FULLERTON COLLEGE
ELEVATING. EXCELLENCE.

Instructional Programs
2014 - 2015 Self-Study
Three-Year Program Review Template

English as a Second Language

Humanities Division

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the self-study
Joyce Cain
Lindsay Donigan
Elizabeth Gaitatjis
Arthur Hui
Ellen Rosen

Authorization
After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Lindsay Donigan		Coordinator	12-10-14
Printed name of Principal Author	Signature	Title	Date
Lindsay Donigan		Coordinator	12-10-14
Printed name of Department Coordinator	Signature	Title	Date
Dan Willoughby		Dean	12/10/14
Printed name of Dean	Signature	Title	Date

1.0 Mission and Goals

The College's <u>Mission, Vision, Core Values and Goals</u> drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission:
The Fullerton College English as a Second Language Department is a highly-specialized program designed to support the college's mission of **preparing students to be successful learners**. Recognizing that English language skills underpin every other course of study, the ESL sequence enables its students, including those who are academically underprepared, to develop the critical language skills which are necessary as they transition into and succeed in college-level courses in all disciplines.

Vision:
Instructors in the English as a Second Language Department are committed to encouraging inquiry and **intellectual curiosity** not only about language, but also about the culture of the United States. In this way, the department encourages **personal growth** which will enable students to not only do well in their college studies in all disciplines, but also to succeed as members of the community at large. The department embraces a philosophy which promotes interest in other individuals and cultures and uses a pedagogical approach which encourages students to seek answers rather than simply expect to have information delivered to them.

Core Values:
The English as a Second Language Department respects and values the diversity of the entire community. We are committed to exploring many initiatives to increase student engagement not only in our own program, but in the college as a whole. We have completely redesigned our Weekly Arranged Lab Hour program and continue to refine it as it has greatly enhanced our students' learning experience. In response to national goals relating to college completion and student success, we are moving forward on streamlining our course sequence in order to make it possible that some students starting at the beginning of our ESL sequence can transfer to English 100 in four semesters rather than the current seven. In order to make this possible, the department has taken an **innovative** approach to completely redesigning its beginning level courses and is piloting an accelerated course. In addition, we are designing an upper-level reading elective which will give students intensive practice in this vital skill. This redesign is in response to student feedback which has consistently indicated that they would like the opportunity to move through the ESL sequence more expeditiously and value the opportunity for extended reading. Our program continues to believe **in the power of the individual and the group** and uses sound pedagogical principles which encourage students to look beyond themselves and participate in the learning process actively with other members of their learning community. With this in mind, classroom activities are designed around extensive group and pair work in addition to lectures; in addition, learning in our core classes is supported by the Weekly Arranged Lab Hour.

College Goals:

Goal 1: Fullerton College will promote student success.

The English as a Second Language Department course sequence addresses the needs of underprepared students and increases course retention and success by supplementing the classroom experience with the Weekly Arranged Lab hours in the Skills Center. Research shows that students who are more involved in their college community are more successful learners; therefore, our faculty members encourage students to attend campus events and utilize campus resources such as the Writing Center, Tutoring Center, Skills Center, EOPS, Counseling, and the Transfer Center. In addition, all full-time faculty members are participating in the Basic Skills Supplemental Instruction Program which has been shown to increase our students' retention and success rates.

Goal 2: Fullerton College will reduce the achievement gap.

The English as a Second Language Department's primary goal is to reduce the achievement gap of English language learners. **We are the only department whose primary goal is to provide English language learners with the skills they need in order to succeed in all classes on campus.** We are continually striving to improve our program by redesigning curriculum, educating the college community on the needs of second language learners, staying abreast of current pedagogical innovations by attending conferences and staff development opportunities, and by building connections with Counseling and the School of Continuing Education. According to key performance indicators, the ESL Department's success and retention rates have increased for both African American and Hispanic students.

Goal 3: Fullerton will strengthen connections with the community.

The English as a Second Language Department has strengthened connections with the School of Continuing Education and jointly piloted a cohort program which has facilitated a smooth transition for SCE students to the credit program at Fullerton College. The two programs are working to institutionalize the ESL cohort program. The Department is also establishing connections with the community in surrounding cities by promoting Fullerton College, and more specifically, the ESL Department. It is doing this by reaching out to immigrant populations in Arabic, Chinese, Farsi, Korean, Spanish, and Vietnamese. In addition, the Department maintains a strong and vibrant relationship with the CSUF TESOL Program by inviting graduate students to observe ESL classes, participating in the Master Teacher Program, hiring graduate students to work as ESL specialists in the Fullerton College Tutoring Center, and promoting our program at the CSUF Graduate Career Panel. Also, both the Dean of Humanities and an ESL faculty member are participating in the AB86 consortium. In addition, the ESL Department has participated in division-wide initiatives such as High School Senior Night, Smart Start Saturday, and the French Film Festival.

Key Performance Indicators for ESL Courses

KPI	Enrollment	Total FTES	Sections	FTEF	Fill rate	WSCH/FTEF	Retention	Success
Trend	Decreased 21%	Decreased 22%	Decreased 6%	Decreased 11%	Decreased 7%	Increased 5%	Decreased 1%	Decreased 3%

Five year trend in KPIs is shown in the table below.

Year	Enroll	Change (%)	FTES	Change (%)	SEC	Change (%)	Fill rate (%)	Change (%)	FTEF	Change (%)	WSCH per FTEF	Change (%)	RET (%)	Change (%)	SUC (%)	Change (%)
2009-2010	1736		291		65		97		18.6		469		87		76	
2010-2011	1647	-5.1%	263	-9.6%	63	-3.0%	92	-5.1%	17.7	-4.8%	446	-4.9%	84	-3.4%	75	-1.3%
2011-2012	1434	-12.9%	250	-4.9%	58	-7.9%	90	-2.1%	19.0	7.3%	419	-6.0%	86	2.3%	76	1.3%
2012-2013	1240	-13.5%	213	-14.8%	56	-3.4%	85	-5.5%	18.7	-1.5%	392	-6.4%	87	1.1%	77	1.3%
2013-2014	1370	10.4%	228	7.0%	61	8.9%	90	5.8%	16.6	-11.2%	492	25.5%	86	-1.1%	74	-3.8%

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean. (Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
Enrollment	2009-10: 1736 2010-11: 1647 2011-12: 1434 2012-13: 1240 2013-14: 1370 Enrollment dropped consistently from 2009 to the end of the 2012 - 2013 academic year. It has risen 9.1% since the beginning of the 2013 - 2014 academic year. Enrollment dropped during those years because of state budget cuts which directly affected the number of sections our department could offer.

Total FTES	2009-10: 291 2010-11: 263 2011-12: 250 2012-13: 213 2013-14: 228 FTES has declined 22% since 2009 but increased during the 2013-14 academic year.
Sections	2009-10: 65 2010-11: 63 2011-12: 58 2012-13: 56 2013-14: 61 The number of sections decreased from 2009 to the end of the 2012 - 2013 academic year because of state budget cuts. The number of sections has increased since the beginning of the 2013 - 2014 academic year.
FTEF	2009-10: 18.6 2010-11: 17.7 2011-12: 19.0 2012-13: 18.7 2013-14: 16.6 FTEF has declined 11%.
Fill Rate	2009-10: 97% 2010-11: 92% 2011-12: 90% 2012-13: 85% 2013-14: 90% Fill rate slowly decreased during the years of the budget cuts but has been steadily rising since the beginning of the 2013-2014 academic year. Fewer sections provide fewer opportunities for ESL students to fit classes into their schedules. As many ESL students also have jobs, they have less flexibility in their schedules to take classes that are offered only at limited times.

WSCH/FTEF	2009-10: 469 2010-11: 446 2011-12: 419 2012-13: 392 2013-14 492 WSCH/FTEF has increased 5%
Retention	2009-10: 87% 2010-11: 84% 2011-12: 86% 2012-13: 87% 2013-14: 86% In this 5 year period, retention rate has ranged minimally from 84 -87%. This shows a strong and consistent rate of retention during this time period despite budget cuts.
Success	2009-10: 76% 2010-11: 75% 2011-12: 76% 2012-13: 77% 2013-14: 74 In this 5 year period, the success rate has ranged from 74 – 77%. This shows a strong and consistent rate of success during this time period despite budget cuts.

2.2 Peer Institution Comparison

Based on Fall 2013 data taken from Data Mart

The Department examined a measure of relative success as part of its Program Review. Relative Success is defined as percentage of retained students who received a grade of A, B, C, or pass.

I.e. Relative Success is computed as success (100)
                                        retention

Relative Retention and Success Rate for ALL ESL Classes Compared with Peer Institutions (from Data Mart)

College/Program:	Fullerton College (n=480)	Mira Costa College (n=362)	Los Angeles City College (n=2186)	Antelope Valley College (n=507)	Bakersfield College (n=720)
Retention:	87.2%	88.4%	91.6%	89.5%	**92.9%**
Success:	**73.9%**	72.9%	72.8%	72.1%	73.8%
Relative Success:	**84.7%**	82.4%	79.4%	80.5%	79.4%

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

Fullerton College ESL Department has a strictly enforced Weekly Arranged Lab Hour (WALH) attendance policy which, in the long-run, helps with student retention and persistence because it improves student success. When relative success is computed, the statistics for Fullerton College are significantly higher than peer institutions because the strictly enforced WALH helps ensure that the students who do remain in the class receive the additional language support that the lab provides. In addition, the WALH provides students with additional contact time with ESL instructors who offer individualized support when required.

2.3 Achievement Gap
Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

2013 – 2014 Retention and Success Rates for All ESL Courses according to KPI's

Group	% Retention	% Success
Males	85	69
Females	86	76
Asian-American	87	76
African-American	95	84
Filipino	89	67
Hispanic	87	69
Native American	n/a	n/a
Other Non-White	89	78
Pacific Islander	100	100
White	83	74
Unknown	69	61
Range (Max-Min)	41	39

The ESL Department has a very high retention rate for all ethnic groups, ranging from 69 – 100%. In addition, retention rates for males (85%) and females (86%) show that the program is robust. Indeed, when compared to other departments in the Humanities Division the Fullerton College ESL Department has the highest retention rate (See 2.6).

The success rate ranges from 61 – 100% for all ethnic groups. Male students have a 69% success rate, whereas females have a 76% pass rate. This is the second highest success rate in the Humanities Division (See 2.6).

2.4 Program Effectiveness
Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

According to The Fullerton College Institutional Effectiveness Report, Fall 2012, "The demographics of Fullerton College's student population have slowly changed over the last ten years, reflecting changes to the service area population. Most recently, the size of the student population has diminished as revenue from the college's primary funding source, the state government, has become increasingly constrained." As ESL students are generally unfamiliar with the American academic system and unaware of resources that are available to them, this further reduction in services most probably affected enrollment in the ESL program. Nevertheless, according to www.cityoffullerton.com, since 2010, the Asian population of the city has increased from 19.5 to 21.2% and the Hispanic population has increased from 35.3 to 37.5%. As a result, the Fullerton College ESL Department's student enrollment is now slowly starting to recover, as indicated by the Key Performance Indicators which show enrollment in all core classes (80 – 186) increasing from 950 in 2012 – 2013 to 981 in 2013 – 2014 and in all ESL classes from 1,240 to 1370 during the same period.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

- The national movement for student success and completion has impacted the ESL Department. In response to initiatives to reduce exit points, we are in the process of streamlining our core course offerings and adding an accelerated class. (For more information, please refer to Section 3.3.)

- In addition, the trend towards utilizing Supplemental Instruction is enabling ESL students to receive increased support. All full-time faculty teach at least one core class that is supported by Supplemental Instruction.

- A closer and more effective relationship has been established with the School of Continuing Education as a result of SCE's Building Connections initiative.

- Positive interactions both inside and outside the classroom between faculty members and students tend to lead to greater student persistence. The ESL Department is not in compliance with the 75/25 full-time faculty standard, which adversely affects our student population. Therefore, it is crucial that the ESL Department be brought into compliance in order to improve student success.

- Second language learners are at liberty to choose which placement exam to take: English or ESL. As a result, the ESL Department's enrollment is adversely affected. (Please refer to the table in 2.6.)

2.6 *Provide any other data that is relevant to your self-study.*

Retention and Success Rates for Departments in the Humanities Division, 2013 – 2014 according to KPI's

Department	Retention (%)	Success (%)
English	83	69
Reading	83	71
Foreign Languages	76	63
Speech	85	*76*
ESL	*86*	74

Retention and Success Rates for Other Basic Skills Programs, 2013 - 2014

Department	Retention (%)	Success (%)
Math	73	48
ESL	*86*	*74*

Retention and Success Rates for Hispanics, 2013 - 2014

Department	Retention (%)	Success (%)
English	82	66
Reading	83	70
Foreign Languages	76	62
Speech	85	*73*
ESL	*87*	69

Hispanic students who are enrolled in the ESL program have the highest retention rate of all departments in the Humanities Division. In addition, their success rate is the third highest.

ESL Students who opted to take the English Placement Exam rather than the ESL Placement Exam and are currently identified by their English Instructors as students who would be better served in ESL Classes, Fall 2014. (Information gathered by polling 9 full-time faculty members)

Course	Sections	Total Students	ESL Students
ENG 99	6	164	5
ENG 60	8	190	6
ENG 59	2	49	1
ENG 39	2	54	8

The loss of ESL students who opt to take the English placement exam rather than the ESL placement exam is a significant problem for the department. The above chart shows data from a sample of English instructors who identified students who are currently in their classes but would be better served in ESL classes. With this raw data, it can be expected that if the poll had included all sections of Basic Skills English classes, the loss would have been even greater. Extrapolating from this data, it can be assumed that during the Fall 2014 semester, with 9 sections of English 99, 8 students were lost. With 64 sections of English 60, 48 students were lost. Similarly, with 20 sections of English 59, 10 students were lost. For the 7 sections of English 39, the ESL Department may have lost 28 students. This represents a total of 94 students who took the English placement exam and subsequently enrolled in developmental English classes but may have been better served in ESL.

According to the Fullerton College Institutional Research Department, from Fall 2001 through Spring 2011, 1,944 students took ESL 186. Of these 1,944 students, 1,306 students subsequently took English 100. For the 1,306 students who took ESL 186 and then ENGL 100, the success rate in English 100 was 90.2%, significantly higher than the overall success rate in ENGL 100, which is 61.8% for the same time frame.

According to data from the department end of the semester survey, more than 2/3 of ESL 185 students did not place directly into ESL 185 but entered ESL 185 by progressing through the lower levels. This shows a high level of persistence with students in the lower levels of the ESL Department.

> **Percentage of students in ESL 80 who would like to take ESL classes that have more listening and speaking and less reading and writing**
> 91%
> (Please refer to the ESL End of Semester Survey.)

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)
Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 *What are the strengths of your program?*

According to data from Section 2, the Fullerton College ESL Department rates highly compared to peer institutions in both success rate and relative success rate. With a success rate of 74% and a relative success rate of 85.1%, the Fullerton College ESL Department ranks 1st compared to peer colleges listed for both measures.

In the Humanities Division, the ESL Department has the highest retention rate compared to other departments (English, Reading, Speech, and Foreign Languages). The ESL Department also has the second highest success rate in the Division.

In addition, based on data from Section 2.3 (Achievement Gap), the Fullerton College ESL Department has a high percentage of retention and success for African-Americans and Hispanics. African-Americans have a success rate of 95% and a retention rate of 84% while Hispanics have a retention rate of 87% and the second-highest success rate of 69%. The retention rates for both African-American and Hispanic students are the highest compared to all other departments in the Humanities Division. The success rate for Hispanic students is the third-highest and for African-American students is the highest compared to all other departments in the Humanities Division.

Based on data from Section 2, the ESL Department also rates highly compared to other departments that teach Basic Skills courses including Math. While Basic Skills classes in the Math Department have a 73% retention rate and a 48% success rate, ESL has an 86% retention rate and a 74% success rate.

A feature of the ESL department is the Weekly Arranged Lab Hour (WALH) in the Academic Skills Center. Students are required to complete weekly assignments every week for 1 hour a week in an instructor supervised environment.   Students in ESL 81, 83, 184 showed improvement in success rates compared to the previous 6 semesters without the required WALH. ESL 81 showed an 8.6% improvement, ESL 83 showed a 1.5% increase, and ESL 184 showed a 4.9% increase in success rates (Fall 2010 – Spring 2013) compared to Fall 2007 to Spring 2010.

Finally, with recent increased funding in Basic Skills, ESL faculty members are becoming more involved in Supplemental Instruction (SI). Research at Fullerton College as well as colleges around the country has shown increased levels of retention and success for students who participate in Supplemental Instruction sessions. As of fall 2014, all ESL full time faculty have incorporated SI into at least one of their core classes.

3.2. *What are the weaknesses of your program?*

Based on student feedback from ESL 80 – 185 classes on the ESL end of semester survey, students commented that they would like more Speaking/Listening classes. With fewer sections of ESL support classes (Grammar, Pronunciation, Conversation, Vocabulary) being

offered over the past few years because of budget cuts, there have been fewer opportunities for students to take skills courses. In addition, because of the recent retirement of 2 full-time faculty members in the department, most of the electives (58%) are currently taught by adjunct faculty. As the department strives to maintain the integrity of its program and bring electives into better alignment with core classes, the lack of full-time faculty remains an obstacle.

Students have also commented on the limited access to computer labs for classes where they can complete their written work with an instructor present to provide feedback. With the limited number of computer labs on campus that can accommodate whole classes, it is challenging to schedule and reserve computer lab space since reservations of these labs fill up extremely quickly. In fact, with the majority of core ESL classes taking place in the morning and early afternoon, it is almost impossible. (For an example, please refer to the reservation schedule for 11/30/2014 – 12/6/14 in the appendices.)

3.3 *What opportunities exist for your program?*

At the state level, there is an increased emphasis on creating shorter pathways for students to advance to transfer level classes and graduate more quickly. In order to address this goal, the ESL Department is currently developing and piloting an accelerated reading/writing course. This course proposal, ESL 190, will allow non-native speakers of English to accelerate into English 100. This class will decrease possible exit points for non-native speakers of English.

The ESL Department is cognizant of the fact that language learners need extensive specialized reading instruction. Therefore, the ESL Department is in the process of developing an advanced reading course for non-native speakers of English (ESL 189). The reading support provided by this course will increase reading and writing proficiency in other courses across the campus.

The ESL department is also in the process of redesigning the lower levels of the course sequence. Currently, two new courses, ESL 76 and ESL 78, are in the curriculum approval process and are on schedule to be launched in Fall 2015. These two intensive courses address the needs of beginning level ESL students by reducing the number of exit points, enabling students who enter the ESL sequence at the lower levels to move through the ESL sequence more expeditiously. Additionally, the courses follow a new model for the ESL Department as students can elect to take both classes concurrently, thereby further reducing the exit points.

The Fullerton College ESL Department is currently increasing its relationship with the non-credit ESL department in the District's School of Continuing Education in order to ensure that continuing education students are better informed about the opportunity to take credit ESL classes and other classes at Fullerton College. Currently, a bridge program is being piloted that will facilitate this transition of students to credit ESL courses at Fullerton College and provide continuing support to them during their first semester in order to make the transition smoother for them.

Additionally, with the increased contact time that ESL instructors have with students through the Weekly Arranged Lab Hour (WALH), ESL faculty members are constantly reviewing the opportunities for student success in the lab. They have been revising assignment sheets for every level each semester as well as offering Success Circles, small activity workshops focused on a single level-specific language skill or point, for students to participate in. The ESL Department continues to seek opportunities to innovate this lab by acquiring the latest and most effective language learning software and materials that are relevant to the program.

With the abundance of opportunities through new and redesigned courses as well at the successful Weekly Arranged Lab, the ESL Department needs to hire a new full-time faculty member in order to maintain and innovate its program.

3.4 *What challenges exist for your program?*

One of the challenges the ESL Department faces is the appropriate placement of ESL students. Currently, many ESL students choose to enroll in English rather than ESL courses which may impact their success and retention. For language learners who choose to bypass the program, which provides extensive support and instruction in the language skills that are vital for success in all courses on campus, succeeding in other classes on campus is less likely.

Another challenge to the ESL Department is too few full-time faculty members. With the recent retirements of two full-time faculty members, the department desperately needs more full-time faculty support to keep up with innovations in the field such as acceleration and increasing college demands on academic departments. Over the past ten years, the ESL Department has had a very high success rate (90%) for ESL students who complete English 100 after completing ESL 186. This success rate will be compromised without hiring additional full-time ESL faculty to uphold this high standard by participating in proficiency testing at all levels, level leader advisement with adjunct faculty, and innovation and promotion of activities such as DLAs and Success Circles that enhance the language learners' fluency and proficiency in English. The hiring of new full-time faculty will maintain the consistency of the ESL Department standards and college goal of promoting "successful learners" not only for ESL course completion but in all programs across the campus in which ESL students are enrolled.

The ESL program offers four pre-transfer and three transfer level core courses, leading to English 100 in addition to two to three levels of specialized classes in four skill areas. These course options meet the many needs of students who come from a wide variety of language, cultural, and educational backgrounds with varying degrees of English proficiency. Finding qualified and experienced adjunct ESL instructors who can teach this wide range of courses is very challenging. Furthermore, because each core course builds on the previous one, all instructors must be trained on the expectations and requirements of each level to maintain common standards. The more full-time faculty the ESL Department has, the more effectively its standards can be upheld. Finally, it is important for the Department to meet division and campus committee obligations and perform the required SLO assessments, Program Reviews and Six-Year Reviews while maintaining our commitments to the Skills Center and Writing

Center. With only five full-time faculty members fulfilling all of these commitments, no time remains for collaboration on projects that will enhance and expand the ESL program and student success.

Acceleration is more challenging for language learners than other Basic Skills students because ESL students are learning a language that is not their home or dominant language, and are using this language to acquire intellectual knowledge. In addition, they may have academic skills which they have already developed in their first language and are often unfamiliar with American academic expectations.

The ESL program at the School of Continuing Education does not have required attendance or grades, so currently, their classes cannot be prerequisites for Fullerton College's credit ESL classes. However, if their classes did have consistent standards, the transition from the non-credit program to the credit program would be smoother.

The inability to make reservations in a computer lab so that ESL students can work on language activities with instructor assistance during class time when needed is another challenge which presents an obstacle to student success.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 *List your program level SLOs and complete the expandable table below.*

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	(Students will be able to apply the principles of language and rational thought to communicate effectively.) **ESL 186: SLO:** Students will be able to compose a logically developed expository essay of 750 – 1000 words in length.	Spring 2011	Fall 2011	Fall 2011	1
2.	(Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.) **ESL 186: SLO:** Students will be able to respond analytically in writing to a variety of texts through summarization and reflection.	Spring 2013	Fall 2013	Fall 2013	1

4.2 *Assessment: Complete the expandable table below.*

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. **ESL 186: SLO:** Students will be able to compose a logically developed expository essay of 750 – 1000 words in length.	Success = 70% of students met the outcome. Method of assessment: A rubric applied to the final essay exam.	72 students assessed. 46 students met the outcome. I.e. 60% of students met the outcome.	Composing a logically developed expository essay of 750 – 1000 words in a timed environment proved to be unrealistic. In future, the SLO will be assessed using a multi-draft essay.
2. **ESL 186: SLO:** Students will be able to respond analytically in writing to a variety of texts through summarization and reflection.	Success = 70% of students met the outcome. Method of assessment: A rubric applied to the final essay exam.	35 students assessed. 26 students met the outcome. I.e. 74.2% of students met the outcome.	Directed Learning Activity 1 in the Weekly Arranged Lab (How to incorporate quotations) helped the students understand responding to quotations. More time and training in this analytical activity will be incorporated in the classroom.

4.3 *What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.*

All the ESL Department's course SLO's have completed at least one cycle of assessment. ESL 39, 45, 46, 49, 81 and 83 have completed two cycles of assessment, and by the end of the fall 2014 semester, ESL 184 and 185 will also have completed two cycles of assessment.

4.4 *How has assessment of program level SLOs led to improvements in student learning and achievement?*

Systematic assessment of course SLO's has enabled the department to assess the skills and linguistic abilities of students enrolled in ESL courses. Regardless of the fact that in most cases, students met the outcome of the SLO's, the dialogues within the department which have resulted as a result of SLO assessment have been insightful. The results of SLO assessment have made it possible to identify the strengths and potential weaknesses of courses in the ESL sequence. As a result, some of the ESL Department's SLO's have been revised, some methods of assessment have been altered, and the manner in which some skills are taught and practiced in the classroom have changed.

4.5 *How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?*

Not applicable. The English as a Second Language Department is not a program for accreditation purposes.

4.6 *What challenges remain to make your program level SLOAs more effective?*

The ESL Department recognizes the need to speed up the process of SLO assessment. However, with the loss of two full-time faculty members and our current resources being overextended, this remains a challenge.

5.0 Evaluation of Progress Toward Previous Goals/*SAP's* (*Future program review templates for this section will identify "previous goals" as "previous strategic action plans"-- SAP's.)*

5.1 *List the goals from your last self-study/program review.*

Short-term goals

1. **Implement Acceleration class for ESL 185**
   Measurable Outcome – Higher completion rate with fewer exit points

2. **Implement DLAs in ESL 186**
   Measurable Outcome – Higher success rate for students in ESL 186

3**. Build a collaborative community partnership (Buena Park Library)**
   Measurable Outcome – Two meetings with Buena Park Librarians in the next year

4. **Meet with Cypress College ESL to discuss common issues such as curriculum comparison as well as building communication with non-credit ESL department.**
   Measurable Outcome – One meeting with Cypress College ESL Department

5**. Implement new Pop up Process for core courses**
   Measureable Outcome – Higher completion rate with fewer exit points

Long-term goals

1. **Investigate new curriculum that addresses specific weaknesses for ESL students.**
   Measurable Outcome – Propose new ESL courses

2. **Participate in hiring of more ESL-trained tutors in the Academic Support Center**
   Measurable Outcome – Higher success and retention rates in ESL courses

3. **Maintain classroom technology to provide appropriate instruction to students**
   Measurable Outcome – More classrooms with appropriate technology

5.2 *Describe the level of success and/or progress achieved in the goals listed above.*

Short-term goals

1. **Implement Acceleration class for ESL 185**
   The ESL Department has developed an accelerated course that is being piloted during fall 2014 is slated for approval in 2016.

2. **Implement DLAs in ESL 186**
   In the fall of 2012, students in ESL 186 were required to attend the Weekly Arranged Lab Hour one time during the semester to complete a Directed Learning Activity (DLA) on how to incorporate quotations. During the spring semester, 2013, a second DLA for ESL 186 was implemented: How to make a Works Cited Page. Requiring students to complete these DLAs in the WALH has enabled classroom instructors to focus more on other skills during class time and enabled students to receive individualized assistance in the language lab.

3. **Build a collaborative community partnership (Buena Park Library)**
   A dialog was established with the Buena Park Library, but it did not prove to be fruitful.

4. **Meet with Cypress College ESL to discuss common issues such as curriculum comparison as well as building communication with non-credit ESL department.**
   Both the Fullerton College and Cypress College ESL Departments attended the Building Connections Conference organized by SCE in fall 2013. In addition, the Department participated in a meeting with ESL representatives from Cypress College and SCE in spring, 2014. Since that time, the Fullerton College ESL Department coordinator has been in regular communication with the coordinator of the ESL Department at Cypress College. Also, the Fullerton College ESL coordinator has collaborated with SCE to establish a cohort program which facilitates a smooth transition for SCE students to the credit program at Fullerton College. Additionally, the ESL Department is a participating member of the AB86 consortium.

5. **Implement new Pop up Process for core courses**
   In fall 2013, the ESL Department implemented a more effective Pop Up process for students in core classes. It is too early to assess whether the new process has led to a higher completion rate.

Long-term goals

1. **Investigate new curriculum that addresses specific weaknesses for ESL students.**
   In the process of launching two new courses in fall 2015 and two new courses in fall 2016

2. **Participate in hiring of more ESL-trained tutors in the Academic Support Center**
   The hiring of ESL tutors in the Academic Support Center has not been consistent. For example, during the Fall 2014 semester, as of November 11th, 2014, there are no tutors leading ESL groups in the Tutoring Center. In order for tutors to be fully utilized in order to lead to greater student success, there needs to be closer collaboration between the Academic Support Center and the ESL Department.

3. **Maintain classroom technology to provide appropriate instruction to students**
   The renovated 700 building includes technology equipped classrooms.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

Short-term goals

1. **Implement Acceleration class for ESL 185**
   It is too early to assess the effectiveness of the accelerated class.

2. **Implement DLAs in ESL 186**
   100% of students from ESL 186 have completed two DLAs during the Weekly Arranged Lab Hours. Evidence from the ESL 186 research papers shows that the DLAs have helped students improve their ability to use quotations and use a Works Cited page.

3. **Build a collaborative community partnership (Buena Park Library)**
   The ESL Department is investigating more effective ways of developing community partnerships. It is currently reaching out to immigrant populations in Arabic, Chinese, Farsi, Korean, Spanish, and Vietnamese.

4. **Meet with Cypress College ESL to discuss common issues such as curriculum comparison as well as building communication with non-credit ESL department.**
   More open lines of communication have been established between Fullerton College ESL Department and the ESL programs at Cypress College and SCE as evidenced by the number of meetings, both formal and informal, that have occurred between the entities during the past year. This has led to a greater understanding of the similarities and differences between the three programs. In addition, Fullerton College has a greater understanding of the obstacles that SCE students face when transferring to the credit program. SCE has learned more about the expectations their students face in the credit program. The Wilshire SCE program established a cohort of 20 students, 8 of whom completed the application

process, and 3 of whom transferred to the ESL credit program at Fullerton College in spring 2014.

5. **Implement new Pop up Process for core courses**
   Evidence will be collected during the 2015 – 2016 academic year.

Long-term goals

1. **Investigate new curriculum that addresses specific weaknesses for ESL students.**
   Classes are in curriculum approval process.

2. **Participate in hiring of more ESL-trained tutors in the Academic Support Center**
   Data concerning the success and retention rates of students who attended groups led by ESL tutors is yet to be extrapolated.

3. **Maintain classroom technology to provide appropriate instruction to students**
   Instructors are utilizing new classroom technology every day.

5.4 *Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.*

The description above shows that the ESL Department strives to develop its program in ways which enhance student success. The department continues to evolve as pedagogical trends shift and the ESL population in the District changes. Despite the challenges faced by having only five full-time faculty members in the department, the improvements in our program have been substantial.

5.5 *In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?*

Not applicable

5.6 *If funds were not allocated in the last review cycle, how did it impact your program?*

The goals that were identified did not require the allocation of funds. However, the Department's ability to continue to achieve its ambitious goals is greatly hampered by the increased demands placed upon full-time faculty. If additional full-time faculty were hired, the department could accomplish more.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan:	To hire a full-time faculty member in order to maintain and continuously innovate our program.
List College goal/objective the plan meets:	College Goal # 2: **Fullerton College will reduce the achievement gap.**
Describe the SAP: (Include persons responsible and timeframe.)	Joyce Cain Lindsay Donigan Elizabeth Gaitatjis Arthur Hui Ellen Rosen 12 months
What *Measurable Outcome* is anticipated for this SAP?	With the hiring of a full-time faculty member, the department will be able to: • increase retention rate of Hispanic and African-American students by at least 2%; • increase success rate of Hispanic and African-American students by at least 2%; • increase persistence rate of Hispanic and African-American students by at least 2%.
What specific aspects of this SAP can be accomplished without additional financial resources?	This SAP requires a full-time annual cost of approximately $63,000, per Fred Williams, VC of Facilities and Finance.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	$63,000	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$63,000	

STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan:	To redesign the English as a Second Language website in order to provide more effective information to incoming and current students within the community.
List College goal/objective the plan meets:	College Goal #3: **Fullerton will strengthen connections with the community.**
Describe the SAP: (Include persons responsible and timeframe.)	Joyce Cain Lindsay Donigan Elizabeth Gaitatjis Arthur Hui Ellen Rosen 24 months
What *Measurable Outcome* is anticipated for this SAP?	With a redesigned ESL website, the department will be able to: • increase engagement of the college with the community through college events, community service, and other partnerships; • Increase enrollment in the ESL program.
What specific aspects of this SAP can be accomplished without additional financial resources?	This SAP requires $14,000 in additional resources.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel: Website Designer: 60 hours at $100 an hour; Professional Pay: 40 hours at $35 an hour.	$7435	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	$1000	
Total Requested Amount	$8435	

STRATEGIC ACTION PLAN # 3	
Describe Strategic Action Plan: (formerly called short-term goal)	To launch 4 new courses in order to maintain and increase student retention, persistence, and success rates of students in the ESL department.
List College goal/objective the plan meets:	College Goal 1: **Fullerton College will promote student success.**
Describe the SAP: (Include persons responsible and timeframe.)	Joyce Cain Lindsay Donigan Arthur Hui Ellen Rosen 24 months
What *Measurable Outcome* is anticipated for this SAP?	With the launch of 4 new courses, the ESL Department will be able to: • Increase enrollment; • Increase course retention and success; • Increase the persistence rate of students.
What specific aspects of this SAP can be accomplished without additional financial resources?	This SAP does not require any additional financial resources.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	0	

7.0   Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

The ESL Department's long term plans rely heavily upon its first strategic action plan: **to reduce the achievement gap** by hiring a full-time faculty member. If this comes to fruition, the department will be able **to strengthen its connections with the community** not only through its newly-designed ESL website, Action Plan 2, but also by being able to devise further plans in order to assist students with enrolling in appropriate classes and maneuvering through the intricacies of the community college system. The department has also discussed **promoting student success** by designing a hybrid class, offering more sections of electives, and designing a certificate program. However, it bears repeating that in order to move forward with these long term plans, a new full-time faculty member needs to be hired.

8.0   Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The English as a Second Language Department is the <u>only</u> department at Fullerton College whose primary goal is to provide English language learners with the skills they need in order to succeed in all classes on campus. It has consistently maintained high success, retention, and persistence rates, especially for African-American and Latino students.

The department is strengthening its ties with Counseling, the Cypress College ESL Department, the School of Continuing Education, California State University Fullerton TESOL Master's program, and the immigrant community.
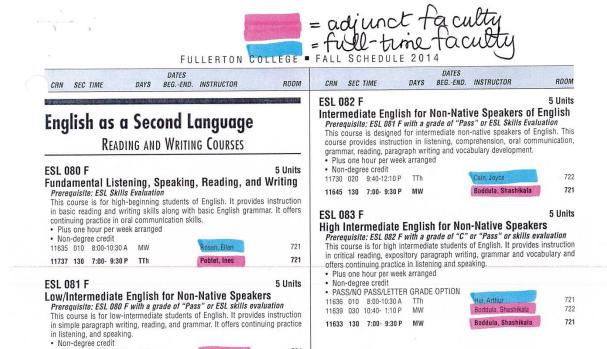
Currently, the department has four new courses in the curriculum approval process. Three of these courses have been designed to accelerate students through the ESL sequence so they can transfer to English 100 more expeditiously.

In order to provide students with additional support, all full-time ESL faculty members are participating in the Supplemental Instruction Program. The core classes (ESL 80 – 185) require attendance in the Weekly Arranged Lab Hour.

The ESL Department faces several challenges. First and foremost, there is an urgent need to hire a full-time faculty member to replace two recent retirees. This is vital in order to be able to maintain the integrity of the program and the high level of extensive support and instruction that language learners need in order to be able to succeed in all classes at Fullerton College.

In addition, the department faces technology-related challenges. As the Weekly Arranged Lab Hour is an integral part of the program, it is vital that the materials and software that are available in the Skills Center be constantly updated. In addition, limited access to computer labs impacts the department's ability to assist students; in order to serve students most effectively, the department needs to have easy access to computer labs.

Another challenge which greatly impacts the ESL program is the placement process. Language learners need to be counseled more effectively on the wisdom of taking the ESL rather than the English placement test in order that they be placed in the program which is best suited to address their needs. Currently, the ESL Department and Counseling are working together in order to provide ESL students with more effective advisement before they take the placement exam. However, a newly designed ESL website, which students will view long before they come onto campus to take the placement exam, will provide them with pertinent information and advice in a more accessible format than is currently available to them. In this way, ESL students will better understand the advantages of taking the ESL placement exam and being placed into ESL classes in which they can receive the specialized teaching which they need.

= adjunct faculty
= full-time faculty

FULLERTON COLLEGE ▪ FALL SCHEDULE 2014

English as a Second Language
READING AND WRITING COURSES

ESL 080 F — 5 Units
Fundamental Listening, Speaking, Reading, and Writing
Prerequisite: ESL Skills Evaluation
This course is for high-beginning students of English. It provides instruction in basic reading and writing skills along with basic English grammar. It offers continuing practice in oral communication skills.
- Plus one hour per week arranged
- Non-degree credit

CRN	SEC	TIME	DAYS	DATES BEG.-END.	INSTRUCTOR	ROOM
11635	010	8:00-10:30 A	MW		Rosen, Ellen	721
11737	130	7:00- 9:30 P	TTh		Poblet, Ines	721

ESL 081 F — 5 Units
Low/Intermediate English for Non-Native Speakers
Prerequisite: ESL 080 F with a grade of "Pass" or ESL skills evaluation
This course is for low-intermediate students of English. It provides instruction in simple paragraph writing, reading, and grammar. It offers continuing practice in listening, and speaking.
- Non-degree credit

CRN	SEC	TIME	DAYS	DATES BEG.-END.	INSTRUCTOR	ROOM
11630	030	10:40- 1:10 P	MW		Vera, Bridgette	721
11738	130	7:00- 9:30 P	TTh		Poblet, Ines	721

ESL 082 F — 5 Units
Intermediate English for Non-Native Speakers of English
Prerequisite: ESL 081 F with a grade of "Pass" or ESL Skills Evaluation
This course is designed for intermediate non-native speakers of English. This course provides instruction in listening, comprehension, oral communication, grammar, reading, paragraph writing and vocabulary development.
- Plus one hour per week arranged
- Non-degree credit

CRN	SEC	TIME	DAYS	DATES BEG.-END.	INSTRUCTOR	ROOM
11730	020	9:40-12:10 P	TTh		Cain, Joyce	722
11645	130	7:00- 9:30 P	MW		Boddula, Shashikala	721

ESL 083 F — 5 Units
High Intermediate English for Non-Native Speakers
Prerequisite: ESL 082 F with a grade of "C" or "Pass" or skills evaluation
This course is for high intermediate students of English. It provides instruction in critical reading, expository paragraph writing, grammar and vocabulary and offers continuing practice in listening and speaking.
- Plus one hour per week arranged
- Non-degree credit
- PASS/NO PASS/LETTER GRADE OPTION

CRN	SEC	TIME	DAYS	DATES BEG.-END.	INSTRUCTOR	ROOM
11636	010	8:00-10:30 A	TTh		Hui, Arthur	721
11639	030	10:40- 1:10 P	MW		Boddula, Shashikala	722
11633	130	7:00- 9:30 P	MW		Boddula, Shashikala	721

ATTENTION STUDENTS IN ESL 080 F, 081 F, 082 F, 083 F, 184 F, AND 185 F

Students in ESL 080 F–185 F are required to attend one additional arranged lab hour every week in the Skills Center (801 South Lab) starting the first week of the semester. The weekly arranged lab hour is an important part of the course and is designed to help students successfully achieve the course learning outcomes.
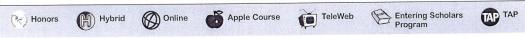
It is important to be aware of the following information about the weekly arranged lab hour:
- Students must attend a one-hour orientation in the Skills Center during the first week of the semester to avoid being dropped from the course.
- Orientations are scheduled during the first week of the semester on the hour at the following times: Monday and Tuesday: 10:00, 11:00, 12:00, 1:00, and 2:00. Wednesday and Thursday: 10:00, 11:00, 12:00, 1:00, 2:00, 3:00, 4:00, 5:00, and 6:00. Friday: 11:00, 12:00, and 1:00.
- Students should arrive to the orientation early and must remain for the entire hour to receive credit and avoid being dropped from the course. Late arrivals will not be accommodated.
- Students do not need to wait until the first day of class to attend the orientation.
- After the first week, the arranged lab hour requirement may be fulfilled by attending when the arranged lab is open during the following hours:
  - Mondays and Tuesdays: 9:30 am–2:50 pm
  - Wednesdays and Thursdays: 9:30 am–6:55 pm
  - Fridays: 11:00 am–2:00 pm
- Students may not attend the arranged lab hour during any time when they are scheduled to be in another class in the NOCCCD (Fullerton College, Cypress College, or SCE).
- In accordance with the policies of the instructor, department, and division, students who do not attend lab every week may be dropped from the course.
- Students who have questions should contact their instructor via email or the Humanities Division office at (714) 992-7036.

(H) Honors (H) Hybrid Online Apple Course TeleWeb Entering Scholars Program TAP TAP

73

CRN	SEC	TIME	DAYS	DATES BEG.-END.	INSTRUCTOR	ROOM

ESL 184 F
Low Advanced Academic English for Non-Native Speakers
5 Units

Transfer: CSU, UC Credit Limitation

Prerequisite: ESL 083 F with a "C" or better or "Pass" or skills evaluation
This course is for low-advanced students of English. It provides instruction in academic reading, short essay writing, critical thinking, and advanced grammatical concepts.
- Plus one hour per week arranged
- PASS/NO PASS/LETTER GRADE OPTION

CRN	SEC	TIME	DAYS	INSTRUCTOR	ROOM
11734	030	10:40- 1:10 P	TTh	Lynch, Charlotte	720
11731	060	1:20- 3:50 P	MW	Rosen, Ellen	721
11629	061	1:20- 3:50 P	TTh	Josifek, Jami	720
11637	130	7:00- 9:30 P	TTh	Staff	722

ESL 185 F
Advanced Academic English for Non-Native Speakers
5 Units

Transfer: CSU, UC Credit Limitation

Prerequisite: ESL 184 F with a grade of "C" or better or "Pass" or skills evaluation
This course is for advanced students of English. It provides instruction in academic reading, critical thinking, and expository essay writing with some review of advanced grammar.
- Plus one hour per week arranged
- PASS/NO PASS/LETTER GRADE OPTION

CRN	SEC	TIME	DAYS	INSTRUCTOR	ROOM
13755	010	8:00-10:30 A	MW	Donigan, J. Lindsay	722
11641	011	8:00-10:30 A	TTh	Gaitatjis, Elizabeth	720
11634	030	10:40- 1:10 P	MW	Hui, Arthur	720
11735	050	12:20- 2:50 P	TTh	Staff	722
11663	130	7:00- 9:30 P	MW	Staff	720

ESL 186 F
Preparation for College Writing for Non-Native Speakers
5 Units

Transfer: CSU, UC Credit Limitation

Prerequisite: ESL 185 F with a grade of "C" or better or "Pass" or ESL Skills Evaluation
This course provides instruction in college-level reading and essay writing, critical thinking, basic research skills, with some review of advanced grammar. This course fulfills the prerequisite for ENGL 100 F.
- PASS/NO PASS/LETTER GRADE OPTION

CRN	SEC	TIME	DAYS	INSTRUCTOR	ROOM
11733	010	8:00-10:30 A	MW	Cain, Joyce	720
11729	030	10:40- 1:10 P	TTh	Gaitatjis, Elizabeth	721
11643	060	1:20- 3:50 P	MW	Josifek, Jami	722
11736	130	7:00- 9:30 P	TTh	Oleksyn, Urszula	720

GRAMMAR COURSES

ESL 025 F
Basic English Grammar
3 Units

This course is designed for beginning ESL students who need a basic introduction to English grammar.
- Non-degree credit

CRN	SEC	TIME	DAYS	INSTRUCTOR	ROOM
11732	010	8:00-11:10 A	F	Gaitatjis, Elizabeth	721

ESL 035 F
Intermediate English Grammar
3 Units

This course is designed for intermediate ESL students who need to strengthen their grammatical skills in reading and writing.
- Non-degree credit

CRN	SEC	TIME	DAYS	INSTRUCTOR	ROOM
11638	101	4:30- 5:55 P	TTh	Poblet, Ines	721

ENGLISH AS A SECOND LANGUAGE COURSE SEQUENCE

English 100 F
College Writing

↑

ADVANCED LEVEL

↑

ESL 186 F
Composition and Research

↑

ESL 185 F
Reading and Essay Writing

↑

ESL 184 F
Reading and Short Essay Writing

INTERMEDIATE LEVEL

↑

ESL 083 F
Reading and Expository Paragraph Writing

↑

ESL 082 F
Reading and Paragraph Writing

LOWER INTERMEDIATE LEVEL

↑

ESL 081 F
Reading and Basic Writing

↑

ESL 080 F
Basic Oral and Written English

ESL 045 F
Advanced English Grammar
3 Units

This course is designed for advanced ESL students who need to refine their grammar in written communication.
- Non-degree credit

CRN	SEC	TIME	DAYS	INSTRUCTOR	ROOM
13334	010	8:00-11:10 A	F	Oleksyn, Urszula	720

LISTENING AND SPEAKING COURSES

ESL 036 F
Basic Listening and Speaking
4 Units

This course will help beginning English speakers understand and participate in conversations in English. The focus will be on review and practice of common conversational and academic situations on a basic level.
- Non-degree credit

CRN	SEC	TIME	DAYS	INSTRUCTOR	ROOM
13335	030	8:00-12:15 P	F	Rosen, Ellen	722

Honors   Hybrid   Online   Apple Course   TeleWeb   Entering Scholars Program   TAP

74

CRN	SEC	TIME	DAYS	DATES BEG.-END.	INSTRUCTOR	ROOM

ESL 046 F
Intermediate Conversation — 2 Units

This course is designed for students at an intermediate level, this course will improve conversational speaking and listening skills on a variety of everyday topics. Suitable for students with an intermediate skill level.
- Non-degree credit

| 12888 | 070 | 2:00- 4:10 P | MW | 10/20-12/10 | Vera, Bridgette | 720 |

Last day to add: Oct 26;   Last day to drop without "W": Oct 26;
Last day to drop with "W": Nov 26;   Last day to drop for refund: Oct 22.

ESL 056 F
Advanced Conversation: Academic Topics — 2 Units

This course is designed to practice and improve conversation, class discussion, and presentation skills for advanced ESL students. Topics will focus on current events and issues common to the academic setting.
- Non-degree credit

| 12886 | 070 | 2:00- 4:10 P | TTh | 10/21-12/11 | Ludwig, Jacob | 721 |

Last day to add: Oct 27;   Last day to drop without "W": Oct 27;
Last day to drop with "W": Nov 27;   Last day to drop for refund: Oct 23.

VOCABULARY COURSES

ESL 039 F
Vocabulary Expansion Techniques: Students of ESL — 3 Units

This course will present principles and techniques of vocabulary expansion for high beginning to intermediate ESL students.
- Non-degree credit

| 11632 | 020 | 8:00- 9:25 A | TTh | | Donigan, J Lindsay | 722 |

PRONUNCIATION COURSES

ESL 048 F
Intermediate American English Pronunciation — 2 Units

This course is for ESL students at an intermediate level of oral expression and pronunciation. It provides instruction in developing language fluency and style.
- Non-degree credit

| 12887 | 070 | 2:00- 4:10 P | MW | 8/25-10/15 | Vera, Bridgette | 720 |

Last day to add: Sep 2;   Last day to drop without "W": Sep 2;
Last day to drop with "W": Oct 1;   Last day to drop for refund: Aug 27.

ESL 058 F
Advanced American English Pronunciation: Foreign Accent Reduction — 2 Units

This course is for ESL students at an advanced level of oral expression and pronunciation. It provides instruction in refining pronunciation skills in order to reduce foreign accents.
- Non-degree credit

| 12885 | 070 | 2:00- 4:10 P | TTh | 8/26-10/14 | Ludwig, Jacob | 721 |

Last day to add: Sep 1;   Last day to drop without "W": Sep 1;
Last day to drop with "W": Sep 30;   Last day to drop for refund: Aug 28.

Environmental Sciences

ENVS 105 F
Environmental Biology — 3 Units

Transfer: CSU, UC

This biology course is for non-science majors. This course uses core biological principles to reveal and explain the planet's environment. It also explores the biological connections for current environmental topics such as global warming, pollution, and mass extinctions.

12685	005	7:00- 8:25 A	MW		Corona, Emily	1960
11354	001	8:35-10:00 A	TTh		Morris, Tom	410
11387	002	10:10-11:35 A	MW		Hobbs, Royden	410
11389	004	12:45- 2:10 P	TTh		Morris, Tom	425
11388	003	1:30- 2:55 P	MW		Hobbs, Royden	412
11615	100	6:15- 9:25 P	M		Morris, Tom	410
11616	101	6:15- 9:25 P	T		Hobbs, Royden	410

ENVS 105LF
Environmental Biology Lab — 1 Unit

Transfer: CSU, UC

Advisory: Concurrent enrollment in ENVS 105 F or completion of ENVS 105 F with a grade of "C" or better

This is a field-oriented biology course for non-science majors. This course trains students to become more observant and analytical of their natural surroundings. Adaptations and ecological principles are stressed. Students take many field trips to local natural areas involving much walking and standing; includes some nature trails.

| 11865 | 004 | 8:00- 8:50 A | W | 10/22-12/10 | Morris, Tom | 416B |
| | | LAB 9:00-12:30 P | W | 10/22-12/10 | Morris, Tom | 416B |

Last day to add: Oct 28;   Last day to drop without "W": Oct 28;
Last day to drop with "W": Nov 26;   Last day to drop for refund: Oct 22.

| 11873 | 800 | 8:00- 8:50 A | S | 8/30-10/18 | Staff | 416B |
| | | LAB 9:00-12:30 P | S | 8/30-10/18 | Staff | 416B |

Last day to add: Sep 5;   Last day to drop without "W": Sep 5;
Last day to drop with "W": Oct 4;   Last day to drop for refund: Aug 30.

| 11859 | 001 | 11:45-12:35 P | M | 8/25-10/20 | Morris, Tom | 416B |
| | | LAB 12:45- 4:15 P | M | 8/25-10/20 | Morris, Tom | 416B |

Last day to add: Sep 7;   Last day to drop without "W": Sep 7;
Last day to drop with "W": Oct 6;   Last day to drop for refund: Aug 25.

| 11861 | 002 | 11:45-12:35 P | T | 8/26-10/14 | Hobbs, Royden | 416B |
| | | LAB 12:45- 4:15 P | T | 8/26-10/14 | Hobbs, Royden | 416B |

Last day to add: Sep 1;   Last day to drop without "W": Sep 1;
Last day to drop with "W": Sep 30;   Last day to drop for refund: Aug 26.

| 11863 | 003 | 11:45-12:35 P | T | 10/21-12/9 | Hobbs, Royden | 416B |
| | | LAB 12:45- 4:15 P | T | 10/21-12/9 | Hobbs, Royden | 416B |

Last day to add: Oct 27;   Last day to drop without "W": Oct 27;
Last day to drop with "W": Nov 25;   Last day to drop for refund: Oct 21.

| 11866 | 005 | 11:45-12:35 P | W | 8/27-10/15 | Morris, Tom | 416B |
| | | LAB 12:45- 4:15 P | W | 8/27-10/15 | Morris, Tom | 416B |

Last day to add: Sep 2;   Last day to drop without "W": Sep 2;
Last day to drop with "W": Oct 1;   Last day to drop for refund: Aug 27.

| 11872 | 006 | 11:45-12:35 P | Th | 8/28-10/16 | Hobbs, Royden | 416B |
| | | LAB 12:45- 4:15 P | Th | 8/28-10/16 | Hobbs, Royden | 416B |

Last day to add: Sep 3;   Last day to drop without "W": Sep 3;
Last day to drop with "W": Oct 2;   Last day to drop for refund: Aug 28.

Honors   (H) Hybrid   Online   Apple Course   TeleWeb   Entering Scholars Program   (TAP) TAP

Appendix 2, Success Rate in English 100 for Students Who Completed ESL 186
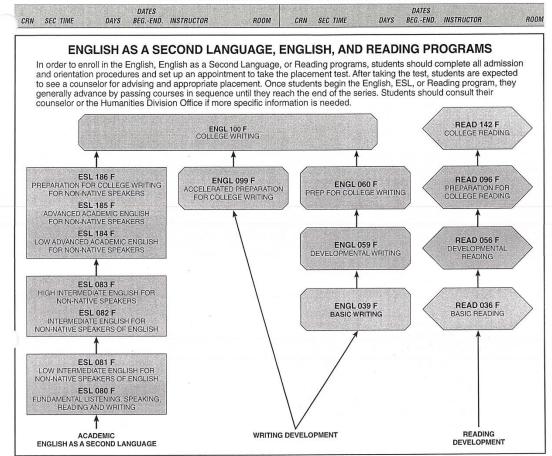
Data provided December 6, 2011, by Ken Meehan, Director of Institutional Research:

From Fall 2001 through Spring 2011, 1,944 students took ESL 186 (some students enrolled more than once; I counted only their last enrollment). Of these 1,944 students, 1,306 students subsequently took ENGL 100. Three students took ESL 186 and ENGL 100 simultaneously and three students took ENGL 100 before ESL 186. I did not include them in the analysis.

For the 1,306 students who took ESL 186 and then ENGL 100, the success rate in ENGL 100 was 90.2%, significantly higher than the overall success rate in ENGL 100, which is 61.8% for the same time frame.

Current ESL Sequence of Classes

FULLERTON COLLEGE ■ FALL SCHEDULE 2014

CRN	SEC	TIME	DAYS	DATES BEG.-END.	INSTRUCTOR	ROOM	CRN	SEC	TIME	DAYS	DATES BEG.-END.	INSTRUCTOR	ROOM

ENGLISH AS A SECOND LANGUAGE, ENGLISH, AND READING PROGRAMS

In order to enroll in the English, English as a Second Language, or Reading programs, students should complete all admission and orientation procedures and set up an appointment to take the placement test. After taking the test, students are expected to see a counselor for advising and appropriate placement. Once students begin the English, ESL, or Reading program, they generally advance by passing courses in sequence until they reach the end of the series. Students should consult their counselor or the Humanities Division Office if more specific information is needed.

ENGL 100 F — COLLEGE WRITING

READ 142 F — COLLEGE READING

ESL 186 F — PREPARATION FOR COLLEGE WRITING FOR NON-NATIVE SPEAKERS
ESL 185 F — ADVANCED ACADEMIC ENGLISH FOR NON-NATIVE SPEAKERS
ESL 184 F — LOW ADVANCED ACADEMIC ENGLISH FOR NON-NATIVE SPEAKERS

ENGL 099 F — ACCELERATED PREPARATION FOR COLLEGE WRITING

ENGL 060 F — PREP FOR COLLEGE WRITING

READ 096 F — PREPARATION FOR COLLEGE READING

ESL 083 F — HIGH INTERMEDIATE ENGLISH FOR NON-NATIVE SPEAKERS
ESL 082 F — INTERMEDIATE ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH

ENGL 059 F — DEVELOPMENTAL WRITING

READ 056 F — DEVELOPMENTAL READING

ESL 081 F — LOW INTERMEDIATE ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH
ESL 080 F — FUNDAMENTAL LISTENING, SPEAKING, READING AND WRITING

ENGL 039 F — BASIC WRITING

READ 036 F — BASIC READING

ACADEMIC ENGLISH AS A SECOND LANGUAGE

WRITING DEVELOPMENT

READING DEVELOPMENT

ENGL 280 F   3 Units
Language Arts Tutoring Practicum
                                          Transfer: CSU
Prerequisite: ENGL 100 F with a grade of "C" or better or ENGL 100HF with a grade of "C" or better
Corequisite: ENGL 103 F or ENGL 103HF or ENGL 104 F or ENGL 201 F
This course provides training for students to acquire knowledge, skills and techniques for tutoring in writing. Actual tutoring is part of instruction.
• Plus 3 hours and 10 minutes of arranged lab per week
11852   AP1   2:00- 4:05 P   M   Liu, Annie   808A
🍎 *APPLE COURSE: The above class is open to all students but recommended for future teachers. For more info, contact the Center for Careers in Education at (714) 992-7067. As part of the above class, students are required to complete 3 hours 10 mins arranged lab in the Writing Center starting the first week of class. Arranged lab hours for the rest of the semester will be determined after the first class meeting.*

ENGL 299 F   1 Unit
English Literature Independent Study
                                          Transfer: CSU
Prerequisite: Demonstrated scholarship
This opportunity is designed primarily for English majors who have completed a significant number of English courses at the 200-level. Enrollment requires a cooperating instructor.
11851   IS1   8/25-12/13   Willoughby, Dan
The above course requires considerable advance planning on the part of the student, preferably a semester in advance. It is the student's responsibility to find an instructor with the expertise and the willingness to supervise the particular independent study project. A signed independent study contract between the student and the instructor must be completed before an add code will be provided. Last minute attempts to arrange an independent study are generally impossible to accommodate.

🧭 Honors   Ⓗ Hybrid   Ⓐ Online   🍎 Apple Course   📺 TeleWeb   📖 Entering Scholars Program   TAP TAP

72

Proposed Sequence of ESL Classes

```
                        ┌─────────────────────────┐
                        │        ENG 100          │◄─────────────┐
                        └─────────────────────────┘              │
                                    ▲                            │
                        ┌─────────────────────────┐              │
                        │   ESL 186 (5 UNITS)     │              │
                        └─────────────────────────┘              │
                                    ▲                            │
                        ┌─────────────────────────┐    ┌──────────────────────────┐
                        │ ESL 185 (5 UNITS + 1 LAB)│    │ ESL 190 (5 UNITS + 1 LAB)│
                        └─────────────────────────┘    │    (ACCELERATED)         │
                                    ▲                   └──────────────────────────┘
                        ┌─────────────────────────┐              ▲
                        │ ESL 184 (5 UNITS + 1 LAB)│─────────────┘
                        └─────────────────────────┘
                                    ▲
                        ┌─────────────────────────┐
                        │ ESL 83 (5 UNITS + 1 LAB) │
                        └─────────────────────────┘
                                    ▲
   ┌──────────────────────────────┐   ┌──────────────────────────────┐
   │ ESL 76 – MULTIPLE SKILLS     │◄──│ ESL 78 - MULTIPLE SKILLS     │
   │ PREPARATION FOR NNS: READING,│   │ PREPARATION FOR NNS: LISTENING,│
   │ SPEAKING, & VOCABULARY (5 UNITS│   │ WRITING, & GRAMMAR (5 UNITS + 1│
   │ + 1 LAB HOUR)                │   │ LAB HOUR)                    │
   │                              │   │                              │
   │ NO PREREQUISITE.             │──►│ NO PREREQUISITE.             │
   └──────────────────────────────┘   └──────────────────────────────┘
```

- ESL 76 and 78 have newly designed curricula which focus on preparing them to enter the more academic sequence of ESL 83 - 186. The classes focus less on academic writing and more on the skills they need in order to prepare them for academic classes.
- Students can take ESL 76 and 78 concurrently if they choose.
- In order to pass to ESL 83, students must pass either 76 or 78 and pass exit exams for both classes.
- ESL 190 is an accelerated class

Updated August 22, 2014

KEY PERFORMANCE INDICATOR REPORT 2013 - 2014
ESL

Key Performance Indicator	2009-2010 Su	Fa	Sp	An	2010-2011 Su	Fa	Sp	An	2011-2012 Su	Fa	Sp	An	2012-2013 Su	Fa	Sp	An	2013-2014 Su	Fa	Sp	An
Course Information																				
Courses Offered	6	16	15	18	5	16	14	18	2	13	15	16	2	11	15	15	3	16	14	27
Sections Offered	6	31	28	65	5	30	28	63	2	27	29	58	2	26	28	56	3	30	28	61
Student Information																				
Majors																				
New Majors																				
Enrollments	159	802	775	1,736	120	797	731	1,647	47	666	721	1,434	57	569	614	1,240	64	659	647	1370
FTES	27	132	131	291	18	133	112	263	9	119	122	250	11	102	100	213	13	109	106	228
WSCH	819	3,964	3,942	8,725	534	3,993	3,349	7,876	574	3,611	3,750	7,935	711	3,345	3,290	7,346	821	3,734	3,598	8,151
Program Resources																				
FTE Faculty	1.7	8.7	8.1	18.6	1.4	8.3	7.9	17.7	0.7	9.1	9.1	19.0	0.7	9.1	8.9	18.7	1.1	7.9	7.5	16.6
Program Efficiency																				
Ave Section Size	26.5	25.9	27.7	26.7	24.0	26.6	26.1	26.1	23.5	24.7	24.9	24.7	28.5	21.9	21.9	22.1	21.3	22.0	23.1	22.5
Fill Rate (Census)	96%	96%	98%	97%	86%	93%	93%	92%	85%	89%	91%	90%	104%	84%	84%	85%	85%	88%	92%	90%
WSCH per FTEF	473	454	485	469	381	479	422	446	797	396	411	419	988	368	369	392	746	471	478	492
Program Outcomes																				
Degrees Awarded																				
Certificates Awarded																				
Transfers																				
Course Retention Rates																				
Overall	91%	85%	89%	87%	91%	84%	82%	84%	83%	90%	83%	86%	95%	89%	84%	87%	97%	87%	84%	88%
Females	90%	84%	89%	87%	89%	86%	85%	85%	85%	92%	85%	88%	94%	92%	87%	89%	97%	87%	85%	88%
Males	92%	87%	89%	88%	94%	82%	78%	81%	84%	88%	80%	84%	95%	86%	79%	85%	96%	86%	83%	87%
African American		82%	70%	76%	100%	71%	69%	73%		100%	71%	85%		75%	33%	57%	100%	100%	90%	95%
Asian American	91%	87%	93%	90%	91%	86%	84%	86%	85%	91%	86%	88%	98%	91%	85%	89%	98%	90%	83%	87%
Filipino	100%	100%	80%	89%	100%	100%	100%	100%	100%	75%	100%	90%	100%	100%	88%	93%	100%	80%	100%	89%
Hispanic/Latino	89%	82%	84%	84%	90%	81%	78%	80%	71%	88%	77%	82%	80%	85%	86%	85%	100%	86%	87%	87%
Native American		100%	0%	33%																
Other Non-White	100%	79%	94%	89%	50%	93%	91%	89%		100%	100%	100%		83%	50%	67%		83%	100%	89%
Pacific Islander	100%	100%	67%	80%		100%	75%	83%							50%	50%			100%	100%
White	92%	89%	87%	88%	100%	81%	79%	80%	100%	90%	83%	86%	75%	90%	81%	85%	83%	82%	84%	83%
Unknown	100%	57%	87%	70%	100%	86%	95%	91%	0%	89%	85%	85%	100%	100%	60%	78%	100%	76%	61%	69%
Course Success Rates																				
Overall	81%	72%	79%	76%	83%	74%	74%	75%	74%	79%	74%	76%	89%	79%	74%	77%	94%	74%	72%	76%
Females	78%	73%	80%	77%	84%	76%	78%	78%	78%	83%	77%	79%	92%	83%	76%	80%	94%	76%	75%	77%
Males	84%	71%	76%	75%	83%	70%	69%	70%	74%	73%	69%	71%	86%	72%	70%	72%	93%	70%	66%	72%
African American		55%	60%	57%	100%	71%	46%	59%		100%	71%	85%		75%	0%	43%	100%	88%	80%	84%
Asian American	85%	76%	84%	81%	86%	74%	75%	76%	73%	81%	76%	78%	91%	80%	76%	79%	96%	77%	73%	76%
Filipino	100%	100%	80%	89%	100%	100%	100%	100%	100%	75%	80%	80%	100%	100%	75%	86%	100%	40%	100%	67%
Hispanic/Latino	73%	66%	67%	67%	75%	71%	72%	72%	71%	73%	68%	70%	80%	77%	73%	75%	83%	70%	66%	69%
Native American		100%	0%	33%																
Other Non-White	60%	57%	88%	71%	50%	93%	75%	85%		78%	83%	80%		67%	33%	50%		83%	67%	78%
Pacific Islander	0%	100%	67%	60%		100%	50%	50%							0%	0%			100%	100%
White	83%	79%	78%	79%	83%	73%	75%	74%	100%	81%	76%	79%	75%	74%	75%	75%	83%	71%	77%	74%
Unknown	100%	43%	80%	60%	0%	71%	89%	79%	0%	79%	77%	76%	100%	86%	60%	72%	100%	71%	50%	61%

Prepared by the Office of Institutional Research and Planning

Updated September 2, 2014
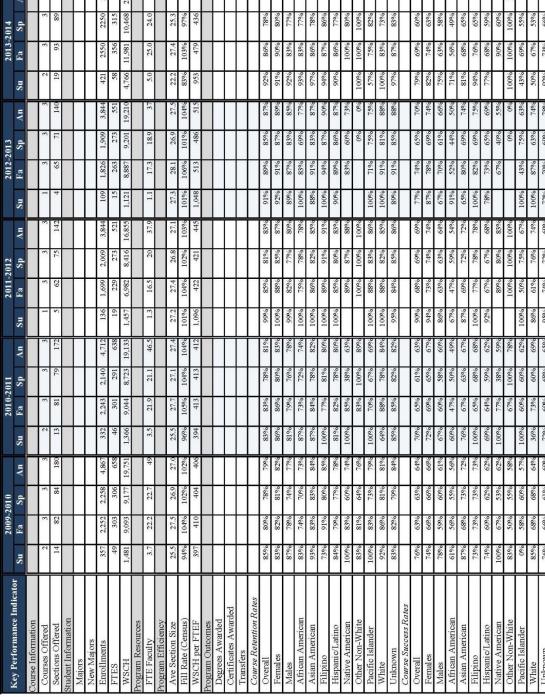
KEY PERFORMANCE INDICATOR REPORT 2013 - 2014
ESL Core (80, 81, 82, 83, 184, 185, 186)

Key Performance Indicator	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An
Course Information																				
Courses Offered	4	7	7	7	3	7	7	7	2	7	7	7	2	7	7	7	3	7	7	7
Sections Offered	4	20	20	44	3	20	20	43	2	21	20	43	2	22	20	44	3	21	21	45
Student Information																				
Majors																				
New Majors																				
Enrollments	114	532	547	1,193	83	550	548	1,181	47	511	511	1,069	57	467	426	950	64	456	461	981
FTES	23	107	110	239	14	110	95	220	9	103	102	213	11	91	83	185	13	89	90	191
WSCH	1,483	3,153	3,195	7,831	934	3,219	2,770	6,923	574	2,991	2,979	6,544	711	2,998	2,725	6,434	821	2,930	2,942	6,692
Program Resources																				
FTE Faculty	1.3	6.7	6.7	14.7	1.0	6.7	6.7	14.5	0.7	6.7	6.3	13.7	0.7	7.0	6.3	14.1	1.1	6.3	6.3	13.8
Program Efficiency																				
Ave Section Size	28.5	26.6	27.4	27.1	27.7	27.5	27.4	27.5	23.5	24.3	25.6	24.9	28.5	21.2	21.3	21.6	21.3	21.7	22.0	21.8
Fill Rate (Census)	99%	97%	94%	96%	98%	90%	90%	90%	85%	88%	93%	90%	104%	83%	83%	84%	85%	89%	90%	90%
WSCH per FTEF	1,115	473	479	534	934	478	412	479	797	448	471	477	988	428	430	458	746	463	465	486
Program Outcomes																				
Degrees Awarded																				
Certificates Awarded																				
Transfers																				
Course Retention Rates																				
Overall	93%	88%	89%	89%	95%	84%	81%	84%	83%	89%	82%	86%	95%	88%	85%	87%	97%	88%	83%	86%
Females	93%	87%	90%	89%	96%	86%	84%	86%	85%	91%	84%	87%	94%	90%	88%	89%	97%	87%	84%	86%
Males	93%	89%	89%	89%	94%	81%	78%	81%	84%	87%	80%	83%	95%	86%	81%	84%	96%	89%	82%	86%
African American	100%	100%	75%	87%	100%	67%	67%	71%		100%	50%	75%		100%		100%	100%	100%	88%	93%
Asian American	92%	89%	94%	92%	95%	86%	84%	86%	85%	90%	86%	88%	98%	90%	86%	89%	98%	91%	82%	87%
Filipino	100%	100%	80%	88%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	80%	89%	100%	80%	100%	88%
Hispanic/Latino	95%	84%	81%	84%	92%	82%	78%	80%	71%	86%	74%	80%	80%	82%	85%	84%	100%	86%	84%	85%
Native American	100%	100%	0%	50%																
Other Non-White	100%	78%	92%	89%		88%	86%	87%		100%	100%	100%		83%	50%	67%		100%	100%	100%
Pacific Islander	100%	100%	67%	80%		100%	50%	75%						100%	100%	100%			100%	100%
White	91%	93%	85%	89%	100%	78%	78%	79%	100%	88%	84%	86%	75%	90%	84%	87%	83%	82%	84%	83%
Unknown	82%	75%	90%	82%		85%	100%	93%	0%	93%	80%	85%	100%	100%	71%	86%	100%	89%	78%	84%
Course Success Rates																				
Overall	84%	74%	78%	77%	88%	72%	74%	74%	74%	77%	74%	75%	89%	76%	75%	76%	94%	76%	71%	75%
Females	82%	74%	80%	77%	90%	75%	78%	77%	78%	80%	76%	78%	92%	81%	77%	80%	94%	77%	74%	77%
Males	85%	74%	74%	75%	85%	68%	68%	69%	74%	72%	69%	71%	86%	71%	72%	72%	93%	75%	65%	71%
African American	100%	57%	63%	60%	100%	67%	44%	59%		100%	50%	75%		100%		100%	100%	100%	75%	86%
Asian American	87%	77%	84%	82%	91%	74%	75%	76%	73%	79%	77%	78%	91%	78%	77%	79%	96%	78%	73%	77%
Filipino	100%	100%	80%	88%	100%	100%	100%	100%	100%	100%	75%	86%	100%	100%	60%	78%	100%	40%	100%	63%
Hispanic/Latino	81%	66%	64%	66%	75%	69%	71%	71%	71%	71%	66%	69%	80%	73%	72%	73%	83%	72%	63%	68%
Native American	100%	100%	0%	50%																
Other Non-White	60%	56%	85%	70%		88%	71%	80%		71%	83%	77%		67%	33%	50%		100%	67%	88%
Pacific Islander	0%	100%	67%	60%		50%	50%	50%						0%	0%	0%			100%	100%
White	82%	81%	76%	79%	75%	68%	75%	72%	75%	78%	76%	78%	75%	74%	77%	76%	83%	74%	72%	73%
Unknown		67%	80%	73%		69%	93%	82%	0%	80%	70%	73%	100%	83%	71%	79%	100%	78%	67%	74%

Prepared by the Office of Institutional Research and Planning

Updated August 22, 2014

KEY PERFORMANCE INDICATOR REPORT 2013 – 2014
English (Basic Skills)

Key Performance Indicator	2009-2010 Su	Fa	Sp	An	2010-2011 Su	Fa	Sp	An	2011-2012 Su	Fa	Sp	An	2012-2013 Su	Fa	Sp	An	2013-2014 Su	Fa	Sp	An
Course Information																				
Courses Offered	2	3	3	3	2	3	3	3	1	3	3	3	1	3	3	3	2	3	3	3
Sections Offered	14	82	84	180	13	81	79	172	5	62	75	142	4	65	71	140	19	93	89	201
Student Information																				
Majors																				
New Majors																				
Enrollments	357	2,252	2,258	4,867	332	2,243	2,140	4,712	136	1,699	2,009	3,844	109	1,826	1,909	3,844	421	2,550	2,250	5,221
FTES	49	303	306	658	46	301	291	638	19	229	273	521	15	263	273	551	58	356	315	729
WSCH	1,481	9,093	9,177	19,751	1,366	9,044	8,723	19,133	1,457	6,982	8,416	16,855	1,121	8,887	9,201	19,210	4,766	11,981	10,468	27,215
Program Resources																				
FTE Faculty	3.7	22.2	22.7	49	3.5	21.9	21.1	46.5	1.3	16.5	20	37.9	1.1	17.3	18.9	37	5.0	25.0	24.0	54.0
Program Efficiency																				
Ave Section Size	25.5	27.5	26.9	27.0	25.5	27.7	27.1	27.4	27.2	27.4	26.8	27.1	27.3	28.1	26.9	27.5	22.2	27.4	25.3	26.0
Fill Rate (Census)	94%	104%	102%	102%	96%	105%	104%	104%	101%	104%	102%	103%	101%	106%	101%	104%	83%	103%	97%	99%
WSCH per FTEF	397	410	404	406	394	413	413	412	1,096	422	421	445	1,048	513	486	515	953	479	436	504
Program Outcomes																				
Degrees Awarded																				
Certificates Awarded																				
Transfers																				
Course Retention Rates																				
Overall	85%	80%	78%	79%	83%	83%	78%	81%	99%	85%	81%	83%	91%	89%	85%	87%	92%	86%	78%	83%
Females	83%	82%	81%	82%	86%	86%	80%	83%	100%	88%	85%	87%	92%	91%	87%	89%	91%	90%	80%	86%
Males	87%	78%	74%	77%	81%	79%	76%	78%	99%	82%	77%	80%	89%	87%	83%	85%	92%	83%	77%	81%
African American	83%	74%	70%	73%	87%	73%	72%	74%	100%	75%	78%	78%	100%	83%	69%	77%	93%	83%	77%	0%
Asian American	93%	83%	83%	84%	87%	84%	78%	82%	100%	86%	82%	85%	88%	91%	83%	87%	97%	86%	78%	0%
Filipino	73%	91%	80%	85%	100%	77%	81%	80%	100%	89%	91%	91%	100%	94%	87%	90%	94%	87%	86%	0%
Hispanic/Latino	84%	79%	77%	78%	81%	82%	78%	80%	100%	85%	80%	83%	90%	89%	86%	87%	90%	86%	77%	0%
Native American	100%	83%	60%	74%	100%	85%	38%	63%		89%	87%	88%	90%	83%	60%	73%		100%	80%	0%
Other Non-White	83%	81%	64%	76%	83%	83%	100%	89%	100%	100%	100%	100%			0%	0%	100%	100%	100%	0%
Pacific Islander	100%	83%	73%	79%	100%	70%	67%	69%	100%	88%	83%	86%	100%	71%	75%	75%	57%	75%	82%	0%
White	92%	86%	81%	81%	64%	88%	78%	84%	100%	88%	82%	85%	100%	91%	81%	88%	100%	83%	73%	86%
Unknown	83%	82%	79%	84%	85%	85%	82%	82%	95%	84%	85%	86%	89%	91%	85%	88%	97%	87%	83%	79%
Course Success Rates																				
Overall	76%	63%	63%	64%	70%	65%	61%	63%	90%	68%	69%	69%	77%	74%	65%	70%	79%	69%	60%	66%
Females	74%	66%	66%	66%	72%	69%	65%	67%	94%	73%	74%	74%	87%	78%	69%	74%	82%	74%	63%	70%
Males	78%	59%	60%	61%	67%	60%	58%	60%	86%	63%	63%	64%	67%	70%	61%	66%	75%	63%	58%	62%
African American	61%	56%	55%	56%	60%	47%	50%	49%	67%	47%	59%	54%	91%	52%	44%	50%	71%	56%	49%	53%
Asian American	87%	68%	73%	72%	76%	67%	63%	67%	87%	69%	72%	72%	65%	80%	69%	74%	81%	68%	65%	69%
Filipino	73%	73%	73%	73%	100%	65%	68%	68%	100%	77%	78%	78%	100%	82%	69%	75%	94%	76%	65%	73%
Hispanic/Latino	74%	60%	62%	62%	69%	64%	59%	62%	92%	67%	67%	68%	78%	73%	65%	69%	77%	68%	59%	65%
Native American	100%	67%	53%	62%	100%	77%	38%	59%		89%	80%	83%		67%	40%	55%		90%	60%	72%
Other Non-White	83%	50%	55%	58%	67%	100%	100%	78%	100%	100%	100%	100%			0%	0%	100%	100%	100%	100%
Pacific Islander	0%	58%	60%	57%	60%	60%	67%	62%	50%	50%	75%	67%	100%	43%	75%	63%	43%	69%	82%	58%
White	85%	68%	68%	64%	36%	73%	60%	69%	86%	61%	76%	74%	100%	87%	63%	74%	50%	67%	73%	72%
Unknown	76%	61%	61%	69%	72%	69%	68%	65%	95%	74%	72%	69%	72%	79%	69%	78%	92%	73%	66%	59%

Prepared by the Office of Institutional Research and Planning

Updated August 22, 2014

KEY PERFORMANCE INDICATOR REPORT 2013 - 2014

English (All)

Key Performance Indicator	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An
Course Information																				
Courses Offered	8	21	22	26	8	22	24	27	5	22	23	28	5	22	24	27	9	24	25	29
Sections Offered	44	201	221	466	40	196	216	446	17	173	222	412	15	181	223	419	60	253	248	563
Student Information																				
Majors		419	414	541		394	416	538		371	377	479		355	448	534		326	416	430
New Majors		109	52	161		76	43	119		57	46	103		72	59	131		119	44	163
Enrollments	1,098	5,475	5,903	12,476	994	5,467	5,872	12,325	451	4,813	5,958	11,222	409	5,063	5,867	11,339	1281	6845	6413	14,539
FTES	139	691	749	1580	125	693	753	1570	57	609	760	1426	51	669	762	1482	162	897	840	1899
WSCH	4,178	20,736	22,480	47,394	3,744	20,776	22,578	47,098	4,925	18,731	23,623	47,279	4,281	22,969	26,087	53,337	14,414	30,449	28,330	73,193
Program Resources																				
FTE Faculty	10.8	50.84	54.5	116.14	9.7342	49.2383	52.1552	111.128	4.13	42.96	54.93	102.03	3.67	45.02	54.8	103	14.7	63.3	61.5	139.5
Program Efficiency																				
Ave Section Size																	21.4	26.9	25.8	25.8
Fill Rate (Census)																	80%	102%	97%	97%
WSCH per FTEF	387	408	412	408	385	422	433	424	1,193	436	430	463	0	444	429	390	978	481	461	525
Program Outcomes																				
Degrees Awarded				5				10				4				4				21
Certificates Awarded																				
Transfers				46																
Course Retention Rates																				
Overall	87%	79%	79%	80%	84%	82%	80%	81%	92%	84%	81%	83%	91%	86%	83%	85%	87%	84%	81%	85%
Females	85%	81%	82%	82%	86%	84%	82%	83%	89%	85%	83%	84%	93%	87%	84%	86%	87%	85%	82%	86%
Males	89%	77%	77%	78%	83%	79%	78%	79%	94%	82%	78%	81%	88%	85%	81%	83%	86%	83%	79%	84%
African American	90%	75%	69%	74%	85%	73%	78%	77%	83%	76%	81%	79%	96%	83%	72%	78%	81%	81%	80%	81%
Asian American	90%	81%	84%	84%	85%	86%	85%	85%	90%	86%	84%	85%	90%	90%	86%	88%	91%	85%	83%	85%
Filipino	83%	84%	78%	81%	89%	77%	75%	77%	93%	90%	85%	88%	100%	89%	81%	85%	92%	85%	85%	86%
Hispanic/Latino	85%	77%	78%	78%	81%	80%	78%	79%	93%	84%	79%	82%	89%	85%	82%	84%	85%	84%	79%	82%
Native American	100%	83%	70%	77%	100%	83%	75%	80%	0%	95%	81%	86%	50%	88%	71%	78%	83%	91%	78%	84%
Other Non-White	92%	88%	83%	86%	60%	84%	88%	83%	100%	86%	79%	84%	100%	100%	78%	86%	100%	86%	86%	87%
Pacific Islander	100%	71%	82%	79%	50%	69%	73%	71%	100%	79%	77%	79%	100%	69%	81%	78%	55%	72%	79%	73%
White	86%	82%	81%	82%	88%	84%	82%	83%	90%	83%	83%	83%	95%	87%	84%	86%	90%	86%	84%	85%
Unknown	90%	83%	81%	82%	88%	85%	80%	83%	96%	85%	84%	85%	100%	85%	86%	87%	85%	89%	80%	85%
Course Success Rates																				
Overall	80%	68%	67%	67%	75%	69%	67%	68%	87%	72%	70%	72%	82%	73%	68%	71%	78%	70%	66%	71%
Females	78%	69%	70%	70%	77%	72%	70%	71%	86%	75%	73%	74%	87%	75%	71%	74%	80%	73%	68%	74%
Males	81%	62%	63%	64%	73%	65%	64%	65%	87%	69%	67%	69%	76%	71%	65%	68%	76%	66%	63%	68%
African American	75%	59%	54%	58%	61%	52%	60%	57%	65%	58%	65%	62%	88%	58%	52%	56%	73%	61%	56%	60%
Asian American	85%	73%	76%	76%	78%	77%	75%	76%	85%	78%	77%	78%	81%	81%	78%	80%	84%	74%	73%	75%
Filipino	80%	71%	64%	69%	80%	69%	67%	69%	87%	79%	76%	77%	93%	78%	69%	74%	88%	70%	70%	71%
Hispanic/Latino	75%	60%	64%	63%	72%	65%	62%	64%	89%	69%	67%	69%	77%	71%	65%	68%	74%	67%	63%	66%
Native American	100%	73%	59%	64%	100%	78%	67%	73%	0%	89%	73%	79%	50%	75%	61%	68%	83%	76%	60%	68%
Other Non-White	92%	73%	72%	75%	40%	68%	79%	70%	100%	79%	71%	81%	100%	67%	67%	71%	100%	86%	86%	87%
Pacific Islander	60%	54%	76%	65%	50%	55%	68%	62%	100%	63%	71%	69%	100%	54%	69%	65%	45%	50%	51%	50%
White	86%	82%	81%	71%	88%	84%	82%	73%	91%	83%	83%	75%	95%	87%	84%	76%	90%	86%	72%	74%
Unknown	90%	83%	81%	70%	88%	85%	80%	71%	96%	85%	84%	74%	100%	85%	86%	78%	85%	89%	64%	72%

Prepared by the Office of Institutional Research and Planning

Updated August 22, 2014

KEY PERFORMANCE INDICATOR REPORT 2013 - 2014
Speech
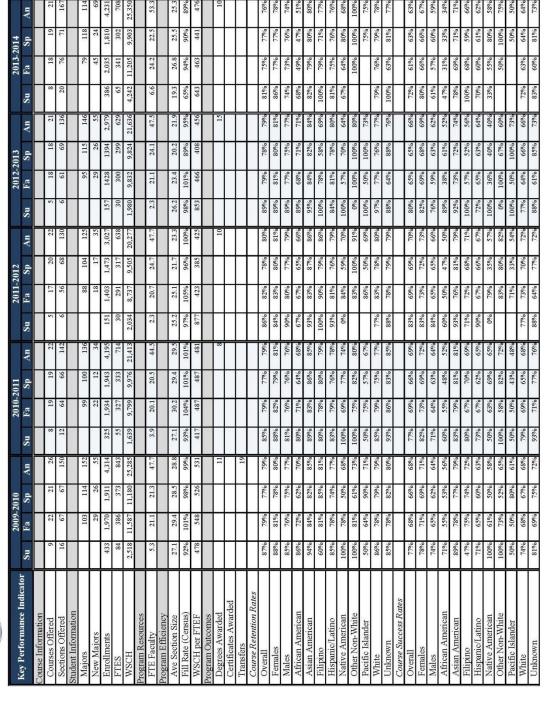
Key Performance Indicator	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An	Su	Fa	Sp	An
Course Information																				
Courses Offered	3	5	5	5	3	5	5	5	2	5	5	5	2	5	5	5	4	5	6	6
Sections Offered	21	55	61	137	18	53	58	129	7	44	59	110	6	47	63	116	29	74	69	172
Student Information																				
Majors		21	26	33		18	24	26		24	26	32		29	35	41		32	41	39
New Majors		8	4	12		6	2	8		3	2	5		4	4	8		13	2	15
Enrollments	547	1,608	1,788	3,943	516	1,632	1,799	3,945	226	1,370	1,768	3,364	188	1485	1857	3,530	662	2138	1993	4,793
FTES	67	191	213	471	64	195	217	475	29	167	216	412	24	186	235	445	84	266	250	600
WSCH	2,019	5,723	6,388	14,129	1,916	5,841	6,505	14,262	2,463	4,995	6,482	13,939	1,964	6,080	7,791	15,835	2,534	8,973	8,389	19,896
Program Resources																				
FTE Faculty	4.9	12.6	14.1	31.6	4.3	12.2	13.4	29.9	1.7	10.4	14.0	26.1	1.5	11.1	15.0	27.6	6.9	17.4	16.5	40.8
Program Efficiency																				
Ave Section Size	26.0	29.2	29.3	28.8	28.7	30.8	31.0	30.6	32.3	31.1	30.0	30.6	31.3	31.6	29.5	30.4	22.8	28.9	28.9	27.9
Fill Rate (Census)	94%	104%	104%	103%	103%	110%	110%	109%	113%	110%	105%	107%	111%	112%	105%	108%	83%	103%	101%	99%
WSCH per FTEF	409	455	453	447	449	480	484	477	1,423	482	462	534	1,336	548	518	574	369	515	508	488
Program Outcomes																				
Degrees Awarded				1				1				1				1				2
Certificates Awarded																				
Transfers				4																
Course Retention Rates																				
Overall	91%	88%	85%	87%	93%	87%	88%	88%	97%	88%	86%	88%	94%	88%	88%	88%	93%	84%	84%	86%
Females	93%	88%	87%	88%	93%	89%	87%	89%	97%	89%	88%	90%	95%	88%	90%	89%	94%	87%	86%	89%
Males	88%	89%	84%	86%	94%	85%	90%	88%	97%	86%	84%	86%	92%	88%	86%	87%	91%	81%	82%	84%
African American	89%	86%	79%	82%	97%	75%	85%	84%	100%	82%	80%	84%	100%	93%	81%	88%	88%	72%	77%	76%
Asian American	92%	93%	88%	91%	93%	92%	92%	92%	94%	87%	88%	88%	94%	90%	88%	89%	93%	86%	87%	87%
Filipino	74%	90%	92%	89%	94%	82%	84%	84%	100%	92%	91%	92%	100%	87%	96%	92%	91%	90%	86%	89%
Hispanic/Latino	90%	88%	84%	87%	92%	85%	87%	87%	98%	87%	85%	87%	91%	87%	88%	88%	93%	84%	83%	85%
Native American	100%	100%	90%	94%	100%	79%	87%	83%	100%	82%	82%	83%	100%	77%	88%	83%	100%	94%	83%	90%
Other Non-White	100%	81%	87%	86%	100%	100%	92%	97%	100%	86%	83%	86%	100%	75%	86%	81%	100%	100%	100%	100%
Pacific Islander	50%	75%	88%	77%	100%	77%	86%	85%	100%	93%	100%	95%	100%	50%	33%	46%	100%	43%	56%	53%
White	93%	89%	85%	88%	94%	88%	89%	89%	95%	90%	87%	89%	94%	88%	90%	89%	96%	86%	87%	88%
Unknown	82%	84%	90%	86%	97%	94%	93%	94%	100%	86%	81%	85%	100%	90%	85%	89%	67%	54%	78%	64%
Course Success Rates																				
Overall	86%	77%	76%	78%	85%	77%	81%	80%	87%	78%	77%	78%	89%	76%	76%	77%	87%	74%	73%	77%
Females	89%	74%	79%	78%	87%	81%	80%	81%	85%	81%	79%	80%	91%	77%	79%	79%	88%	79%	76%	81%
Males	82%	79%	72%	76%	84%	74%	81%	79%	90%	75%	75%	76%	85%	76%	73%	75%	85%	70%	70%	73%
African American	68%	60%	57%	60%	79%	69%	76%	74%	85%	59%	64%	65%	91%	81%	51%	67%	84%	58%	57%	61%
Asian American	87%	85%	83%	85%	89%	86%	87%	87%	87%	80%	80%	81%	92%	83%	83%	83%	89%	79%	77%	80%
Filipino	74%	79%	86%	82%	94%	69%	79%	76%	80%	86%	81%	83%	50%	75%	89%	82%	86%	78%	80%	80%
Hispanic/Latino	85%	73%	72%	74%	80%	72%	76%	75%	86%	75%	76%	76%	86%	74%	73%	74%	85%	73%	70%	73%
Native American	100%	100%	80%	88%	100%	64%	67%	67%	100%	73%	76%	77%	100%	54%	75%	67%	67%	94%	72%	82%
Other Non-White	100%	75%	73%	78%	100%	100%	92%	97%	100%	57%	75%	71%	100%	75%	71%	75%	100%	100%	50%	80%
Pacific Islander	50%	50%	63%	55%	83%	69%	57%	69%	100%	93%	86%	91%	100%	0%	22%	31%	100%	43%	56%	53%
White	91%	80%	78%	80%	88%	80%	85%	83%	88%	81%	79%	80%	91%	79%	82%	81%	91%	80%	80%	81%
Unknown	75%	71%	81%	76%	94%	84%	86%	86%	94%	82%	74%	80%	100%	71%	77%	77%	67%	49%	56%	53%

Prepared by the Office of Institutional Research and Planning

Updated August 22, 2014

KEY PERFORMANCE INDICATOR REPORT 2013 - 2014
Foreign Languages

Key Performance Indicator	2009-2010 Su	Fa	Sp	An	2010-2011 Su	Fa	Sp	An	2011-2012 Su	Fa	Sp	An	2012-2013 Su	Fa	Sp	An	2013-2014 Su	Fa	Sp	An
Course Information																				
Courses Offered	9	22	21	26	8	19	19	22	5	17	20	22	5	18	18	21	8	18	19	21
Sections Offered	16	67	67	150	12	64	66	142	6	56	68	130	6	61	69	136	20	76	71	167
Student Information																				
Majors		103	114	152		99	100	136		88	104	125		95	115	146		79	118	114
New Majors		29	26	55		22	12	34		18	17	35		29	26	55		45	24	69
Enrollments	433	1,970	1,911	4,314	325	1,934	1,943	4,195	151	1,403	1,473	3,027	157	1428	1394	2,979	386	2,035	1,810	4,231
FTES	84	386	373	843	55	327	333	714	30	291	317	638	30	300	299	629	65	341	302	708
WSCH	2,518	11,587	11,180	25,285	1,639	9,799	9,976	21,413	2,034	8,737	9,505	20,277	1,980	9,832	9,824	21,636	4,242	11,205	9,903	25,350
Program Resources																				
FTE Faculty	5.3	21.1	21.3	47.7	3.9	20.1	20.5	44.5	2.3	20.7	24.7	47.7	2.3	21.1	24.1	47.5	6.6	24.2	22.5	53.3
Program Efficiency																				
Ave Section Size	27.1	29.4	28.5	28.8	27.1	30.2	29.4	29.5	25.2	25.1	21.7	23.3	26.2	23.4	20.2	21.9	19.3	26.8	25.5	25.3
Fill Rate (Census)	92%	101%	98%	99%	93%	104%	101%	101%	97%	105%	96%	100%	98%	101%	89%	95%	65%	94%	90%	89%
WSCH per FTEF	478	548	526	531	417	487	487	481	877	423	385	425	853	466	408	456	643	463	441	476
Program Outcomes																				
Degrees Awarded				11				8				10				15				10
Certificates Awarded																				
Transfers				19																
Course Retention Rates																				
Overall	87%	79%	77%	79%	85%	79%	77%	79%	86%	82%	78%	80%	89%	79%	78%	79%	81%	75%	77%	76%
Females	88%	81%	78%	80%	88%	82%	79%	81%	84%	83%	80%	81%	89%	81%	80%	81%	86%	77%	77%	78%
Males	85%	76%	75%	77%	81%	76%	76%	76%	90%	80%	77%	79%	89%	77%	75%	77%	74%	73%	76%	74%
African American	86%	72%	62%	70%	80%	71%	64%	68%	67%	67%	65%	66%	89%	68%	71%	71%	68%	49%	47%	51%
Asian American	94%	84%	82%	85%	89%	83%	86%	85%	93%	83%	87%	86%	95%	84%	82%	84%	82%	79%	80%	80%
Filipino	60%	81%	85%	81%	80%	78%	80%	79%	100%	90%	79%	86%	100%	78%	58%	69%	100%	79%	71%	77%
Hispanic/Latino	85%	78%	74%	77%	83%	79%	76%	78%	93%	81%	76%	79%	84%	81%	78%	80%	81%	75%	76%	76%
Native American	100%	78%	50%	68%	100%	69%	77%	74%	0%	84%	59%	70%	100%	57%	70%	64%	67%	64%	80%	68%
Other Non-White	100%	81%	61%	73%	100%	75%	82%	80%	0%	83%	100%	91%	0%	100%	100%	80%		100%	100%	100%
Pacific Islander	50%	64%	90%	71%	50%	75%	57%	67%	86%	86%	50%	69%	100%	50%	100%	73%			75%	75%
White	86%	78%	79%	79%	85%	79%	75%	77%	77%	83%	78%	80%	97%	77%	76%	77%	79%	76%	79%	78%
Unknown	85%	78%	82%	80%	93%	86%	83%	85%	88%	78%	79%	79%	88%	64%	88%	76%	100%	63%	81%	77%
Course Success Rates																				
Overall	77%	68%	66%	68%	77%	69%	66%	69%	83%	69%	69%	70%	80%	65%	65%	66%	72%	61%	63%	63%
Females	78%	71%	69%	71%	82%	73%	69%	72%	83%	73%	72%	73%	82%	69%	68%	69%	80%	66%	66%	67%
Males	74%	65%	62%	64%	71%	64%	63%	64%	84%	65%	65%	66%	76%	59%	63%	62%	61%	57%	60%	59%
African American	71%	55%	53%	56%	60%	55%	48%	52%	60%	50%	47%	50%	89%	38%	61%	52%	47%	31%	33%	34%
Asian American	89%	78%	77%	79%	83%	79%	81%	81%	93%	76%	81%	79%	92%	73%	72%	74%	78%	69%	71%	71%
Filipino	47%	75%	74%	72%	80%	67%	70%	69%	71%	72%	68%	71%	100%	57%	52%	56%	100%	68%	59%	66%
Hispanic/Latino	71%	65%	60%	63%	73%	67%	62%	65%	90%	67%	66%	67%	72%	65%	63%	64%	70%	60%	61%	62%
Native American	100%	61%	50%	58%	50%	63%	69%	65%	0%	79%	35%	57%	100%	36%	40%	40%	33%	55%	80%	58%
Other Non-White	100%	73%	52%	65%	100%	58%	82%	72%		83%	80%	82%	0%	100%	67%	60%		50%	50%	75%
Pacific Islander	50%	50%	80%	61%	50%	50%	43%	48%	71%		33%	54%	100%	50%	100%	73%			50%	50%
White	74%	68%	67%	68%	79%	69%	65%	68%	77%	73%	70%	72%	77%	64%	66%	66%	72%	63%	64%	64%
Unknown	81%	69%	75%	72%	93%	71%	77%	76%	88%	64%	77%	72%	88%	61%	85%	73%	83%	60%	81%	73%

Prepared by the Office of Institutional Research and Planning

Home   Students   Courses   Student Services   Outcomes   Faculty & Staff

You are here : Data Mart > Outcomes > Retention/Success Rate

Credit Course Retention/Success Rate Summary Report - Parameter Selection Area

Select State-District-College
Collegewide Search

Select District-College
Antelope Valley;Bakersfield;I

Select Term
Fall 2013

Select Program Type
493087;493086;493085;49

Select Instruction Method
All (Dist. Ed. & Non-Dist. Ec

Select DE Inst. Method

View Report

Retention/Success for Special Population/Group, please click here.

Export To ->   ● Excel ○ CSV ○ Text   Records Per Page: 10   ● Simple Layout ○ Advanced Layout

Credit Course Retention/Success Rate Summary Report - Data & Format Area

Report Area

Page 1 of 2 (11 items)   1 2

	ntion Rate	Success Rate	Credit				
			Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
Antelope Valley Total	89.55 %	72.19 %	507	454	366	89.55 %	72.19 %
Delayed Interaction (Internet Based)	85.54 %	46.99 %	83	71	39	85.54 %	46.99 %
Non Distance Education Methods	90.33 %	77.12 %	424	383	327	90.33 %	77.12 %
Bakersfield Total	92.55 %	72.85 %	720	669	531	92.92 %	73.75 %
Non Distance Education Methods	92.55 %	72.85 %	720	669	531	92.92 %	73.75 %
Fullerton Total	87.47 %	73.43 %	480	419	355	87.29 %	73.96 %
Non Distance Education Methods	87.47 %	73.43 %	480	419	355	87.29 %	73.96 %
LA City Total	89.49 %	71.18 %	2,186	2,004	1,591	91.67 %	72.78 %
Non Distance Education Methods	89.49 %	71.18 %	2,186	2,004	1,591	91.67 %	72.78 %
MiraCosta Total	90.64 %	75.32 %	362	320	264	88.40 %	72.93 %

Page 1 of 2 (11 items)   1 2

Report Format Selection Area - Check field to include in the report

Demographic Options
☐ District Name
☑ College Name
☐ Gender
☐ Age Group
☐ Ethnicity

TOP Options
☐ Program Type - Two Digits TOP
☐ Program Type - Four Digits TOP
☐ Program Type - Six Digits TOP

Course Status
☑ Basic Skills
☑ Degree Applicable
☑ Transfer
☑ Vocational

Update Report

Notes & Links

* Enrollment count is number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR
* Retention count is number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW
* Success count is number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP
* For detailed definition of enrollment grade (SX04), please click here.

* Distance Education Definitions: Distance education (DE) means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Whether a course is to be considered as DE, the basic criterion established in the GUIDELINES (March 2004) under Section 55205 needs to be applied (i.e., a distance education course/section or session utilizes technology 51 percent or more of the time to deliver instruction during the course term.) In determining the type of distance education modality to assign to a course, the predominant mode of delivery,

Home   Students   Courses   Student Services   Outcomes   Faculty & Staff

You are here : Data Mart > Outcomes > Retention/Success Rate

Credit Course Retention/Success Rate Summary Report - Parameter Selection Area

Select State-District-College
Collegewide Search

Select District-College
Antelope Valley;Bakersfield;I

Select Term
Fall 2013

Select Program Type
493087;493086;493085;49

Select Instruction Method
All (Dist. Ed. & Non-Dist. Ec

Select DE Inst. Method

View Report

Retention/Success for Special Population/Group, please click here.

Export To ->   ● Excel ○ CSV ○ Text   Records Per Page: 10   ● Simple Layout ○ Advanced Layout

Credit Course Retention/Success Rate Summary Report - Data & Format Area

Report Area

Page 2 of 2 (11 items)   1 2

			Credit				
	etention Rate	Success Rate	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
Non Distance Education Methods	90.64 %	75.32 %	362	320	264	88.40 %	72.93 %

Page 2 of 2 (11 items)   1 2

Report Format Selection Area - Check field to include in the report

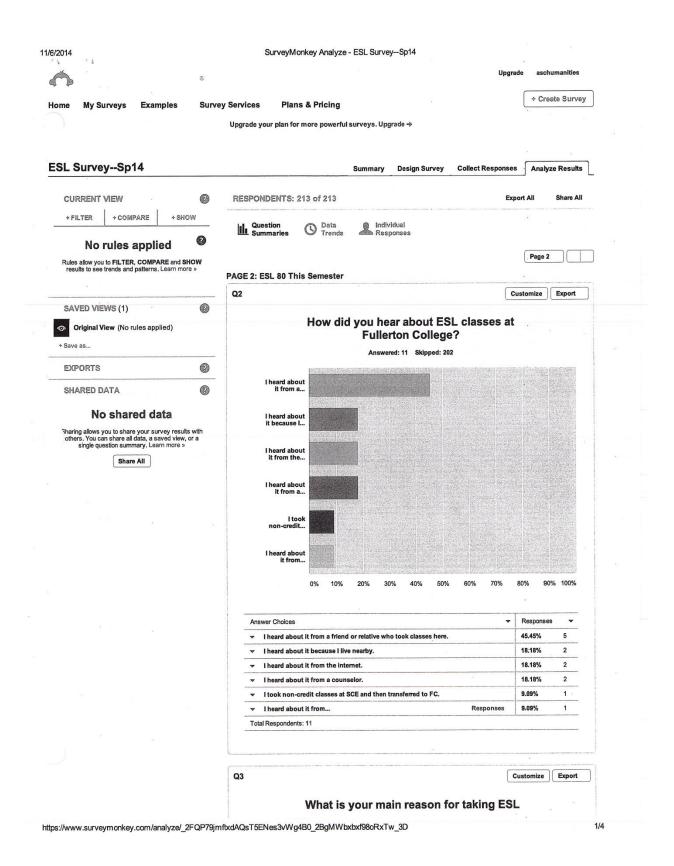| Demographic Options	TOP Options	Course Status
☐ District Name	☐ Program Type - Two Digits TOP	☑ Basic Skills
☑ College Name	☐ Program Type - Four Digits TOP	☑ Degree Applicable
☐ Gender	☐ Program Type - Six Digits TOP	☑ Transfer
☐ Age Group		☑ Vocational
☐ Ethnicity		

Update Report

Notes & Links

* Enrollment count is number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR
* Retention count is number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW
* Success count is number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP
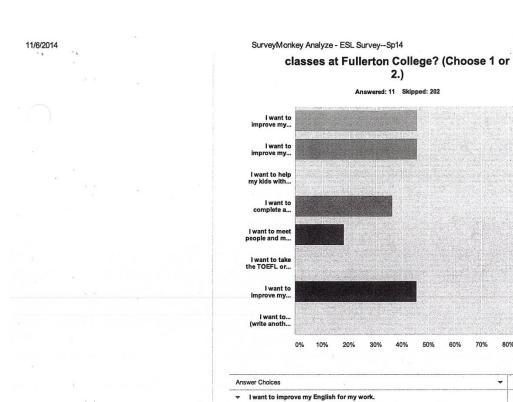* For detailed definition of enrollment grade (SX04), please click here.

* Distance Education Definitions: Distance education (DE) means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Whether a course is to be considered as DE, the basic criterion established in the GUIDELINES (March 2004) under Section 55205 needs to be applied (i.e., a distance education course/section or session utilizes technology 51 percent or more of the time to deliver instruction during the course term.) In determining the type of distance education modality to assign to a course, the predominant mode of delivery, in terms of time spent, is then applied to course sections where multiple distance education delivery modes (i.e., Internet, television, video tape, etc.) are present.
* For the detailed definitions of different types of distance education modalities, please click here.

11/6/2014   SurveyMonkey Analyze - ESL Survey--Sp14

Upgrade   aschumanities

+ Create Survey

Home   My Surveys   Examples   Survey Services   Plans & Pricing

Upgrade your plan for more powerful surveys. Upgrade →

ESL Survey--Sp14

Summary   Design Survey   Collect Responses   **Analyze Results**

CURRENT VIEW

+ FILTER   + COMPARE   + SHOW

No rules applied

Rules allow you to **FILTER, COMPARE** and **SHOW** results to see trends and patterns. Learn more »

SAVED VIEWS (1)

◉ **Original View** (No rules applied)

+ Save as...

EXPORTS

SHARED DATA

No shared data

Sharing allows you to share your survey results with others. You can share all data, a saved view, or a single question summary. Learn more »

Share All

RESPONDENTS: 213 of 213   Export All   Share All

📊 Question Summaries   🕐 Data Trends   👤 Individual Responses

Page 2

PAGE 2: ESL 80 This Semester

Q2   Customize   Export

How did you hear about ESL classes at Fullerton College?

Answered: 11   Skipped: 202

Answer Choices		Responses	
▼	I heard about it from a friend or relative who took classes here.	45.45%	5
▼	I heard about it because I live nearby.	18.18%	2
▼	I heard about it from the internet.	18.18%	2
▼	I heard about it from a counselor.	18.18%	2
▼	I took non-credit classes at SCE and then transferred to FC.	9.09%	1
▼	I heard about it from... Responses	9.09%	1
Total Respondents: 11			

Q3   Customize   Export

What is your main reason for taking ESL

https://www.surveymonkey.com/analyze/_2FQP79jmftxdAQsT5ENes3vWg4B0_2BgMWbxbxf98oRxTw_3D   1/4

classes at Fullerton College? (Choose 1 or 2.)

Answered: 11   Skipped: 202

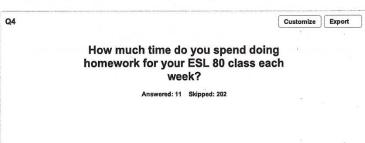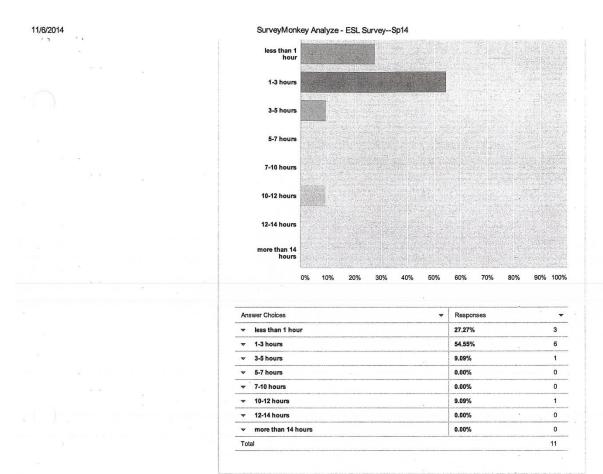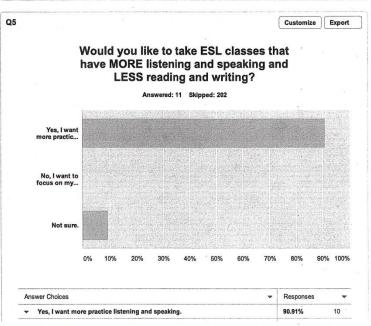| Answer Choices		Responses	
▾	I want to improve my English for my work.	45.45%	5
▾	I want to improve my English to get a better job or change careers.	45.45%	5
▾	I want to help my kids with their schoolwork and talk to my kids' teachers.	0.00%	0
▾	I want to complete a degree.	36.36%	4
▾	I want to meet people and make friends in the U.S.	18.18%	2
▾	I want to take the TOEFL or other English test.	0.00%	0
▾	I want to improve my English to have a better life in the U.S.	45.45%	5
▾	I want to... (write another reason) Responses	0.00%	0

Total Respondents: 11

Q4   Customize   Export

How much time do you spend doing homework for your ESL 80 class each week?

Answered: 11   Skipped: 202

Answer Choices		Responses	
▾	less than 1 hour	27.27%	3
▾	1-3 hours	54.55%	6
▾	3-5 hours	9.09%	1
▾	5-7 hours	0.00%	0
▾	7-10 hours	0.00%	0
▾	10-12 hours	9.09%	1
▾	12-14 hours	0.00%	0
▾	more than 14 hours	0.00%	0
Total			11

Q5   Customize   Export

Would you like to take ESL classes that have MORE listening and speaking and LESS reading and writing?

Answered: 11   Skipped: 202

Answer Choices		Responses	
▾	Yes, I want more practice listening and speaking.	90.91%	10
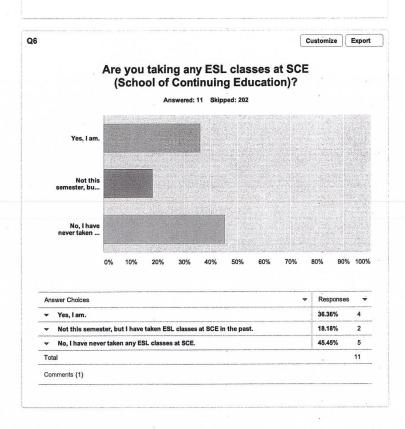
▼	No, I want to focus on my reading and writing.	0.00%	0
▼	Not sure.	9.09%	1
	Total		11

Q6   Customize | Export

Are you taking any ESL classes at SCE (School of Continuing Education)?

Answered: 11   Skipped: 202

Answer Choices		Responses	
▼	Yes, I am.	36.36%	4
▼	Not this semester, but I have taken ESL classes at SCE in the past.	18.18%	2
▼	No, I have never taken any ESL classes at SCE.	45.45%	5
	Total		11

Comments (1)

11/6/2014

SurveyMonkey Analyze - ESL Survey--Sp14

Upgrade   aschumanities

+ Create Survey

Home   My Surveys   Examples   Survey Services   Plans & Pricing

Upgrade your plan for more powerful surveys. Upgrade →

ESL Survey--Sp14

Summary   Design Survey   Collect Responses   **Analyze Results**

CURRENT VIEW

+ FILTER   + COMPARE   + SHOW

No rules applied

Rules allow you to **FILTER, COMPARE** and **SHOW** results to see trends and patterns. Learn more »

SAVED VIEWS (1)

Original View (No rules applied)

+ Save as...

EXPORTS

SHARED DATA

No shared data

Sharing allows you to share your survey results with others. You can share all data, a saved view, or a single question summary. Learn more »

Share All

RESPONDENTS: 213 of 213

Export All   Share All

Question Summaries   Data Trends   Individual Responses

Page 18

PAGE 18: ESL 185 Educational Plan

Q87   Customize   Export

When you first came to Fullerton College, which ESL level did you start at?

Answered: 66   Skipped: 147

ESL 80
ESL 81
ESL 82
ESL 83
ESL 184
ESL 185
Other (please specify)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices		Responses	
ESL 80		7.58%	5
ESL 81		4.55%	3
ESL 82		10.61%	7
ESL 83		12.12%	8
ESL 184		25.76%	17
ESL 185		37.88%	25
Other (please specify)	Responses	1.52%	1
Total			66

Q88   Customize   Export

https://www.surveymonkey.com/analyze/_2FQP79jmftxdAQsT5ENes3vWg4B0_2BgMWbxbxf98oRxTw_3D   1/4

After you finish the ESL classes at Fullerton College, are you planning to take regular English classes (like English 100)?

Answered: 66   Skipped: 147

Answer Choices		Responses	
▼ yes		89.39%	59
▼ no		1.52%	1
▼ I'm not sure		9.09%	6
Total			66
Comments (0)			

Q89   [Customize] [Export]

Are you planning to take academic courses such as math, science, or history?

Answered: 66   Skipped: 147

Answer Choices		Responses	
▼ yes		48.48%	32
▼ no		6.06%	4
▼ maybe		7.58%	5

SurveyMonkey Analyze - ESL Survey--Sp14

▼ I already am!	37.88%	25
Total		66

Q90   Customize   Export

Are you planning to get a two-year degree?
(AA degree)

Answered: 66   Skipped: 147

Answer Choices	▼	Responses	▼
▼ yes		42.42%	28
▼ no		31.82%	21
▼ maybe		25.76%	17
Total			66

Q91   Customize   Export

Are you planning to transfer to a four-year
university?

Answered: 66   Skipped: 147

Answer Choices	▼	Responses	▼
▼ yes		77.27%	51
▼ no		10.61%	7
▼ maybe		12.12%	8

11/30/2014 - 12/6/2014
611 Lab Calendar

	Sunday 30	Monday 1	Tuesday 2	Wednesday 3	Thursday 4	Friday 5	Saturday 6
8:00 AM							
9:00 AM			English 60 - Hidle611	7:00 AM McKennon Eng 100	8:30 AM Stats 161 Kyle		Math 7 Shideler611 Lab
10:00 AM		7:00 AM ENG 100 Schulze					
11:00 AM			Psychology 202 (LAdams)	9:30 AM Math 120	Psychology 202 (LAdams)	Read 142 Mundala	
12:00 PM	FC-Holiday	9:30 AM Math 120E Donley				Math 7 Shideler611 Lab	
1:00 PM			12:30 PM Read 142 S. Piazza	FAFSA Guided Assistant LabLinda Young, x2-5285 / Lourdes Oropeza, x2-5284	Cunningham ENGL100		
2:00 PM		Read 142: 11923 & 11924 611					
3:00 PM		Read 142 S. Piazza	2:30 PM PSYC 161 STATS - BETTERLEY				
4:00 PM							

Demographic and Income Profile Report

Fullerton City, CA
Fullerton city, CA (0628000)
Geography: Place

Summary	2000	2010	2015
Population	126,003	133,441	135,573
Households	43,609	45,295	45,719
Families	29,625	30,912	31,106
Average Household Size	2.83	2.88	2.90
Owner Occupied Housing Units	23,501	24,042	24,244
Renter Occupied Housing Units	20,108	21,253	21,475
Median Age	33.0	34.7	35.0

Trends: 2010 - 2015 Annual Rate	Area	State	National
Population	0.32%	0.70%	0.76%
Households	0.19%	0.63%	0.78%
Families	0.13%	0.55%	0.64%
Owner HHs	0.17%	0.68%	0.82%
Median Household Income	3.10%	2.59%	2.36%

Households by Income	2000		2010		2015	
	Number	Percent	Number	Percent	Number	Percent
<$15,000	4,792	11.0%	3,141	6.9%	2,443	5.3%
$15,000 - $24,999	4,486	10.3%	3,264	7.2%	2,581	5.6%
$25,000 - $34,999	5,234	12.0%	3,065	6.8%	2,277	5.0%
$35,000 - $49,999	7,173	16.4%	5,961	13.2%	4,559	10.0%
$50,000 - $74,999	9,130	20.9%	9,400	20.8%	9,509	20.8%
$75,000 - $99,999	5,266	12.1%	7,516	16.6%	7,411	16.2%
$100,000 - $149,999	4,557	10.4%	7,625	16.8%	10,047	22.0%
$150,000 - $199,999	1,532	3.5%	2,826	6.2%	3,545	7.8%
$200,000+	1,508	3.5%	2,497	5.5%	3,346	7.3%
Median Household Income	$50,298		$67,696		$78,850	
Average Household Income	$66,465		$87,406		$100,287	
Per Capita Income	$23,370		$30,151		$34,365	

Population by Age	2000		2010		2015	
	Number	Percent	Number	Percent	Number	Percent
0 - 4	8,772	7.0%	9,411	7.1%	9,555	7.0%
5 - 9	9,358	7.4%	8,752	6.6%	8,910	6.6%
10 - 14	8,494	6.7%	8,143	6.1%	8,355	6.2%
15 - 19	8,905	7.1%	9,677	7.3%	8,362	6.2%
20 - 24	10,587	8.4%	10,827	8.1%	11,269	8.3%
25 - 34	20,959	16.6%	20,386	15.3%	21,412	15.8%
35 - 44	19,737	15.7%	18,169	13.6%	17,255	12.7%
45 - 54	15,175	12.0%	18,350	13.8%	17,149	12.6%
55 - 64	9,742	7.7%	13,677	10.3%	15,358	11.3%
65 - 74	7,390	5.9%	7,921	5.9%	9,820	7.2%
75 - 84	5,145	4.1%	5,412	4.1%	5,320	3.9%
85+	1,739	1.4%	2,713	2.0%	2,806	2.1%

Race and Ethnicity	2000		2010		2015	
	Number	Percent	Number	Percent	Number	Percent
White Alone	77,977	61.9%	74,038	55.5%	70,992	52.4%
Black Alone	2,861	2.3%	3,129	2.3%	3,188	2.4%
American Indian Alone	865	0.7%	864	0.6%	848	0.6%
Asian Alone	20,259	16.1%	25,957	19.5%	28,787	21.2%
Pacific Islander Alone	296	0.2%	328	0.2%	339	0.3%
Some Other Race Alone	18,666	14.8%	23,216	17.4%	25,162	18.6%
Two or More Races	5,079	4.0%	5,910	4.4%	6,258	4.6%
Hispanic Origin (Any Race)	38,014	30.2%	47,093	35.3%	50,884	37.5%

Data Note: Income is expressed in current dollars
Source: U.S. Bureau of the Census, 2000 Census of Population and Housing. Esri forecasts for 2010 and 2015.
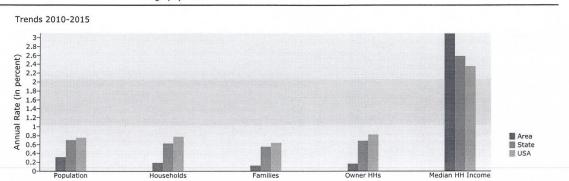
November 14, 2011

Made with Esri Community Analyst

©2011 Esri   cityoffullerton.com   www.esri.com/ca   800-447-9778   Try it Now!   Page 1 of 2

Fullerton City, CA
Fullerton city, CA (0628000)
Geography: Place

Trends 2010-2015

Bar chart — Annual Rate (in percent) for Population, Households, Families, Owner HHs, Median HH Income; legend: Area, State, USA.

Population by Age

Bar chart — Percent by age group (0-4, 5-9, 10-14, 15-19, 20-24, 25-34, 35-44, 45-54, 55-64, 65-74, 75-84, 85+); legend: 2010, 2015.

2010 Household Income

Pie chart:
- $100K - $149K 16.8%
- $150K - $199K 6.2%
- $200K+ 5.5%
- < $15K 6.9%
- $15K - $24K 7.2%
- $25K - $34K 6.8%
- $35K - $49K 13.2%
- $50K - $74K 20.8%
- $75K - $99K 16.6%

2010 Population by Race

Bar chart — Percent by race: White, Black, Am. Ind., Asian, Pacific, Other, Two+.

2010 Percent Hispanic Origin: 35.3%

Source: U.S. Bureau of the Census, 2000 Census of Population and Housing. Esri forecasts for 2010 and 2015.

November 14, 2011

Made with Esri Community Analyst

©2011 Esri

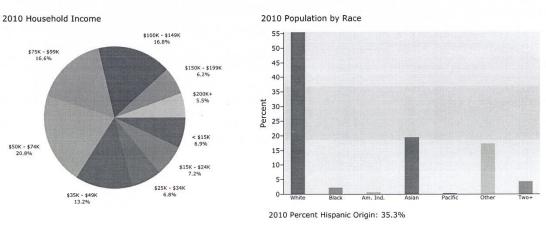www.esri.com/ca   800-447-9778   Try it Now!

Page 2 of 2
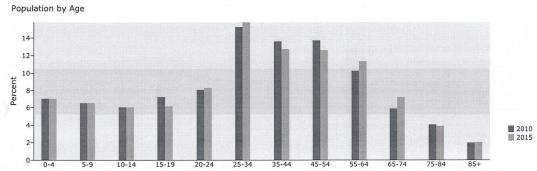
Division Deans' or appropriate Immediate Management Supervisor (IMS)
Response Page

☒ | *I concur with the findings contained in this Program Review.*

☐ | *I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

Area of exception:

_____
_____
_____
_____

☐ | *I do not concur with the findings contained in this Program Review (include a narrative exception):*

_____
_____
_____
_____