From: Dawn Chun
To: Linda Amidon
Subject: Program Review Data
Date: Tuesday, March 09, 2010 9:44:52 AM
Attachments: PgmRew0910_BSR_Success.xls
PgmRew0910_BSR.doc
PgmRew0910_BSR_Enrollment.xls
PgmRew0910_BSR_Fillrate.xls
PgmRew0910_BSR_FTEf.xls
PgmRew0910_BSR_FTEs.xls
PgmRew0910_BSR_FTEs per FTEf.xls
PgmRew0910_BSR_Grade.xls
PgmRew0910_BSR_NoofSections.xls
PgmRew0910_BSR_Retention.xls

Linda,

Please see attached data for Basic Skill Reading. dawn

Part 2 – Comprehensive Program Review Fall 2009

Program Name: **English - Basic Skills Reading Program**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

English - Basic Skills Reading Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 52	17	13	9	39	15	10	11	36	1			1					76
ENGL 86	242	250	268	760	169	156	268	593	34	57	59	150	42	59	67	168	1671
ENGL 87	102	171	190	463	143	148	218	509	35	44	41	120	42	66	55	163	1255
ENGL 88	397	380	454	1231	266	337	399	1002	56	73	72	201	51	51	80	182	2616
ENGL 89	404	412	551	1367	346	430	544	1320	56	111	111	278	51	79	85	215	3180

Total	1162	1226	1472	3860	939	1081	1440	3460	182	285	283	750	186	255	287	728	8798

English - Basic Skills Reading Program
Number of Sections

Course	Fall				Spr.				Sum.				Win.				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 52	1	1	1	3	1	1	1	3	1			1					7
ENGL 54											2	2					2
ENGL 86	10	11	11	32	7	7	11	25	2	3	3	8	1	2	3	6	71
ENGL 87		2	3	5	2	3	4	9	1	1	1	3	2	3	1	6	23
ENGL 88	15	14	15	44	13	13	15	41	3	3	4	10	3	2	3	8	103
ENGL 89	13	13	17	43	12	13	17	42	2	4	4	10	2	3	3	8	103
Total	39	41	47	127	35	37	48	120	9	11	14	34	8	10	10	28	309

English - Basic Skills Reading Program
Fill Rate

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 86	115%	108%	109%	110%	116%	101%	108%	108%	77%	84%	83%	82%	93%	83%	102%	92%	104%
ENGL 88	88%	90%	101%	93%	68%	86%	89%	81%	62%	81%	60%	67%	57%	85%	89%	76%	85%
ENGL 89	104%	106%	108%	106%	96%	110%	107%	105%	93%	93%	93%	93%	85%	88%	94%	90%	103%

English - Basic Skills Reading Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ENGL52	6%	8%	33%	16%	40%	44%	43%	42%	0%			0%					25%

ENGL54											82%	82%					82%
ENGL86	61%	57%	49%	56%	43%	48%	50%	47%	74%	72%	66%	71%	70%	64%	73%	69%	60%
ENGL87	70%	69%	60%	66%	63%	65%	67%	65%	80%	93%	83%	85%	93%	70%	91%	84%	75%
ENGL88	63%	57%	55%	58%	56%	54%	54%	55%	91%	72%	75%	79%	84%	75%	90%	83%	69%
ENGL89	54%	53%	51%	52%	48%	53%	53%	51%	61%	56%	71%	63%	69%	62%	84%	71%	59%
Avg.	51%	49%	50%	50%	50%	53%	53%	52%	61%	73%	75%	70%	79%	68%	84%	77%	61%

English - Basic Skills Reading Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				3-Yr. Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ENGL52	18%	62%	44%	41%	60%	67%	57%	61%	100%			100%					58%
ENGL54											95%	95%					95%
ENGL86	75%	72%	66%	71%	63%	61%	66%	63%	79%	82%	78%	80%	81%	83%	81%	82%	74%
ENGL87	79%	76%	71%	75%	76%	72%	75%	74%	89%	93%	88%	90%	95%	80%	93%	89%	82%
ENGL88	79%	73%	69%	74%	72%	69%	66%	69%	95%	86%	88%	89%	92%	84%	94%	90%	81%
ENGL89	77%	75%	69%	74%	69%	66%	65%	66%	75%	86%	80%	81%	86%	86%	87%	86%	77%
Avg.	65%	72%	64%	67%	68%	67%	66%	67%	88%	87%	86%	87%	89%	83%	89%	87%	76%

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	ENG/BSR	ENGL52				1			2	14	17	1	5.9%	17.6%
200710	Fall	2006	ENG/BSR	ENGL86	16	74	58		26	9		60	243	148	60.9%	75.3%
200710	Fall	2006	ENG/BSR	ENGL87	13	28	31		8	1		22	103	72	69.9%	78.6%
200710	Fall	2006	ENG/BSR	ENGL88	44	99	105		30	33		85	396	248	62.6%	78.5%
200710	Fall	2006	ENG/BSR	ENGL89	22	81	114		73	22		92	404	217	53.7%	77.2%
200715	Win.	2007	ENG/BSR	ENGL86	5	14	11		3	2		8	43	30	69.8%	81.4%
200715	Win.	2007	ENG/BSR	ENGL87	8	22	9			1		2	42	39	92.9%	95.2%
200715	Win.	2007	ENG/BSR	ENGL88	13	18	12		1	3		4	51	43	84.3%	92.2%
200715	Win.	2007	ENG/BSR	ENGL89	2	14	19		9			7	51	35	68.6%	86.3%
200720	Spr.	2007	ENG/BSR	ENGL52				6			3	6	15	6	40.0%	60.0%
200720	Spr.	2007	ENG/BSR	ENGL86	15	32	25		20	14		63	169	72	42.6%	62.7%

200720	Spr.	2007	ENG/BSR	ENGL87	16	37	37		13	5		35	143	90	62.9%	75.5%
200720	Spr.	2007	ENG/BSR	ENGL88	26	63	59		30	12		74	264	148	56.1%	72.0%
200720	Spr.	2007	ENG/BSR	ENGL89	13	69	98		56	22	1	119	378	180	47.6%	68.5%
200730	Sum.	2007	ENG/BSR	ENGL52							1		1	0	0.0%	100.0%
200730	Sum.	2007	ENG/BSR	ENGL86	10	9	6		2			7	34	25	73.5%	79.4%
200730	Sum.	2007	ENG/BSR	ENGL87	9	11	8		3			4	35	28	80.0%	88.6%
200730	Sum.	2007	ENG/BSR	ENGL88	4	34	13			2		3	56	51	91.1%	94.6%
200730	Sum.	2007	ENG/BSR	ENGL89	4	13	17		5	3		14	56	34	60.7%	75.0%
200810	Fall	2007	ENG/BSR	ENGL52				1			7	5	13	1	7.7%	61.5%
200810	Fall	2007	ENG/BSR	ENGL86	12	50	79		19	19		70	249	141	56.6%	71.9%
200810	Fall	2007	ENG/BSR	ENGL87	16	48	53		8	4		40	169	117	69.2%	76.3%
200810	Fall	2007	ENG/BSR	ENGL88	14	66	132		28	33	1	100	374	212	56.7%	73.3%
200810	Fall	2007	ENG/BSR	ENGL89	31	69	115		69	21		103	408	215	52.7%	74.8%
200815	Win.	2008	ENG/BSR	ENGL86	5	16	16		7	4		10	58	37	63.8%	82.8%
200815	Win.	2008	ENG/BSR	ENGL87	5	26	15		6	1		13	66	46	69.7%	80.3%
200815	Win.	2008	ENG/BSR	ENGL88		13	25			5		8	51	38	74.5%	84.3%
200815	Win.	2008	ENG/BSR	ENGL89	1	21	27		17	2		11	79	49	62.0%	86.1%
200820	Spr.	2008	ENG/BSR	ENGL52				4			2	3	9	4	44.4%	66.7%
200820	Spr.	2008	ENG/BSR	ENGL86	8	41	26		13	6		61	155	75	48.4%	60.6%
200820	Spr.	2008	ENG/BSR	ENGL87	12	54	30		5	6		41	148	96	64.9%	72.3%
200820	Spr.	2008	ENG/BSR	ENGL88	24	66	92		20	29		106	337	182	54.0%	68.5%
200820	Spr.	2008	ENG/BSR	ENGL89	22	98	106		42	14	2	145	429	226	52.7%	66.2%
200830	Sum.	2008	ENG/BSR	ENGL86	8	25	8		2	2	2	10	57	41	71.9%	82.5%
200830	Sum.	2008	ENG/BSR	ENGL87	14	24	3					3	44	41	93.2%	93.2%
200830	Sum.	2008	ENG/BSR	ENGL88	6	21	25		5	5		10	72	52	72.2%	86.1%
200830	Sum.	2008	ENG/BSR	ENGL89	5	29	28		27	7		15	111	62	55.9%	86.5%
200910	Fall	2008	ENG/BSR	ENGL52				3			1	5	9	3	33.3%	44.4%
200910	Fall	2008	ENG/BSR	ENGL86	13	56	64		35	9		93	270	133	49.3%	65.6%
200910	Fall	2008	ENG/BSR	ENGL87	20	53	42		12	8	1	55	191	115	60.2%	71.2%
200910	Fall	2008	ENG/BSR	ENGL88	67	89	93		27	39	1	139	455	249	54.7%	69.5%
200910	Fall	2008	ENG/BSR	ENGL89	23	104	156		63	36	2	171	555	283	51.0%	69.2%
200915	Win.	2009	ENG/BSR	ENGL86	8	26	15		4	1		13	67	49	73.1%	80.6%

200915	Win.	2009	ENG/BSR	ENGL87	11	21	18		1			4	55	50	90.9%	92.7%
200915	Win.	2009	ENG/BSR	ENGL88	16	44	13		2	1		5	81	73	90.1%	93.8%
200915	Win.	2009	ENG/BSR	ENGL89	19	34	18		3			11	85	71	83.5%	87.1%
200920	Spr.	2009	ENG/BSR	ENGL52				3			1	3	7	3	42.9%	57.1%
200920	Spr.	2009	ENG/BSR	ENGL86	12	61	59		31	12		91	266	132	49.6%	65.8%
200920	Spr.	2009	ENG/BSR	ENGL87	18	84	44		9	9		54	218	146	67.0%	75.2%
200920	Spr.	2009	ENG/BSR	ENGL88	19	99	100		31	16		136	401	218	54.4%	66.1%
200920	Spr.	2009	ENG/BSR	ENGL89	31	120	140		40	20		193	544	291	53.5%	64.5%
200930	Sum.	2009	ENG/BSR	ENGL54	11	6	1		1	2		1	22	18	81.8%	95.5%
200930	Sum.	2009	ENG/BSR	ENGL86	5	16	18		5	2		13	59	39	66.1%	78.0%
200930	Sum.	2009	ENG/BSR	ENGL87	8	16	10		2			5	41	34	82.9%	87.8%
200930	Sum.	2009	ENG/BSR	ENGL88	13	28	13		8	1		9	72	54	75.0%	87.5%
200930	Sum.	2009	ENG/BSR	ENGL89	20	48	11		10			22	111	79	71.2%	80.2%
					717	2190	2217	18	831	443	27	2396	8839	5142		

English - Basic Skills Reading Program
Full Time Equivalent Student (FTEs)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 52	0.2	0.3	0.2	0.7	0.5	0.3	0.2	1.1	0.0			0.0					1.7
ENGL 86	47.5	48.7	49.0	145.2	33.3	29.7	49.2	112.2	5.7	9.4	9.0	24.0	5.5	7.3	13.0	25.8	307.2
ENGL 87	0.0	9.4	14.2	23.6	9.8	12.3	16.6	38.6	3.9	4.6	1.7	10.1	6.0	9.3	4.0	19.4	91.7
ENGL 88	54.5	52.5	62.7	169.7	36.7	46.5	51.1	134.3	7.7	10.1	7.6	25.3	6.9	6.8	10.4	24.1	353.4
ENGL 89	55.8	56.3	74.6	186.6	51.5	58.3	57.3	167.0	7.7	14.4	14.9	37.0	7.0	10.2	11.0	28.2	418.8
Total	158.0	167.0	200.7	525.8	131.8	147.1	174.4	453.2	24.9	38.4	33.1	96.4	25.4	33.6	38.3	97.4	1172.8

English - Basic Skills Reading Program
Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	

ENGL 52	0.1	0.1	0.1	0.4	0.1	0.1	0.1	0.4	0.1			0.1					0.9
ENGL 86	2.0	2.9	2.9	7.9	1.4	1.9	2.9	6.2	0.4	0.8	0.8	2.0	0.2	0.5	0.8	1.5	17.6
ENGL 87		0.5	0.8	1.3	0.4	0.8	1.1	2.3	0.2	0.3	0.3	0.7	0.4	0.8	0.3	1.5	5.8
ENGL 88	3.0	3.7	4.0	10.7	2.6	3.5	4.0	10.1	0.6	0.8	1.1	2.5	0.6	0.5	0.8	1.9	25.2
ENGL 89	2.6	3.5	4.5	10.6	2.4	3.5	4.5	10.4	0.4	1.1	1.1	2.5	0.4	0.8	0.8	2.0	25.5
Total	7.7	10.8	12.4	30.9	6.9	9.7	12.7	29.3	1.7	2.9	3.2	7.9	1.6	2.7	2.7	6.9	75.1

English - Basic Skills Reading Program
FTEs per FTEf

Course	Fall				Spring				Summer				Winter				Overall Avg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ENGL 52	1.4	2.0	1.8	1.7	3.7	2.4	1.9	2.6	0.0			0.0					1.9
ENGL 86	23.8	16.6	16.7	18.5	23.8	15.9	16.8	18.1	14.2	11.7	11.2	12.0	27.6	13.7	16.2	16.8	17.5
ENGL 87		17.6	17.8	17.7	24.5	15.3	15.5	17.0	19.3	17.1	6.3	13.8	15.1	11.7	15.2	13.2	15.8
ENGL 88	18.2	14.1	15.7	15.8	14.1	13.4	12.8	13.3	12.8	12.6	7.1	10.3	11.5	12.8	13.0	12.4	14.0
ENGL 89	21.5	16.2	16.4	17.6	21.4	16.8	12.6	16.1	19.3	13.5	13.9	14.6	17.6	12.7	13.7	14.1	16.4
Avg.	20.4	15.5	16.2	17.0	19.0	15.1	13.8	15.5	14.4	13.1	10.3	12.3	15.9	12.6	14.4	14.1	15.6

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

   List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

3. List any significant issues or problems that the program is immediately facing.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

4. Identify any outside factors that might influence your program during the next three years.