From:	Linda Amidon
To:	David Zielinski; Frank Rapp
Cc:	Kathy Berry; Dawn Chun
Subject:	Comprehensive Program Review Data
Date:	Tuesday, November 10, 2009 10:52:00 AM
Attachments:	Updated Comprehensive Program Review Schedule.msg FW Comprehensive Program Review - Basic Skills (Reading).msg FW Comprehensive Program Review - Basic Skills (reading).msg

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Dave,

Attached is the data needed for the programs scheduled to conduct comprehensive program review this year, including the latest comprehensive program review schedule. (Note: The document with "(Reading)" in the title is actually data for basic skills – writing.)

Linda

From: Tina Aguirre
To: David Zielinski; Linda Amidon
Subject: FW: Comprehensive Program Review - Basic Skills (Reading)
Date: Friday, November 06, 2009 5:03:33 PM
Attachments: PgmRew0910_BSW_Success.xls
PgmRew0910_BSW.doc
PgmRew0910_BSW_Enrollment.xls
PgmRew0910_BSW_Fillrate.xls
PgmRew0910_BSW_FTEf.xls
PgmRew0910_BSW_FTEs per FTEf.xls
PgmRew0910_BSW_FTEs.xls
PgmRew0910_BSW_Grade.xls
PgmRew0910_BSW_NoofSections.xls
PgmRew0910_BSW_Retention.xls
Degree Awarded Master_summary.xls

From: Dawn Chun
Sent: Friday, October 02, 2009 12:50 PM
To: David Zielinski
Cc: Tina Aguirre; Kathy Berry
Subject: Comprehensive Program Review - Basic Skills (Reading)

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 also 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: **English - Basic Skills Writing 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 Writing 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 100	463	481	475	1419	381	409	509	1299	149	160	143	452	66	78	149	293	3463
ENGL 51	76	69	50	195	49	77	57	183			38	38					416
ENGL 59	24	32	58	114	23	39	74	136									250
ENGL 96	124	222	171	517	144	95	190	429	26	44	29	99	17	45	96	158	1203
ENGL 97	117	181	218	516	115	125	230	470	58	48	44	150	35	60	109	204	1340
ENGL 98	282	332	359	973	313	295	301	909	122	136	100	358	135	109	185	429	2669
Total	1086	1317	1331	3734	1025	1040	1361	3426	355	388	354	1097	253	292	539	1084	9341

English - Basic Skills Writing 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 100	15	16	15	46	12	13	16	41	5	6	6	17	3	3	5	11	115
ENGL 51	5	5	1	11	5	1	1	7			2	2					20
ENGL 59	1	1	2	4	1	1	2	4									8
ENGL 96	4	8	6	18	5	1	4	10		1	1	2		1	2	3	33
ENGL 97	3	3	6	12	3	6	9	18	3	2	2	7	2	3	5	10	47
ENGL 98	8	10	11	29	9	10	9	28	5	5	4	14	5	4	6	15	86
Total	36	43	41	120	35	32	41	108	13	14	15	42	10	11	18	39	309

English - Basic Skills Writing 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 100	103%	100%	106%	103%	106%	105%	106%	106%	99%	89%	79%	89%	73%	87%	99%	89%	100%
ENGL 59	80%	107%	97%	95%	77%	130%	123%	113%									104%
ENGL 96	115%	122%	108%	115%	108%	105%	108%	107%	93%	102%	81%	92%	87%	88%	98%	93%	106%
ENGL 98	118%	111%	109%	112%	116%	98%	111%	108%	81%	91%	83%	85%	90%	91%	103%	95%	103%

English - Basic Skills Writing 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.	
ENGL100	44%	37%	32%	38%	43%	33%	31%	36%	56%	44%	36%	45%	71%	32%	52%	52%	43%
ENGL51	18%	32%	48%	33%	47%	36%	61%	48%			97%	97%					49%
ENGL59	54%	70%	43%	56%	30%	54%	36%	40%									48%
ENGL96	46%	37%	52%	45%	42%	40%	53%	45%	58%	59%	66%	61%	65%	58%	55%	59%	52%
ENGL97	67%	53%	59%	60%	47%	58%	62%	56%	81%	85%	84%	84%	72%	85%	67%	75%	68%
ENGL98	44%	52%	55%	50%	51%	63%	59%	58%	63%	68%	67%	66%	66%	74%	73%	71%	61%

Avg.	46%	47%	48%	47%	43%	47%	50%	47%	64%	64%	70%	66%	68%	62%	62%	64%	54%

English - Basic Skills Writing 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.	
ENGL100	67%	69%	63%	66%	62%	69%	54%	62%	80%	67%	59%	68%	89%	55%	75%	73%	67%
ENGL51	38%	66%	64%	56%	68%	52%	69%	63%			97%	97%					65%
ENGL59	79%	80%	71%	77%	61%	74%	68%	68%									72%
ENGL96	81%	63%	76%	73%	63%	65%	82%	70%	65%	82%	79%	76%	71%	87%	81%	79%	75%
ENGL97	85%	74%	83%	81%	69%	77%	83%	76%	86%	96%	95%	92%	83%	97%	85%	88%	84%
ENGL98	68%	81%	78%	76%	68%	79%	82%	76%	81%	82%	80%	81%	79%	91%	91%	87%	80%
Avg.	70%	72%	72%	71%	65%	69%	73%	69%	78%	82%	82%	81%	81%	82%	83%	82%	75%

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/BSW	ENGL100	9	70	125		56	53		151	464	204	44.0%	67.5%
200710	Fall	2006	ENG/BSW	ENGL51				14			15	47	76	14	18.4%	38.2%
200710	Fall	2006	ENG/BSW	ENGL59	1	5	7		4	2		5	24	13	54.2%	79.2%
200710	Fall	2006	ENG/BSW	ENGL96	4	23	30		26	16	1	24	124	57	46.0%	80.6%
200710	Fall	2006	ENG/BSW	ENGL97	15	28	35		12	9		18	117	78	66.7%	84.6%
200710	Fall	2006	ENG/BSW	ENGL98	13	37	74		46	22		90	282	124	44.0%	68.1%
200715	Win.	2007	ENG/BSW	ENGL100		15	32		9	3		7	66	47	71.2%	89.4%
200715	Win.	2007	ENG/BSW	ENGL96		6	5		1			5	17	11	64.7%	70.6%
200715	Win.	2007	ENG/BSW	ENGL97	3	11	12		4			6	36	26	72.2%	83.3%
200715	Win.	2007	ENG/BSW	ENGL98	10	24	56		17	1		29	137	90	65.7%	78.8%
200720	Spr.	2007	ENG/BSW	ENGL100	13	55	97		36	37		143	381	165	43.3%	62.5%
200720	Spr.	2007	ENG/BSW	ENGL51				22			10	15	47	22	46.8%	68.1%
200720	Spr.	2007	ENG/BSW	ENGL59		4	3		7			9	23	7	30.4%	60.9%
200720	Spr.	2007	ENG/BSW	ENGL96	17	19	24		17	13	1	53	144	60	41.7%	63.2%
200720	Spr.	2007	ENG/BSW	ENGL97	12	21	21		20	5		36	115	54	47.0%	68.7%

200720	Spr.	2007	ENG/BSW	ENGL98	20	47	91		32	21	2	98	311	158	50.8%	68.5%
200730	Sum.	2007	ENG/BSW	ENGL100	24	29	30		21	15		30	149	83	55.7%	79.9%
200730	Sum.	2007	ENG/BSW	ENGL96		7	8		2			9	26	15	57.7%	65.4%
200730	Sum.	2007	ENG/BSW	ENGL97	11	23	13		3			8	58	47	81.0%	86.2%
200730	Sum.	2007	ENG/BSW	ENGL98		31	45		14	7	1	23	121	76	62.8%	81.0%
200810	Fall	2007	ENG/BSW	ENGL100	8	75	94		84	69	1	146	477	177	37.1%	69.4%
200810	Fall	2007	ENG/BSW	ENGL51				19			20	20	59	19	32.2%	66.1%
200810	Fall	2007	ENG/BSW	ENGL59	2	5	14		3			6	30	21	70.0%	80.0%
200810	Fall	2007	ENG/BSW	ENGL96	11	22	46		40	14	2	78	213	79	37.1%	63.4%
200810	Fall	2007	ENG/BSW	ENGL97	8	26	60		28	6	3	46	177	94	53.1%	74.0%
200810	Fall	2007	ENG/BSW	ENGL98	31	53	85		55	37	4	63	328	169	51.5%	80.8%
200815	Win.	2008	ENG/BSW	ENGL100		8	17		14	3		35	77	25	32.5%	54.5%
200815	Win.	2008	ENG/BSW	ENGL96	2	9	15		9	4		6	45	26	57.8%	86.7%
200815	Win.	2008	ENG/BSW	ENGL97	8	24	19		4	3		2	60	51	85.0%	96.7%
200815	Win.	2008	ENG/BSW	ENGL98		47	32		14	4		10	107	79	73.8%	90.7%
200820	Spr.	2008	ENG/BSW	ENGL100	6	41	88		78	68	2	126	409	135	33.0%	69.2%
200820	Spr.	2008	ENG/BSW	ENGL51				28			12	37	77	28	36.4%	51.9%
200820	Spr.	2008	ENG/BSW	ENGL59	2	9	10		6	2		10	39	21	53.8%	74.4%
200820	Spr.	2008	ENG/BSW	ENGL96	5	8	25		21	3		33	95	38	40.0%	65.3%
200820	Spr.	2008	ENG/BSW	ENGL97	10	30	32		19	4	1	29	125	72	57.6%	76.8%
200820	Spr.	2008	ENG/BSW	ENGL98	44	75	66		24	25		61	295	185	62.7%	79.3%
200830	Sum.	2008	ENG/BSW	ENGL100	5	21	44		30	6	1	53	160	70	43.8%	66.9%
200830	Sum.	2008	ENG/BSW	ENGL96	9	11	6		8	2		8	44	26	59.1%	81.8%
200830	Sum.	2008	ENG/BSW	ENGL97	8	21	12		4	1		2	48	41	85.4%	95.8%
200830	Sum.	2008	ENG/BSW	ENGL98	13	45	34		15	4		25	136	92	67.6%	81.6%
200910	Fall	2008	ENG/BSW	ENGL100	24	56	70		44	103		178	475	150	31.6%	62.5%
200910	Fall	2008	ENG/BSW	ENGL51				24			8	18	50	24	48.0%	64.0%
200910	Fall	2008	ENG/BSW	ENGL59	2	10	13		12	4		17	58	25	43.1%	70.7%
200910	Fall	2008	ENG/BSW	ENGL96	9	26	55		19	19	3	41	172	90	52.3%	76.2%
200910	Fall	2008	ENG/BSW	ENGL97	14	61	53		26	26		37	217	128	59.0%	82.9%
200910	Fall	2008	ENG/BSW	ENGL98	18	65	115		51	28	2	80	359	198	55.2%	77.7%
200915	Win.	2009	ENG/BSW	ENGL100	9	37	32		29	5		37	149	78	52.3%	75.2%

200915	Win.	2009	ENG/BSW	ENGL96	8	15	28		18	6		18	93	51	54.8%	80.6%
200915	Win.	2009	ENG/BSW	ENGL97	6	25	43		15	4		17	110	74	67.3%	84.5%
200915	Win.	2009	ENG/BSW	ENGL98	8	62	68		26	7	1	16	188	138	73.4%	91.5%
200920	Spr.	2009	ENG/BSW	ENGL100	51	43	63		55	62		235	509	157	30.8%	53.8%
200920	Spr.	2009	ENG/BSW	ENGL51				33			4	17	54	33	61.1%	68.5%
200920	Spr.	2009	ENG/BSW	ENGL59	3	12	12		19	4	1	24	75	27	36.0%	68.0%
200920	Spr.	2009	ENG/BSW	ENGL96	14	34	52		30	25		35	190	100	52.6%	81.6%
200920	Spr.	2009	ENG/BSW	ENGL97	22	71	50		28	18	1	40	230	143	62.2%	82.6%
200920	Spr.	2009	ENG/BSW	ENGL98	39	54	84		34	28	4	55	298	177	59.4%	81.5%
200930	Sum.	2009	ENG/BSW	ENGL100	13	22	16		25	8		59	143	51	35.7%	58.7%
200930	Sum.	2009	ENG/BSW	ENGL51				37				1	38	37	97.4%	97.4%
200930	Sum.	2009	ENG/BSW	ENGL96		8	11		3	1		6	29	19	65.5%	79.3%
200930	Sum.	2009	ENG/BSW	ENGL97	2	15	20		3	2		2	44	37	84.1%	95.5%
200930	Sum.	2009	ENG/BSW	ENGL98	4	34	29		10	3		20	100	67	67.0%	80.0%
					570	1635	2221	177	1230	812	100	2555	9300	4603		

English - Basic Skills Writing 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 100	48.0	49.8	49.2	147.0	39.5	42.4	52.7	134.5	15.7	16.7	14.9	47.3	6.8	7.8	15.4	30.0	358.9
ENGL 51	1.3	1.8	2.0	5.1	1.7	2.3	2.4	6.5			2.7	2.7					14.3
ENGL 59	2.5	3.3	6.0	11.8	2.4	4.0	7.7	14.1									25.9
ENGL 96	12.9	31.0	19.6	63.5	16.9	3.4	13.3	33.6	0.0	3.6	3.0	6.5	0.0	2.9	7.0	10.0	113.6
ENGL 97	12.0	10.8	20.7	43.5	9.9	20.0	30.3	60.2	8.7	6.1	4.7	19.5	5.5	7.6	14.2	27.3	150.5
ENGL 98	29.2	34.4	37.5	101.1	32.4	30.7	31.2	94.3	12.8	14.3	10.5	37.6	14.2	11.0	19.5	44.6	277.7
Total	106.0	131.1	135.0	372.1	102.9	102.8	137.5	343.2	37.2	40.7	35.7	113.6	26.4	29.4	56.1	111.8	940.8

English - Basic Skills Writing 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 100	3.0	3.2	3.0	9.2	2.4	2.6	3.2	8.2	1.0	1.2	1.2	3.4	0.6	0.6	1.0	2.2	23.0
ENGL 51	0.7	0.7	0.1	1.5	0.7	0.1	0.1	0.9			0.3	0.3					2.7
ENGL 59	0.2	0.2	0.4	0.8	0.2	0.2	0.4	0.8									1.6
ENGL 96	0.8	1.6	1.2	3.6	1.0	0.2	0.8	2.0		0.2	0.2	0.4		0.2	0.4	0.6	6.6
ENGL 97	0.6	0.6	1.2	2.4	0.6	1.2	1.8	3.6	0.6	0.4	0.4	1.4	0.4	0.6	1.0	2.0	9.4
ENGL 98	1.6	2.0	2.2	5.8	1.8	2.0	1.8	5.6	1.0	1.0	0.8	2.8	1.0	0.8	1.2	3.0	17.2
Total	6.9	8.3	8.1	23.3	6.7	6.3	8.1	21.1	2.6	2.8	2.9	8.3	2.0	2.2	3.6	7.8	60.5

English - Basic Skills Writing 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 100	16.0	15.6	16.4	16.0	16.4	16.3	16.5	16.4	15.7	13.9	12.5	13.9	11.3	13.1	15.4	13.6	15.6
ENGL 51	2.0	2.7	15.1	3.5	2.6	17.2	18.4	6.9			10.0	10.0					5.3
ENGL 59	12.4	16.6	15.0	14.8	11.9	20.2	19.2	17.6									16.2
ENGL 96	16.2	19.4	16.3	17.6	16.9	17.1	16.6	16.8		17.9	14.8	16.3		14.6	17.6	16.6	17.2
ENGL 97	20.0	18.0	17.3	18.1	16.6	16.7	16.8	16.7	14.5	15.2	11.8	13.9	13.7	12.7	14.2	13.6	16.0
ENGL 98	18.3	17.2	17.1	17.4	18.0	15.4	17.3	16.8	12.8	14.3	13.1	13.4	14.2	13.7	16.2	14.9	16.1
Avg.	15.4	15.9	16.6	16.0	15.4	16.2	16.9	16.2	14.3	14.5	12.5	13.7	13.2	13.3	15.6	14.3	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.