

## **Part 2 – Comprehensive Program Review**

**Spring 2011**

Program Name: **ENGLISH TRANSFER**

### **A. PAST: Review of Program Performance, Objectives, and Outcomes for the three Previous Academic Years: 2007-08, 2008-09, 2009-10**

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

The main objectives of the English Transfer program for 2005-2008 were to:

1. English and ESL facilities on the main and extended campus sites to coordinate instruction, staff, and equipment to accommodate the demand for English and ESL courses.
2. Primarily through Project ACCESO, English and ESL faculty will receive training "to effectively implement technology-enhanced distance learning capabilities."
3. The motivation for second language acquisition in English (ESL) will be reassessed for more efficient curricular offerings.
4. Expand English class course offerings based on demand.
5. Renew efforts for increased preparedness in English skills for entering freshmen.
6. Work towards satisfying the community's two main priorities--access to courses, instructors, and classrooms and preparedness for students entering the workforce and the university. Simply put, the community demands student access and academic integrity.

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 as 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 ration 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**

See attached document

3. Present student learning or service area outcomes data that demonstrates 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.
- a. 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.

Course	SLO	Cycle Assessment Completed	ISLO Linked To
English 101	Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials.	Assessing in Spring 2011	ISLO1, ISLO4, ISLO5
	Demonstrate mastery of pre-writing strategies, including brainstorming and outlining.	SLO Identified	ISLO1, ISLO2
	Develop an essay of multiple pages that effectively presents and strongly supports a clear thesis statement.	SLO Identified	ISLO1, ISLO2
English 102	Recognize the development of character in fiction.	Assessing in Spring 2011	ISLO1, ISLO2
	Identify and become familiar with some academically relevant texts within the literary canon representing a variety of cultures and backgrounds.	SLO Identified	ISLO5
	Compose clear sentences that correctly use subjects without subject omission or subject doubling.	SLO Identified	ISLO1, ISLO2
English 111	Identify the three main persuasive appeals in selective texts	Assessing in Spring 2011	ISLO1, ISLO2

Course	SLO	Cycle Assessment Completed	ISLO Linked To
	Show growth in the ability to distinguish and identify word meanings appropriate to the college-transfer level.	SLO Identified	ISLO1, ISLO2
	Identify persuasive techniques in print, visual, and aural media.	SLO Identified	ISLO2, ISLO4
	Identify, analyze, and critique inference and its effects	SLO Identified	ISLO1, ISLO2
English 201	Interpret appropriately and analyze a written argument for claim, evidence, reasoning, fallacies, and overall effectiveness	Assessing in Spring 2011	ISLO1, ISLO2
	Develop an effective written argument containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies.	SLO Identified	ISLO1, ISLO2, ISLO3
	Demonstrate command of rules regarding plagiarism and academic ethics.	SLO Identified	ISLO3
English 220	Synthesize and evaluate American literature (including genre, themes, and historical contexts) from the colonial period to the American Renaissance.	SLO Identified	ISLO1, ISLO2, ISLO5
	Demonstrate command of rules regarding plagiarism and academic ethics.	SLO Identified	ISLO3
	Access and interpret literary texts using scholarly sources (drawn from the library catalog, electronic databases, and the internet) as support. Evaluate publishers/authors.	SLO Identified	ISLO1, ISLO2, ISLO4

Course	SLO	Cycle Assessment Completed	ISLO Linked To
	Perform literary analysis featuring close reading skill, coherent interpretation, thoughtful interaction with themes/content, and extension of literary text/s.	SLO Identified	ISLO1, ISLO2, ISLO3
English 221	Synthesize and evaluate American literature (including genre, themes, and historical contexts) from the American Renaissance to the present.	SLO Identified	ISLO1, ISLO2, ISLO5
	Demonstrate command of rules regarding plagiarism and academic ethics.	SLO Identified	ISLO3
	Access and interpret literary texts using scholarly sources (drawn from the library catalog, electronic databases, and the internet) as support. Evaluate publishers/authors.	SLO Identified	ISLO1, ISLO2, ISLO4
	Perform literary analysis featuring close reading skill, coherent interpretation, thoughtful interaction with themes/content, and extension of literary text/s.	SLO Identified	ISLO1, ISLO2, ISLO3
English 222	Synthesize and evaluate world literature (including genre, themes, and historical contexts) from the earliest known written works to the Renaissance.	SLO Identified	ISLO1, ISLO2, ISLO5
	Demonstrate command of rules regarding plagiarism and academic ethics.	SLO Identified	ISLO3
	Access and interpret literary texts using scholarly sources (drawn from the library catalog, electronic databases, and the internet) as support. Evaluate publishers/authors.	SLO Identified	ISLO1, ISLO2, ISLO4

Course	SLO	Cycle Assessment Completed	ISLO Linked To
	Perform literary analysis featuring close reading skill, coherent interpretation, thoughtful interaction with themes/content, and extension of literary text/s.	SLO Identified	ISLO1, ISLO2, ISLO3
English 223	Synthesize and evaluate world literature (including genre, themes, and historical contexts) from the Renaissance to the present.	SLO Identified	ISLO1, ISLO2, ISLO5
	Demonstrate command of rules regarding plagiarism and academic ethics.	SLO Identified	ISLO3
	Access and interpret literary texts using scholarly sources (drawn from the library catalog, electronic databases, and the internet) as support. Evaluate publishers/authors.	SLO Identified	ISLO1, ISLO2, ISLO4
	Perform literary analysis featuring close reading skill, coherent interpretation, thoughtful interaction with themes/content, and extension of literary text/s.	SLO Identified	ISLO1, ISLO2, ISLO3
English 224	Synthesize and evaluate English literature (including genre, themes, and historical contexts) from the earliest Medieval works to the Renaissance.	Assessed in Spring 2011	ISLO1, ISLO2, ISLO5
	Demonstrate command of rules regarding plagiarism and academic ethics.	SLO Identified	ISLO3
	Access and interpret literary texts using scholarly sources (drawn from the library catalog, electronic databases, and the internet) as support. Evaluate publishers/authors.	SLO Identified	ISLO1, ISLO2, ISLO4

Course	SLO	Cycle Assessment Completed	ISLO Linked To
	Perform literary analysis featuring close reading skill, coherent interpretation, thoughtful interaction with themes/content, and extension of literary text/s.	SLO Identified	ISLO1, ISLO2, ISLO3
English 225	Synthesize and evaluate English literature (including genre, themes, and historical contexts) from the Renaissance to the present.	SLO Identified	ISLO1, ISLO2, ISLO5
	Demonstrate command of rules regarding plagiarism and academic ethics.	SLO Identified	ISLO3
	Access and interpret literary texts using scholarly sources (drawn from the library catalog, electronic databases, and the internet) as support. Evaluate publishers/authors.	SLO Identified	ISLO1, ISLO2, ISLO4
	Perform literary analysis featuring close reading skill, coherent interpretation, thoughtful interaction with themes/content, and extension of literary text/s.	SLO Identified	ISLO1, ISLO2, ISLO3
English 226	Show a broad understanding of common structures and themes found in mythological texts from around the world.	Assessing in Spring 2011	ISLO1, ISLO2, ISLO5
	Demonstrate command of rules regarding plagiarism and academic ethics.	SLO Identified	ISLO3
	Access and interpret literary texts using scholarly sources (drawn from the library catalog, electronic databases, and the internet) as support. Evaluate publishers/authors.	SLO Identified	ISLO1, ISLO2, ISLO4

Course	SLO	Cycle Assessment Completed	ISLO Linked To
	Analyze myths from different historical periods and different cultures.	SLO Identified	ISLO1, ISLO2, ISLO3
English 250	Compose a short story with adequate development of plot, theme, and character development, with properly formatted dialogue, description, and literary devices.	Assessing in Spring 2011	ISLO1, ISLO2
	Compose a short poem with demonstrated understanding of line length, alliteration, assonance, rhyme, meter, imagery, symbolism, and metaphor.	SLO Identified	ISLO1, ISLO2
	Proofread, edit, analyze, and critique fellow students' stories and poems based on their mastery of the appropriate elements as described above.	SLO Identified	ISLO1, ISLO2, ISLO3, ISLO5
English 270	Demonstrate understanding of the basic elements of phonology, morphology, semantics, syntax, and sociolinguistics.	SLO Identified	ISLO1, ISLO2, ISLO5
	Demonstrate understanding of the nature of human language and language learning.	SLO Identified	ISLO1, ISLO2, ISLO5
	Discuss the three major stages of the history of English.	SLO Identified	ISLO1, ISLO2, ISLO5
	Identify which of the above areas of study are exemplified in samples of "interesting" or deviant language.	SLO Identified	ISLO1, ISLO2, ISLO3, ISLO5



- 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).**

### *Distance Education*

- 2. Primarily through Project ACCESO, English and ESL faculty will receive training "to effectively implement technology-enhanced distance learning capabilities."*

One of the key objectives of the 2005-2008 English program review was to develop a complete distance learning program that would allow the college to offer numerous English transfer classes. Thanks to Project ACCESO, this goal was successfully completed. The four most popular English Transfer classes--English 101, 102, 111, and 201--have all been offered online. In the case of English 101, multiple sections are offered online in every semester and session.

### *Enrollment*

- 4. Expand English class course offerings based on demand.*

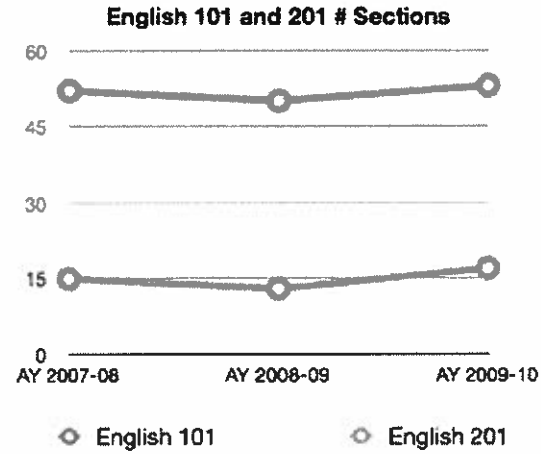
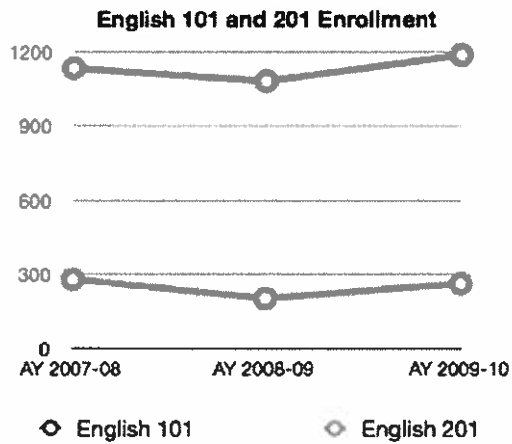
Another key objective of the 2005-08 English program review was to expand the course offerings of English transfer classes (particularly core classes English 101, 111, and 201) to meet demand. The results are mixed. In Fall 2004, there were 347 students enrolled in English 101 after census; in Spring 2010, there were 474 students enrolled in English 101 after census. That is an increase of 26%.

However, for English 201 and 111, the numbers are different. In Fall 2004, there were 140 students enrolled in English 111 and 121 students enrolled in English 201 after census. In Spring 2010, there were 43 students enrolled in 111 and 99 enrolled in 201 after census. These are decreases of 69% for 111 and 18% for 201.

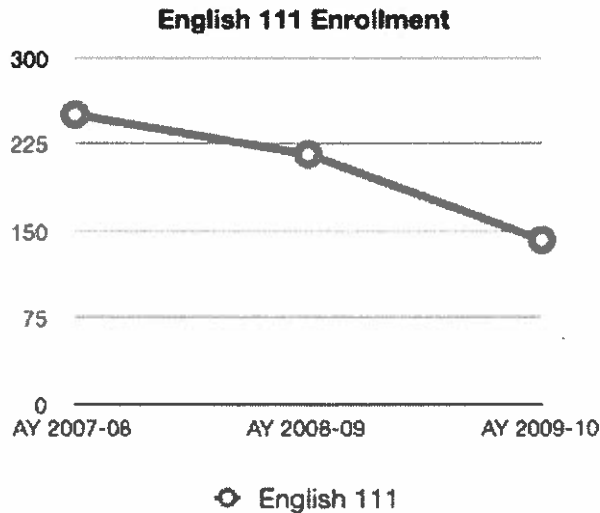
It is telling that more sections of 201 were offered in Spring 2010 than at any previous point from 2007-10, yet there were still fewer students enrolled in that class than there were in 2004. This is despite a significant increase in the school population as a whole. It is possible to conclude that the emphasis placed on offering more English 101 classes has come at the expense of English 201, though the emphasis placed on basic skills offerings (below 100-level) is more

significant. Since 201 is a key class for students transferring to the CSUs and UCs, more effort needs to be placed on increasing enrollment in this class.

The following graphs show the enrollment and number of sections of English 101 and 201 classes from 2007-10:



For English 111, the story is different. Here is a graph showing the total enrollment in English 111 from 2007 to 2010:



Similarly, the number of sections offered in English 111 has gone down each semester, from a high of six in Fall 2007 to a low of two in Spring 2010. The steep decline in sections and enrollment for 111 seems to be due to many factors. 111 used to be a required course for Nursing students, but that is no longer the case. Similarly, it is one of many options for the "critical thinking" component for entry into San Diego State, and many prospective SDSU students choose to fulfill this requirement with one of the other options (such as English 201, Philosophy 106, or Speech 180). Finally, as 111 is a reading course and many colleges do not have a reading requirement in their general education prep, students wishing to attend schools other than SDSU stay away from the class in favor of more relevant classes. The bottom line is that the demand for English 111 is simply not what it once was. Although the consensus in the English Department is that the course remain in place, the faculty will be evaluating the course outline to determine what can be done to increase the demand.

As for the other English transfer classes, including English 102 and the English major classes (English 220 and above), there has been a similar decline in the number of sections offered. In 2007-08, there were 16 sections offered; in 2008-09, there were 11 sections; in 2009-10, there were 14 sections. On the bright side, one new class, English/Humanities 226: Introduction to Mythology, was developed in response to a pressing need on the part of San Diego State University to have a lower division Mythology class available locally for their students. The course was first taught in Fall 2009.

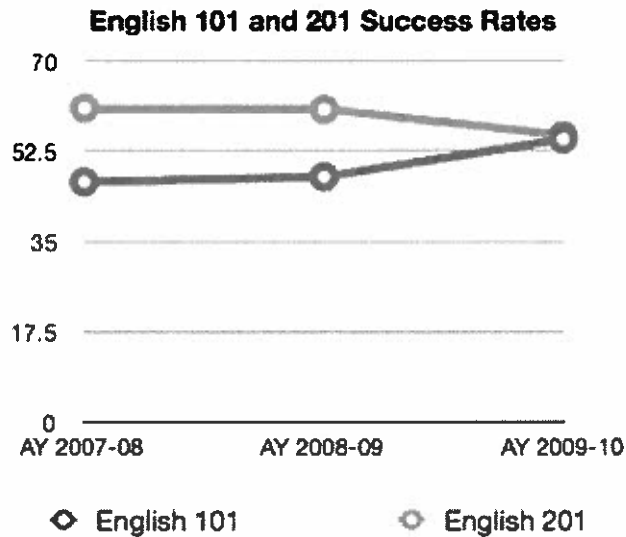
Ultimately, the greatest factor limiting enrollment in transfer-level English classes is the budget, which has been in steep decline since (at least) 2008. This budget crisis has resulted in a flattening of sections offered. Further, because the demand for developmental reading and writing is so high, the resources allocated to English transfer have, on the whole, shrank marginally.

#### *Success Rates*

5. *Renew efforts for increased preparedness in English skills for entering freshmen.*
6. *Work towards satisfying the community's two main priorities--access to courses, instructors, and classrooms and preparedness for students entering the workforce and the university. Simply put, the community demands student access and academic integrity.*

Finally, one of the other core objectives from the 2005-2008 program review was to increase preparedness in English skills for entering freshmen. The department has sought to achieve this objective through the Cal-PASS program, a cooperative effort between IVC faculty and faculty at the local high schools. The goal of the writing and reading component of Cal-PASS is to increase the skills of high school students prior to entering college. Sadly, it is difficult to determine exactly how successful this effort has been because entering freshmen, as the lowest priority in our registration system, have been hit particularly hard by the budget crisis--making it very difficult for them to get into a class like English 101. An effort to revise our priority registration system is in the works which will hopefully alleviate the logjam of entering students struggling to find classes.

However, there is evidence to suggest that the success rates in English 101 (at least) are improving. In Fall 2004, the success rate for all English 101 classes was 49%, and the success rate for 201 was 59.5%. The following table lists the success rates for 101 and 201 from 2007-10:



Although the success rate for 201 dropped in AY 2009-10 from 60% to 55%, the success rate for 101 jumped from 47.5% to 54.75%. Whether either of these numbers is an anomaly remains to be seen, but perhaps the efforts made in Cal-PASS might be paying off, at least initially.

Another aspect to increasing student success in English is the development of the English 99 common final, which is a common essay exam given to all English 99 students at the end of each semester or session. The final was developed to provide a marker for student success in English 101. Ostensibly, if a student passed the common final in 99, then that student should succeed in 101. A study of students who took the Spring 2008 common final demonstrates that there is some evidence to support this claim. 205 students took the Spring 2008 English 99 common final; 73 passed, 79 failed, and 53 received a "borderline" grade. Of the 73 who passed, 71% went on to receive a C or better in English 101. This 71% is significantly higher than the highest success rate for 101, which was 58% in Spring 2010. Although this data is promising, more analysis of future common finals needs to be done to determine whether or not the common final can, in fact, increase student success in 101.

Finally, the English department has been behind in assessing SLO data. Data for English 99 was assessed back in 2008, and other transfer-level courses were assessed sporadically in the interim. However, when directions were handed down to assess one SLO per class per year, the department decided to start our SLO assessment over. Therefore, in 2010-11, we will assess the first SLO for each course in English; in 2011-12, we will assess the second SLO for each course in English; and so on.

**B. PRESENT: Snapshot of the State of the Program in the Current Semester: Spring 2011**

- 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.**

In summer 2010, the college underwent a restructuring. As a result, the English Division was melded into the Arts & Letters Division under a new dean, and ESL and English were separated into distinct departments, each with a department chair with 9 hours of reassigned time. This restructuring has changed the program in a number of ways:

- The deans and chairs (along with some tenure-track faculty) are now evaluating full-time and adjunct instructors. Prior to restructuring, this was not happening.
- Departmental meetings (along with separate Reading and Writing meetings) are taking place much more frequently.
- The chairs are conducting program reviews and reviewing budgetary impacts for their departments.
- The dean regularly communicates to the division through newsletters.
- Two surveys were conducted in the fall of 2010, one for full-time and one for adjunct faculty. Based on survey results, each department is reviewing and modifying classes.
- Clerical staffing in the new division was also restructured.

The new division has played a significant role in the re-emergence of campus-wide professional development activities after a hiatus of six years. The English Department participated heavily in the college's initial professional development day, in January 2011, presenting several workshops and participating in many more. Additionally, the ATLAS Project, a Title V grant, features professional development opportunities focusing on culturally-responsive teaching and learning, paired classes and collaborative learning, and technology training. At the February 2011 Train-the-Trainers Conference, 16 faculty were trained to lead future trainings in these subjects. These trainers will lead biannual trainings that will begin in August 2011. Over half of these trainers are from the Arts & Letters division, with three coming from English. The Arts & Letters dean also participated in the camp and is leading the effort to institute paired classes campus-wide. The coordinator for the the faculty training is also an English faculty member and current English Department chair.

Currently there are 123 sections of English classes taught by 16 full-time faculty (including two full-time temporary employees), 14 adjunct faculty, and one full-time faculty member who teaches half English, half ESL. Out of the 123 sections, 33 are English transfer-level (101 and above), and these are taught by 12 full-time and one adjunct

instructors. There is also one English faculty member who is on administrative leave this semester and is not teaching classes.

This is the first semester that English transfer classes have a uniform cap of 25 students; this is up from the previous cap of 20 for English 101 and 201. There are 723 students enrolled in English transfer classes, which is an 88% fill rate. However, the breakdown for individual classes is interesting:

- 518 students are enrolled in 20 sections of 101, which is a 104% fill rate.
- 68 students are enrolled in 3 sections of 102, which is a 90% fill rate.
- 54 students are enrolled in 2 sections of 111, which is a 108% fill rate.
- 98 students are enrolled in 5 sections of 201, which is a 78% fill rate.
- 39 students are enrolled in 3 sections of English major classes (220 and above), which is a 52% fill rate.

As this data shows, the 100-level English classes have greater enrollment than 200-level classes. This is not surprising, as there are far fewer 200-level classes than 100-level classes. However, it does suggest that more needs to be done to increase the enrollment for our 200-level classes, particularly the English major classes.

Additionally, there are currently 124 students enrolled as English majors at IVC. However, in 2009-10, only two students graduated with English degrees. This is puzzling; even though the department offers limited classes for English majors to take (generally three per semester), these do not generally fill to capacity (as the above data demonstrates). More study will need to be done to understand the discrepancy between the number of English majors and the lack of enrollment in English major classes.

**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.)**

The budget crisis that has hit the nation, the state, and the college has resulted in (among other things) a hiring freeze. This freeze comes at a bad time for English because the department has lost a number of full-time faculty in recent years due to retirement, promotion, and attrition. The department was able to replace one full-time faculty this year, but the current 16.5 full-time faculty in English includes two full-time temporary employees and one employee whose position is contingent on continued funding for the Basic Skills Initiative. Remove these temporary and contingent faculty, and the English department has 14 full-time faculty, 1.7 less than the full-time faculty in 2005 despite the increase in enrollment at the college during this time.

To make matters worse, the college is facing a (potentially) catastrophic budget scenario which could result in severely limiting the course offerings across campus, including English, thus exacerbating an already untenable situation. In addition, the budget crisis has swallowed up all travel and most supply money, thus making it difficult to improve professional development and replace outdated computer equipment.

On the curriculum side, as stated earlier, the demand for English 111 is not what it was in the past due to the elimination of the 111 prerequisite for Nursing. However, given the 108% fill rate for the two sections of 111 offered this semester, it seems clear that there remains a demand for the class. Ultimately, the department believes the class should be evaluated to determine if any changes need to be made in order to increase enrollment in the future.

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

The college administration has asked the English Department to streamline its basic skills offerings in reading and writing. This request comes from a number of sources, including state recommendations advising for no more than two levels of basic skills courses (there are currently four levels in writing and three in reading). The process of revising reading and writing is currently underway, and this will most likely have an effect on our transfer-level classes 101, 111, and 201. Currently, it is difficult to determine what effect this will have on these classes because the process has just begun.



**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.

Objective	Completion Indicators	Completion Date
1. Hire four additional full-time faculty members for the English department	Employment data	Fall 2013
2. Complete SLO assessments for all SLOs	SLO Assessment data forms	Fall 2013
3. Develop program-level SLOs	Program SLO data form	Fall 2011
4. Evaluate the English major with the aim of better serving our students and increasing completion rates	Course outlines, enrollment data	Spring 2013
5. Increase the success and retention rates for English 101, 111, and 201 by 5%	Institutional success and retention data	Spring 2013
6. Revise English 111 in conjunction with the re-sequencing of the basic skills program and to increase enrollment	Course outline and enrollment data	Spring 2012
7. Revise English 101 and 201 in conjunction with the re-sequencing of the basic skills program	Course outline	Spring 2012
8. Explore the feasibility of creating a Writing major, which would combine writing courses in English with writing courses in Journalism, Business, and CIS	Course catalog	Fall 2013

**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.**

The assessment of English classes is beginning in Spring 2011. At present, we have developed three Student Learning Outcomes for each class (though some higher-level classes have four). We plan to follow campus policies and assess one SLO per class per school year. We will collect data in one semester and assess it in the next; when we have completely assessed all SLOs for all classes, we will go back to SLO #1 and repeat the cycle again.

Of course, in the process of assessing SLOs for our classes, we will invariably update or revise some. We will integrate these updates into the cycle as they emerge, and we will document these updates on the SLO forms and in CurricuNET.

<b>Semester</b>	<b>SLO Objective</b>
Fall 2010	<ul style="list-style-type: none"> <li>• Collect data on SLO #1 for all classes</li> </ul>
Spring 2011	<ul style="list-style-type: none"> <li>• Assess SLO #1 for all classes</li> <li>• Collect data on SLO #2 for Reading classes</li> </ul>
Fall 2011	<ul style="list-style-type: none"> <li>• Assess SLO #2 for Reading classes</li> <li>• Collect data on SLO #2 for Writing and English major classes</li> </ul>
Spring 2012	<ul style="list-style-type: none"> <li>• Assess SLO #2 for Writing and English major classes</li> <li>• Collect data on SLO #3 for Reading classes</li> </ul>
Fall 2012	<ul style="list-style-type: none"> <li>• Assess SLO #3 for Reading classes</li> <li>• Collect data on SLO #3 for Writing and English major classes</li> </ul>
Spring 2013	<ul style="list-style-type: none"> <li>• Assess SLO #3 for Writing and English major classes</li> <li>• Collect data on SLO #4 for English 111 and English major classes</li> </ul>

Semester	SLO Objective
Fall 2013	<ul style="list-style-type: none"> <li>• Assess SLO #4 for English 111 and English major classes</li> <li>• Collect data on SLO #1 for Reading classes</li> </ul>

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

The English Department has made four resource requests; three of these requests are connected to the English transfer program.

- First, there is a request for four (4) additional English instructors at a total of \$320,000/yr. These instructors would teach developmental and transfer-level English classes along with English major classes. This would raise the English Department's full-time load to 18 full-time faculty, thus better increase our ability to meet the needs of our expanding student population, particularly for English transfer classes like English 101. The greatest obstacles to accomplishing this goal are the college's and the state's budgets, which are unlikely to improve until 2014 at the earliest. Without financial support, we will be unable to accomplish this goal.
- Second, there is a request for \$40,000 for a new computer classroom specifically designated for English classes. This would replace room 2610 which had been allocated to the English department but which was re-designated a Business lab in Fall 2010. This would impact the English transfer program to some extent, though this room will also be used for developmental reading and writing classes and labs. Again, the major obstacle to accomplishing this goal is the college's budget.
- Finally, there is a request for \$6,000 in travel money for faculty to attend pertinent conferences. This professional development money is crucial to our goal of increasing the quantity and quality of English major courses as well as the revisions of English 101, 111, and 201. Once again, the major obstacle to accomplishing this goal is the college's budget.

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

As stated earlier, the greatest influence on our program--and, indeed, on every program at IVC--is the budget. If the budget improves, we will be able to accomplish all of the goals we have set forward. If the budget does not improve, it will be extremely difficult to accomplish all goals.

That is not to say that a bad budget will result in stagnation in English. On the contrary, we will be working hard to assess our SLO data and to revise and improve our course offerings. In fact, of the eight goals listed in part C.1, only the first (additional faculty) is contingent on a favorable budget. The remainder are contingent on our ability to work as a team and to be diligent in our efforts to evaluate and assess our performance.

As a postscript, right now, the English Department is split into three distinct program reviews: basic skills, English transfer, and Journalism. As a result of developing this comprehensive program review of the English transfer program, it has become clear that "English transfer" is both too broad and too narrow an approach to take. English transfer classes like English 101, 111, and 201 are really connected more directly to the basic skills writing and reading classes that precede than they are connected to the English major classes like English 220, 224, and 250. Therefore, it would make sense to split the English Department program reviews into four parts instead of three: a reading program review (including all reading classes up to English 111), a writing program review (including all writing classes up to English 201), an English major review (including all classes at the 220-level and above), and a Journalism review.

**Program Review - Reading (Basic Skill) Program  
Enrollment Count at Census**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 52	13	9	13	35	10	11	10	31	1			1					67
ENGL 54											22	22			41	41	63
ENGL 86	250	268	231	749	156	268	210	634	34	57	59	150	59	67	38	164	1697
ENGL 87	171	190	198	559	148	218	201	567	35	44	41	120	66	55	35	156	1402
ENGL 88	380	454	431	1265	337	399	377	1113	56	73	72	201	51	80	80	211	2790
ENGL 89	412	551	589	1552	430	544	486	1460	56	111	111	278	79	85	65	229	3519
Total	1226	1472	1462	4160	1081	1440	1284	3805	182	285	305	772	255	287	259	801	9538

**Reading (Basic Skill) Program  
Number of Sections**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 052	1	1	1	3	1	1	1	3	1			1					7
ENGL 054											3	3			5	5	8
ENGL 086	13	14	13	40	10	15	13	38	3	4	4	11	5	4	3	12	101

ENGL 087	13	14	13	40	10	15	13	38	3	4	4	11	5	4	3	12	101
ENGL 088	14	15	13	42	13	15	14	42	3	3	4	10	2	3	4	9	103
ENGL 089	13	17	17	47	13	17	16	46	2	4	4	10	3	3	2	8	111
Total	54	61	57	172	47	63	57	167	12	15	19	46	15	14	17	46	431

**Reading (Basic Skill) Program  
Average Number of Students Per Section**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 052	13	9	12	11	9	7	10	9	1			1					9
ENGL 054											11	11			10	10	11
ENGL 086	32	33	33	33	30	32	30	31	23	25	25	25	25	31	24	27	30
ENGL 088	27	30	33	30	26	27	27	26	19	24	18	20	26	27	20	23	27
ENGL 089	31	32	35	33	33	32	30	32	28	28	28	28	26	28	33	29	32
Avg.	30	31	33	31	29	30	29	29	20	26	22	23	25	29	20	24	29

**Reading (Basic Skill) Program  
Student Success Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 52	8%	33%	8%	16%	44%	43%	20%	36%	0%			0%					22%
ENGL 54											82%	82%			88%	88%	85%
ENGL 86	57%	49%	45%	50%	48%	50%	52%	50%	74%	72%	66%	71%	64%	73%	68%	68%	60%
ENGL 87	69%	60%	64%	64%	65%	67%	65%	66%	80%	93%	83%	85%	70%	91%	77%	79%	74%
ENGL 88	57%	55%	60%	57%	54%	54%	50%	53%	91%	72%	75%	79%	75%	90%	83%	82%	68%
ENGL89	53%	51%	70%	58%	53%	53%	58%	55%	61%	56%	71%	63%	62%	84%	92%	79%	64%
Avg.	49%	50%	49%	49%	53%	53%	49%	52%	61%	73%	75%	70%	68%	84%	82%	78%	62%

**Reading (Basic Skill) Program  
Student Retention Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 52	62%	44%	17%	41%	67%	57%	40%	55%	100%			100%					55%
ENGL 54											95%	95%			93%	93%	94%
ENGL 86	72%	66%	68%	68%	61%	66%	68%	65%	79%	82%	78%	80%	83%	81%	79%	81%	74%
ENGL 87	76%	71%	78%	75%	72%	75%	78%	75%	89%	93%	88%	90%	80%	93%	83%	85%	81%

ENGL 88	73%	69%	73%	72%	69%	66%	70%	68%	95%	86%	88%	89%	84%	94%	90%	89%	80%
ENGL 89	75%	69%	82%	75%	66%	65%	75%	69%	75%	86%	80%	81%	86%	87%	95%	90%	78%
Avg.	72%	64%	63%	66%	67%	66%	66%	66%	88%	87%	86%	87%	83%	89%	88%	87%	76%

### Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
BS/R	200730	Sum.	2007	ENGL052								1		1	0.0%	100.0%
BS/R	200810	Fall	2007	ENGL052						1		7	5	13	7.7%	61.5%
BS/R	200820	Spr.	2008	ENGL052						4		2	3	9	44.4%	66.7%
BS/R	200910	Fall	2008	ENGL052						3		1	5	9	33.3%	44.4%
BS/R	200920	Spr.	2009	ENGL052						3		1	3	7	42.9%	57.1%
BS/R	201010	Fall	2009	ENGL052							1	1	10	12	8.3%	16.7%
BS/R	201020	Spr.	2010	ENGL052							4	4	12	20	20.0%	40.0%
BS/R	200930	Sum.	2009	ENGL054	11	6	1	1	2			0	1	22	81.8%	95.5%
BS/R	201015	Win.	2010	ENGL054	31	4	1	1	1			0	3	41	87.8%	92.7%
BS/R	200730	Sum.	2007	ENGL086	10	9	6	2				0	7	34	73.5%	79.4%



BS/R	200810	Fall	2007	ENGL086	12	50	79	19	19			0	70	249	56.6%	71.9%
BS/R	200815	Win.	2008	ENGL086	5	16	16	7	4			0	10	58	63.8%	82.8%
BS/R	200820	Spr.	2008	ENGL086	8	41	26	13	6			0	61	155	48.4%	60.6%
BS/R	200830	Sum.	2008	ENGL086	8	25	8	2	2			2	10	57	71.9%	82.5%
BS/R	200910	Fall	2008	ENGL086	13	57	64	35	9			0	93	271	49.4%	65.7%
BS/R	200915	Win.	2009	ENGL086	8	26	15	4	1			0	13	67	73.1%	80.6%
BS/R	200920	Spr.	2009	ENGL086	12	61	59	31	12			0	91	266	49.6%	65.8%
BS/R	200930	Sum.	2009	ENGL086	5	16	18	5	2			0	13	59	66.1%	78.0%
BS/R	201010	Fall	2009	ENGL086	6	42	56	36	17			0	74	231	45.0%	68.0%
BS/R	201015	Win.	2010	ENGL086	7	12	7	2	2			0	8	38	68.4%	78.9%
BS/R	201020	Spr.	2010	ENGL086	12	50	53	23	11			1	70	220	52.3%	68.2%
BS/R	200730	Sum.	2007	ENGL087	9	11	8	3				0	4	35	80.0%	88.6%
BS/R	200810	Fall	2007	ENGL087	16	48	53	8	4			0	40	169	69.2%	76.3%
BS/R	200815	Win.	2008	ENGL087	5	26	15	6	1			0	13	66	69.7%	80.3%
BS/R	200820	Spr.	2008	ENGL087	12	54	30	5	6			0	41	148	64.9%	72.3%
BS/R	200830	Sum.	2008	ENGL087	14	24	3					0	3	44	93.2%	93.2%

BS/R	200910	Fall	2008	ENGL087	20	53	42	13	8			1	55	192	59.9%	71.4%
BS/R	200915	Win.	2009	ENGL087	11	21	18	1				0	4	55	90.9%	92.7%
BS/R	200920	Spr.	2009	ENGL087	18	84	44	9	9			0	54	218	67.0%	75.2%
BS/R	200930	Sum.	2009	ENGL087	8	16	10	2				0	5	41	82.9%	87.8%
BS/R	201010	Fall	2009	ENGL087	17	49	60	15	13			0	44	198	63.6%	77.8%
BS/R	201015	Win.	2010	ENGL087	5	15	7	2				0	6	35	77.1%	82.9%
BS/R	201020	Spr.	2010	ENGL087	15	83	54	21	9			0	52	234	65.0%	77.8%
BS/R	200730	Sum.	2007	ENGL088	4	34	13		2			0	3	56	91.1%	94.6%
BS/R	200810	Fall	2007	ENGL088	14	66	132	28	33			1	100	374	56.7%	73.3%
BS/R	200815	Win.	2008	ENGL088		13	25		5			0	8	51	74.5%	84.3%
BS/R	200820	Spr.	2008	ENGL088	24	66	92	20	29			0	106	337	54.0%	68.5%
BS/R	200830	Sum.	2008	ENGL088	6	21	25	5	5			0	10	72	72.2%	86.1%
BS/R	200910	Fall	2008	ENGL088	67	90	93	27	38			0	139	454	55.1%	69.4%
BS/R	200915	Win.	2009	ENGL088	16	44	13	2	1			0	5	81	90.1%	93.8%
BS/R	200920	Spr.	2009	ENGL088	19	99	100	31	16			0	136	401	54.4%	66.1%
BS/R	200930	Sum.	2009	ENGL088	13	28	13	8	1			0	9	72	75.0%	87.5%

BS/R	201010	Fall	2009	ENGL088	28	95	134	33	24			0	117	431	59.6%	72.9%
BS/R	201015	Win.	2010	ENGL088	13	35	18	4	2			0	8	80	82.5%	90.0%
BS/R	201020	Spr.	2010	ENGL088	15	78	95	54	21			0	114	377	49.9%	69.8%
BS/R	200730	Sum.	2007	ENGL089	4	13	17	5	3			0	14	56	60.7%	75.0%
BS/R	200810	Fall	2007	ENGL089	31	69	115	69	21			0	103	408	52.7%	74.8%
BS/R	200815	Win.	2008	ENGL089	1	21	27	17	2			0	11	79	62.0%	86.1%
BS/R	200820	Spr.	2008	ENGL089	22	98	106	42	14			2	145	429	52.7%	66.2%
BS/R	200830	Sum.	2008	ENGL089	5	29	28	27	7			0	15	111	55.9%	86.5%
BS/R	200910	Fall	2008	ENGL089	25	104	158	64	36			2	171	560	51.3%	69.5%
BS/R	200915	Win.	2009	ENGL089	19	34	18	3				0	11	85	83.5%	87.1%
BS/R	200920	Spr.	2009	ENGL089	31	120	140	40	20			0	193	544	53.5%	64.5%
BS/R	200930	Sum.	2009	ENGL089	20	48	11	10				0	22	111	71.2%	80.2%
BS/R	201010	Fall	2009	ENGL089	63	205	149	41	26			0	109	593	70.3%	81.6%
BS/R	201015	Win.	2010	ENGL089	8	34	18	2				0	3	65	92.3%	95.4%
BS/R	201020	Spr.	2010	ENGL089	42	137	123	60	25			2	129	518	58.3%	75.1%

<b>Reading (Basic Skill) Program Full Time Equivalent Student (FTEs)</b>																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 52	0.3	0.2	0.1	0.6	0.3	0.2	0.3	0.8	0.0			0.0					1.4
ENGL 54											1.5	1.5			2.9	2.9	4.4
ENGL 86	34.5	37.0	31.9	103.4	21.5	36.3	28.9	86.7	4.7	7.9	6.4	18.9	7.9	9.3	5.3	22.5	231.6
ENGL 87	23.6	26.2	27.3	77.2	20.4	29.4	27.5	77.4	4.8	6.1	4.3	15.2	8.8	7.7	4.9	21.3	191.1
ENGL 88	52.5	62.7	59.5	174.6	46.5	51.1	51.1	148.7	7.7	10.1	7.6	25.3	6.8	10.4	11.1	28.3	376.9
ENGL 89	56.3	74.5	78.9	209.7	58.3	57.3	66.5	182.1	7.7	14.4	14.9	37.0	10.2	11.0	8.9	30.0	458.9
Total	167.1	200.7	197.8	565.6	147.1	174.4	174.2	495.7	24.9	38.4	34.6	98.0	33.6	38.4	33.0	105.0	1264.3

<b>Reading (Basic Skill) Program Full Time Equivalent Faculty (FTEf)</b>																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 52	0.13	0.13	0.13	0.40	0.13	0.13	0.13	0.40	0.13			0.13					0.93
ENGL 54											0.13	0.13			0.27	0.27	0.40
ENGL 86	2.93	2.93	2.13	8.00	1.87	2.93	1.33	6.13	0.40	0.80	0.80	2.00	0.53	0.80	0.80	2.13	18.27

ENGL 87	0.53	0.80	1.33	2.67	0.80	1.07	2.13	4.00	0.20	0.27	0.27	0.73	0.80	0.27		1.07	8.47
ENGL 88	3.73	4.00	3.47	11.20	3.47	4.00	3.73	11.20	0.60	0.80	1.07	2.47	0.53	0.80	1.33	2.67	27.53
ENGL 89	3.47	4.53	4.53	12.53	3.47	4.53	4.27	12.27	0.40	1.07	1.07	2.53	0.80	0.80	0.53	2.13	29.47
Total	10.80	12.40	11.60	34.80	9.73	12.67	11.60	34.00	1.73	2.93	3.33	8.00	2.67	2.67	2.93	8.27	85.07

**Reading (Basic Skill) Program  
FTEs per FTEf**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 52	2.0	1.8	0.9	1.6	2.4	1.9	1.9	2.1									1.5
ENGL 54											11.6	11.6			10.8	10.8	11.0
ENGL 86	11.8	12.6	14.9	12.9	11.5	12.4	21.6	14.1	11.7	9.8	8.0	9.5	14.8	11.7	6.6	10.5	12.7
ENGL 87	44.3	32.8	20.5	28.9	25.5	27.6	12.9	19.3	24.1	22.8	16.1	20.7	11.0	28.8		20.0	22.6
ENGL 88	14.1	15.7	17.2	15.6	13.4	12.8	13.7	13.3	12.8	12.6	7.1	10.3	12.8	13.0	8.3	10.6	13.7
ENGL 89	16.2	16.4	17.4	16.7	16.8	12.6	15.6	14.8	19.3	13.5	13.9	14.6	12.7	13.7	16.7	14.1	15.6
Total	15.5	16.2	17.1	16.3	15.1	13.8	15.0	14.6	14.4	13.1	10.4	12.2	12.6	14.4	11.3	12.7	14.9



ENGL 096	11	12	13	36	7	13	12	32	3	3	3	9	4	7	5	16	93
ENGL 097	11	12	13	36	7	13	12	32	3	3	3	9	4	7	5	16	93
ENGL 098	10	11	10	31	10	9	12	31	5	5	4	14	4	6	3	13	89
ENGL 099			13	13			14	14							2	2	29
ENGL 100	16	15		31	13	17		30	5	6	6	17	3	5		8	86
Total	54	53	52	159	39	55	53	147	16	17	19	52	15	25	18	58	416

**Writing (Basic Skill) Program  
Average Number of Students per Section**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 051	12	50	63	25	77	53	67	66			19	19			16	16	31
ENGL 059	30	29	37	32	39	37	37	37									35
ENGL 096	35	32	35	34	28	32	33	31	28	30	24	28	26	29	26	27	31
ENGL 098	33	33	36	34	30	33	30	31	24	27	25	26	27	31	25	28	31
ENGL 099			35	35			33	33							26	26	33
ENGL 100	30	32		31	31	30		31	30	27	24	27	25	30		28	30

Avg.	30	32	36	33	32	32	33	32	27	28	24	26	26	30	24	27	31
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**Writing (Basic Skill) Program  
Student Success Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 100	37%	32%		34%	33%	31%		32%	56%	44%	36%	45%	32%	52%		42%	39%
ENGL 51	32%	48%	41%	40%	36%	61%	52%	50%			97%	97%			90%	90%	57%
ENGL 59	70%	43%	44%	52%	54%	36%	52%	47%									50%
ENGL 96	37%	52%	58%	49%	40%	53%	56%	49%	58%	59%	66%	61%	58%	55%	72%	61%	55%
ENGL 97	53%	59%	71%	61%	58%	62%	70%	63%	81%	85%	84%	84%	85%	67%	87%	80%	72%
ENGL 98	52%	55%	60%	55%	63%	59%	63%	62%	63%	68%	67%	66%	74%	73%	70%	72%	64%
ENGL 99			44%	44%			45%	45%							58%	58%	49%
Avg.	50%	47%	52%	50%	48%	48%	56%	51%	64%	64%	70%	66%	62%	62%	75%	67%	57%

**Writing (Basic Skill) Program  
Student Retention Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	



ENGL 100	69%	63%		66%	69%	54%		62%	80%	67%	59%	68%	55%	75%		65%	66%
ENGL 51	66%	64%	65%	65%	52%	69%	72%	64%			97%	97%			90%	90%	72%
ENGL 59	80%	71%	71%	74%	74%	68%	84%	75%									75%
ENGL 96	63%	76%	81%	73%	65%	82%	72%	73%	65%	82%	79%	76%	87%	81%	85%	84%	76%
ENGL 97	74%	83%	87%	81%	77%	83%	83%	81%	86%	96%	95%	92%	97%	85%	94%	92%	87%
ENGL 98	81%	78%	84%	81%	79%	82%	77%	79%	81%	82%	80%	81%	91%	91%	88%	90%	83%
ENGL 99			67%	67%			79%	79%							79%	79%	75%
Avg.	73%	72%	75%	74%	70%	72%	79%	74%	78%	82%	82%	81%	82%	83%	87%	84%	77%

### Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
BS/W	200810	Fall	2007	ENGL051						19		20	20	59	32.2%	66.1%
BS/W	200820	Spr.	2008	ENGL051						28		12	37	77	36.4%	51.9%
BS/W	200910	Fall	2008	ENGL051						24		8	18	50	48.0%	64.0%
BS/W	200920	Spr.	2009	ENGL051						33		4	17	54	61.1%	68.5%
BS/W	200930	Sum.	2009	ENGL051						37		0	1	38	97.4%	97.4%

BS/W	201010	Fall	2009	ENGL051							26	15	22	63	41.3%	65.1%
BS/W	201015	Win.	2010	ENGL051							28	0	3	31	90.3%	90.3%
BS/W	201020	Spr.	2010	ENGL051							35	13	19	67	52.2%	71.6%
BS/W	200810	Fall	2007	ENGL059	2	5	14	3				0	6	30	70.0%	80.0%
BS/W	200820	Spr.	2008	ENGL059	2	9	10	6	2			0	10	39	53.8%	74.4%
BS/W	200910	Fall	2008	ENGL059	2	10	13	12	4			0	17	58	43.1%	70.7%
BS/W	200920	Spr.	2009	ENGL059	3	12	12	19	4			1	24	75	36.0%	68.0%
BS/W	200920	Spr.	2009	ENGL059	3	12	12	19	4			1	24	75	36.0%	68.0%
BS/W	201010	Fall	2009	ENGL059	1	12	19	10	10			0	21	73	43.8%	71.2%
BS/W	201010	Fall	2009	ENGL059	1	12	19	10	10			0	21	73	43.8%	71.2%
BS/W	201020	Spr.	2010	ENGL059	5	16	18	19	5			0	12	75	52.0%	84.0%
BS/W	201020	Spr.	2010	ENGL059	5	16	18	19	5			0	12	75	52.0%	84.0%
BS/W	200730	Sum.	2007	ENGL096		7	8	2				0	9	26	57.7%	65.4%
BS/W	200810	Fall	2007	ENGL096	11	22	46	40	14			2	78	213	37.1%	63.4%
BS/W	200815	Win.	2008	ENGL096	2	9	15	9	4			0	6	45	57.8%	86.7%
BS/W	200820	Spr.	2008	ENGL096	5	8	25	21	3			0	33	95	40.0%	65.3%

BS/W	200830	Sum.	2008	ENGL096	9	11	6	8	2			0	8	44	59.1%	81.8%
BS/W	200910	Fall	2008	ENGL096	9	26	55	21	20			3	41	175	51.4%	76.6%
BS/W	200915	Win.	2009	ENGL096	8	15	28	18	6			0	18	93	54.8%	80.6%
BS/W	200920	Spr.	2009	ENGL096	14	34	52	30	25			0	35	190	52.6%	81.6%
BS/W	200930	Sum.	2009	ENGL096		8	11	3	1			0	6	29	65.5%	79.3%
BS/W	201010	Fall	2009	ENGL096	5	45	58	28	12			2	36	186	58.1%	80.6%
BS/W	201015	Win.	2010	ENGL096	10	11	12	5	1			0	7	46	71.7%	84.8%
BS/W	201020	Spr.	2010	ENGL096	13	38	53	19	12			0	52	187	55.6%	72.2%
BS/W	200730	Sum.	2007	ENGL097	11	23	13	3				0	8	58	81.0%	86.2%
BS/W	200810	Fall	2007	ENGL097	8	26	60	28	6			3	46	177	53.1%	74.0%
BS/W	200815	Win.	2008	ENGL097	8	24	19	4	3			0	2	60	85.0%	96.7%
BS/W	200820	Spr.	2008	ENGL097	10	30	32	19	4			1	29	125	57.6%	76.8%
BS/W	200830	Sum.	2008	ENGL097	8	21	12	4	1			0	2	48	85.4%	95.8%
BS/W	200910	Fall	2008	ENGL097	14	61	53	26	26			0	37	217	59.0%	82.9%
BS/W	200915	Win.	2009	ENGL097	6	25	43	15	4			0	17	110	67.3%	84.5%
BS/W	200920	Spr.	2009	ENGL097	22	71	50	28	18			1	40	230	62.2%	82.6%

BS/W	200930	Sum.	2009	ENGL097	2	15	20	3	2			0	2	44	84.1%	95.5%
BS/W	201010	Fall	2009	ENGL097	15	101	72	26	14			2	35	265	70.9%	86.8%
BS/W	201015	Win.	2010	ENGL097	11	32	28	5	1			0	5	82	86.6%	93.9%
BS/W	201020	Spr.	2010	ENGL097	21	52	92	11	16			2	41	235	70.2%	82.6%
BS/W	200730	Sum.	2007	ENGL098		31	45	14	7			1	23	121	62.8%	81.0%
BS/W	200810	Fall	2007	ENGL098	31	53	85	55	37			4	63	328	51.5%	80.8%
BS/W	200815	Win.	2008	ENGL098		47	32	14	4			0	10	107	73.8%	90.7%
BS/W	200820	Spr.	2008	ENGL098	44	75	66	24	25			0	61	295	62.7%	79.3%
BS/W	200830	Sum.	2008	ENGL098	13	45	34	15	4			0	25	136	67.6%	81.6%
BS/W	200910	Fall	2008	ENGL098	18	65	115	51	30			2	80	361	54.8%	77.8%
BS/W	200915	Win.	2009	ENGL098	8	62	68	26	7			1	16	188	73.4%	91.5%
BS/W	200920	Spr.	2009	ENGL098	39	54	84	34	28			4	55	298	59.4%	81.5%
BS/W	200930	Sum.	2009	ENGL098	4	34	29	10	3			0	20	100	67.0%	80.0%
BS/W	201010	Fall	2009	ENGL098	19	90	103	55	30			1	58	356	59.6%	83.7%
BS/W	201015	Win.	2010	ENGL098	5	28	21	12				2	9	77	70.1%	88.3%
BS/W	201020	Spr.	2010	ENGL098	35	89	106	27	24			0	85	366	62.8%	76.8%

BS/W	201010	Fall	2009	ENGL099	37	88	72	51	51			1	151	451	43.7%	66.5%
BS/W	201015	Win.	2010	ENGL099	6	15	9	9	2			0	11	52	57.7%	78.8%
BS/W	201020	Spr.	2010	ENGL099	41	58	114	104	55			1	98	471	45.2%	79.2%
BS/W	200730	Sum.	2007	ENGL100	24	29	30	21	15			0	30	149	55.7%	79.9%
BS/W	200810	Fall	2007	ENGL100	8	75	94	84	69			1	146	477	37.1%	69.4%
BS/W	200815	Win.	2008	ENGL100		8	17	14	3			0	35	77	32.5%	54.5%
BS/W	200820	Spr.	2008	ENGL100	6	41	88	78	68			2	126	409	33.0%	69.2%
BS/W	200830	Sum.	2008	ENGL100	5	21	44	30	6			1	53	160	43.8%	66.9%
BS/W	200910	Fall	2008	ENGL100	24	56	70	44	103			0	178	475	31.6%	62.5%
BS/W	200915	Win.	2009	ENGL100	9	37	32	29	5			0	37	149	52.3%	75.2%
BS/W	200920	Spr.	2009	ENGL100	51	43	63	55	62			0	235	509	30.8%	53.8%
BS/W	200930	Sum.	2009	ENGL100	13	22	16	25	8			0	59	143	35.7%	58.7%

**Writing (Basic Skill) Program  
Full Time Equivalent Student (FTEs)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	

ENGL 100	49.8	49.2		99.0	42.4	52.7		95.1	15.7	16.7	14.9	47.3	7.8	15.4		23.3	264.6
ENGL 51	1.8	2.0	4.5	8.2	2.3	2.4	2.8	7.6			2.7	2.7			2.2	2.2	20.7
ENGL 59	6.6	12.0	15.1	33.8	8.1	15.3	15.3	38.8									72.5
ENGL 96	23.0	17.7	19.3	60.0	10.1	19.7	18.4	48.3	2.7	4.6	3.0	10.3	4.5	9.7	4.8	19.1	137.7
ENGL 97	18.8	22.6	27.5	68.8	13.3	23.8	22.4	59.5	6.0	5.0	4.6	15.7	6.0	11.5	8.6	26.1	170.1
ENGL 98	34.4	37.5	36.8	108.7	30.7	31.2	38.5	100.4	12.8	14.3	10.5	37.6	11.0	19.5	7.8	38.2	284.9
ENGL 99			46.7	46.7			48.7	48.7							5.2	5.2	100.6
Total	134.4	141.0	149.8	425.2	106.9	145.2	146.2	398.2	37.2	40.7	35.7	113.6	29.4	56.0	28.7	114.1	1051.2

**Writing (Basic Skill) Program  
Full Time Equivalent Faculty (FTEf)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 100	3.20	3.00		6.20	2.60	3.20		5.80	1.00	1.20	1.20	3.40	0.60	1.00		1.60	17.00
ENGL 51	0.67	0.13	0.13	0.93	0.13	0.13	0.13	0.40			0.27	0.27			0.27	0.27	1.87
ENGL 59	0.40	0.80	0.60	1.80	0.40	0.80	0.80	2.00									3.80
ENGL 96	1.60	1.20	0.60	3.40	0.20	0.80	0.80	1.80		0.20	0.20	0.40	0.20	0.40		0.60	6.20

ENGL 97	0.60	1.20	2.00	3.80	1.20	1.80	1.60	4.60	0.60	0.40	0.40	1.40	0.60	1.00	1.00	2.60	12.40
ENGL 98	2.00	2.20	2.00	6.20	2.00	1.80	2.40	6.20	1.00	1.00	0.80	2.80	0.80	1.20	0.60	2.60	17.80
ENGL 99			2.60	2.60			2.80	2.80							0.40	0.40	5.80
Total	8.47	8.53	7.93	24.93	6.53	8.53	8.53	23.60	2.60	2.80	2.87	8.27	2.20	3.60	2.27	8.07	64.87

**Writing (Basic Skill) Program  
FTEs per FTEf**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 100	15.6	16.4		16.0	16.3	16.5		16.4	15.7	13.9	12.5	13.9	13.1	15.4		14.5	15.6
ENGL 51	2.7	15.1	33.4	8.8	17.2	18.4	21.3	18.9			10.0	10.0			8.1	8.1	11.1
ENGL 59	16.6	15.0	25.2	18.8	20.2	19.2	19.2	19.4									19.1
ENGL 96	14.4	14.8	32.1	17.6	50.7	24.6	23.1	26.8		23.1	15.2	25.9	22.6	24.3		31.8	22.2
ENGL 97	31.3	18.8	13.7	18.1	11.1	13.2	14.0	12.9	10.0	12.6	11.5	11.2	10.1	11.5	8.6	10.0	13.7
ENGL 98	17.2	17.1	18.4	17.5	15.4	17.3	16.1	16.2	12.8	14.3	13.1	13.4	13.7	16.2	13.0	14.7	16.0
ENGL 99			18.0	18.0			17.4	17.4							13.1	13.1	17.3
Total	15.9	16.5	18.9	17.1	16.4	17.0	17.1	16.9	14.3	14.5	12.5	13.7	13.3	15.6	12.7	14.1	16.2

**Program Review - Reading (Transfer Level) Program  
Enrollment Count at Census**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 111	98	84	49	231	90	53	43	186	32	40	25	97	30	39	25	94	608
Total	98	84	49	231	90	53	43	186	32	40	25	97	30	39	25	94	608

**Reading (Transfer Level) Program  
Number of Sections**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 111	6	5	3	14	5	3	2	10	2	2	2	6	2	2	1	5	35
Total	6	5	3	14	5	3	2	10	2	2	2	6	2	2	1	5	35

**Reading (Transfer Level) Program  
Average Number of Students Per Section**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 111	16	17	16	16	18	18	22	19	16	20	13	16	15	20	25	19	17



Avg.	16	17	16	16	18	18	22	19	16	20	13	16	15	20	25	19	17
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<b>Reading (Transfer Level) Program Student Success Rate</b>																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 111	63%	57%	45%	55%	58%	47%	52%	52%	59%	58%	52%	56%	67%	79%	56%	67%	58%
Avg.	63%	57%	45%	55%	58%	47%	52%	52%	59%	58%	52%	56%	67%	79%	56%	67%	58%

<b>Reading (Transfer Level) Program Student Retention Rate</b>																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL111	77%	67%	65%	70%	70%	62%	70%	67%	72%	75%	84%	77%	73%	87%	60%	74%	72%
Avg.	77%	67%	65%	70%	70%	62%	70%	67%	72%	75%	84%	77%	73%	87%	60%	74%	72%

<b>Grade Distribution</b>																	
Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate	

ENGL/TR	200730	Sum.	2007	ENGL111	2	9	8	3	1			0	9	32	59.4%	71.9%
ENGL/TR	200810	Fall	2007	ENGL111	6	31	23	3	10			1	22	96	62.5%	77.1%
ENGL/TR	200815	Win.	2008	ENGL111	6	8	6	2				0	8	30	66.7%	73.3%
ENGL/TR	200820	Spr.	2008	ENGL111	13	22	17	6	5			0	27	90	57.8%	70.0%
ENGL/TR	200830	Sum.	2008	ENGL111	3	11	9	5	2			0	10	40	57.5%	75.0%
ENGL/TR	200910	Fall	2008	ENGL111	13	18	17	4	4			0	28	84	57.1%	66.7%
ENGL/TR	200915	Win.	2009	ENGL111	15	8	8	3				0	5	39	79.5%	87.2%
ENGL/TR	200920	Spr.	2009	ENGL111	3	6	16	4	4			0	20	53	47.2%	62.3%
ENGL/TR	200930	Sum.	2009	ENGL111	6	5	2	4	4			0	4	25	52.0%	84.0%
ENGL/TR	201010	Fall	2009	ENGL111	2	5	15	5	5			0	17	49	44.9%	65.3%
ENGL/TR	201015	Win.	2010	ENGL111	2	6	6	1				0	10	25	56.0%	60.0%
ENGL/TR	201020	Spr.	2010	ENGL111	4	23	8	4	8			0	20	67	52.2%	70.1%

**Reading (Transfer Level) Program  
Full Time Equivalent Student (FTEs)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	

ENGL 111	13.1	11.2	5.1	29.3	9.6	5.8	4.4	19.8	4.4	5.2	2.8	12.4	3.8	5.1	2.6	11.5	73.0
Total	13.1	11.2	5.1	29.3	9.6	5.8	4.4	19.8	4.4	5.2	2.8	12.4	3.8	5.1	2.6	11.5	73.0

**Reading (Transfer Level) Program  
Full Time Equivalent Faculty (FTEf)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 111	1.60	1.33	0.60	3.53	1.33	0.80	0.40	2.53	0.53	0.53	0.53	1.60	0.53	0.53	0.20	1.27	8.93
Total	1.60	1.33	0.60	3.53	1.33	0.80	0.40	2.53	0.53	0.53	0.53	1.60	0.53	0.53	0.20	1.27	8.93

**Reading (Transfer Level) Program  
FTEs per FTEf**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 111	8.2	8.4	8.4	8.3	7.2	7.2	11.1	7.8	8.3	9.7	5.3	7.8	7.1	9.5	13.1	9.1	8.2
Total	8.2	8.4	8.4	8.3	7.2	7.2	11.1	7.8	8.3	9.7	5.3	7.8	7.1	9.5	13.1	9.1	8.2

**Program Review - Writing (Transfer Level) Program  
Enrollment Count at Census**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 101	434	454	496	1384	434	452	474	1360	134	80	101	315	130	94	115	339	3398
ENGL 201	91	77	80	248	119	66	99	284	55	32	49	136	16	29	36	81	749
Total	525	531	576	1632	553	518	573	1644	189	112	150	451	146	123	151	420	4147

**Writing (Transfer Level) Program  
Number of Sections**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 101	19	20	21	60	21	20	22	63	6	6	5	17	6	4	5	15	155
ENGL 201	5	4	5	14	6	5	7	18	3	2	3	8	1	2	2	5	45
Total	24	24	26	74	27	25	29	81	9	8	8	25	7	6	7	20	200

**Writing (Transfer Level) Program  
Average Number of Students per Section**

Course	Fall	Spring	Summer	Winter	Grand
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	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	Total
ENGL 101	23	23	23	23	21	23	21	22	22	21	20	21	22	24	22	22	22
ENGL 201	17	19	16	17	20	14	14	16	18	16	17	17	16	15	18	16	17
Avg.	21	22	22	22	20	21	20	20	21	20	19	20	21	21	21	21	21

**Writing (Transfer Level) Program  
Student Success Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 101	52%	38%	41%	44%	41%	37%	58%	46%	35%	56%	67%	53%	58%	59%	53%	57%	50%
ENGL 201	53%	58%	44%	52%	53%	62%	44%	53%	56%	63%	65%	61%	81%	59%	69%	70%	59%
Avg.	53%	48%	42%	48%	47%	50%	51%	49%	46%	59%	66%	57%	70%	59%	61%	63%	54%

**Writing (Transfer Level) Program  
Student Retention Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 101	66%	60%	60%	62%	57%	61%	71%	63%	60%	71%	88%	73%	80%	75%	80%	78%	69%
ENGL 201	61%	64%	60%	62%	61%	73%	57%	63%	64%	69%	69%	67%	94%	62%	86%	81%	68%

Avg.	63%	62%	60%	62%	59%	67%	64%	63%	62%	70%	78%	70%	87%	68%	83%	79%	69%
<b>Grade Distribution</b>																	
Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate	
ENGL/TW	200730	Sum.	2007	ENGL101	5	15	27	28	4			1	54	134	35.1%	59.7%	
ENGL/TW	200810	Fall	2007	ENGL101	17	93	114	27	30			1	148	430	52.1%	65.6%	
ENGL/TW	200815	Win.	2008	ENGL101	10	30	35	17	11			0	26	129	58.1%	79.8%	
ENGL/TW	200820	Spr.	2008	ENGL101	20	75	84	39	30			0	184	432	41.4%	57.4%	
ENGL/TW	200830	Sum.	2008	ENGL101	4	33	33	15	4			0	36	125	56.0%	71.2%	
ENGL/TW	200910	Fall	2008	ENGL101	20	70	83	51	50			1	180	455	38.0%	60.4%	
ENGL/TW	200915	Win.	2009	ENGL101	6	22	28	13	1			1	24	95	58.9%	74.7%	
ENGL/TW	200920	Spr.	2009	ENGL101	16	69	84	67	41			0	175	452	37.4%	61.3%	
ENGL/TW	200930	Sum.	2009	ENGL101	6	33	29	8	13			0	12	101	67.3%	88.1%	
ENGL/TW	201010	Fall	2009	ENGL101	32	77	93	47	44			1	200	494	40.9%	59.5%	
ENGL/TW	201015	Win.	2010	ENGL101	3	30	26	23	8			0	22	112	52.7%	80.4%	

ENGL/TW	201020	Spr.	2010	ENGL101	34	115	124	37	27			0	136	473	57.7%	71.2%
ENGL/TW	200730	Sum.	2007	ENGL201	3	14	14	1	3			0	20	55	56.4%	63.6%
ENGL/TW	200810	Fall	2007	ENGL201	7	20	18	2	5			0	33	85	52.9%	61.2%
ENGL/TW	200815	Win.	2008	ENGL201	3		10		2			0	1	16	81.3%	93.8%
ENGL/TW	200820	Spr.	2008	ENGL201	16	30	17	1	8			0	47	119	52.9%	60.5%
ENGL/TW	200830	Sum.	2008	ENGL201	9	5	6	2				0	10	32	62.5%	68.8%
ENGL/TW	200910	Fall	2008	ENGL201	10	21	14	3	1			0	28	77	58.4%	63.6%
ENGL/TW	200915	Win.	2009	ENGL201	9	5	3		1			0	11	29	58.6%	62.1%
ENGL/TW	200920	Spr.	2009	ENGL201	6	22	16	5	2			1	19	71	62.0%	73.2%
ENGL/TW	200930	Sum.	2009	ENGL201	9	15	9	1	1			0	16	51	64.7%	68.6%
ENGL/TW	201010	Fall	2009	ENGL201	10	16	9	5	6			2	32	80	43.8%	60.0%
ENGL/TW	201015	Win.	2010	ENGL201	9	9	7	4	2			0	5	36	69.4%	86.1%
ENGL/TW	201020	Spr.	2010	ENGL201	8	23	13	5	7			0	43	99	44.4%	56.6%

**Writing (Transfer Level) Program  
Full Time Equivalent Student (FTEs)**

Course	Fall	Spring	Summer	Winter	Grand
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	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	Total
ENGL 101	44.9	47.0	51.4	143.3	44.9	46.5	48.8	140.2	13.6	8.4	10.5	32.5	13.2	9.8	11.9	34.9	350.8
ENGL 201	9.4	8.0	8.3	25.6	12.3	6.8	10.2	29.4	5.7	3.4	5.1	14.1	1.6	3.0	3.8	8.3	77.5
Total	54.3	54.9	59.6	168.9	57.2	53.3	59.0	169.6	19.3	11.7	15.6	46.6	14.8	12.8	15.7	43.2	428.4

**Writing (Transfer Level) Program  
Full Time Equivalent Faculty (FTEf)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 101	3.80	4.00	4.20	12.00	4.20	4.00	4.40	12.60	1.20	1.20	1.00	3.40	1.20	0.80	1.00	3.00	31.00
ENGL 201	1.00	0.80	1.00	2.80	1.20	0.80	1.40	3.40	0.60	0.40	0.60	1.60	0.20	0.40	0.40	1.00	8.80
Total	4.80	4.80	5.20	14.80	5.40	4.80	5.80	16.00	1.80	1.60	1.60	5.00	1.40	1.20	1.40	4.00	39.80

**Writing (Transfer Level) Program  
FTEs per FTEf**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 101	11.8	11.7	12.2	11.9	10.7	11.6	11.1	11.1	11.4	7.0	10.5	9.6	11.0	12.2	11.9	11.6	11.3
ENGL 201	9.4	10.0	8.3	9.2	10.3	8.5	7.3	8.6	9.4	8.4	8.5	8.8	8.0	7.5	9.4	8.3	8.8



Total	11.3	11.4	11.5	11.4	10.6	11.1	10.2	10.6	10.7	7.3	9.7	9.3	10.6	10.6	11.2	10.8	10.8
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Program Review - Literature (Transfer Level) Program Enrollment Count at Census																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 102	35	49	53	137	51	66	61	178	21	16	15	52					367
ENGL 220	15			15		9		9									24
ENGL 221					6		9	15									15
ENGL 222	15			15													15
ENGL 224	15	10	10	35													35
ENGL 225					13	12	17	42									42
ENGL 226			11	11													11
ENGL 230	5			5	6			6									11
ENGL 250	17	14	17	48													48
ENGL 270					11	14	15	40									40
HUM 226			3	3													3
Total	102	73	94	269	87	101	102	290	21	16	15	52					611

Literature (Transfer Level) Program Number of Sections																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 102	2	2	3	7	2	3	3	8	2	1	1	4				19	
ENGL 220	1			1		1		1								2	
ENGL 221					1		1	2								2	
ENGL 222	1			1												1	
ENGL 223					1			1								1	
ENGL 224	1	1	1	3												3	
ENGL 225					1	1	1	3								3	
ENGL 226			1	1												1	
ENGL 230	1			1	1			1								2	
ENGL 250	1	1	1	3												3	
ENGL 270					1	1	1	3								3	
HUM 226			1	1												1	
Total	7	4	7	18	7	6	6	19	2	1	1	4				41	

**Literature (Transfer Level) Program  
Average Number of Students Per Section**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 102	18	25	17	19	26	22	19	22	11	16	15	13					19
ENGL 220	15			15		9		9									12
ENGL 221					6		9	8									8
ENGL 222	15			15													15
ENGL 223					13			13									13
ENGL 224	15	9	10	11													11
ENGL 225					13	12	17	14									14
ENGL 226			14	14													14
ENGL 230	15			15	18			18									17
ENGL 250	16	14	17	16													16
ENGL 270					11	14	15	13									13
Avg.	16	18	15	16	16	17	17	16	11	16	15	13					16

Literature (Transfer Level) Program Student Success Rate																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 102	49%	60%	55%	54%	65%	48%	57%	57%	95%	63%	73%	77%					63%
ENGL 220	67%			67%		44%		44%									56%
ENGL 221					83%		89%	86%									86%
ENGL 222	60%			60%													60%
ENGL 223					62%			62%									62%
ENGL 224	87%	56%	30%	57%													57%
ENGL 225					85%	67%	35%	62%									62%
ENGL 226			64%	64%													64%
ENGL 230	20%			20%	50%			50%									35%
ENGL 250	88%	79%	53%	73%													73%
ENGL 270					45%	50%	47%	47%									47%
HUM 226			67%	67%													67%
Avg.	62%	65%	54%	59%	65%	52%	57%	59%	95%	63%	73%	77%					61%



Avg.	83%	70%	81%	79%	74%	70%	80%	75%	100%	63%	87%	83%					78%
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### Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
ENGL/TL	200730	Sum.	2007	ENGL102	3	10	7	1				0		21	95.2%	100.0%
ENGL/TL	200810	Fall	2007	ENGL102	2	7	8	5	3			0	10	35	48.6%	71.4%
ENGL/TL	200820	Spr.	2008	ENGL102	3	18	12	1	1			1	15	51	64.7%	70.6%
ENGL/TL	200830	Sum.	2008	ENGL102	3		7					0	6	16	62.5%	62.5%
ENGL/TL	200910	Fall	2008	ENGL102	8	10	12	2	2			0	16	50	60.0%	68.0%
ENGL/TL	200920	Spr.	2009	ENGL102	10	12	10	1	2			2	29	66	48.5%	56.1%
ENGL/TL	200930	Sum.	2009	ENGL102	3	4	4	1				1	2	15	73.3%	86.7%
ENGL/TL	201010	Fall	2009	ENGL102	4	10	14	6	6			1	10	51	54.9%	80.4%
ENGL/TL	201020	Spr.	2010	ENGL102	5	14	14	5	4			0	16	58	56.9%	72.4%
ENGL/TL	200810	Fall	2007	ENGL220	2	7	1					0	5	15	66.7%	66.7%
ENGL/TL	200920	Spr.	2009	ENGL220	1	2	1	3				0	2	9	44.4%	77.8%
ENGL/TL	200820	Spr.	2008	ENGL221	2	1	2					0	1	6	83.3%	83.3%

ENGL/TL	201020	Spr.	2010	ENGL221	3	4	1					0	1	9	88.9%	88.9%
ENGL/TL	200810	Fall	2007	ENGL222	6	2	1	1	3			0	2	15	60.0%	86.7%
ENGL/TL	200820	Spr.	2008	ENGL223	2	5	1		1			0	4	13	61.5%	69.2%
ENGL/TL	200810	Fall	2007	ENGL224	4	8	1	1	1			0		15	86.7%	100.0%
ENGL/TL	200910	Fall	2008	ENGL224	2	2	1					0	4	9	55.6%	55.6%
ENGL/TL	201010	Fall	2009	ENGL224		3		2	1			2	2	10	30.0%	80.0%
ENGL/TL	200820	Spr.	2008	ENGL225	3	7	1	1	1			0		13	84.6%	100.0%
ENGL/TL	200920	Spr.	2009	ENGL225	4	1	3	1	1			0	2	12	66.7%	83.3%
ENGL/TL	201020	Spr.	2010	ENGL225	2		4	2	3			0	6	17	35.3%	64.7%
ENGL/TL	201010	Fall	2009	ENGL226	3	3	1					1	3	11	63.6%	72.7%
ENGL/TL	200810	Fall	2007	ENGL230		1		1	2			0	1	5	20.0%	80.0%
ENGL/TL	200820	Spr.	2008	ENGL230		1	2					0	3	6	50.0%	50.0%
ENGL/TL	200810	Fall	2007	ENGL250	7	6	1	1				0	1	16	87.5%	93.8%
ENGL/TL	200910	Fall	2008	ENGL250	3	6	2		1			0	2	14	78.6%	85.7%
ENGL/TL	201010	Fall	2009	ENGL250	7	2		2				1	5	17	52.9%	70.6%
ENGL/TL	200820	Spr.	2008	ENGL270		5		2	1			0	3	11	45.5%	72.7%







Total	1.20	0.80	1.20	3.20	1.00	1.20	1.20	3.40	0.40	0.20	0.20	0.80					7.40
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Literature (Transfer Level) Program FTEs per FTEf																	
Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
ENGL 102	9.1	12.7	9.1	10.1	13.2	11.4	10.5	11.5	5.5	8.4	7.9	6.8					10.0
ENGL 220	7.8			7.8		4.7		4.7									6.2
ENGL 221					3.1		4.7	3.9									3.9
ENGL 222	7.8			7.8													7.8
ENGL 224	7.8	5.2	5.2	6.0													6.0
ENGL 225					6.7	6.2	8.8	7.3									7.3
ENGL 226			7.3	7.3													7.3
ENGL 250	8.8	7.3	8.8	8.3													8.3
ENGL 270					5.7	7.3	7.8	6.9									6.9
Total	8.4	9.5	8.1	8.5	8.4	8.7	8.8	8.6	5.5	8.4	7.9	6.8					8.4