From:	Linda Amidon
To:	Taylor Ruhl
Cc:	Kathy Berry; Dawn Chun
Subject:	Comprehensive Program Review Data
Date:	Tuesday, November 10, 2009 10:54:00 AM
Attachments:	Updated Comprehensive Program Review Schedule.msg FW Comprehensive Program Review - Library Tech..msg

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Taylor,

Attached is the data needed for the programs scheduled to conduct comprehensive program review this year, including the latest comprehensive program review schedule.

Linda

From:	Tina Aguirre
To:	Taylor Ruhl; Linda Amidon
Subject:	FW: Comprehensive Program Review - Library Tech.
Date:	Friday, November 06, 2009 5:02:03 PM
Attachments:	PgmRew0910_LBRY_Success.xls PgmRew0910_LBRY.doc PgmRew0910_LBRY_Enrollment.xls PgmRew0910_LBRY_Fillrate.xls PgmRew0910_LBRY_FTEf.xls PgmRew0910_LBRY_FTEs per FTEf.xls PgmRew0910_LBRY_FTEs.xls PgmRew0910_LBRY_Grade.xls PgmRew0910_LBRY_NoofSections.xls PgmRew0910_LBRY_Retention.xls Degree Awarded Master_summary.xls

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From: Dawn Chun
Sent: Friday, October 02, 2009 1:01 PM
To: Taylor Ruhl
Cc: Tina Aguirre; Kathy Berry
Subject: Comprehensive Program Review - Library Tech.

Hi,

Please use the word document to start your Comprehensive Program Review. Data are listed on the word doc. and the Excel sheets are for you to analyze data. You can get degree info from the "Degree Awarded Master Summary" attachment. Please contact me if you have questions. I will be off next week but I will be able to help you Oct. 12.

Dawn Chun

Part 2 – Comprehensive Program Review Fall 2009

Program Name: **Library Technician 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

Library Technician 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	
LBRY 151	14	8		22			15	15									37
LBRY 152	12			12		8		8									20
LBRY 153			12	12	7			7									19
LBRY 154		12		12			10	10									22
LBRY 155						15		15									15
LBRY 156		11	13	24													24

Total	26	31	25	82	7	23	25	55									137

Library Technician 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	
LBRY 151	1	1		2			1	1									3
LBRY 152	1			1		1		1									2
LBRY 153			1	1	1			1									2
LBRY 154		1		1			1	1									2
LBRY 155						1		1									1
LBRY 156		1	1	2													2
Total	2	3	2	7	1	2	2	5									12

Library Technician 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	
LBRY 151	93%	53%		73%			100%	100%									82%
LBRY 152	80%			80%		53%		53%									67%
LBRY 153			80%	80%	47%			47%									63%
LBRY 154		80%		80%			67%	67%									73%
LBRY 155						100%		100%									100%
LBRY 156		73%	87%	80%													80%
Total	87%	69%	83%	78%	47%	77%	83%	73%									76%

Library Technician 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.	
LBRY151	50%	88%		69%			87%	87%									75%
LBRY152	50%			50%		63%		63%									56%
LBRY153			42%	42%	100%			100%									71%
LBRY154		75%		75%			100%	100%									88%
LBRY155						80%		80%									80%
LBRY156		91%	69%	80%													80%
Avg.	50%	84%	55%	66%	100%	71%	93%	86%									74%

Library Technician 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.	
LBRY151	79%	100%		89%			93%	93%									91%
LBRY152	58%			58%		63%		63%									60%
LBRY153			67%	67%	100%			100%									83%
LBRY154		75%		75%			100%	100%									88%
LBRY155						87%		87%									87%
LBRY156		91%	69%	80%													80%
Avg.	68%	89%	68%	77%	100%	75%	97%	89%									82%

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	LBRY	LBRY151	1	4	2			4		3	14	7	50.0%	78.6%
200710	Fall	2006	LBRY	LBRY152	2	2	2			1		5	12	6	50.0%	58.3%
200720	Spr.	2007	LBRY	LBRY153	4	1	2						7	7	100.0%	100.0%
200810	Fall	2007	LBRY	LBRY151	5	1	1		1				8	7	87.5%	100.0%
200810	Fall	2007	LBRY	LBRY154	7	1	1					3	12	9	75.0%	75.0%
200810	Fall	2007	LBRY	LBRY156	5	3	2					1	11	10	90.9%	90.9%

200820	Spr.	2008	LBRY	LBRY152	5							3	8	5	62.5%	62.5%
200820	Spr.	2008	LBRY	LBRY155	8	3	1				1	2	15	12	80.0%	86.7%
200910	Fall	2008	LBRY	LBRY153	3	2			2		1	4	12	5	41.7%	66.7%
200910	Fall	2008	LBRY	LBRY156	4	5						4	13	9	69.2%	69.2%
200920	Spr.	2009	LBRY	LBRY151	8	3	2		1			1	15	13	86.7%	93.3%
200920	Spr.	2009	LBRY	LBRY154	4	4	2						10	10	100.0%	100.0%
					56	29	15		4	5	2	26	137	100		

Library Technician 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	
LBRY 151	1.5	0.7		2.2			1.4	1.4									3.6
LBRY 152	1.2			1.2		0.8		0.8									2.1
LBRY 153			1.2	1.2	1.5			1.5									2.7
LBRY 154		1.2		1.2			0.9	0.9									2.2
LBRY 155						1.4		1.4									1.4
LBRY 156		1.1	1.3	2.5													2.5
Total	2.7	3.1	2.6	8.4	1.5	2.2	2.3	6.0									14.3

Library Technician 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	
LBRY 151	0.2	0.2		0.4			0.2	0.2									0.6
LBRY 152	0.2			0.2		0.2		0.2									0.4
LBRY 153			0.2	0.2	0.2			0.2									0.4
LBRY 154		0.2		0.2			0.2	0.2									0.4

LBRY 155						0.2		0.2									0.2
LBRY 156		0.2	0.2	0.4													0.4
Total	0.4	0.6	0.4	1.4	0.2	0.4	0.4	1.0									2.4

Library Technician Program
FTEs per FTEf

Course	Fall				Spring				Summer				Winter				OverallAvg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
LBRY 151	7.3	3.7		5.5			6.9	6.9									5.9
LBRY 152	6.2			6.2		4.1		4.1									5.1
LBRY 153			6.2	6.2	7.5			7.5									6.8
LBRY 154		6.2		6.2			4.6	4.6									5.4
LBRY 155						6.9		6.9									6.9
LBRY 156		5.7	6.7	6.2													6.2
Avg.	6.7	5.2	6.4	6.0	7.5	5.5	5.7	6.0									6.0

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.