



Communications Program Review 2007-2008

Spring 2009

Prepared by

Name	Title	Name	Title
Margaret O'Neil	Faculty	Theresa Villeneuve	Faculty
Samuel Lee	Dean of Language Arts	Cathy Day	Administrative Assistant

Communications Program Review Committee Members

Name	Title	Name	Title
Margaret O'Neil	Faculty		
Theresa Villeneuve	Faculty		
Samuel Lee	Dean of Language Arts		
Cathy Day	Administrative Assistant		
	Academic Senate Representative		
	Curriculum Representative		
Irene Malmgren	Vice President of Instruction		
Michelle Plug	Articulation Officer		
John Thompson	Dean of Library and Info. Services		
Linda Welz	Chief Information Services Officer		
David Overly	Curriculum Committee Representative		

Table of Contents

page #

1. Faculty (<i>full and part-time</i>)	4
2. List of Certificates and Awards	4
3. List of Degrees	4
4. List of Industry-Based Standard Certificates	4
5. Advisory Committee List	4
6. Sequence of courses	5
7. Institutional Competencies	6
8. Program Description / Mission	7
9. Program Objectives	7
10. Program Goals	7
11. Program Student Learning Outcomes	7
12. Course SLO & Assessment Timeline	8
13. Evaluation Criteria - Mission Commendations Previous Recommendations Completed Recommendations	10
14. Evaluation Criteria - Need Commendations Previous Recommendations Completed Recommendations	11

15..	Evaluation Criteria - Quality	12
	Commendations	
	Previous Recommendations Completed	
	Recommendations	
16.	Evaluation Criteria - Feasibility	13
	Commendations	
	Previous Recommendations Completed	
	Recommendations	
17.	Evaluation Criteria - Compliance	14
	Commendations	
	Previous Recommendations Completed	
	Recommendations	
18.	Appendix A - Program Performance Indicators	15
19.	Appendix B	
	Library Report	

1. Faculty

Full-Time Faculty

Margaret O'Neil
Theresa Villeneuve

Adjunct Faculty

Jay Lee
Stacy Long
Waleed Rashidi
Sarah Torribio

2. List of Certificates/Awards Offered

This program does not offer any approved certificates or skill awards.

3. List of Degrees

Students in the Communications Program may pursue an Associate of Arts degree in Language Arts,
Language Arts, with an emphasis in Journalism (proposed).

4. List of Industry-Based Standard Certificates

None

5. Advisory Committee

Gerald Timothy Lynch of the Los Angeles Times
Art Wilson of the San Gabriel Valley Tribune
Joseph Siyam of Access Hollywood

6. Sequence of Courses

Subject & Course No.	Title	Units
COMM100	Mass Media and Society	3.0
COMM101	Reporting and Writing News	3.0
COMM103	Freelance Journalism	1.0
COMM104	Public Relations	3.0
COMM136	Cultural History of American Film	3.0
COMM200	Visual Communications	3.0
COMM202	Writing Broadcast News	3.0
COMM230	Desktop Publishing	3.0
COMM240	Newspaper Production Staff	3.0
COMM245	Editorial Board Workshop	2.0
COMM280	Magazine Production Staff	3.0

Classes not offered in the last two years:

Subject & Course No.	Title	Units
COMM090	Introduction to Distance Education	1.0

7. Institutional Competencies

The Communications program has adopted the Institutional General Education Competencies of Citrus College. The General Education Competencies (as set forth in the Academic Senate minutes dated August 25th 2004) are as follows:

Institutional General Education Competencies- Part of Institutional Mission

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 certificates from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

1. Communication (personal expression and information acquisition)

Examples

Reading analytically and critically
Writing with clarity and fluency

Speaking articulately
Listening actively

2. Computation

Examples

Technology
Math proficiency
Analyzing and using numerical data
Application of mathematical concepts and reasoning

Computer proficiency
Decision analysis
(Synthesis and evaluation)

3. Creative, Critical, and Analytical Thinking

Examples

Curiosity
Analysis
Synthesis
Evaluation
Creativity

Research
Learning Strategies
Problem Solving
Decision making
Aesthetic awareness

4. Community, Critical, and Analytical Thinking

Examples

Respect for others beings
Cultural awareness
Ethics
Community service
Integrity

Citizenship
Interpersonal skills
Lifelong learning
Self esteem
Empathy

5. Technology/information competency

Examples

Basic computing and word processing

6. Discipline/Subject area specific content material - Project Plan

Course outlines of record detail specific outcome objectives for each content area.

8. Program Description / Mission

The Communications program includes instruction and laboratory experiences in mass media and journalism. The program includes an overview of the mass media; courses in reporting, writing, editing, and designing for publication; introductions to broadcasting and public relations; instruction in desktop publishing, online publishing and multimedia; and film studies. The curriculum features both theory and application through traditional and online instructional delivery systems. In addition, students in the Communications program create the Clarion newspaper, Clarion Online, the news feature magazine, Logos and the literary magazine Litrus, as well as their online counterparts.

9. Program Objectives

- a) Offer students a comprehensive introduction to the study of media arts leading to vocational opportunities and fulfilling transfer requirements to four-year institutions.
- b) Provide students with opportunities to acquire practical skills and hands-on experience in laboratory settings.
- c) Foster critical awareness of current events and of the role of the mass media in shaping society.
- d) Serve the college and the local community with quality student publications.
- e) Develop career ladders and student internships with media companies.
- f) Introduce students to and foster involvement in professional media organizations.
- g) Maintain relationships with program alumni as media advisers and industry liaisons.

10. Program Goals

The goals of the Communications Program are:

- a) Provide general education communications courses for transfer credit to four-year colleges and universities.
- b) Meet the student learning outcomes and core competencies as established by Citrus College.
- c) Provide for acquisition of knowledge, skills, and experience in the fields of mass communications, public relations, journalism, visual communications.
- d) Provide general education communications courses required for students to complete an Associate's degree.

11. Program Student Learning Outcomes

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 Communications program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

- a) Interpret and critically assess a variety of media messages, including those that reflect multicultural perspectives in order to make connections, critically compare and contrast ideas, and produce written, oral, and visual messages as demonstrated by a final product project, portfolio, and/or exam.

2) Computation

- a)

3) Creative, Critical, and Analytical Thinking

- a) Identify and apply criteria for distinguishing fact from opinion and demonstrate awareness and sensitivity and biases in messages in order to produce communication that are accurate, objective, fair, and balanced as demonstrated by a final project, portfolio, exam.

4) Community/Global Consciousness and Responsibility

- a) Understand and apply ethical and legal principles of professional communications organizations in order to cultivate trust, responsibility, and credibility as demonstrated by a responsibility rubric.

5) Technology

- a)

6) Discipline /

- a)

7) Information Competency

- a)

8) Other

- a)

12. Course Student Learning Outcomes & Assessment Timeline

The Communications Program is building student learning outcomes (SLOs) for all Communications courses offered at Citrus College according to an on-going review and progress schedule. All new classes offered will have SLOs developed when the class is first offered. The department will work with the SLO and Curriculum committees to

ensure course outlines are being created according to the standards established by the committees.

Subject & Course	Title	Completion date
COMM100	Mass Media and Society	January 2009
COMM101	Reporting and Writing News	January 2009
COMM103	Freelance Journalism	January 2009
COMM104	Public Relations	May 2009
COMM136	Cultural History of American Film	January 2006
COMM200	Visual Communications	January 2009
COMM202	Writing Broadcast News	Feb 2005
COMM230	Desktop Publishing	Feb 2005
COMM240	Newspaper Production Staff	Feb 2005
COMM245	Editorial Board Workshop	Feb 2005
COMM280	Magazine Production Staff	Aug 2005

13. Evaluation Criteria – Mission

Commendations

- a) Communications courses meet the student learning outcomes and core competencies as established by Citrus College.
- b) Specific core competencies are reflected in the program list of courses.
- c) The Communications class sequence meets criteria for transfer to four-year institutions.
- d) Communications courses reflect journalism and public relations trends and industry practices.
- e) Communications classes impart key journalistic principles such as truth, accuracy, fairness and balance as well as the ethical responsibilities of those who work in the mass media under the protection of the First Amendment.
- f) Students in the Communications program produce portfolios featuring writing, photography, design and multimedia that have proven useful in obtaining employment.
- g) Students produce vital and informative publications of interest to the Citrus College community, as evidenced by the high website hits and low waste factor of publications.
- h) The curriculum includes hands-on laboratory experience that helps students develop the technological skills required to obtain employment.
- i) The Communications Program reflects the diversity of the student body.

Previous Recommendations Completed

- a) None

Recommendations

- a) A program major and honors classes in Communications should be offered.
- b) Certificate programs in journalism, broadcasting, entertainment studies and film studies should be created.
- c) The program should increase its high school outreach through tours, workshops, presentations and participation in Career Days.
- d) Co-op education and internship opportunities should be established with local media companies.
- e) Curriculum development of new and existing courses should continue to reflect industry standards and transfer requirements at four-year institutions. For example, broadcasting, multimedia, Internet, videography and film studies sequences should be developed.
- f) Long-defunct courses traditionally part of the communications/journalism curriculum at community colleges and 4-year schools, including photojournalism and the history of film, should be incorporated into the Communications Program and revived.

14. Evaluation Criteria – Need

Commendations

- a) The department is responsive to the job market as it relates to communications specialists/journalists: news analysts (broadcast newscasters, news anchors and news correspondents), news writers, citizen journalists, online journalists and public relations practitioners. The curriculum within the courses in the Communications Program is currently being upgraded and revised by the faculty to reflect a greater documented compliance with: 1) university requirements for entrance into UC, CSU and private four-year institutions; 2) industry requirements in broadcasting, both televised and web-based.
- b) The Communications Program meets the growing need for communications professionals with diverse skills including writing, design and command of multimedia technology. Four adjunct faculty members have been hired as part-time instructors in the Communications Program, reflecting an evolving program.
- c) Since the last previous program review in 2002, enrollment in Communications courses has grown steadily, and class offerings have been expanded.
- d) Student publications serve a wide readership of Citrus College students, staff, faculty, administrators and alumni as well as members of the surrounding community. The Clarion website attracted 17,349 visitors between August 2007 and July 2008. The majority of visitors were comprised of a near-even split of prospective students and alumni. These statistics affirm that student publications aid in recruitment and strengthen alumni connections, and forge a sense of a community within a predominately commuter campus.

Previous Recommendations Completed

- a) A computer lab supervisor has been hired to maintain the Macintosh equipment in the Clarion newsroom, assist students, and create and maintain the program's web pages.
- b) A program assistant position has been created for student publications. The person hired for this position is to be responsible for responding to and/or relaying all telephone, fax, email and snail mail correspondence, selling advertising space for student publications, paying bills, maintaining records and files, serving as a receptionist, and assisting students and faculty with clerical support as needed.

Recommendations

- a) The introduction of courses in videography, entertainment studies, Internet publications, film studies and broadcasting would allow our students to compete in a greater global economy and would contribute to a complete communications program.
- b) A full-time multimedia instructor should be hired to meet the needs of program expansion into Internet and broadcast studies as well as to revive Citrus College's defunct photojournalism courses.
- c) A full-time entertainment studies instructor should be hired to oversee an entertainment journalism sequence. This concentration is crucial in Los Angeles County, which is the locus of the film and entertainment industry.

- d) The number of extra duty hours for which Clarion adviser is compensated should be increased to be the equivalent of the athletic coaches.

15. Evaluation Criteria – Quality

Commendations

- a) The Clarion newspaper regularly wins the highest award in the state, the General Excellence Award from the Journalism Association Association of Community Colleges.
- b) The Clarion Online has been awarded The Pacemaker Award for online journalism, the highest award given by the Associated Collegiate Press. For the last three years, the Clarion was a runner-up for this prestigious national award.
- c) Instruction at all levels is sensitive to the median level and needs of the students and requires critical thinking, problem solving, and writing activities.
- d) Curriculum is continuously updated to reflect student and industry needs as well as SLO philosophy.
- e) Course offerings and instruction are consistent with university transfer requirements
- f) The Communications program and its student publications emphasize problem solving, teamwork, communications skills, use of technology and critical/analytical thinking as part of each course, as well as aesthetic awareness.
- g) Communications faculty include working journalists and editors, university-level educators, and public relations specialists.
- h) Students and faculty regularly attend conventions of the Journalism Association of Community Colleges and national conferences of the Associated Collegiate Press, gaining exposure to the latest trends in the communications field.
- i) Faculty are actively involved in professional organizations such as the Society for News Design and research which is reflected in the successful pedagogy employed within the classroom.
- j) Faculty members actively utilize multimedia in the classroom and in the production of campus publications. Instructors have introduced new multimedia technologies including podcasting, video editing, web design and the Soundslides audio/visual slideshow program.
- k) Full-time faculty member Margaret C. O'Neil was presented with the Distinguished Faculty Award for the year 2007.
- l) Two new publications, Logos and Litrus magazine, have been added to the Communications curriculum. Litrus bridges the English department and Communications program through the publication of students' literary efforts, as well as imparting web technology. Logos focuses on entertainment journalism and has won numerous awards on the state level for excellence in content and design.
- m) Communications instructors regularly network with professional colleagues both locally and statewide, and meet with an advisory board of newspaper and television professionals at least twice a year.

- n) Faculty are actively involved in attending technology workshops and delivering distance education and SLO-related presentations at conferences, which is reflected in the success of distance education courses in the communications area.

Previous Recommendations Completed

- a) The Communications program course outlines have been submitted with revisions to reflect current practices within the discipline and SLO philosophy within the discipline.
- b) Given the fluid nature of communications curricula at transfer institutions, articulation agreements with nearby four-year colleges are frequently re-evaluated.

Recommendations

- a) Curriculum needs to be continuously updated to reflect student and industry needs.
- b) Faculty need regular training in multimedia skills in order to keep current with evolving industry trends.
- c) Faculty should be able to preview and implement on and off site publication design software in order to contribute to the skills necessary for university transfer and entrance into the communication industry.
- d) Curriculum for Mass Media and Society should be revised to fulfill IGETC requirements for transfer, as it is at many other colleges, and to better reflect the SLOs already being fulfilled in the classroom.

16. Evaluation Criteria – Feasibility

Commendations

- a) Software and equipment is constantly upgraded to meet ever-changing industry standards.
- b) The hiring of three part-time computer lab supervisors has extended the hours during which students receive supervision and assistance while conducting coursework or producing student publications.
- c) The hiring of a part-time, on-call program assistant has allowed the Communications Program to begin digitizing past issues of student publications. This archiving project will help preserve Citrus College history and allow for streamlined access to past newspaper content.
- d) Even though four publications are produced in a space smaller than a classroom, Citrus College publications consistently win awards on the regional, state and national level.

Previous Recommendations Completed

- a) Since the communications program prepares students for transfer but also trains them for entry into the work force, the need for updated and expanded technology in line with industry standards is ongoing.

- b) An online database archiving the student newspaper and student magazine is underway.

Recommendations

- a) The Communications program should add evening and distance education course offerings to meet the needs of adult learners.
- b) Existing software and equipment must be continuously upgraded and/or replaced to meet ever-changing industry standards.
- c) The level of district funding for student publications should be re-evaluated annually to meet increasing printing and production costs.
- d) The stipend for the full-time publications adviser's hours should be increased until it is commensurate with that of full-time faculty who are athletic coaches.
- e) Communications faculty should continue developing close ties with counselors, Job Placement and Career/Transfer Center staff and faculty at transfer institutions.
- f) The Communications program should be moved into its own building, which could be called The Center for Media Studies and Technology. Hayden Hall would make an ideal site for this relocation. This facility will fulfill the program's need for at least six additional rooms designated as Communications rooms and labs. As it now stands, classes are conducted in the newsroom while students are producing publications, creating overcrowded and disruptive conditions. Instructor Meg O'Neil's classes meet in the library lab, while podcasts are recorded in a tiny office shared by two faculty members.
- g) One lab room should be reserved for an Internet broadcasting program and film production. This laboratory shall include the latest in video broadcasting technology as well as audio recording/broadcasting. Portable news-gathering video cameras as well as professional grade studio cameras shall be implemented. Computers capable of editing high-quality audio visual footage and broadcasting such footage should also be installed. Accessories germane to such production include mixing boards, microphones, lights, tripods, teleprompters, set furniture, storage media, cases and audio/video cables. A dedicated Internet connection, is necessary to ensure quality transmission while not impacting the current Internet bandwidth available to the college.

17. Evaluation Criteria – Compliance

Commendations

- a) Communications courses transfer to the California State University, University of California and private university systems.
- b) Course requisites meet Federal, State and District requirements.
- c) Existing course outlines are being updated to reflect new requirements.
- d) New courses and/or updates are in compliance with Student Learning Outcomes.

Previous Recommendations Completed

- a) Communications courses need to be formally approved by the Community College Chancellor's Office.

Recommendations

- a) Faculty should continue to update courses that require Student Learning Outcomes.
- b) Faculty should continue to review syllabi, course outlines, course prerequisites, and the long-range plan in respect to state and district requirements.
- c) Faculty should collaborate with the Advisory Committee to ensure relevancy to the needs of the communications field and articulation with private colleges and universities, the California State University system and the University of California system.

18. Appendix A: Program Performance Indicators

The Communications program is an area that has a very high retention rate and has experienced quite a lot of growth since the last program review. It should be noted that one full-time instructor who is paid out of the Communications budget actually teaches half her load for Fine and Performing Arts, which adversely affects the FTES/FTEF ratio and the overall cost of the program.

Key Performance Indicator	FA 02	FA 03	FA 04	FA 05	FA 06	FA 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	9	7	8	9	10	10
Classes Offered (total # of sections)	12	9	11	12	15	15
Morning (Prior to 11:59AM)	7	5	7	7	7	8
Afternoon (12:00 to 4:29PM)	2	2	2	3	5	2
Evening (4:30PM or Later)	1					1
Arranged Hour	2	2	2	2	3	4
Weekend						
Short term	5	1			1	3
Distance Education (full term)		1	1	1	1	3
Distance Education (short term)	1					
Enrollment	250	296	274	258	297	217.0
Weekly Student Contact Hours (WSCH)	730.5	1,204.8	1,004.1	924.9	1,181.5	674.6
Full-Time Equivalent Students (FTES)	25.0	41.3	34.4	31.7	36.8	20.7
Program Resources						
Full-Time Equivalent Faculty (FTEF)	2.79	2.2	2.59	2.92	3.76	2.34
Credit Reimbursement Rate	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34	\$4,367.00
Program Operation						
WSCH/FTEF	261.8	547.6	387.7	316.8	314.2	288.3
FTES/FTEF	9.0	18.8	13.3	10.9	9.8	8.8
Fill rate at Census	69.5	106.8	77.3	63.3	61.0	66.1
Program Success						
<u>Success Rate</u>	46%	50%	53%	62%	60%	54%
Retention Rate	86%	88%	87%	91%	92%	92%

Key Performance Indicator	FA 02		FA 03		FA 04		FA 05		FA 06		FA 07	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Student Demographic Data												
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	110	55%	145	57%	127	54%	110	50%	150	55%	158	55%
Male	89	45%	110	43%	110	46%	110	50%	124	45%	129	45%
Missing											2	1%
Total	199	100%	255	100%	237	100%	220	100%	274	100%	289	100%
Age												
19 or younger	74	37%	117	46%	93	39%	103	47%	106	39%	97	34%
20-24	85	43%	103	40%	109	46%	95	43%	126	46%	139	48%
25-29	19	10%	20	8%	19	8%	5	2%	20	7%	25	9%
30-34	3	2%	1	0%	4	2%	5	2%	7	3%	4	1%
35-39	8	4%	8	3%	3	1%	1	0%	2	1%	12	4%
40-49	4	2%	5	2%	6	3%	9	4%	10	4%	6	2%
50 and above	6	3%	1	0%	3	1%	2	1%	2	1%	6	2%
Missing									1	0%		
Total	199	100%	255	100%	237	100%	220	100%	274	100%	289	100%
Ethnicity												
Asian	8	4%	27	11%	22	9%	20	9%	34	12%	20	7%
African American	20	10%	16	6%	12	5%	13	6%	19	7%	25	9%
Hispanic	80	40%	102	40%	84	35%	69	31%	104	38%	109	38%
Native American/Alaskan Native	1	1%	1	0%	2	1%	2	1%	2	1%	3	1%
Other	9	5%	6	2%	6	3%	2	1%	10	4%	9	3%
Caucasian	71	36%	87	34%	95	40%	102	46%	91	33%	92	32%
Decline to State	9	5%	14	5%	13	5%	10	5%	13	5%	18	6%
Missing	1	1%	2	1%	3	1%	2	1%	1	0%	13	4%
Total	199	100%	255	100%	237	100%	220	100%	274	100%	289	100%
Educational Goal												
Degree/Cert/Transfer	179	90%	237	93%	221	93%	207	94%	253	92%	73	25%
Career/Ed Development	2	1%	4	2%	2	1%	3	1%	7	3%	13	4%
Undecided											13	4%
Unknown	18	9%	14	5%	14	6%	10	5%	14	5%	190	66%
Total	199	100%	255	100%	237	100%	220	100%	274	100%	289	100%

Key Performance Indicator	SP 03	SP 04	SP 05	SP 06	SP 07	SP 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	8	8	9	10	10	10
Classes Offered (total # of sections)	11	11	12	14	15	13
Morning (Prior to 11:59AM)	7	6	8	8	6	8
Afternoon (12:00 to 4:29PM)	2	2	2	3	6	2
Evening (4:30PM or Later)		1				1
Arranged Hour	2	2	2	3	3	2
Weekend						
Short term	5			1	1	1
Distance Education (full term)		1	1	1	1	1
Distance Education (short term)	1					
Enrollment	243	292	286	305	276	214.0
Weekly Student Contact Hours (WSCH)	799.4	1,047.1	1,026.2	1,138.6	1,038.4	684.4
Full-Time Equivalent Students (FTES)	28.9	37.9	37.1	40.5	36.4	22.0
Program Resources						
Full-Time Equivalent Faculty (FTEF)	2.59	2.59	2.79	3.44	3.76	2.11
Credit Reimbursement Rate	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34	\$4,367.00
Program Operation						
WSCH/FTEF	308.6	404.3	367.8	331.0	276.2	324.3
FTES/FTEF	11.2	14.6	13.3	11.8	9.7	10.4
Fill rate at Census	79.7	82.1	76.9	68.5	64.4	62.5
Program Success						
Success Rate	55%	44%	60%	58%	59%	67%
Retention Rate	89%	84%	89%	93%	91%	94%

Key Performance Indicator	Sp 03		Sp 04		Sp 05		Sp 06		Sp 07		Sp 08	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Student Demographic Data												
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	117	60%	149	54%	131	55%	146	54%	54%	54%	127	55%
Male	77	40%	128	46%	108	45%	125	46%	46%	46%	104	45%
Missing											1	0%
Total	194	100%	277	100%	239	100%	271	100%	100%	100%	232	100%
Age												
19 or younger	72	37%	103	37%	92	38%	103	38%	85	35%	77	33%
20-24	90	46%	133	48%	113	47%	132	49%	120	49%	113	49%
25-29	11	6%	20	7%	16	7%	16	6%	27	11%	24	10%
30-34	5	3%	7	3%	5	2%	6	2%	2	1%	7	3%
35-39	8	4%	6	2%	5	2%	4	1%	3	1%	4	2%
40-49	4	2%	6	2%	6	3%	9	3%	6	2%	6	3%
50 and above	4	2%	2	1%	2	1%	1	0%	1	0%	1	0%
Total	194	100%	277	100%	239	100%	271	100%	244	100%	232	100%
Ethnicity												
Asian	8	4%	30	11%	34	14%	26	10%	22	9%	23	10%
African American	18	9%	18	6%	14	6%	24	9%	16	7%	15	6%
Hispanic	61	31%	95	34%	75	31%	95	35%	94	39%	90	39%
Native American/Alaskan Native	2	1%	2	1%	1	0%	4	1%	4	2%	2	1%
Other	6	3%	3	1%	5	2%	8	3%	13	5%	7	3%
Caucasian	85	44%	110	40%	91	38%	98	36%	81	33%	74	32%
Decline to State	14	7%	16	6%	17	7%	13	5%	14	6%	6	3%
Missing			3	1%	2	1%	3	1%			15	6%
Total	194	100%	277	100%	239	100%	271	100%	244	100%	232	100%
Educational Goal												
Degree/Cert/Transfer	180	93%	252	91%	213	89%	252	93%	227	93%	53	23%
Career/Ed Development	2	1%	1	0%	9	4%	7	3%	6	2%	9	4%
Undecided											12	5%
Unknown	12	6%	24	9%	17	7%	12	4%	11	5%	158	68%
Total	194	100%	277	100%	239	100%	271	100%	244	100%	232	100%

Key Performance Indicator	SU 02	SU 03	SU 04	SU 05	SU 06	SU 07
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						
Courses Offered (total # of courses)	2		2	2	2	2
Classes Offered (total # of sections)	3		2	2	2	2
Morning (Prior to 11:59AM)	2		2	2	2	2
Afternoon (12:00 to 4:29PM)						
Evening (4:30PM or Later)						
Arranged Hour	1					
Weekend						
Short term	1		1			1
Distance Education (full term)						
Distance Education (short term)	1					
Enrollment	79		43	35	41	38.0
Weekly Student Contact Hours (WSCH)	687.8	0.0	258.3	344.4	503.0	429.0
Full-Time Equivalent Students (FTES)	7.8	0	2.5	3.3	4.8	4.1
Program Resources						
Full-Time Equivalent Faculty (FTEF)	0.58		0.39	0.39	0.45	0.41
Credit Reimbursement Rate	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34	\$4,367.00
Program Operation						
WSCH/FTEF	1,185.8		662.3	883.1	1,117.7	1,046.3
FTES/FTEF	13.4		6.3	8.4	10.6	10.0
Fill rate at Census	75.0		70.0	45.4	68.3	58.3
Program Success						
Success Rate	58%		56%	71%	71%	56%
Retention Rate	89%		93%	94%	95%	90%

Key Performance Indicator	Su 02		Su 03		Su 04		Su 05		Su 06		Su 07	
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
<i>Student Demographic Data</i>												
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Female	49	63%			26	62%	20	65%	26	68%	28	68%
Male	29	37%			16	38%	11	35%	12	32%	8	32%
Total	78	100%			42	100%	31	100%	38	100%	36	100%
Age												
19 or younger	19	24%			11	26%	7	23%	14	37%	12	33%
20-24	43	55%			26	62%	22	71%	16	42%	21	58%
25-29	4	5%			3	7%	1	3%	5	13%	1	3%
30-34	4	5%				0%	1	3%	1	3%		
35-39	2	3%				0%		0%		0%	1	3%
40-49	3	4%			2	5%		0%	1	3%	1	3%
50 or older	3	4%				0%		0%	1	3%		
Total	78	100%			42	100%	31	100%	38	100%	36	100%
Ethnicity												
Asian	3	4%			5	12%	3	10%	2	5%	5	14%
African American	9	12%			5	12%	3	10%	4	11%	1	3%
Caucasian	31	40%			10	24%	10	32%	14	37%	10	28%
Hispanic	27	35%			20	48%	7	23%	14	37%	18	50%
Native American	1	1%				0%		0%		0%		
Other	4	5%				0%		0%	1	3%	1	3%
Declined to State	3	4%			2	5%	7	23%	3	8%		
Unknown		0%				0%	1	3%		0%	1	3%
Total	78	100%			42	100%	31	100%	38	100%	36	100%
Educational Goal												
Degree/Cert/Transfer	61	78%			39	93%	25	81%	30	79%	7	19%
Career/Ed Development	6	8%					2	6%			2	6%
Undecided											1	3%
Unknown	11	14%			3	7%	4	13%	8	21%	26	72%
Total	78	100%			42	100%	31	100%	38	100%	36	100%

Key Performance Indicator						WN 08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Access						
Majors (total)						
New Majors						1
Courses Offered (total # of courses)						
Classes Offered (total # of sections)						1
Morning (Prior to 11:59AM)						1
Afternoon (12:00 to 4:29PM)						
Evening (4:30PM or Later)						
Arranged Hour						
Weekend						
Short term						
Distance Education (full term)						
Distance Education (short term)						1
Enrollment						0
Weekly Student Contact Hours (WSCH)						139.1
Full-Time Equivalent Students (FTES)						1.32
Program Resources						
Full-Time Equivalent Faculty (FTEF)						0.21
Credit Reimbursement Rate						\$4,367.00
Program Operation						
WSCH/FTEF						662.5
FTES/FTEF						6.3
Fill rate at Census						56.7
Program Success						
Success Rate						76%
Retention Rate						100%

Key Performance Indicator	Year 1		Year 2		Year 3		Year 4		Year 5		Wn 08 Year 6	
	#	%	#	%	#	%	#	%	#	%	#	%
Student Demographic Data												
Gender												
Female											7	44%
Male											9	56%
Total											16	100%
Age												
19 or younger											4	25%
20-24											8	50%
25-29											2	13%
35-39											1	6%
40-49											1	6%
50 or older												
Total											16	100%
Ethnicity												
African American											2	13%
Hispanic											3	19%
Native American/Alaskan Native											1	6%
Other											2	13%
Caucasian											6	38%
Decline to State											1	6%
Missing											1	6%
Total											16	100%
Educational Goal												
Degree/Cert/Transfer											7	44%
Career/Ed Development											1	6%
Undecided											1	6%
Unknown											7	44%
Total											16	100%

Key Performance Indicators: Communications	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Resources						
Revenue: FTES* Reimbursement Rate	175,947.1	221,037.9	216,308.6	245,945.1	270,876.4	210,052.7
Total District Adopted Program Budget	n/a	170,258.0	186,499.0	230,226.0	273,517.0	275,431.0
Support Personnel (wage without benefit, 2200 and 2400 in budget)	n/a	1,500.0	-	-	195.0	1,400.0
Supplies (4300 in budget)	n/a	3,134.0	3,103.0	2,876.0	4,741.0	3,525.0
Cost (district funds only)	n/a	176,617.0	187,856.0	221,292.0	259,767.0	299,586.0
Total FTES for the year	61.7	79.2	74.0	75.5	77.9	48.1
Cost per FTES (district funds only)	n/a	2,229.7	2,537.9	2,933.0	3,333.8	6,228.4
Program Success						
Degrees Awarded						
Certificates Awarded						
Skill Awards						
Licenses						
Career Technical Education Programs						
VTEA Grant						
Industry Contributions to Program Resources						
Available Jobs						
Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						

19. Appendix B

--none--