



Humanities Instructional Program Review 2008-2009

Spring 2010

Prepared by

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|-----------------|-----------------|
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Humanities Program Review Committee Members

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|---------------------|---|
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| Carolyn Perry | Curriculum Representative |
| Michelle Plug | Articulation Officer |



PROGRAM REVIEW – Humanities

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

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

Dr. Michael Hurtado , Dean of Social and Behavioral Sciences

date

Michelle Plug, Articulation Officer

date

David Kary, Chair of Curriculum Committee

date

Irene Malmgren, Vice President of Academic Affairs

date

Dr. Jack Call, Academic Senate President

date

Dr. 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 current economic concern of the state of college financing has caused the Humanities Program to be scaled back, both in the number of course offerings and the number of faculty; full and adjunct. It is recommended that when funding sources increase that the number of course offerings and support faculty and materials (i.e. up-dated audio-visual materials and equipment be funded.)

Until the economic destabilization ends, the current level of the Humanities Program and support by faculty and administration continue working in a collegial and cooperative manner and will continue to do more with less!

2. Faculty

Full-Time Faculty
James Zaharek

Adjunct Faculty
Michael Marzec
Francis Schulte

3. List of Program Courses

| Subject & Course No. | Title | Units |
|-------------------------------------|--|--------------|
| HUM 101 | Humanities | 3 |
| HUM 101H | Humanities / Honors | 3 |
| HUM 102 | Humanities | 3 |
| HUM 110 | Humanities in the 20 th Century | 3 |
| HUM 111 | Humanities through the Arts | 3 |

Classes not offered in the last two years:

| Subject & Course No. | Title | Units |
|-------------------------------------|--|--------------|
| HUM 110 | Humanities in the 20 th Century | 3 |
| HUM 111 | Humanities through the Arts | 3 |

4. List of Degrees

Associate in Arts

5. List of Certificates and Awards

None

6. List of Industry-Based Standard Certificates and Licenses

None

7. Advisory Committee or Council

N/A

8. Program Student Learning Outcomes

The Humanities 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 Humanities Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

a) Demonstrate understanding of cultural geographical issues and vocabulary through classroom discussion/presentation, essays, and exams, using college level vocabulary and proper grammar, for purposes of successfully navigating a transferable level course.

2) Computation

N/A

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

a) Use the terminology of logical analysis or other argumentative skills to evaluate cultural geographical arguments, in class discussion/presentation, exercises, and essays, in order to formulate a well-reasoned philosophical thesis, and to demonstrate critical thinking skills.

4) Community/Global Consciousness and Responsibility

a) Develop tolerance and respect for religious and cultural geographical views different from one's own through class discussions of controversial issues and by showing awareness of possible objections to one's own view, in class discussion and essays using college level vocabulary and proper grammar.


5) Technology

a) N/A

6) Discipline / (Humanities Specific Content Material)

- a) Read original philosophical texts from a wide range of the history of Humanities, demonstrating comprehension in exams, class discussions and essays, to show understanding of major philosophical issues appropriate to a transferable course.
- b) Become acquainted with the rich variety of religious traditions and demonstrate knowledge of them through essays and exams, using college level vocabulary and proper grammar, to show ability to operate in a global environment of diverse traditions.

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

|  | CC 1 a) vocab and grammar | CC 2 Comp N/A | CC 3 a)analysis / evaluation to form thesis | CC 4 a) Respect / tolerance for cultural views | CC 5 Tech | CC 6 a) Philosophical issues | CC 6 b)Religious traditions | T=Transfer D=Degree C=Certificate S=Skill Award |
|---|--|----------------------------|---|--|---------------------|--|---------------------------------------|--|
| HUM 101 | | | | | | | | T - D |
| SLO 1 | I, D | | I, D | D | | I, D | D | |
| SLO 2 | | | I, D | I, D | | | | |
| SLO 3 | | | | | I | | | |
| SLO 4 | I, D | | I, d | | | I, D | I | |
| SLO 5 | I, D | | | I, D | | I, D | | |
| | | | | | | | | |
| HUM 101 Honors | | | | | | | | T - D |
| SLO 1 | I, D | | I, D | M | | I, D | I, D | |
| SLO 2 | I, D | | I, D | | | I, D | | |
| SLO 3 | | | | I, D | | | | |
| SLO 4 | | | I, D | | | I, D | I, D | |
| | | | | | | | | |
| HUM 102 | | | | | | | | T - D |
| SLO 1 | I, D | | I, D | | | | M | |
| SLO 2 | | | I, D | M | | I, D | I, D | |
| SLO 3 | | | | | I | | | |
| SLO 4 | I | | | | | I, D | | |
| SLO 5 | I | | I | | | I | | |
| | | | | | | | | |
| HUM 110 | Student Learning Outcomes have not been established / reviewed | | | | | | | T - D |
| | | | | | | | | |
| HUM 111 | Student Learning Outcomes have not been established / reviewed | | | | | | | T - D |

I = Introduced, D = Developed & Practiced with Feedback, M = Demonstrated at the Mastery Level appropriate for Graduation

| | |
|-------------|--|
| CC 1 | Communication |
| CC 2 | Computation |
| CC 3 | Creative, Critical and Analytical Thinking, Information Competency |
| CC 4 | Community / Global Consciousness and Responsibility |
| CC 5 | Technology |
| CC 6 | Discipline / subject Area Specific Content Material |

9. Program Description / Mission

Humanities courses provide an excellent foundation for an academic career in the humanities, the social sciences, the natural sciences, or education, or for a professional career in law, theology, or publishing. The Humanities Program aims to enrich the lives of all students who complete its courses, and to prepare students who plan to transfer to four-year colleges or universities.

The Humanities Program offers the student a challenging and rewarding study. A great need exists for intelligent, well educated students with a firm understanding of the great cultural and artistic richness of their heritage. Citrus College offers the student an opportunity to study various cultures within a diverse historical framework.

10. Program Goals and Objectives

To provide core courses in Humanities to prepare students to transfer to four-year institutions.

The goals and objectives of the Humanities Program are:

- a) to provide for the cultural enrichment of students of varying ages and backgrounds,
- b) to enhance the logical and critical thinking skills of students,
- c) to provide courses that help students complete the Associate in Arts or the Associate of Science degree,
- d) to provide courses that support and enhance courses offered in other curricular areas,
- e) to provide transfer credit to four-year colleges and universities,
- f) to provide courses that are accessible to students who are employed, have child care responsibilities, or who are disabled.

11. Curriculum Review and Student Learning Outcomes Assessment

| Course Number | Course Name | Last Reviewed by Curriculum Committee | *Date for next revision (six year cycle) | Date Last Offered | SLO's Written | **Most Recent SLO's Assessed |
|---------------|--|---------------------------------------|--|-------------------|---------------|------------------------------|
| HUM 101 | Humanities | 04/09/2009 | 2015 | F 2009 | Yes | N/A |
| HUM101H | Humanities / Honors | Pending | 2015 | F 2009 | Yes | N/A |
| HUM 102 | Humanities | Pending | 2015 | S 2009 | Yes | N/A |
| HUM 110 | Humanities in the 20 th Century | 10 yrs + | | Unknown | No | N/A |
| HUM 111 | Humanities through the Arts | 10 yrs + | | Unknown | No | N/A |

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

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

12. Degree/Certificate Review

None

13. Evaluation Criteria – Mission

During the review period, the Humanities Program experienced class populations which were 53.2% female compared to a campus average of 56.68 and 36.63% male compared to campus averages of 41.98 %. We note that in the 2005-06 academic year, 41.7 % of the respondents did not report gender.

The age of students 19 or younger was 31.51% compared to a campus-wide average of 28.2% and students age 20 – 24 were 43.8 % compared to a campus average of 29.25%. Faculty has noted an increase in students who are transfer oriented and of students from private and public universities who are completing the course to be able to meet graduation requirements at the university level.

The ethnicity of students in the Humanities Program reflect a close match with the campus profile, with variance limited to one or two percent in individual categories. Course retention has averaged 91.31 in the Fall semester and 90.81 in the Spring semester compared to campus averages of 91.65 in Fall and 90.86 in Spring. Humanities courses are not currently offered in Winter and Summer sessions.

Course success for Fall students averages 49.81 % and 54.88 % for Spring students. This is lower than the campus average of 65.76% for Fall students and 64.95% for Spring students, however the rate of success has been increasing the past five years with Spring 2009 students experiencing 70.8 % success rate and the campus rate was 69.1 %.

Commendations

- a) The Humanities related course offerings fulfills the objectives of and generates outcomes in line with the mission of Citrus College.
- b) The Humanities faculty is sensitive to the various needs of the diverse student population.
- c) The Humanities faculty is highly qualified to instruct classes with each faculty member holding a Masters Degree.

Previous Recommendations Completed

- a) The Humanities Program has developed a seminar-style honors course, with a class-size limit of 20 students, in Introduction to Humanities, and the class is being offered on a regular basis.
- b) All Humanities courses are articulated with four-year colleges and universities to ensure transferability of coursework.
- c) The Humanities Program has supported and encouraged students who have gone on to major in Humanities at four-year institutions, including UC Berkeley, UCLA, UC Irvine, and UC Riverside.
- d) Humanities courses encourage internet research activities to make students aware of the humanities related resources on the internet.

Recommendations

| Recommendation Faculty should review student demographic data, retention, and success rates of the prior academic year during Fall semester each year. | | | | | | | | |
|--|-------------|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| | | | Impact | | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| | FA 10 | Zaharek | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| Recommendation Humanities instructors should network with colleagues, publishers, and professional organizations to keep content current and promote student success strategies. | | | | | | | | |
|--|-------------|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| | | | Impact | | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| | SP 11 | Zaharek | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

14. Evaluation Criteria – Need

The Humanities Program is part of the general education curriculum that is required both for the associate degree and for purposes of transfer to four year institutions per articulation requirements and/or agreements. In the pursuit of a liberal education and to prepare future educators, the Citrus College Humanities Program, plays a vital part in increasing the awareness of cultures and diversities in a ever more inter-connected world. The two part format; Humanities 101 and Humanities 102; offers are thematic approach by considering the interrelatedness of various forms of expression as they work to create, define, and reflect the unique culture in time and place.

Commendations

- a) Core courses are offered that meet transfer requirements to CSU and UC.
- b) Late afternoon and evening courses are offered to make courses accessible to students who work during the day.
- c) A full-time student who plans to major in Humanities at a four-year institution is able to complete lower division coursework in two years.
- d) Humanities Program need has been established by enrollment.

Previous Recommendations Completed

- a) The Program schedules course sections to maximize enrollment within class-size limits.
- b) The Program utilizes technology appropriate to Humanities courses.
- c) A reserve of well-qualified adjunct instructors enables the Program to schedule course offerings to maximize enrollment, without sacrificing quality, and within the state-mandated ratio of full-time to part-time instructors.

Recommendations

| Recommendation Coordinate course offerings to ensure that students' needs are met, and to maximize enrollment within class-size limits in order to maintain instructional quality. | | | | | | | | |
|--|-------------|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| | | | Impact | | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| | FA 10 | Zaharek Hurtado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| Recommendation Identify a reserve of qualified part-time instructors for employment as the economy improves. | | | | | | | | |
|--|-------------|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------|
| | | | Impact | | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| | SP 11 | Zaharek Hurtado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Human Resources |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

15. Evaluation Criteria – Quality

The Humanities Program is included in the Social and Behavioral Science Associate of Arts degree. It has been recommended that faculty review and develop a degree specific to Humanities which will include coursework from multiple disciplines. This will allow a more comprehensive review of the degree requirements in the future.

Humanities currently has one full time faculty member who meets or exceeds the requirements established by the college and Chancellor's Office for the faculty service area.

Course outlines have been reviewed, course level SLOs have been developed and approved for HUM 101, course updates and SLO language is currently under review in the Curriculum Committee. HUM 110 and HUM 111 will be reviewed during the next academic year for course update / modification or deletion.

Course success for Fall students averages 49.81 % and 54.88 % for Spring students. This is lower than the campus average of 65.76 for Fall students and 64.95 for Spring students, however the rate of success has been increasing the past five years with Spring 2009 students experiencing 70.8 % success rate and the campus rate was 69.1 %.

Commendations

- a) All full-time and part-time faculty members in the Humanities Program meet Citrus Community College District qualifications.

- b) Current Humanities Program course offerings are meeting the needs of both non-transfer and transfer students.
- c) Humanities Program courses employ a variety of pedagogical modalities.
- d) Humanities Program courses demand both writing and critical thinking skills.

Previous Recommendations Completed

- a) The department evaluated the priority for full-time faculty as listed in its long-range plan and currently employs a full-time faculty member to coordinate curriculum development.
- b) Humanities syllabi include: clear grading standards, attendance, and makeup policy; drop date, office hours and standard District DSPS statement.

Recommendations

| | | | | | | | | |
|--|--------------------|---------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------|
| Recommendation Faculty should research and identify multimedia resources for purchase consideration. | | | | | | | | |
| | | | Impact | | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| | SP 11 | Zaharek | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Library |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | | | | | | |
|---|--------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------|
| Recommendation Faculty needs support in the operation of technology in the classroom. | | | | | | | | |
| | | | Impact | | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| | FA 10 | Zaharek | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | TECS |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | | | | | | |
|--|--------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------|
| Recommendation Faculty should review HUM 110 and HUM 111 for updated content including SLO language or course removal. | | | | | | | | |
| | | | Impact | | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| | FA 10 | Zaharek | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | | | | | | |
|---|--------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------|
| Recommendation Faculty will review options for establishing a multidiscipline AA Degree in Humanities | | | | | | | | |
| | | | Impact | | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| | SP 11 | Zaharek | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

16. Evaluation Criteria – Feasibility

The Counseling department has established a designated counselor to address the transfer needs of the humanities honors student’s needs. Humanities course offerings are maximized in regards to enrollments, which are offered at a variety of times’ i.e. early morning, mid-day, late after noon and early evening.

Commendations

- a) The Humanities faculty is highly qualified to instruct classes with each faculty member holding a Masters Degree.
- b) The Humanities faculty keeps courses updated.
- c) The Humanities instructors network with professional colleagues both locally and statewide.

Previous Recommendations Completed

- a) Humanities students have been encouraged to form a Philosophers’ Club. Students have held meeting weekly every semester since the club’s inception in 2001.
- b) The Program has provided office space and equipment for adjunct faculty.
- c) The purchase of the Encyclopedia of Humanities has facilitated research for faculty and students.
- d) Offices for the Humanities adjunct faculty were in CI236 with computers and printing capability.

Recommendations

| | | | | | | | | |
|---|--------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------|
| Recommendation | | | | | | | | |
| Faculty should include the resources of the counseling department to advise Honors Humanities students of transfer opportunities. | | | | | | | | |
| | | | Impact | | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| | FA 10 | Zaharek | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Counseling |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | | | | | | |
|---|--------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------|
| Recommendation | | | | | | | | |
| Faculty should review course offerings annually to ensure a variety of times and formats are available as additional sections are funded. | | | | | | | | |
| | | | Impact | | | | | |
| Action/Activities | Target Date | Person Responsible | FNIC | Facilities | Software | Equipment | Personnel | Other |
| | SP 11 | Zaharek Hurtado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

18. Evaluation Criteria – Other

19. Attachment A: Curriculum Course Outlines of Record

20. Attachment B: Catalog Pages & Sample Syllabi

21. Attachment C: Library Resources Report

CITRUS COLLEGE LIBRARY FALL 2007 PROGRAM REVIEW: HUMANITIES

LIBRARY ACTIVITY:

Library Research Orientations: -0-

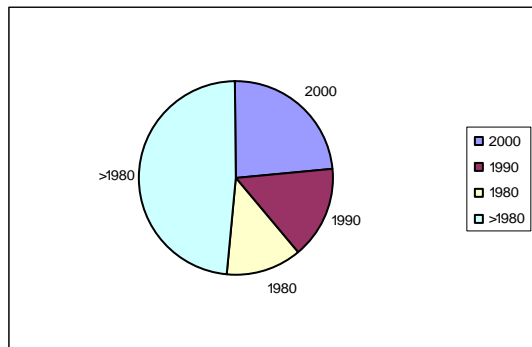
Circulation of materials in subject area
25 % of total library circulation

DEWEY CALL NO.:

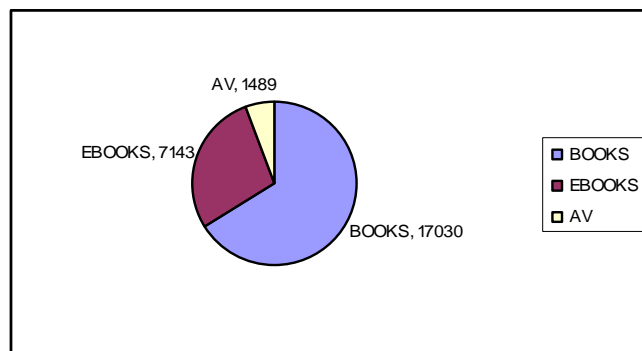
| | |
|------------|---------|
| HUMANITIES | 001.3 |
| PHILOSOPHY | 100-199 |
| ARTS | 700-749 |
| MUSIC | 780-789 |
| LITERATURE | 800-899 |

Sample subject headings relevant to Humanities: Humanities; Civilization, Western – History; Civilization, Western -- History – Sources; arts; education, humanistic; Philosophy; etc.

AGE OF COLLECTIONS



LOCATIONS OF COLLECTIONS



| | |
|--------|-------|
| BOOKS | 17030 |
| EBOOKS | 7143 |
| AV | 1489 |

ELECTRONIC JOURNALS AVAILABLE IN DATABASES:

Subject Headings in Art, Architecture & Applied Arts

- Architecture (40)
- Arts & Crafts (19)
- Fine Arts - General (15)
- Gardens, Landscape Architecture & Parks (5)
- Visual Arts
 - Decorative Arts (27)
 - Photography (15)
 - Visual Arts - General (51)

Subject Headings in Philosophy

- Philosophy (112)
 - Aesthetics (2)
 - Ethics (9)
 - Logic (4)
 - Speculative Philosophy (3)

Subject Headings in Languages & Literatures

- African Languages & Literatures (5)
- Austronesian, Papuan & Australian Languages & Literatures (1)
- East Asian Languages & Literatures (1)
- English
 - American Literature (59)
 - English Language (18)
 - English Literature (65)
- Germanic Languages (6)
- Germanic Literature (5)
- Greek & Latin Languages & Literatures (12)
- Indo-Iranian Languages & Literatures (1)
- Literature - General (252)
- Middle Eastern Languages & Literatures (8)
- Native American & Hyperborean Languages (1)
- Philology & Linguistics (155)
- Romance Languages (9)
- Romance Literatures
 - French Literature (3)
 - Italian Literature (2)
 - Spanish Literature (11)
- Slavic, Baltic and Albanian Languages & Literatures (4)
- Uralic and Basque Languages & Literatures (1)
- Western European Languages - General (14)

DATABASES AVAILABLE AT CITRUS, BY SUBJECT:

| | |
|--|--|
| <p>Mega Databases EBSCO Lexis Nexis</p> <p>Arts & Music Grove Art Online Grove Music Online</p> <p>Automotive Alldata Online Auto Repair Reference Center</p> <p>Biography Biography Resource Center Gale Virtual Reference Library / Biography Lexis Nexis / People Twayne's Author Series</p> <p>Business Business Source Premier Gale Virtual Reference Library / Business Regional Business News</p> <p>Career & College Eureka Online Vocational & Career Vocational Biographies</p> <p>Citrus Links Blackboard Citrus Library Catalog ChiTester Tuition Funding Sources Turnitin.com</p> <p>Communication Communication & Mass Media</p> <p>Contemporary Issues (see also Newspapers) CQ Researcher Issues & Controversies Country Info CountryWatch</p> <p>Education ERIC MAS Ultra School Edition Primary Search Professional Development Turnitin</p> | <p>Financial Aid Tuition Funding Sources</p> <p>Government/Law Military & Government Lexis Nexis</p> <p>Health & Medicine Alt HealthWatch CINAHL Health Source: Nursing Health Source MEDLINE Learning Express Test Prep</p> <p>History & Social Sciences Annals of American History Online History Reference Center Issues & Controversies: American History MagillOnHistory SIRS Researcher</p> <p>Library Technology Library, Information Science & Technology Abstracts</p> <p>Literature & Book Reviews Book Index with Reviews Books in Print with Reviews Gale Literature Reference Centre Literary Reference Center MagillOnLiterature Plus Twayne's Author Series</p> <p>Newspapers Los Angeles Times Lexis Nexis Newspaper Source Regional Business News</p> <p>Psychology & Child Development Psychology & Behavioral Science</p> <p>Reference Works Encyclopaedia Britannica Online Funk & Wagnalls New World Encyclopedia Oxford English Dictionary Webster's 3rd New International Dictionary</p> <p>Religion & Philosophy Religion & Philosophy</p> <p>Science Biology Journals Ebsco Animals Encyclopedia of Life Sciences</p> |
|--|--|

22. Attachment D: Articulation Status

23. Attachment E: Academic Senate Checklist

24. Attachment F: Curriculum Checklist

25. Attachment G: Performance Indicators

| | Key Performance Indicators | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 |
|----|--------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 3 | Courses Offered | 2 | 2 | 2 | 2 | 3 | 3 |
| 4 | Sections Offered | 6 | 5 | 6 | 7 | 7 | 6 |
| 5 | Morning (Prior to 11:59AM) | 1 | 1 | 2 | 2 | 3 | 3 |
| 6 | Afternoon (12:00 to 4:29PM) | 3 | 3 | 3 | 4 | 2 | 2 |
| 7 | Evening (4:30PM or Later) | 2 | 1 | 1 | 1 | 2 | 1 |
| 8 | Arranged Hour | | | | | | |
| 9 | Weekend | | | | | | |
| 10 | Short Term | | | | | | |
| 11 | Distance Ed Full-Term | | | | | | |
| 12 | Distance Ed Short-Term | | | | | | |
| 13 | Enrollment | 239 | 198 | 236 | 264 | 258 | 249 |
| 14 | Weekly Student Contact Hours (WSCH) | 697.1 | 577.5 | 688.3 | 770.0 | 734.8 | 846.9 |
| 15 | Full-Time Equivalent Students (FTES) | 23.9 | 19.8 | 23.6 | 26.4 | 22.67 | 26.13 |
| 16 | FTEF | 1.17 | 0.97 | 1.17 | 1.36 | 1.21 | 1.36 |
| 18 | WSCH/FTEF | 595.79 | 595.36 | 588.32 | 566.18 | 607.24 | 622.73 |
| 19 | FTES/FTEF | 20.43 | 20.41 | 20.17 | 19.41 | 18.74 | 19.21 |
| 20 | Fill Rate | 94.9 | 94.6 | 94.8 | 89.9 | 85.9 | 94.1 |
| 21 | Course Retention | 87.9 | 86.9 | 88.1 | 91.7 | 96.1 | 97.2 |
| 22 | Course Success | 47.3 | 41.9 | 43.2 | 54.2 | 56.6 | 55.7 |

| | Key Performance Indicators | Spring 2004 | Spring 2005 | Spring 2006 | Spring 2007 | Spring 2008 | Spring 2009 |
|----|--------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 3 | Courses Offered | 2 | 2 | 2 | 2 | 3 | 4 |
| 4 | Sections Offered | 5 | 6 | 6 | 6 | 8 | 8 |
| 5 | Morning (Prior to 11:59AM) | 1 | 2 | 2 | 1 | 4 | 5 |
| 6 | Afternoon (12:00 to 4:29PM) | 3 | 3 | 3 | 4 | 2 | 2 |
| 7 | Evening (4:30PM or Later) | 1 | 1 | 1 | 1 | 2 | 1 |
| 8 | Arranged Hour | | | | | | |
| 9 | Weekend | | | | | | |
| 10 | Short Term | | 1 | 1 | | 1 | 2 |
| 11 | Distance Ed Full-Term | | | | | | |
| 12 | Distance Ed Short-Term | | | | | | |
| 13 | Enrollment | 215 | 255 | 208 | 220 | 285 | 237 |
| 14 | Weekly Student Contact Hours (WSCH) | 627.1 | 743.8 | 606.7 | 641.7 | 916.3 | 806.0 |
| 15 | Full-Time Equivalent Students (FTES) | 21.5 | 25.5 | 20.8 | 22 | 28.27 | 24.87 |
| 16 | FTEF | 0.97 | 1.17 | 1.17 | 1.17 | 1.54 | 1.81 |
| 18 | WSCH/FTEF | 646.47 | 635.68 | 518.52 | 548.44 | 594.97 | 445.28 |
| 19 | FTES/FTEF | 22.16 | 21.79 | 17.78 | 18.8 | 18.36 | 13.74 |
| 20 | Fill Rate | 97.2 | 98.8 | 91.4 | 89.4 | 86.9 | 80.7 |
| 21 | Course Retention | 84.6 | 89.0 | 88.0 | 90.0 | 95.8 | 97.5 |
| 22 | Course Success | 49.1 | 50.6 | 56.7 | 49.1 | 53.0 | 70.8 |

| | Key Performance Indicators | Summer 2003 | Summer 2004 | Summer 2005 | Summer 2006 | Summer 2007 | Summer 2008 |
|----|--------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 3 | Courses Offered | 1 | 1 | 1 | 2 | 2 | 2 |
| 4 | Sections Offered | 2 | 1 | 1 | 2 | 2 | 2 |
| 5 | Morning (Prior to 11:59AM) | | | | 1 | 1 | 1 |
| 6 | Afternoon (12:00 to 4:29PM) | | | | | | |
| 7 | Evening (4:30PM or Later) | 1 | 1 | 1 | 1 | 1 | 1 |
| 8 | Arranged Hour | 1 | | | | | |
| 9 | Weekend | | | | | | |
| 10 | Short Term | 2 | 1 | 1 | 2 | 2 | 2 |
| 11 | Distance Ed Full-Term | | | | | | |
| 12 | Distance Ed Short-Term | | | | | | |
| 13 | Enrollment | 56 | 43 | 40 | 76 | 64 | 72 |
| 14 | Weekly Student Contact Hours (WSCH) | 160.9 | 125.4 | 116.7 | 221.7 | 197.1 | 232.4 |
| 15 | Full-Time Equivalent Students (FTES) | 5.52 | 4.3 | 4 | 7.6 | 6.76 | 7.17 |
| 16 | FTEF | 0.39 | 0.19 | 0.19 | 0.39 | 0.41 | 0.43 |
| 18 | WSCH/FTEF | 412.62 | 660.11 | 614.05 | 568.38 | 480.68 | 540.49 |
| 19 | FTES/FTEF | 14.15 | 22.63 | 21.05 | 19.49 | 16.49 | 16.67 |
| 20 | Fill Rate | 46.2 | 95.6 | 88.9 | 84.4 | 64.4 | 78.9 |
| 21 | Course Retention | 82.1 | 95.3 | 97.5 | 96.1 | 90.6 | 100.0 |
| 22 | Course Success | 60.7 | 53.5 | 65.0 | 59.2 | 70.3 | 66.7 |

| | Key Performance Indicators | Winter 2008 | Winter 2009 |
|----|--------------------------------------|------------------------|------------------------|
| 3 | Courses Offered | 2 | 2 |
| 4 | Sections Offered | 2 | 2 |
| 5 | Morning (Prior to 11:59AM) | 1 | 1 |
| 6 | Afternoon (12:00 to 4:29PM) | | |
| 7 | Evening (4:30PM or Later) | 1 | 1 |
| 8 | Arranged Hour | | |
| 9 | Weekend | | |
| 10 | Short Term | 2 | 2 |
| 11 | Distance Ed Full-Term | | |
| 12 | Distance Ed Short-Term | | |
| 13 | Enrollment | 73 | 107 |
| 14 | Weekly Student Contact Hours (WSCH) | 254.1 | 361.3 |
| 15 | Full-Time Equivalent Students (FTES) | 7.84 | 11.15 |
| 16 | FTEF | 0.41 | 0.45 |
| 18 | WSCH/FTEF | 619.85 | 802.8 |
| 19 | FTES/FTEF | 19.12 | 24.78 |
| 20 | Fill Rate | 78.9 | 115.6 |
| 21 | Course Retention | 97.3 | 98.1 |
| 22 | Course Success | 61.6 | 55.2 |

| Key Performance Indicators | | 2003-2004 | | 2004-2005 | | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | |
|-----------------------------------|--------------------------------|------------------|--------|------------------|--------|------------------|--------|------------------|--------|------------------|--------|------------------|--------|
| 1 | Gender | | | | | | | | | | | | |
| 2 | Female | 296 | 60.0% | 296 | 61.2% | 168 | 35.6% | 258 | 48.0% | 394 | 59.8% | 368 | 57.2% |
| 3 | Male | 197 | 40.0% | 188 | 38.8% | 107 | 22.7% | 205 | 38.1% | 260 | 39.5% | 262 | 40.7% |
| 4 | Not Reported | | 0.0% | | 0.0% | 197 | 41.7% | 75 | 13.9% | 5 | 0.8% | 13 | 2.0% |
| 5 | Total | 493 | 100.0% | 484 | 100.0% | 472 | 100.0% | 538 | 100.0% | 659 | 100.0% | 643 | 100.0% |
| 6 | Age | | | | | | | | | | | | |
| 7 | 19 or younger | 132 | 26.8% | 163 | 33.7% | 115 | 24.4% | 174 | 32.3% | 238 | 36.1% | 230 | 35.8% |
| 8 | 20-24 | 243 | 49.3% | 228 | 47.1% | 122 | 25.8% | 217 | 40.3% | 330 | 50.1% | 323 | 50.2% |
| 9 | 25-29 | 45 | 9.1% | 39 | 8.1% | 24 | 5.1% | 33 | 6.1% | 48 | 7.3% | 42 | 6.5% |
| 10 | 30-34 | 24 | 4.9% | 20 | 4.1% | 3 | 0.6% | 7 | 1.3% | 9 | 1.4% | 23 | 3.6% |
| 11 | 35-39 | 18 | 3.7% | 16 | 3.3% | 7 | 1.5% | 10 | 1.9% | 10 | 1.5% | 9 | 1.4% |
| 12 | 40-49 | 19 | 3.9% | 13 | 2.7% | 3 | 0.6% | 14 | 2.6% | 16 | 2.4% | 13 | 2.0% |
| 13 | 50 and above | 12 | 2.4% | 5 | 1.0% | 1 | 0.2% | 8 | 1.5% | 8 | 1.2% | 3 | 0.5% |
| 14 | Not Reported | | 0.0% | | 0.0% | 197 | 41.7% | 75 | 13.9% | | 0.0% | | 0.0% |
| 15 | Total | 493 | 100.0% | 484 | 100.0% | 472 | 100.0% | 538 | 100.0% | 659 | 100.0% | 643 | 100.0% |
| 16 | Ethnicity | | | | | | | | | | | | |
| 17 | Asian | 51 | 10.3% | 66 | 13.6% | 37 | 7.8% | 45 | 8.4% | 77 | 11.7% | 59 | 9.2% |
| 18 | African American | 27 | 5.5% | 22 | 4.5% | 9 | 1.9% | 15 | 2.8% | 26 | 3.9% | 37 | 5.8% |
| 19 | Caucasian | 200 | 40.6% | 161 | 33.3% | 105 | 22.2% | 184 | 34.2% | 204 | 31.0% | 178 | 27.7% |
| 20 | Hispanic | 173 | 35.1% | 196 | 40.5% | 101 | 21.4% | 173 | 32.2% | 268 | 40.7% | 254 | 39.5% |
| 21 | Native American/Alaskan Native | 4 | 0.8% | 5 | 1.0% | 3 | 0.6% | 2 | 0.4% | 5 | 0.8% | 7 | 1.1% |
| 22 | Other | 16 | 3.2% | 10 | 2.1% | 9 | 1.9% | 21 | 3.9% | 12 | 1.8% | 7 | 1.1% |
| 23 | Decline to State | 15 | 3.0% | 21 | 4.3% | 10 | 2.1% | 21 | 3.9% | 33 | 5.0% | 14 | 2.2% |
| 24 | Not Reported | 7 | 1.4% | 3 | 0.6% | 198 | 41.9% | 77 | 14.3% | 34 | 5.2% | 87 | 13.5% |
| 25 | Total | 493 | 100.0% | 484 | 100.0% | 472 | 100.0% | 538 | 100.0% | 659 | 100.0% | 643 | 100.0% |
| 26 | Educational Goal | | | | | | | | | | | | |
| 27 | AA/AS | 23 | 4.7% | 21 | 4.3% | 13 | 2.8% | 21 | 3.9% | 56 | 8.5% | 107 | 16.6% |
| 28 | Degree & Transfer | 255 | 51.7% | 241 | 49.8% | 156 | 33.1% | 266 | 49.4% | 78 | 11.8% | 159 | 24.7% |
| 29 | Transfer | 149 | 30.2% | 149 | 30.8% | 80 | 16.9% | 125 | 23.2% | 33 | 5.0% | 46 | 7.2% |
| 30 | Certificate | 12 | 2.4% | 24 | 5.0% | 7 | 1.5% | 12 | 2.2% | 2 | 0.3% | 5 | 0.8% |
| 31 | License | 16 | 3.2% | 23 | 4.8% | 10 | 2.1% | 20 | 3.7% | 3 | 0.5% | 5 | 0.8% |
| 32 | Job Skills | 12 | 2.4% | 5 | 1.0% | 2 | 0.4% | 2 | 0.4% | 7 | 1.1% | 14 | 2.2% |
| 33 | Basic Skills | | 0.0% | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 1 | 0.2% |
| 34 | Personal | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 6 | 0.9% | 14 | 2.2% |
| 35 | Undecided | | 0.0% | | 0.0% | | 0.0% | | 0.0% | 19 | 2.9% | 43 | 6.7% |
| 36 | Not Reported | 26 | 5.3% | 21 | 4.3% | 204 | 43.2% | 92 | 17.1% | 455 | 69.0% | 249 | 38.7% |
| 37 | Total | 493 | 100.0% | 484 | 100.0% | 472 | 100.0% | 538 | 100.0% | 659 | 100.0% | 643 | 100.0% |

| | Key Performance Indicators | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|-----------|---|----------------|----------------|----------------|----------------|----------------|----------------|
| 23 | Revenue: FTES*Reimbursement Rate | \$142,093.79 | \$144,946.08 | \$157,769.96 | \$194,675.04 | \$240,419.07 | \$265,804.57 |
| 24 | Total District Adopted Program Budget | 76,954.00 | 65,169.00 | 71,116.00 | 81,581.00 | 84,452.00 | 105,093 |
| 25 | Support Personnel (wage without benefit, 2200 and 2400 in budget) | n/a | n/a | n/a | n/a | n/a | 0 |
| 26 | Supplies (4300 in budget) | - | 60 | - | 161 | 25 | 1,582 |
| 27 | Cost (district funds only) | 79,845.00 | 69,001.00 | 73,289.00 | 76,130.00 | 81,857.00 | |
| 28 | Total FTES for the year | 50.92 | 49.6 | 48.4 | 56 | 65.54 | 69.32 |
| 29 | Cost per FTES | \$1,568.05 | \$1,391.15 | \$1,514.24 | \$1,359.46 | \$1,248.96 | NO DATA |