



GAVILAN COLLEGE
INSTRUCTIONAL PROGRAM TEMPLATE

PURPOSE OF PROGRAM REVIEW

The Institutional Effectiveness Committee (IEC) will review all Gavilan's programs and services according to the mandates of the Chancellor's Office and in accordance with the Accrediting Commission for Community and Junior Colleges (ACCJC) "Rubric for Evaluating Institutional Effectiveness in Program Review". The IEC will use a self-study report provided by each program or service followed by a review process to accomplish its purpose. The final goal of this process is the improvement of all programs and services at Gavilan College, and to achieve sustainable continuous quality improvement as per accreditation standards. The primary objective of the process is to assure the quality of the educational programs at Gavilan College so that they reflect student needs and encourage student success. Review of programs will be undertaken for the following specific purposes:

- A. To evaluate how well a program functions in relation to its outcomes, the mission of the college, the college's institutional goals and priorities, accreditation standards, and the needs of the community.
- B. To strengthen planning, decision making, and scheduling.
- C. To influence program development and improvement.
- D. To assess the collaboration between instructional programs.
- E. To improve the use of college/district resources.
- F. To establish the basis for changes to the strategic plan
- G. To establish the basis for resource allocation requests for incorporation into department unit plans and annual department budget requests
- H. To improve student learning and encourage instructional innovation.
- I. To address equity concerns as determined by state/local definitions.



GAVILAN COLLEGE
INSTRUCTIONAL PROGRAM SELF STUDY

NAME OF PROGRAM BEING

REVIEWED
 _____ Languages _____
 ACADEMIC
 YEAR _____ 17/18 _____

J. Organizational Details

Provide an organizational breakdown of your program. Do not include individual's names, only position titles and FTE.

| | Title | FTE |
|----------------------------|--|-----|
| Administrator | 1 Dean | 1 |
| Faculty - FT | 2 Spanish Professor | 2 |
| Faculty - PT | 6 4-Spanish one-French and one -Japanese | |
| Professional Support Staff | 1 Computer support | |

II. Program Progress (What have you done since your last review)

A. Review Strategies and Goals on the Strategic Plan site.

(https://www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2015_2020.pdf)

Which specific strategies and goals from the list has your program supported in the last three years? Using examples from your past Program Plans or other sources, describe what measures and/or pedagogical modification your program has adopted to support the identified strategies and goals.

Strategy 1: goal 3,5

- Offer Gavilan Students the opportunities to travel abroad and study Spanish in a Spanish Speaking Country. This enables them to develop fluency in the target language by studying in class four hours a day and then practicing in the community at large.

Strategy 1: Goal 3

- Create a transfer degree. The coursework

offered at Gavilan College, along with the



immersion program in Seville allows the students to
be more viable in our Spanish speaking community

- Strategy 3: goal 2
- Continue to offer the state of the art technology to our students. Students will learn about Spanish speaking countries through educational videos



Strategy 2: goal 4

- To continue to update, expand and maintain "GASPAR" the Spanish review software and new software for the student's of Gavilan College

B. What results have you seen because of these modifications? (Include data if available.)students who use GASPAR continue to do well in class

C. What methods does the program use to maintain the integrity of academic standards and achieve consistency within the discipline, particularly in regard to multiple section introductory classes?

We align our courses with CID classification and we are getting our CID transfer degree approved through the state. All instructors maintain the same standards covering chapters 1-7 for Span 1A and 8-15 for Span 1B. Once a year adjunct and full time compare data and discuss lo's . Our common assessment that we use is the final which covers all the verb tenses.

D . What are the program's methods for evaluating and modifying the contents of course offerings? Please provide examples of the result of this process.

We assess our slo's to see if students are achieving academic goals. Our results demonstrate a high proficiency of knowledge of the subject material.

E . What staff development efforts has your program undertaken? Albert Marques is the only instructor who has attended a professional development foreign language conference in San Diego in 2016. He was introduced to new materials from Vista publishing.

F . Is the program currently articulated with regional four-year colleges and universities and district high schools? Does your program currently have an AA-T or AS-T? If not, what are the plans to develop one? We are in the final stage of having our AA-T degree approved

G . If applicable, how does the program meet all local, state, and federal requirements, including professional, or trades and industry organizations?



We base our objectives to the state ACTFL educational guidelines which requires us to cover oral, written, reading and listening proficiency. Our plo's require our students to demonstrate knowledge and proficiency in these four areas by means exams: written and oral.

H. How has your program collected information and responded to the needs of the community/field (e.g. advisory council, needs assessment)?

After various requests from the GECA program, we have expanded our language program to accommodate the GECA population and have adjusted scheduling to adapt to the needs of our daytime and nighttime students. This conclusion came from data that was collected within the past five years. In addition to Spanish, to compete with other community colleges our language program has expanded our offerings to include French and Japanese.



K. Review the Gavilan College Equity Report Executive Summary (http://www.gavilan.edu/staff/equity/docs/2015-16_StudentEquityPlan.pdf).

a. What efforts has your program undertaken to mitigate identified inequities, and what was the outcome? We have offered more class sections throughout the day and evening

b. What gaps remain in your program's efforts to serve the identified populations? Use GavDATA to identify these gaps (<http://www.gavilan.edu/about/research/index.php>)

The department needs to offer even more classes of different levels at different times to fill gaps in the scheduling. For years the majority of the classes were only offered during morning hours. We have expanded to offer afternoon and evening courses. Our next goal is to expand offerings to the satellite campuses

D.. Program Data

Provide appropriate analysis for the following sections based on data acquired from the Office of Institutional Research. (<http://www.gavilan.edu/about/research/index.php>)

A. Basic description of program.

1. Enrollment and FTES

Please refer to Appendix A

i. Enrollment by top code and course over time (4 years)

Please refer to Appendix A

ii. FTES by top code over time (4 years)

Please refer to Appendix A

iii. Current enrollment by term last available census

Please refer to Appendix A

2. Student Outcomes

i. Success rate by top code and course and year (4 years). Please refer to Appendix A



- ii. Retention rate by top code and course and year (4 years).
Please refer to Appendix A



iii. Number of majors by year (4 years).

Please refer to Appendix A

iv. Number of degrees and certificates by top code and year (4 years).

| | | | | | |
|-----------------------------|-------------|---|---|---|----|
| Spanish Native Spkr4 AA | Degree | | 2 | 1 | 3 |
| Spanish Non Native Spkr1 AA | Degree | 7 | 8 | 7 | 22 |
| Spanish Non Native Spkr1 CA | Certificate | 4 | | 4 | 8 |
| Spanish Non Native Spkr2 AA | Degree | 2 | | 1 | 3 |
| Spanish Non Native Spkr2 CA | Certificate | | 2 | | 2 |
| Spanish Non Native Spkr3 AA | Degree | | 1 | | 1 |
| Spanish Non Native Spkr3 CA | Certificate | 2 | 1 | 2 | 5 |

v. If your program has courses that are required to be completed in sequence, (i.e. English, Math, ESL, etc) what is the success rate for that sequence? (<http://www.gavilan.edu/about/research/index.php>)

Please refer to Appendix A

3. Staffing Data

i. Faculty Headcount (by contract and hourly) (past 4 years)

Please refer to Appendix A

ii. Faculty productivity (Weekly Student Contact Hours [WSCH] divided by Full Time Equivalent Faculty [FTEF]) (past 4 years)

Please refer to Appendix A

iii. Current ethnic and gender distribution of faculty

Please refer to Appendix A

iv. Contract overload by year (past 4 years)

Please refer to Appendix A

v. Program Release Time (past 4 years)

none

vi. Classified Staff who contribute to the instructional program, e.g., Instructional Assistant, lab supervisor (past 4 years)

Yes, our program specialist has been working with us.

vii. Student Assistants (tutors, Cal/WORKs, Work Study, etc.) (past 4 years)

Tutors



B. Provide comments on any salient data above. We are currently noticing a small downward trend which reflects a similar trend for the college overall. Our GECA population is showing a small increase but the traditional college student is showing a small decrease. Offering more afternoon and evening course on the main campus and off-sites will help out to increase the number of the traditional college student. We feel our success rates are good with the number of students we have, but we can improve our numbers by recruiting more students and convince them to pursue a degree in Spanish.

C. Budgetary allocations over the past 3 years (4-5-6's and 1-2-3's if applicable). See sample below. Our budgetary needs have been consistently met.

| Operational Costs | 10/11 | 11/12 | 12/13 |
|-------------------|-------|-------|-------|
|-------------------|-------|-------|-------|



| | | | |
|---------------------------------|-----------------------------|-----------------------------|-----------------------------|
| Enter your data: e.g. Travel | no data availabl e | no data availab le | no data availab le |
| | | | |
| e.g. Instructional Supplies | | | |

D. Provide an overview of how budget allocations have changed over the past three to five years. Budget has been the same with no change

E. What were the results of any significant additional budget or resource allocations/reductions over the past three to five years?

Our current plan is to increase offerings in French, Japanese and possibly add Chinese in the near future. Our current budget covers our needs therefore there have been no issues with the lack of funds in our current budget.

E.. Trends Affecting your Program (Data-Driven)

A. Briefly describe your program's strengths and challenges (utilize data to support your contentions).

Overall there has been a slight decrease in enrollment due to scheduling, however there has been an increase in enrollment with GECA. Additionally we anticipate more growth from GECA due to the increase of students enrolling in GECA. For recruitment our instructors have constant contact with counselors and we advertise the program using flyers around campus.

B. Provide a brief review of the past three Program Plans and any emerging themes identified in them. Our last three program plans essentially have not changed. The goals of the department remain the same. The language department still feels strongly about maintaining GASPARE, continue to offer our immersion program in Spain and in the future we would like to investigate new countries for the immersion program and lastly we continue to review and stay abreast of the latest trends in foreign language teaching and software

C. If not mentioned above, what are some of the needs or challenges facing your program? (include support and documentation for your contentions)

One challenge is to expand course offerings in the morning hours to accommodate the traditional student and the GECA students. Having GECA students enrolled in our program has had an impact on the traditional student. GECA students usually make up at least 2/3 of the overall enrollment of the classes. With these percentages the dynamic of the traditional classroom has changed and these classes fill up quickly which prevents many of the traditional students from taking a language classes. With this GECA impact, our solution is to offer more courses to accommodate all students.

F. . Program/Student Learning Outcomes

- A. Complete the program/student learning outcome matrix for your program(s). Complete separate matrices for each Chancellor’s approved Degree or Certificate. If assessments have not been completed, provide an update of your program’s work to assess your program-level student learning outcomes.

| Program/Student Learning Outcomes | Assessment / Measurement | Result | Use of Results |
|-----------------------------------|--------------------------|--------|----------------|
|-----------------------------------|--------------------------|--------|----------------|



| | | | | |
|---|---|--|--|---|
| <p>Basic proficiency in speaking, reading and writing in Spanish.</p> | <p>1. Ability to read and analyze Spanish literature as well as comprehend grammatical concepts.</p> | <p>A written and oral exam will be given at the end of the semester</p> | <p>Spring 10 87% demonstrated a knowledge writing proficiency, 13% did not pass. 91% demonstrated proficiency on the chapter exams. 93% of all students demonstrated proficiency on the project.</p> | <p>Objective accomplish No modifi necessary</p> |
| <p>Basic proficiency in speaking, reading and writing in Spanish. Ability to identify elements of Spanish: verbs tenses, grammar.</p> | <p>2. Ability to articulate, orally and in writing, the content of their work.</p> | <p>A written and oral exam will be given at the end of the semester</p> | <p>Spring 10 34% demonstrated excellent in grammar recognition and vocabulary, 27% did very well, 33% did pass with a C and only 6% did not pass.</p> | <p>Based on these results more emphasis will be placed on grammar</p> |
| <p>Ability to identify different Hispanic cultures, including historical periods, colloquialisms, food, dress and dialects.</p> | <p>3. Demonstrate an understanding and appreciation of the various cultures that comprise the Hispanic world.</p> | <p>Oral and written presentations will be given on various Hispanic Cultures</p> | <p>Spring 10 95% of the students demonstrated literary and culture proficiency.</p> | <p>Objective accomplish No modifi necessary</p> |
| <p>Ability to identify different Hispanic cultures, including historical periods, colloquialisms, food, dress and dialects</p> | <p>4. Demonstrate an intrinsic motivation to continue learning the language and culture.</p> | <p>Oral presentations</p> | <p>Spring 10 95% of the students demonstrated literary and culture proficiency.</p> | <p>Objective accomplish No modifi necessary</p> |

B. What percentage of course-level student outcomes has your program assessed?

We have assessed all of the course-level student outcomes Our department has a continuous assessment schedule where every year or semester we assess our LO's. This year, Spring 2018, we assessed two of our Spanish classes and one Japanese class.



G.. Program Plan/Budget Requests



- A. List goals and objectives for the next three to five years that will address the needs and trends identified above and in your course and program level SLO assessment results.

Our goal is to continue to expand the program to meet the goals of our students and community

by offering more courses at the new campus and creating hybrid and on-line courses to compete with other community colleges. By offering these courses we are meeting the current on-line trends. After offering these courses we plan to compare data and determine the effectiveness of on-line teaching.

- C. Provide your current Program Plan (required) which should include these goals and objectives.

To continue to update, and maintain "GASPAR" the Spanish review software and new software for the student's of Gavilan College. **Students benefit from GASPAR because it is a specialized software program designed specifically for our Gavilan students.**

Offer Gavilan Students the opportunities to travel abroad and study Spanish in a Hispanic Speaking Country. Our immersion program is extremely beneficial and popular with our community. Students not only develop fluency in the language but expand their cultural awareness by being exposed to different foods, music and life style.

Continue to offer the state of the art technology to our students. Students will learn about Spanish speaking countries through educational videos. Currently we are reviewing and considering adopting a new textbook from Vista that incorporates all the current technology used in foreign language teaching, which include on-line activities along with cultural videos.

Create a transfer degree and we are waiting for final approval from the committee.

H. . Self Study Summary



Use data provided in this report as well as previous program plans to complete the Self Study Summary. Please provide a narrative summary, which should include an overall description of the program, a summary of the program's progress, a summary of and trends facing the program, and the program's plans for the future (2 page limit).

The program summary will include the following elements:

- A description of the program and the services;
- Significant accomplishments since the last review period;
- Your program's impact on supporting and improving student achievement and student learning outcomes;
- Resource and staffing changes since the last review and their effect on the program;
- Trends affecting the program;
- A list of goals and objectives (typically detailed in program plans) for the short and long term. These should be supported by data provided in the sections



above. This should also include a discussion of the Institutional Effectiveness Partnership Initiative indicators and equity goals.

(<http://www.gavilan.edu/administration/iepi.php>)

Gavilan Foreign Language department develops functional language competencies in listening, speaking, reading, and writing while expanding students' cultural understanding. We maintain authentic input as the basis for helping students to develop strategies for listening and reading, skills in speaking and writing, and greater awareness of the Hispanic community. We believe that the program provides the means for the student to establish connections or links with the language as it is used in real contexts, with the functional use of all four skills, and with authentic cultures.

The Gavilan College Foreign Language Program currently offers an AA degree that has been restructured for native and non-native speakers of Spanish. We are almost approved for our AA-t degree in Spanish. Japanese and French are currently offering first year courses.

Gavilan offers a range of fully transferable courses that are comparable to Spanish, Japanese and French programs offered at any of the area community colleges. Our major general education courses include Spanish 1A-Elementary Spanish, Spanish 1B-Elementary Spanish, Spanish 2A-Intermediate Spanish and Spanish 2B-Intermediate Spanish, French 1A, 1B and Japanese 1A, 1B.

- In addition to these classes, we also offer conversational classes at night, online classes for native speakers, hybrid and on-line courses and a study abroad program in Spain. Within the next two years, our goal is to start another study abroad program in Argentina or Costa Rica. Japanese and French plan on offering an immersion program in the next three years as well.
- The Foreign Language department is comprised of 2 full-time faculty members and 5 to 7 active adjunct faculty. Our courses are offered at all three of Gavilan sites as well as on-line courses.
- Some of the latest trends in the state of California include the use of technology. We are very proud at Gavilan College to have some of the best customized software in the state and have received recognition from some of the top Spanish institutions in the world for our online programs. We are developing new classes to incorporate CANVAS which was recently adopted by our college
- The Foreign Language program at Gavilan is a vital component to our institution as we provide one of the main languages of the Pacific Rim. Spanish continues to be a vital language in California. Our students are comprised of those needing to fulfill general education, professionals who use it for work, and future Spanish majors. As California continues to grow, we anticipate higher enrollment in our classes which will eventually lead to more class offerings. Japanese and French have been added recently; therefore



data is limited.

- Our goal for the Spanish program are to:
- Continue to offer Gavilan students' the opportunities to travel abroad and study Spanish in a Spanish Speaking Country



- Continue to offer the state of the art technology to our students. Students will learn about Spanish speaking countries through educational videos and cultural activities
- To continue to update, and maintain "GASPAR" the Spanish review software and new software for the student's of Gavilan College

General question from counseling: The Spanish program has 5 different options for the AA degree (and 4 of the AA's can also be certificate of achievements). The different options are for different levels of the language. One of these 5 AA's includes an approved AA-T (since fall 2015) that students have already been graduating in (the report states that it is in the process of being approved). Three of the AA's (and certificates) lists a course that is no longer offered. Two of these AA's have other course options to choose in order for students to be able to petition for the certificate or AA (or they can request a course substitution). For the other AA, students must go through a Course Substitution process to get approved in order to try to graduate with that AA or certificate. I do not know if the department has taken it to curriculum to make any changes to the programs (remove the course or replace the course or provide additional approved options) or if they plan on it. I am not sure where to comment regarding this or if it is appropriate to address in this report. It is an inconvenience for students to have to track down instructors and administrators for signature approvals to get these certificates or degrees.



Complete Program Review Data Sheet - Art Program

Appendix A

Enrollment Trends SPAN - Spanish

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 6-yr %Inc |
|----------------------------|---------|---------|---------|---------|---------|---------|-----------|
| ✔ Census Enrollment | 666 | 593 | 641 | 599 | 331 | 0 | -100.0% |
| ✔ Sections | 42 | 37 | 29 | 36 | 23 | 24 | -42.9% |
| ✔ WSCH | 1,527 | 1,422 | 1,571 | 1,421 | 794 | 0 | -100.0% |
| ✔ FTES (end of term) | 102 | 95 | 105 | 95 | 53 | 0 | -100.0% |
| ✔ FTEF (end of term) | 3.8 | 4.3 | 4.5 | 5.3 | 2.1 | 2.2 | -41.4% |
| ✔ Productivity (WSCH/FTEF) | 399 | 334 | 353 | 269 | 382 | 0 | -100.0% |
| ✔ Productivity (FTES/FTEF) | 26.6 | 22.3 | 23.5 | 17.9 | 25.4 | 0.0 | -100.0% |

Faculty Workload SPAN - Spanish

| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 6-yr %Inc |
|----------------|---------|---------|---------|---------|---------|---------|-----------|
| Full Time Load | 5.1 | 5.2 | 5.9 | 7.6 | 2.3 | 2.3 | -55% |
| Full Time % | 66.3% | 60.4% | 66.7% | 71.9% | 55.5% | 51.4% | -22% |
| Part Time Load | 2.6 | 3.4 | 3.0 | 3.0 | 1.9 | 2.2 | -16% |
| Part Time % | 33.7% | 39.6% | 33.3% | 28.1% | 44.5% | 48.6% | 44% |
| Total FTEF | 7.7 | 8.5 | 8.9 | 10.6 | 4.2 | 4.5 | -41% |

Course Success SPAN - Spanish

| | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|-------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Success | 516 | 77% | 526 | 84% | 537 | 83% | 475 | 79% | 267 | 79% |
| Non Success | 60 | 9% | 42 | 7% | 42 | 6% | 52 | 9% | 34 | 10% |
| Withdrew | 95 | 14% | 60 | 10% | 68 | 11% | 72 | 12% | 36 | 11% |
| Total | 671 | 100% | 628 | 100% | 647 | 100% | 599 | 100% | 337 | 100% |

Course Success by Targeted Ethnic Group
SPAN - Spanish

Course Success for Targeted Groups

| | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Success | 274 | 77% | 265 | 86% | 174 | 84% | 109 | 78% | 57 | 85% |
| Non Success | 31 | 9% | 21 | 7% | 16 | 8% | 13 | 9% | 7 | 10% |
| Withdrew | 49 | 14% | 22 | 7% | 17 | 8% | 18 | 13% | 3 | 4% |
| Total | 354 | 100% | 308 | 100% | 207 | 100% | 140 | 100% | 67 | 100% |

Course Success for Not Targeted Groups

| | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Success | 242 | 76% | 261 | 82% | 363 | 83% | 366 | 80% | 210 | 78% |
| Non Success | 29 | 9% | 21 | 7% | 26 | 6% | 39 | 8% | 27 | 10% |
| Withdrew | 46 | 15% | 38 | 12% | 51 | 12% | 54 | 12% | 33 | 12% |
| Total | 317 | 100% | 320 | 100% | 440 | 100% | 459 | 100% | 270 | 100% |

Enrollment Distribution by Student Demographics
SPAN - Spanish

by Gender

| | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent |
| Female | 407 | 61% | 401 | 64% | 394 | 61% | 380 | 63% | 200 | 59% |
| Male | 257 | 38% | 221 | 35% | 250 | 39% | 213 | 36% | 136 | 40% |
| Unknown | 8 | 1% | 6 | 1% | 4 | 1% | 6 | 1% | 1 | 0% |
| Total | 672 | 100% | 628 | 100% | 648 | 100% | 599 | 100% | 337 | 100% |

by Ethnicity

| | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent |
| African-Am | 11 | 2% | 10 | 2% | 6 | 1% | 4 | 1% | 4 | 1% |
| Asian | 39 | 6% | 25 | 4% | 11 | 2% | 7 | 1% | 3 | 1% |
| Filipino | 19 | 3% | 8 | 1% | 5 | 1% | 6 | 1% | 5 | 1% |
| Hispanic | 324 | 48% | 288 | 46% | 194 | 30% | 129 | 22% | 58 | 17% |
| Multiple or Refused | 72 | 11% | 170 | 27% | 338 | 52% | 394 | 66% | 246 | 73% |
| Native Am | 8 | 1% | 4 | 1% | 5 | 1% | 5 | 1% | 0 | 0% |
| Other | 4 | 1% | 4 | 1% | 4 | 1% | 1 | 0% | 1 | 0% |
| Pacific Islander | 1 | 0% | 2 | 0% | 2 | 0% | 1 | 0% | 0 | 0% |
| White | 194 | 29% | 117 | 19% | 83 | 13% | 52 | 9% | 20 | 6% |
| Total | 672 | 100% | 628 | 100% | 648 | 100% | 599 | 100% | 337 | 100% |

by Age

| | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent |
| 18 to 20 | 191 | 28% | 196 | 31% | 231 | 36% | 190 | 32% | 84 | 25% |
| 21 to 25 | 127 | 19% | 127 | 20% | 148 | 23% | 127 | 21% | 73 | 22% |
| 26 to 30 | 49 | 7% | 36 | 6% | 42 | 6% | 47 | 8% | 16 | 5% |
| 31 to 40 | 64 | 10% | 52 | 8% | 26 | 4% | 41 | 7% | 19 | 6% |
| 41 to 50 | 43 | 6% | 46 | 7% | 20 | 3% | 33 | 6% | 14 | 4% |
| 51 to 60 | 22 | 3% | 32 | 5% | 13 | 2% | 15 | 3% | 15 | 4% |
| < 18 | 165 | 25% | 132 | 21% | 165 | 25% | 141 | 24% | 113 | 34% |
| > 60 | 11 | 2% | 7 | 1% | 3 | 0% | 5 | 1% | 3 | 1% |
| Total | 672 | 100% | 628 | 100% | 648 | 100% | 599 | 100% | 337 | 100% |

by Education Level

| | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent | Enr | Percent |
| Rec'd HS Diploma | 358 | 53% | 361 | 57% | 409 | 63% | 359 | 60% | 169 | 50% |
| Rec'd GED or CHESPE | 40 | 6% | 25 | 4% | 25 | 4% | 25 | 4% | 8 | 2% |
| HS Enrolled (9-12) | 163 | 24% | 122 | 19% | 154 | 24% | 138 | 23% | 109 | 32% |
| Rec'd BA or Higher Degree | 28 | 4% | 23 | 4% | 10 | 2% | 23 | 4% | 16 | 5% |
| Foreign HS Grad | 6 | 1% | 18 | 3% | 2 | 0% | 4 | 1% | 1 | 0% |
| Not a HS Grad/Not in HS | 38 | 6% | 22 | 4% | 16 | 2% | 12 | 2% | 4 | 1% |
| Rec'd AA Degree | 14 | 2% | 19 | 3% | 6 | 1% | 14 | 2% | 16 | 5% |
| Rec'd Cert or HS Profic Exam | 10 | 1% | 13 | 2% | 8 | 1% | 8 | 1% | 4 | 1% |
| Unknown | 7 | 1% | 22 | 4% | 15 | 2% | 12 | 2% | 7 | 2% |
| Currently in Adult Sch | 8 | 1% | 3 | 0% | 3 | 0% | 4 | 1% | 3 | 1% |
| Total | 672 | 100% | 628 | 100% | 648 | 100% | 599 | 100% | 337 | 100% |

Success Rates by Gender
SPAN - Spanish

| | 2016-17 | | | | | | | |
|----------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Success | | Non Success | | Withdrew | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Female | 156 | 78% | 22 | 11% | 22 | 11% | 200 | 100% |
| Male | 110 | 81% | 12 | 9% | 14 | 10% | 136 | 100% |
| Unknown | 1 | 100% | 0 | 0% | 0 | 0% | 1 | 100% |
| All | 267 | 79% | 34 | 10% | 36 | 11% | 337 | 100% |

| | Success | | Non Success | | Withdrew | | Total | |
|----------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Female | 313 | 82% | 25 | 7% | 42 | 11% | 380 | 100% |
| Male | 158 | 74% | 25 | 12% | 30 | 14% | 213 | 100% |
| Unknown | 4 | 67% | 2 | 33% | 0 | 0% | 6 | 100% |
| All | 475 | 79% | 52 | 9% | 72 | 12% | 599 | 100% |

2014-15

| | Success | | Non Success | | Withdrew | | Total | |
|----------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Female | 330 | 84% | 27 | 7% | 36 | 9% | 393 | 100% |
| Male | 204 | 82% | 15 | 6% | 31 | 12% | 250 | 100% |
| Unknown | 3 | 75% | 0 | 0% | 1 | 25% | 4 | 100% |
| All | 537 | 83% | 42 | 6% | 68 | 11% | 647 | 100% |

2013-14

| | Success | | Non Success | | Withdrew | | Total | |
|----------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Female | 341 | 85% | 28 | 7% | 32 | 8% | 401 | 100% |
| Male | 179 | 81% | 14 | 6% | 28 | 13% | 221 | 100% |
| Unknown | 6 | 100% | 0 | 0% | 0 | 0% | 6 | 100% |
| All | 526 | 84% | 42 | 7% | 60 | 10% | 628 | 100% |

2012-13

| | Success | | Non Success | | Withdrew | | Total | |
|----------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| Female | 317 | 78% | 40 | 10% | 50 | 12% | 407 | 100% |
| Male | 191 | 75% | 20 | 8% | 45 | 18% | 256 | 100% |
| Unknown | 8 | 100% | 0 | 0% | 0 | 0% | 8 | 100% |
| All | 516 | 77% | 60 | 9% | 95 | 14% | 671 | 100% |

Success Rates by Age
SPAN - Spanish

2016-17

| | Success | | Non Success | | Withdrew | | Total | |
|-----------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| 18 to 20 | 66 | 79% | 8 | 10% | 10 | 12% | 84 | 100% |
| 21 to 25 | 56 | 77% | 6 | 8% | 11 | 15% | 73 | 100% |
| 26 to 30 | 14 | 88% | 1 | 6% | 1 | 6% | 16 | 100% |
| 31 to 40 | 12 | 63% | 3 | 16% | 4 | 21% | 19 | 100% |
| 41 to 50 | 9 | 64% | 3 | 21% | 2 | 14% | 14 | 100% |
| 51 to 60 | 10 | 67% | 2 | 13% | 3 | 20% | 15 | 100% |
| < 18 | 97 | 86% | 11 | 10% | 5 | 4% | 113 | 100% |
| > 60 | 3 | 100% | 0 | 0% | 0 | 0% | 3 | 100% |
| All | 267 | 79% | 34 | 10% | 36 | 11% | 337 | 100% |

2015-16

| | Success | | Non Success | | Withdrew | | Total | |
|-----------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| 18 to 20 | 144 | 76% | 23 | 12% | 23 | 12% | 190 | 100% |
| 21 to 25 | 102 | 80% | 7 | 6% | 18 | 14% | 127 | 100% |
| 26 to 30 | 39 | 83% | 3 | 6% | 5 | 11% | 47 | 100% |
| 31 to 40 | 28 | 68% | 2 | 5% | 11 | 27% | 41 | 100% |
| 41 to 50 | 23 | 70% | 1 | 3% | 9 | 27% | 33 | 100% |
| 51 to 60 | 12 | 80% | 1 | 7% | 2 | 13% | 15 | 100% |
| < 18 | 122 | 87% | 15 | 11% | 4 | 3% | 141 | 100% |
| > 60 | 5 | 100% | 0 | 0% | 0 | 0% | 5 | 100% |
| All | 475 | 79% | 52 | 9% | 72 | 12% | 599 | 100% |

2014-15

| | Success | | Non Success | | Withdrew | | Total | |
|-----------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| 18 to 20 | 182 | 79% | 21 | 9% | 28 | 12% | 231 | 100% |
| 21 to 25 | 123 | 83% | 9 | 6% | 16 | 11% | 148 | 100% |
| 26 to 30 | 30 | 71% | 6 | 14% | 6 | 14% | 42 | 100% |
| 31 to 40 | 24 | 92% | 0 | 0% | 2 | 8% | 26 | 100% |
| 41 to 50 | 15 | 75% | 0 | 0% | 5 | 25% | 20 | 100% |
| 51 to 60 | 9 | 69% | 0 | 0% | 4 | 31% | 13 | 100% |
| < 18 | 151 | 92% | 6 | 4% | 7 | 4% | 164 | 100% |
| > 60 | 3 | 100% | 0 | 0% | 0 | 0% | 3 | 100% |
| All | 537 | 83% | 42 | 6% | 68 | 11% | 647 | 100% |

| | Success | | Non Success | | Withdrew | | Total | |
|-----------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| 18 to 20 | 165 | 84% | 14 | 7% | 17 | 9% | 196 | 100% |
| 21 to 25 | 102 | 80% | 11 | 9% | 14 | 11% | 127 | 100% |
| 26 to 30 | 29 | 81% | 3 | 8% | 4 | 11% | 36 | 100% |
| 31 to 40 | 42 | 81% | 5 | 10% | 5 | 10% | 52 | 100% |
| 41 to 50 | 38 | 83% | 2 | 4% | 6 | 13% | 46 | 100% |
| 51 to 60 | 24 | 75% | 2 | 6% | 6 | 19% | 32 | 100% |
| < 18 | 121 | 92% | 5 | 4% | 6 | 5% | 132 | 100% |
| > 60 | 5 | 71% | 0 | 0% | 2 | 29% | 7 | 100% |
| All | 526 | 84% | 42 | 7% | 60 | 10% | 628 | 100% |

| 2012-13 | | | | | | | | |
|-----------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Success | | Non Success | | Withdrew | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| 18 to 20 | 146 | 76% | 21 | 11% | 24 | 13% | 191 | 100% |
| 21 to 25 | 94 | 75% | 9 | 7% | 23 | 18% | 126 | 100% |
| 26 to 30 | 34 | 69% | 5 | 10% | 10 | 20% | 49 | 100% |
| 31 to 40 | 47 | 73% | 2 | 3% | 15 | 23% | 64 | 100% |
| 41 to 50 | 34 | 79% | 1 | 2% | 8 | 19% | 43 | 100% |
| 51 to 60 | 13 | 59% | 1 | 5% | 8 | 36% | 22 | 100% |
| < 18 | 140 | 85% | 21 | 13% | 4 | 2% | 165 | 100% |
| > 60 | 8 | 73% | 0 | 0% | 3 | 27% | 11 | 100% |
| All | 516 | 77% | 60 | 9% | 95 | 14% | 671 | 100% |

Success Rates by Ethnicity
SPAN - Spanish

| 2016-17 | | | | | | | | |
|----------------------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Success | | Non Success | | Withdrew | | Total | |
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| African-Am | 3 | 75% | 0 | 0% | 1 | 25% | 4 | 100% |
| Asian | 3 | 100% | 0 | 0% | 0 | 0% | 3 | 100% |
| Filipino | 3 | 60% | 1 | 20% | 1 | 20% | 5 | 100% |
| Hispanic | 51 | 88% | 6 | 10% | 1 | 2% | 58 | 100% |
| Multiple or Refused | 194 | 79% | 25 | 10% | 27 | 11% | 246 | 100% |
| Native Am | 0 | N/A | 0 | N/A | 0 | N/A | 0 | 100% |
| Other | 1 | 100% | 0 | 0% | 0 | 0% | 1 | 100% |
| Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A | 0 | 100% |
| White | 12 | 60% | 2 | 10% | 6 | 30% | 20 | 100% |
| All | 267 | 79% | 34 | 10% | 36 | 11% | 337 | 100% |

2015-16

| | Success | | Non Success | | Withdrew | | Total | |
|----------------------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| African-Am | 3 | 75% | 0 | 0% | 1 | 25% | 4 | 100% |
| Asian | 6 | 86% | 0 | 0% | 1 | 14% | 7 | 100% |
| Filipino | 3 | 50% | 0 | 0% | 3 | 50% | 6 | 100% |
| Hispanic | 102 | 79% | 13 | 10% | 14 | 11% | 129 | 100% |
| Multiple or Refused | 317 | 80% | 36 | 9% | 41 | 10% | 394 | 100% |
| Native Am | 4 | 80% | 0 | 0% | 1 | 20% | 5 | 100% |
| Other | 0 | 0% | 0 | 0% | 1 | 100% | 1 | 100% |
| Pacific Islander | 1 | 100% | 0 | 0% | 0 | 0% | 1 | 100% |
| White | 39 | 75% | 3 | 6% | 10 | 19% | 52 | 100% |
| All | 475 | 79% | 52 | 9% | 72 | 12% | 599 | 100% |

2014-15

| | Success | | Non Success | | Withdrew | | Total | |
|----------------------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| African-Am | 3 | 50% | 1 | 17% | 2 | 33% | 6 | 100% |
| Asian | 11 | 100% | 0 | 0% | 0 | 0% | 11 | 100% |
| Filipino | 5 | 100% | 0 | 0% | 0 | 0% | 5 | 100% |
| Hispanic | 164 | 85% | 15 | 8% | 15 | 8% | 194 | 100% |
| Multiple or Refused | 278 | 82% | 22 | 7% | 37 | 11% | 337 | 100% |
| Native Am | 3 | 60% | 1 | 20% | 1 | 20% | 5 | 100% |
| Other | 4 | 100% | 0 | 0% | 0 | 0% | 4 | 100% |
| Pacific Islander | 2 | 100% | 0 | 0% | 0 | 0% | 2 | 100% |
| White | 67 | 81% | 3 | 4% | 13 | 16% | 83 | 100% |
| All | 537 | 83% | 42 | 6% | 68 | 11% | 647 | 100% |

2013-14

| | Success | | Non Success | | Withdrew | | Total | |
|----------------------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| African-Am | 9 | 90% | 1 | 10% | 0 | 0% | 10 | 100% |
| Asian | 24 | 96% | 1 | 4% | 0 | 0% | 25 | 100% |
| Filipino | 8 | 100% | 0 | 0% | 0 | 0% | 8 | 100% |
| Hispanic | 246 | 85% | 20 | 7% | 22 | 8% | 288 | 100% |
| Multiple or Refused | 132 | 78% | 15 | 9% | 23 | 14% | 170 | 100% |
| Native Am | 1 | 25% | 1 | 25% | 2 | 50% | 4 | 100% |
| Other | 3 | 75% | 0 | 0% | 1 | 25% | 4 | 100% |
| Pacific Islander | 2 | 100% | 0 | 0% | 0 | 0% | 2 | 100% |
| White | 101 | 86% | 4 | 3% | 12 | 10% | 117 | 100% |
| All | 526 | 84% | 42 | 7% | 60 | 10% | 628 | 100% |

| | Success | | Non Success | | Withdrew | | Total | |
|----------------------------|---------|---------|-------------|---------|----------|---------|--------|---------|
| | Grades | Percent | Grades | Percent | Grades | Percent | Grades | Percent |
| African-Am | 9 | 82% | 1 | 9% | 1 | 9% | 11 | 100% |
| Asian | 35 | 90% | 3 | 8% | 1 | 3% | 39 | 100% |
| Filipino | 16 | 89% | 1 | 6% | 1 | 6% | 18 | 100% |
| Hispanic | 248 | 77% | 29 | 9% | 47 | 15% | 324 | 100% |
| Multiple or Refused | 47 | 65% | 6 | 8% | 19 | 26% | 72 | 100% |
| Native Am | 5 | 63% | 0 | 0% | 3 | 38% | 8 | 100% |
| Other | 3 | 75% | 0 | 0% | 1 | 25% | 4 | 100% |
| Pacific Islander | 1 | 100% | 0 | 0% | 0 | 0% | 1 | 100% |
| White | 152 | 78% | 20 | 10% | 22 | 11% | 194 | 100% |
| All | 516 | 77% | 60 | 9% | 95 | 14% | 671 | 100% |