
Tasha Van Horn	Mercedes Chavez-Appel
	Kristin Deets
	Franciella Jaimes
	Mariusz Ozminkowski
	Waleed Rashidi
	Andrew Tufano

3. Program description and mission

The Speech Communication program fosters personal and professional success, which depends on effective, ethical, and purposeful communication skills. The program offers students a comprehensive introduction to the study and practical application of the Speech Communication discipline by providing an opportunity to improve oral and written communication skills.

4. Program Goals and Objectives

The goals and objectives of the Speech Communication Program are:
   a) Students demonstrate college-level understanding of communication theory and its practical application.
   b) Students acquire necessary communication skills, required to succeed in today's workplace, and to be a more effective group member, leader, and facilitator.
   c) Students demonstrate college-level speaking and listening proficiency.
   d) Students adapt communication skills to a variety of audiences in a variety of contexts.
   e) Students critically analyze communication issues.
   f) Students exercise creativity in the presentation of speeches.
   g) Students communicate effectively within a diverse society.
   h) Students understand the vital role of ethics in communication.
   i) Students conduct college-level research and apply findings to support logical arguments

5. Review of previous recommendations

1. Consider the benefit of requiring pre-requisites for select courses within the Speech Communication discipline.
--Based on review, no prerequisites are recommended.
2. Research the potential of requiring Speech 101 Public Address as a Citrus College graduation requirement.
--Based on review, this recommendation is not feasible at this time.
3. Explore the potential of expanding an ethics component in all sections of Speech Communication courses.
--This recommendation has been implemented in select SPCH 101 sections. Faculty will continue to explore ways of emphasizing ethics in curricula.
4. Investigate the potential of expanding/revising the courses within the discipline (e.g., courses in Intercultural Communication, and Business and Professional Communication).
--Intercultural Communications has been submitted for approval.
--Faculty are continuing to explore the option of cross-listing or creating a Business and Professional Communication course.
5. To continue the support of updated course instruction, professional development opportunities must be an ongoing priority. Faculty need district funding support to regularly attend a variety of professional development activities.
--The district has supported professional development opportunities beyond the funding

available from staff development. Nevertheless, staff development funds have been restricted due to state budget cuts. Faculty recommend restoration of these funds.

6. The district should re-establish and significantly increase funding to support a renewed forensics program.

--Forensics has been deleted due to budget cuts and inactivity.

7. Speech Communication faculty should continue to support counselors, Job Placement, and Career/Transfer Center staff.

--Faculty do.

8. Additional full-time Speech Communication faculty should be hired.

--No position added in the past 6 years. No FNIC proposals have been submitted by faculty during the past 6 years.

9. Speech Communication faculty should be included in planning for new and expanded program facilities.

--No new facilities are included in the master plan, but the new Educational Master plan includes a recommendation by the Speech Communication faculty to develop a speech lab/center.

--A department faculty member is now co-chair of the Physical Resources Committee.

10. Additional Speech Communication multimedia classroom facilities are needed to meet student demand.

--Because the Annex and the P1 portable classrooms are slated to be demolished, this recommendation is vital.

11. A fully-equipped Speech Communication lab would aid students' learning and their progress. This lab would also need to be staffed by lab assistants.

--When funding is available this recommendation should be implemented.

12. A fully equipped Forensics team room to aid students' learning, practice, and progress. Team room would also be staffed by adjunct assistant coaches.

--No longer needed because the Forensics program has been eliminated.

13. During the academic year 2005/06, revise all Speech Communication course outlines to include student learning outcomes (due by graduation 2006).

--Completed.

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

Associate in Arts for Transfer Degree in Communication Studies. The Speech program also contributes to the Associate in Arts Degree: Language Arts and the Associate in Arts Degree: Liberal Arts.

7. List of Industry-Based Standard Certificates and Licenses

Not applicable

8. Advisory Committee or Council

Not applicable

9. Program Student Learning Outcomes

The Speech Communication 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 Speech Communication Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)
Students demonstrate college-level understanding of communication theory and its practical application by reading analytically and critically.
Write in grammatically correct English with clarity and fluency.
Listen actively and speak articulately.
Students adapt communication skills to a variety of audiences in a variety of contexts.
2) Computation

3) Creative, Critical, and Analytical Thinking, and Information Competency
Students critically analyze communication issues.
Students exercise creativity in the presentation of speeches.
Students conduct college-level research and apply findings to support logical arguments.
4) Community/Global Consciousness and Responsibility
Students communicate effectively within a diverse society.
Students understand the vital role of ethics in communication.
5) Technology

6) Discipline / (Subject Area Specific Content Material)

10. Curriculum Review and Student Learning Outcomes Assessment

Curriculum/ SLO Assessment Map: SPCH

CC 1(a): Effectively utilize strategies involving language, non-verbal behaviors, emotion, perception, identity, conflict resolution, communication climate, relationship formation and dissolution, listening.	CC 1(b): Effectively research, organize, compose, deliver, and analyze speeches for different purposes and diverse audiences.	CC 1(c) : Effectively utilize small group communication dynamics such as leadership, conflict, rules, roles, problem solving and decision making.	CC 1(d) : Effectively organize, advocate, and defend positions on various policy and value topics.
CC 3(a): Critically examine interpersonal communication process.	CC 3(b): Critically analyze speeches for different purposes and diverse audiences.	CC 3(c): Research, organize, critically analyze, advocate, and defend positions on various policy and value topics.	CC 3(d): Research and critically analyze, advocate, and defend positions on various policy and value topics.
CC 4: demonstrate scholarly behavior in all class interactions.			

Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award SLO Key: I=Introduced, D=Developed, M=Mastered						
	CC 1(a) CC 3(a)	CC 1(b) CC 3(b)	CC 1(c) CC 3(c)	CC 1(d) CC 3(d)	CC4	Date of Assessment
SPCH 100–Interpersonal Communication (3 Units), Applicability-TD Last Offered- Fall 2011, Last Curriculum Date: Fall 10						
SLO 1	I			I	I	SP12
	I			I		
SPCH 101–Public Speaking (3Units), Applicability-D Last Offered- Fall 2011, Last Curriculum Date: Spring 09						
SLO 1		I			I	SP12
		I				
SPCH 101H–Public Speaking (3 Units), Applicability-TD Last Offered- Fall 2011, Last Curriculum Date: Spring 09						
SLO 1		I			I	SP12
		D				
SPCH 103–Argumentation and Debate (3 Units), Applicability-TD Last Offered- Fall 2011, Last Curriculum Date: (Fall 2011)						
SLO 1		D		D	D	SP12
		D		D		

SPCH 106–Small Group Communication (3 Units), Applicability-TD Last Offered- Fall 2011, Last Curriculum Date: Fall 2008								
SLO 1			I		I			SP12
			I					

11. Evaluation Criteria – Need

Speech Communication skills are essential to students' personal, academic, and professional success. Speech Communication courses fulfill core general education transfer requirements and typically fill within the first two weeks of registration. Students can not transfer to a CSU without successfully completing SPCH 101 Public Address. Moreover, all speech courses offered are transferrable to CSU and UC.

Speech Communication courses directly support the core competencies of the district. The competencies primarily addressed are:
> Communication
> Creative, critical, and analytical thinking

Competencies secondarily addressed are:
> Community/global consciousness and responsibility
> Technology/information competency

COMMENDATIONS:
*Courses are offered throughout the day, evening.
*Courses are offered via distance education and for honor students.

RECOMMENDTIONS:
*Establish an Intercultural Communication course.

12. Evaluation Criteria – Quality

The Speech Communication Program gives students theoretical and practical experience consistent with the core competencies of the district. From this foundation, students develop competencies in communication, critical and analytical thinking (emphasizing analysis and research), and community responsibility (interpersonal skills, respect, ethics, integrity, citizenship, and advocacy).

COMMENDATIONS:
*Lecture units are consistent with the CSUGE, UC, and IGETC transfer requirements.

*With the exception of the proposed Speech Pathology course (see recommendation), the discipline of Speech Communication is consistent with CSU and UC disciplines.
*Since there are no prerequisites for Speech courses, no prerequisite validation is needed.
*All course outlines have been reviewed and updated since the previous program review and all have requisite SLOs.
*The program has program level SLOs in place.
*The program is beginning to assess SLOs at the course and program level and will have a full assessment plan completed in Fall 2012.
*Speech 101 and 103 specifically address critical thinking and analytical skills--a primary reason the two courses meet core GE transfer requirements. Speech 101 meets the CSU Golden Four oral communication A1 transfer category and the IGETC category 1C.
*All full-time and part-time faculty meet state minimum qualifications for Speech Communication. When or if the new Speech Pathology course is offered, faculty will need to be hired with minimum qualifications in Speech Pathology.
*In Fall 09, 79% of students enrolled in speech courses successfully complete. This exceeds the college success rate of 72.5% as well as the state speech success rate of 73%.

RECOMMENDATIONS:
*Create a new discipline called Speech Pathology. Coordinate new course development with Career Technical Education division in order to comply with regional vocational programs through Los Angeles Workforce Development group.
*In order to support faculty engagement in course and program SLO assessment the college should develop a user-friendly data review system that makes SLO data available to faculty for reflection and program development.
*Explore the feasibility of offering a speech lab that is integrated in the Learning Center.

13. Evaluation Criteria – Feasibility

With three full-time and eight part-time instructors, the program has difficulty insuring quality and consistency of instruction. In Fall 2011, only 56% of instructional hours are taught by full-time faculty. In Spring 2012, only 52% will be taught by full-time faculty.

For FY 11-12, 32 sections of speech classes will be taught in portable buildings slated for demolition (AN 101, AN 102, P1 103). No plans exist for replacement space.

Classroom furnishings and technology are outdated and do not adequately support a modern learning environment for speech communication.

Staff development funding is not enough to support faculty participation in regional and national professional organizations such as the National Communication Association.

Library, Transfer Center, and Learning Center staff strongly support student success in speech communication courses.

Distance education office strongly supports speech faculty; however, faculty are now required to do more to manage their course websites--an additional time-consuming exercise previously handled by distance education staff.

COMMENDATIONS
*The faculty report that Library staff are supportive of student speech research assignments.
*The faculty report that the Learning Center tutorial services offers high quality help that is vital to student success.
*The faculty report that the Transfer Center tutorial services offers high quality help that is vital to student success.
*The faculty report that the Distance Education staff does their best to be supportive given their limited resources.

RECOMMENDATIONS
*Hire full-time instructors qualified to teach speech communication.
*Designate three classroom spaces to replace AN 101, 102, and P1 103.
*Designate funding to furnish and equip speech classrooms based on the model used in LB 309.
*Increase staff development funding to fund regional and national participation in National Communication Association and other professional activities.
*Faculty recommend that the district restore funding for Library research databases such as Lexis/Nexis.

14. Evaluation Criteria – Compliance

Course outlines of record meet state, district, and federal regulations for content and have been updated and reviewed on Curricunet in the last year.

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	Develop courses: Interpersonal Communication and Speech Pathology	Van Horn	2012	☐	☐	☐	☐
2	Restore funding for Library research databases such as Lexis/Nexis.	Van Horn	2012	☒	☐	☒	☐
3	Create a new discipline called Speech Pathology. Coordinate new course development with Career Technical Education division in order to comply with regional vocational programs through regional college representatives for Los Angeles workforce development.	Faculty	2014	☒	☒	☒	☐
4	In order to support faculty engagement in course and program SLO assessment the college should develop a user-friendly data review system that makes SLO data available to faculty for reflection and program development.	Faculty/District	2011-2012	☒	☐	☒	☐
5	Designate three classroom spaces to replace AN 101, AN 102, and P1 103.	Faculty	2015	☐	☒	☐	☐
6	Explore the feasibility of a speech lab.	VanHorn	2012	☒	☒	☒	☒
7	Hire full-time instructors qualified to teach speech communication.	Dean	2013	☒	☐	☐	☐
8	Make staff funding available to fund regional and national participation in National Communication Association and other professional activities--even for faculty that are not presenting or in leadership.	VanHorn	2012	☐	☐	☐	☐
9				☐	☐	☐	☐
10				☐	☐	☐	☐
11				☐	☐	☐	☐

17. Budget Recommendations

Resources are needed in the following areas:

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact ◊	Priority ‡
Speech Faculty	Improve quality of instruction	Q,F	B,C

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 ‡
Speech Lab	Improve student performance by proving venue for rehearsal and observation and critique of speeches by tutors.	Learning Center	M,Q,N	B,C

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡
Allow video storage on SharePoint site that is accessible by faculty and students.	Improved student learning outcomes assessment data. Enhance performance.	$5K	M,Q,N	B,C

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡
Install in the communication lab (currently ED206)a wall-mounted video system to allow students to record and view their speeches	Improved student learning outcomes assessment data. Enhance performance.	$5K	M,Q,N	B,C

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡
Make staff funding available to fund regional and national participation in National Communication	Improved student learning outcomes based on ongoing faculty learning in the field.	$3K	M,Q	B,C

Association and other professional activities-- even for faculty that are not presenting or in leadership.				

Additional information:

◊ **Impact:**
M = Mission: Does program meet the District's mission and established core competencies? Does program reflect the District's diversity?
N = Need: How is program addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?
Q = Quality: Are lecture/lab unit values appropriate? Have the course outlines been reviewed / updated regularly? Are disciplines appropriate? Is faculty development adequate? Does program support State and District emphasis on critical thinking, problem solving and written expression? Does program meet stated objectives in the form of SLOs? Are course pre-requisites and co-requisites validated?
F = Feasibility: Are facilities, equipment, and library resources adequate? Are evening programs and services adequate? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?
C = Compliance: Do course requisites meet Federal, State & District requirements? Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?

‡ **Priority:** (Note: When discussing priority, consider the following and address in Column 2)
A. Is this goal mandated by law, rule, or district policy?
B. Is this goal essential to program success?
C. Is this goal necessary to maintain / improve program student learning outcomes?

Attachment A: Key Performance Indicator data pages

	Key Performance Indicators	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	4.0	4.0	4.0	4.0	4.0	4.0
4	Sections Offered	31.0	36.0	36.0	36.0	36.0	35.0
5	Morning Secions	9.0	14.0	13.0	14.0	16.0	15.0
6	Afternoon Sections	13.0	14.0	13.0	9.0	10.0	11.0
7	Evening Sections	8.0	7.0	9.0	11.0	8.0	7.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
11	DistanceEd Full-Term Sections	1.0	1.0	1.0	2.0	2.0	2.0
12	DistanceEd Short-Term Sections						
13	Enrollment	836	965	829	930	988	1070
14	Weekly Student Contact hours (WSCH)	2447.1	2829.2	2429.6	2669.1	3409.6	3697.7
15	Full-Time Equivalent Students (FTES)	83.9	97.0	83.3	82.4	105.2	114.1
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	6.0	7.0	7.0	6.9	8.1	8.0
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	405.8	404.2	347.1	387.9	420.4	464.5
19	FTES/FTEF	13.9	13.9	11.9	12.0	13.0	14.3
20	Fill Rate at Census	96.8	95.5	82.8	89.7	94.2	102.8
	Program Success						
21	Course Retention	94.5	91.5	93.6	94.9	94.7	94.6
22	Course Success	78.3	71.9	72.7	71.6	71.7	78.6

	Key Performance Indicators	Year 1	Year 2	Year 3	Winter08 Year 4	Winter09 Year 5	Winter10 Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered				2.0	2.0	1.0
4	Sections Offered				9.0	8.0	3.0
5	Morning Secions				3.0	4.0	1.0
6	Afternoon Sections				2.0	2.0	1.0
7	Evening Sections				2.0	1.0	
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections				7.0	7.0	2.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections				2.0	1.0	1.0
13	Enrollment				243	232	88
14	Weekly Student Contact hours (WSCH)				817.3	797.5	286.2
15	Full-Time Equivalent Students (FTES)				25.2	24.6	8.8
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)				2.0	1.8	0.7
17	Credit Reimbursement Rate				**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF				408.7	448.1	440.2
19	FTES/FTEF				12.6	13.8	13.6
20	Fill Rate at Census				90.1	101.9	105.1
	Program Success						
21	Course Retention				91.4	97.4	93.2
22	Course Success				81.5	85.3	89.8

	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	4.0	4.0	4.0	4.0	5.0	5.0
4	Sections Offered	35.0	36.0	37.0	38.0	31.0	23.0
5	Morning Secions	13.0	15.0	14.0	18.0	14.0	13.0
6	Afternoon Sections	14.0	13.0	14.0	10.0	10.0	6.0
7	Evening Sections	7.0	7.0	8.0	8.0	6.0	2.0
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	0.0	2.0	0.0	4.0	0.0	0.0
11	DistanceEd Full-Term Sections	1.0	1.0	1.0	2.0	1.0	2.0
12	DistanceEd Short-Term Sections		0.0		0.0		
13	Enrollment	897	934	921	910	890	681
14	Weekly Student Contact hours (WSCH)	2636.7	2744.6	2692.1	2919.3	3030.7	2313.2
15	Full-Time Equivalent Students (FTES)	90.4	94.1	92.3	90.1	93.5	71.4
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	6.8	7.0	7.2	8.2	7.0	4.8
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF	387.2	392.1	374.4	358.2	434.2	481.9
19	FTES/FTEF	13.3	13.4	12.8	11.1	13.4	14.9
20	Fill Rate at Census	91.9	94.0	88.7	85.8	98.0	103.3
	Program Success						
21	Course Retention	92.5	92.5	91.7	95.2	94.4	95.2
22	Course Success	75.5	67.9	71.9	70.4	73.5	79.4

	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	2.0	2.0	2.0	2.0	2.0	2.0
4	Sections Offered	7.0	8.0	11.0	11.0	7.0	4.0
5	Morning Secions	2.0	4.0	4.0	4.0	3.0	2.0
6	Afternoon Sections	2.0	1.0	4.0	4.0	2.0	2.0
7	Evening Sections	3.0	3.0	3.0	3.0	2.0	
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections	7.0	8.0	11.0	11.0	7.0	4.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	232	220	265	319	190	119
14	Weekly Student Contact hours (WSCH)	682.5	641.7	775.8	922.3	607.6	404.8
15	Full-Time Equivalent Students (FTES)	23.4	22.0	26.6	31.6	18.8	12.5
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	1.4	1.6	2.1	2.1	1.5	0.9
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	501.8	411.3	362.5	435.0	407.8	449.7
19	FTES/FTEF	17.2	14.1	12.4	14.9	12.6	13.9
20	Fill Rate at Census	114.2	94.2	83.4	101.5	98.3	106.0
	Program Success						
21	Course Retention	97.8	99.1	98.1	95.3	100.0	99.2
22	Course Success	88.8	94.1	87.5	86.5	91.6	86.6

		04-05		05-06		06-07		07-08		08-09		09-10	
		Year1		Year2		Year3		Year4		Year5		Year6	
Gender													
	Female	1085	57.1%	1062	52.3%	1006	51.6%	1245	54.2%	1182	53.1%	1016	53.2%
	Male	816	42.9%	967	47.6%	943	48.4%	1038	45.2%	998	44.8%	860	45.0%
	Missing			1	0.0%			16	0.7%	46	2.1%	34	1.8%
	Total	1901	100.0%	2030	100.0%	1949	100.0%	2299	100.0%	2226	100.0%	1910	100.0%
Age													
	19 or younger	667	35.1%	821	40.4%	812	41.7%	925	40.2%	977	43.9%	718	37.6%
	20-24	855	45.0%	840	41.4%	794	40.7%	952	41.4%	884	39.7%	862	45.1%
	25-29	176	9.3%	177	8.7%	166	8.5%	190	8.3%	158	7.1%	166	8.7%
	30-34	66	3.5%	71	3.5%	55	2.8%	84	3.7%	74	3.3%	61	3.2%
	35-39	54	2.8%	52	2.6%	53	2.7%	55	2.4%	51	2.3%	36	1.9%
	40-49	67	3.5%	54	2.7%	56	2.9%	69	3.0%	61	2.7%	47	2.5%
	50 and above	16	0.8%	15	0.7%	12	0.6%	24	1.0%	21	0.9%	20	1.0%
	Missing					1	0.1%						
	Total	1901	100.0%	2030	100.0%	1949	100.0%	2299	100.0%	2226	100.0%	1910	100.0%
Ethnicity													
	Asian	270	14.2%	255	12.6%	216	11.1%	250	10.9%	211	9.5%	101	5.3%
	Black or African American	126	6.6%	146	7.2%	125	6.4%	129	5.6%	159	7.1%	89	4.7%
	Hispanic/Latino	759	39.9%	824	40.6%	837	42.9%	986	42.9%	954	42.9%	689	36.1%
	American Indian or Alaska Native	13	0.7%	15	0.7%	20	1.0%	16	0.7%	18	0.8%	5	0.3%
	Native Hawaiian or Other Pacific Islander							17	0.7%	21	0.9%	9	0.5%
	White	595	31.3%	660	32.5%	603	30.9%	649	28.2%	532	23.9%	377	19.7%
	Two or More Races											5	0.3%
	Unknown/Non-Respondent	138	7.3%	130	6.4%	148	7.6%	252	11.0%	331	14.9%	635	33.2%
	Total	1901	100.0%	2030	100.0%	1949	100.0%	2299	100.0%	2226	100.0%	1910	100.0%
Educational Goal													
	Degree & Transfer	978	51.4%	1083	53.3%	1041	53.4%	313	13.6%	667	30.0%	735	38.5%
	Transfer	595	31.3%	600	29.6%	574	29.5%	101	4.4%	155	7.0%	210	11.0%
	AA/AS	75	3.9%	91	4.5%	80	4.1%	203	8.8%	446	20.0%	331	17.3%
	License	59	3.1%	66	3.3%	64	3.3%	12	0.5%	24	1.1%	20	1.0%
	Certificate	66	3.5%	67	3.3%	59	3.0%	14	0.6%	23	1.0%	23	1.2%
	Job Skills	28	1.5%	22	1.1%	26	1.3%	39	1.7%	62	2.8%	74	3.9%
	Basic Skills							36	1.6%	32	1.4%	28	1.5%
	Personal									5	0.2%	45	2.4%
	Undecided							86	3.7%	151	6.8%	193	10.1%
	Not Reported	100	5.3%	101	5.0%	105	5.4%	1495	65.0%	661	29.7%	251	13.1%
	Total	1901	100.0%	2030	100.0%	1949	100.0%	2299	100.0%	2226	100.0%	1910	100.0%

	Key Performance Indicators	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
		Year1	Year2	Year3	Year4	Year5	Year6
	Program Resources						
23	Revenue: FTES*Reimbursement Rate	$573,838.95	$690,732.55	$700,482.51	$839,889.39	$915,208.91	$764,054.50
24	Total District Adopted Program Budget	353,743	411,975	462,974	489,821	562, 552	541,859
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	n/a	n/a	n/a	n/a	0	N/A
26	Supplies (4300 in budget)	792	361	1,304	NO DATA	1,582	1,503
27	Cost	390,461	435,377	466,623	419,656	571,227	
28	Total FTES for the year	196.5	211.9	201.5	228.96	238.68	199.26
29	Cost per FTES	1,987.08	2,054.63	2,315.75	1,832.88	2,393.28	
	Degrees and Certificates						
30	Degree: Language Arts	52	46	35	36	35	47
31	Certificates						
32	Skill Awards						
33	Licenses (reported by department)						
	Career Technical Education Programs						
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39	Labor market data						