

Part 2 – Comprehensive Program Review

Fall 2008

Program Name:

SAMPLE (Political Science)

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.

The main program objectives of the political science program during the Academic Years 2005 – 2007 were to:

1. Increase student access to political science courses for two purposes:
 - a. to make available more sections of Political Science 102 to meet the students' American History and Institutions graduation requirement, and
 - b. to make available political science electives for general education program needs.
2. Improve student retention and success.

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

**Political Science Program
Enrollment at Census**

Course	Fall			Fall Ttl	Spring			Spr Ttl	Summer			Sum Ttl	Winter			Win Ttl	3 Year Ttl
	2005	2006	2007		2006	2007	2008		2006	2007	2008		2006	2007	2008		
POLS 052	69	61	32	162	48	32	33	113									275
POLS 100	119	98	83	300	119	67	26	212									512
POLS 102	572	836	895	2303	794	796	732	2322	128	201	157	486	152	150	208	510	5621
POLS 104			7	7	9			9									16
POLS 106	9		15	24	16	14	15	45									69
Total	769	995	1032	2796	986	909	806	2701	128	201	157	486	152	150	208	510	6493

**Political Science Program
Number of Sections**

Course	Fall			Fall Ttl	Spring			Spr Ttl	Summer			Sum Ttl	Winter			Win Ttl	3 Year Ttl
	2005	2006	2007		2006	2007	2008		2006	2007	2008		2006	2007	2008		
POLS 052	2	2	1	5	2	2	2	6									11
POLS 100	4	3	3	10	5	3	1	9									19
POLS 102	14	17	20	51	18	18	21	57	4	6	4	14	5	5	7	17	139
POLS 104			1	1	1			1									2
POLS 106	1		1	2	1	1	1	3									5
Total	21	22	26	69	27	24	25	76	4	6	4	14	5	5	7	17	11

**Political Science Program
Retention Rate**

Course	Fall			Fall Avg.	Spring			Spr Avg.	Summer			Sum Avg.	Winter			Win Avg.	3 Year Avg.
	2005	2006	2007		2006	2007	2008		2006	2007	2008		2006	2007	2008		
POLS 052	81%	87%	94%	87%	81%	65%	73%	73%									80%
POLS 100	68%	82%	63%	71%	73%	64%	81%	73%									72%
POLS 102	90%	85%	85%	87%	87%	77%	79%	81%	93%	92%	88%	91%	93%	94%	92%	93%	88%
POLS 104			100%	100%	100%			100%									100%
POLS 106	90%		93%	92%	75%	64%	93%	78%									83%
Average	82%	84%	87%	85%	83%	68%	82%	78%	93%	92%	88%	91%	93%	94%	92%	93%	83%

**Political Science Program
Success Rate**

Course	Fall			Fall Avg.	Spring			Spr Avg.	Summer			Sum Avg.	Winter			Win Avg.	3 Year Avg.
	2005	2006	2007		2006	2007	2008		2006	2007	2008		2006	2007	2008		
POLS 052	54%	67%	50%	57%	60%	58%	61%	59%									58%
POLS 100	37%	50%	32%	40%	49%	45%	59%	51%									45%
POLS 102	73%	65%	59%	66%	58%	60%	61%	60%	89%	83%	80%	84%	86%	86%	87%	86%	74%
POLS 104			100%	100%	100%			100%									100%
POLS 106	60%		53%	57%	69%	64%	80%	71%									65%
Average	56%	61%	59%	58%	67%	57%	65%	63%	89%	83%	80%	84%	86%	86%	87%	86%	66%

Political Science Program Grade Distribution

Sem.	Year	Course	A	B	C	D	F	I	MW	CR	NC	UG	W	XX	Total	# Succeed	Success Rate	Retention Rate
Fall	2005	POLS 052	7	8	22	8	11						13		69	37	53.6%	81.2%
		POLS100	10	24	10	18	19						38		119	44	37.0%	68.1%
		POLS 102	99	171	146	52	43	1					57		569	416	73.1%	90.0%
		POLS 106	3	3			3						1		10	6	60.0%	90.0%
Win.	2006	POLS 102	62	46	22	5	5	1					11		152	130	85.5%	92.8%
Spr.	2006	POLS 052	5	9	14		10						9		47	28	59.6%	80.9%
		POLS100	18	21	17	7	20						31		114	56	49.1%	72.8%
		POLS 102	100	167	169	91	130						101		758	436	57.5%	86.7%
		POLS 104	8		1										9	9	100.0%	100.0%
		POLS 106	7	3	1		1						4		16	11	68.8%	75.0%
Sum.	2006	POLS 102	67	38	9	1	4						9		128	114	89.1%	93.0%
Fall	2006	POLS 052	11	17	13	3	9						8		61	41	67.2%	86.9%
		POLS100	7	17	25	9	22						18		98	49	50.0%	81.6%
Win.	2007	POLS 102	148	212	181	63	97	3					129	1	834	541	64.9%	84.5%
		POLS 102	60	44	25	5	7						9		150	129	86.0%	94.0%
Spr.	2007	POLS 052	10	3	5		2					1	11		31	18	58.1%	64.5%
		POLS100	10	10	10	3	10						24		67	30	44.8%	64.2%
		POLS 102	153	170	158	51	82						181		796	481	60.4%	77.3%
		POLS 106	5	4									5		14	9	64.3%	64.3%
Sum.	2007	POLS 102	70	61	33	4	13					1	15		197	164	83.2%	92.4%
Fall	2007	POLS 052	1	5	10	4	10						2		32	16	50.0%	93.8%
		POLS100	11	10	5	7	19						30		82	26	31.7%	63.4%
		POLS 102	149	219	157	77	155					2	130		889	525	59.1%	85.4%
		POLS 104	1	6											7	7	100.0%	100.0%
		POLS 106	6	1	1		6						1		15	8	53.3%	93.3%
Win.	2008	POLS 102	53	79	48	4	8						16		208	108	86.5%	92.3%
Spr.	2008	POLS 052	8	7	5	2	2						9		33	20	60.6%	72.7%
		POLS 100	3	8	4	1	5						5		26	15	57.7%	80.8%
		POLS 102	120	188	133	47	89						149		726	441	60.7%	79.5%

		POLS 106	7	3	2		2						1		15	12	80.0%	93.3%
Sum.	2008	POLS 102	48	57	20	6	4	2					19		156	125	80.1%	87.8%

**Political Science Program
Full Time Equivalent Faculty (FTEF)**

	Fall			Fall	Spring			Spr.	Summer			Sum.	Winter			Win.	3	3
	2005	2006	2007	Avg.	2006	2007	2008	Avg.	2006	2007	2008	Avg.	2006	2007	2008	Avg.	Year	Year
																	Avg.	Total
Full Time	2.6	2.8	3.2	2.9	3.8	2.8	2.8	3.1	0.8	1.2	0.8	0.9	0.6	0.8	1.4	0.9	2.0	23.6
Part Time	1.6	1.6	2.0	1.7	1.6	2.0	2.2	1.9					0.4	0.2		0.3	1.0	11.6
Total	4.2	4.4	5.2	4.6	5.4	4.8	5.0	5.0	0.8	1.2	0.8	0.9	1.0	1.0	1.4	1.2	3.0	35.2

**Political Science Program
Full Time Equivalent Students (FTES)**

Course	Fall			Fall	Spring			Spr.	Summer			Sum	Winter			Win	3	3
	2005	2006	2007	Avg.	2006	2007	2008	Avg.	2006	2007	2008	Avg	2006	2007	2008	Avg	Year	Year
																	Avg.	Total
POLS 052	7.1	6.3	3.3	5.6	5.0	3.3	3.4	3.9									2.4	28.5
POLS 100	12.3	10.2	8.6	10.4	12.3	6.8	2.7	7.3									4.4	52.9
POLS 102	57.1	86.6	92.0	78.6	81.8	81.9	75.4	79.7	13.5	21.0	16.3	16.9	3.2	15.8	21.1	13.4	47.1	565.7
POLS 104			.7	.7	.9			.9									.14	1.7
POLS 106	.9		1.6	1.3	1.7	1.5	1.6	1.6									.59	7.1
Total	77.6	103.1	106.2	95.6	101.6	93.5	83.1	92.7	13.5	21.0	16.3	16.9	3.2	15.8	21.1	13.4	54.7	655.9

Political Science Program FTES per FTEF																	
Course	Fall			Fall Avg	Spring			Spr Avg	Summer			Sum Avg	Winter			Win Avg	3 Year Avg
	2005	2006	2007		2006	2007	2008		2006	2007	2008		2006	2007	2008		
POLS 052	17.9	15.8	16.6	16.8	12.4	8.3	8.5	9.8									13.0
POLS 100	15.4	16.9	14.3	15.5	12.3	11.3	13.5	12.1									13.9
POLS 102	20.4	25.5	23.0	23.1	22.7	22.8	18.0	21.0	16.8	17.5	20.4	18.1	3.2	15.8	15.1	11.8	20.3
POLS 104			3.6	3.6	4.7		4.7										4.1
POLS 106	4.7		7.8	6.2	8.1	7.3	7.8	7.8									7.7
Average	18.5	23.4	20.4	20.8	18.8	19.5	16.6	18.3	16.8	17.5	20.4	18.1	3.2	15.8	15.1	11.8	18.6

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.

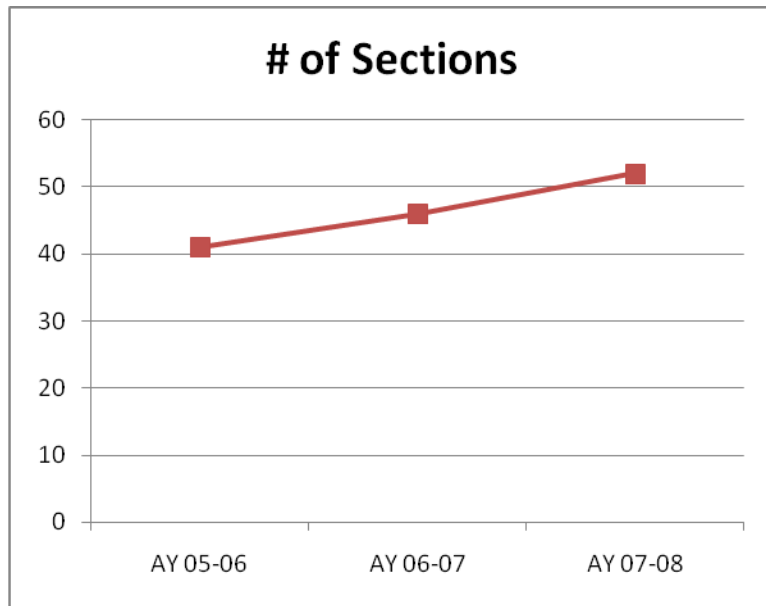
List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data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

SLOs were identified for Pols 102 and 104 in the Fall 2008 semester and assessments are underway. SLOs will be identified and assessed for Pols 100 and 106 in the Spring 09 semester. Pols 052 is being deleted and SLOs will not be developed

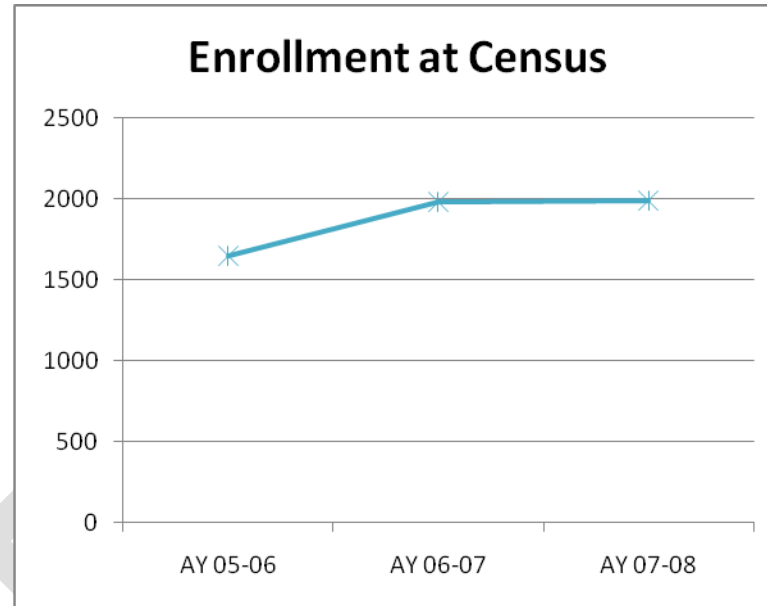
4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning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

Enrollment & Access

During the academic years 2005-06, 2006-07, 2007-08 we were successful in meeting students' needs for the Political Science 102 course. The data below shows that during the three year period we offered 139 sections of POLS 102, enrolling 5621 students, or an average of 40.4 students per section, a 101% overall fill rate at census. The following graphs show the number of sections offered and the enrollment for POLS 102 over the three year period:



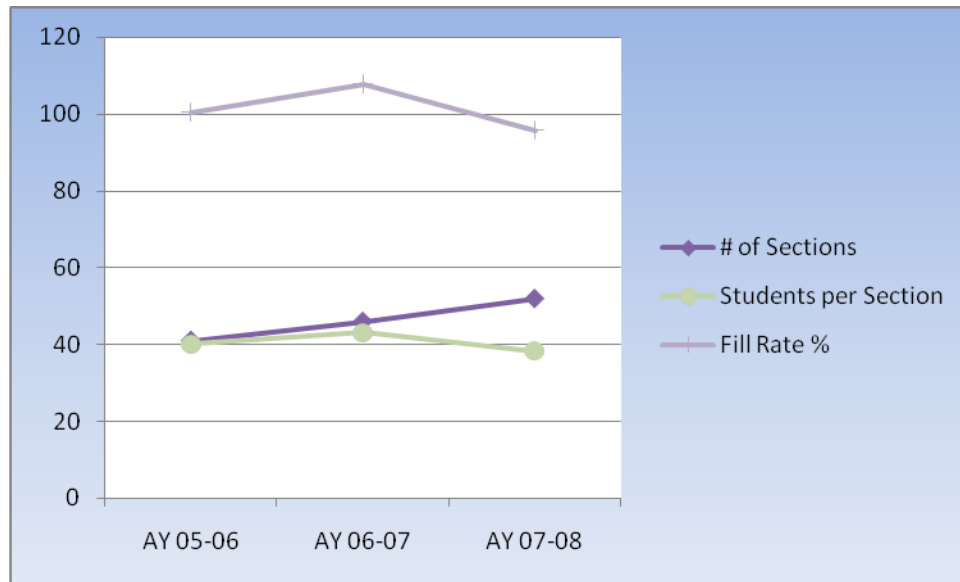
GRAPH 1



GRAPH 2

In addition to offering more sections of Political Science 102 overall, we have also successfully offered them at different times throughout the schedule. During the Fall and Spring semesters we offered classes consistently from 8:30 in the morning through 10:00 p.m. Monday through Thursday and occasionally on Friday nights and Saturday mornings. We have offered POLS 102 during every winter and summer session, and during this period we began to offer POLS 102 on-line during all four semesters and sessions. We have also offered the as a short-term course and as a late-start course during the fall and spring semesters. Overall, we have been extremely effective in scheduling POLS 102 courses in such a way as to provide access to all IVC students.

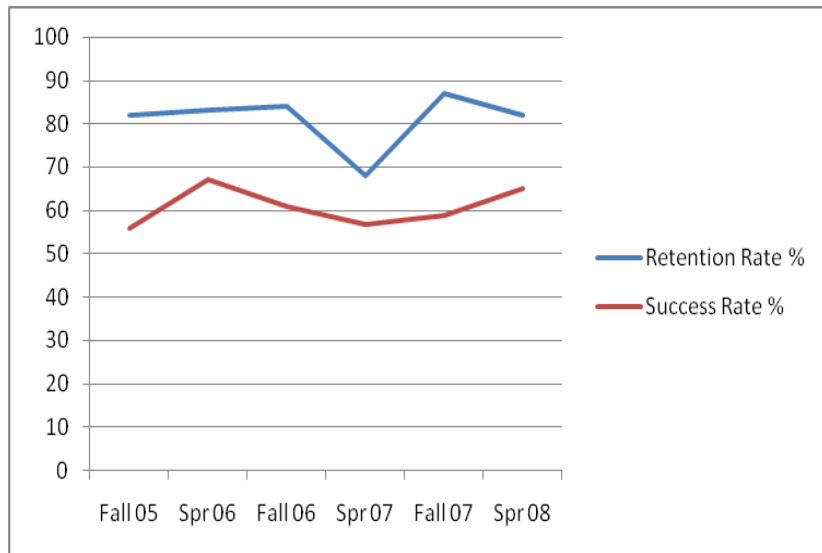
As we have steadily increased the number of sections of POLS 102, we are also stabilizing our fill rates at around 100% at census. The following graph shows the the number of sections offered, the average number of students per section, and the average fill rate for each of the three academic years under discussion:



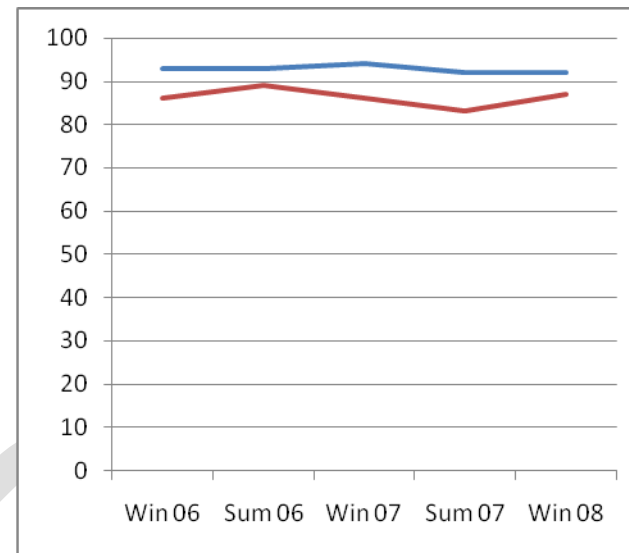
GRAPH 3

Retention

Overall, student retention in political science courses is good, averaging 83% overall during the three-year period. However, the success rate of students in these courses is not as high as we would like, at an overall 66%. The following graph shows that for the fall and spring semesters both the retention and success rates are trending only slightly upward over time. However, both the retention and success rates for courses during the winter and summer sessions show a higher overall retention and success rate, though the trend is flat.



GRAPH 4: Retention & Success Fall & Spring



GRAPH 5: Retention & Success Winter & Summer

We believe that there are a number of reasons for these retention trends. First, the class that accounts for the majority of the students who enroll in political science courses is Political Science 102, American Government, a required course. The required nature of the course helps to account for the high retention rate in these classes. However, the lower success rate is also partially accounted for by the same reason. Since students are required to take this course, they are not always very strongly motivated to do well in the course. Further, we find that a lot of students take Political Science 102 in their first year of enrollment at IVC. Students in their first year of college often do not do as well as more experienced students, and further they are not as skilled at the self-assessment needed to determine their actual standing in a course and thus might erroneously elect to stay in a course they are in danger of failing in lieu of dropping. Finally, the course is often taken by students who are still taking basic skill level courses in English. Since the content of the POLS 102 is at a beginning college reading and writing skill level, these basic skill students often struggle with the course readings and assignments.

On the other hand, we see that the success and retention rates for students who take POLS 102 in the winter and summer sessions are significantly higher (graph 5 above). We believe that students who self-select to attend winter and summer sessions are often more highly motivated to succeed than the students enrolled in the fall and spring semesters. Thus, our best, most highly qualified, most highly motivated students are those who take courses in the winter and summer sessions; and the overwhelming majority of those students complete the courses successfully.

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.

Currently political science classes are taught by two full-time faculty members, 40% of the load of a third full-time faculty member, and four adjunct faculty members teaching 6 sections per spring and fall semester. We believe that we are exactly meeting the student demand for POLS 102. However, at a 96% fill rate, there is very little room for additional students or enrollment growth. Since we have maximized our teaching resources we will not be able to offer additional sections to meet expanding student need without hiring more instructors.

Unfortunately, as we have moved our teaching resources to cover the required course, Political Science 102, we have had less opportunity to offer sections of the elective courses, Political Science 100, 104 and 106, for general education purposes. Finally, student demand for the alternative graduation requirement course, POLS 052, has been steadily declining over the three year period. While 117 students enrolled in this course during AY 2005-06, enrollment had declined to 65 during AY 2007-08. Since this course is non-transferrable, fewer students are electing to take this IVC only course, and we do not intend to continue the course after the 2008-09 academic year. We have decided to eliminate this course.

We currently do not offer a certificate or degree in political science. All courses are offered as general education requirements or electives.

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.)

Currently, the statewide Academic Senate is considering changing the minimum qualifications for political science faculty. The change would disallow teachers who have a B.A. and M.A. in Public Administration from teaching in political science, instead requiring at least a B.A. in political science and an M.A. in Political Science or Public Administration. Some of our part-time instructors possess the B.A. and M.A. in Public Administration which would be disallowed in the future. In addition, SDSU-IV campus offers the degrees in Public Administration only, not Political Science. We are concerned that this minimum qualifications change may decrease our adjunct faculty pool, a fairly small group as it is.

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

None at this time.

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
Hire an additional full-time faculty member for the political science program	Employment data	Fall 2009
Improve student success rate through:	Institutional success and	Fall 2012

innovative basic skills partnership programs, SLO performance analysis and curriculum revision, as appropriate, definition of course prerequisites if appropriate,	retention data	
Increase on-line and alternative delivery opportunities for political science courses	Course schedule	Fall 2012
Develop an internship program for political science students, placing them into federal, state, and local government offices	Creation of internship courses Institutional enrollment data	Fall 2012
Investigate the feasibility of developing an A.A degree in Political Science and/or Public Administration. Factors to be considered: Community need and student desire Faculty availability for course development and offering Applicability to university transfer opportunities	Written Report	Fall 2010

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.

Initial Student Learning Outcomes are being implemented in all four political science courses in AY 2008-09. Assessments of SLOs measured in Fall 2008 will be made in Spring 2009. The program intends to extend multiple SLOs in each course during the next two years, and integrated the SLOs in the General Education program path.

Fall 2008	Initial SLOs identified – Pols 102 & 104 SLO Assessment Pols 102 & 104
Spring 2009	Assessment Evaluation & Modification recommendations – Pols 102 & 104 Initial SLOs identified – Pols 100 & 106 SLO Assessment Pols 100 & 106
Fall 2009	All SLOs identified – Pols 102 & 104 SLO Assessment – Pols 102 & 104 (randomly selected sections) Assessment Evaluation & Modification recommendations – Pols 100 & 106
Spring 2010	All SLOs identified – Pols 100 & 106 SLO Assessment – Pols 100 & 106 Assessment Evaluation & Modification recommendations – Pols 102 & 104 Begin integration into GE SLO plan
Fall 2010	SLO Assessment – Pols 102 & 104 (randomly selected sections) Assessment Evaluation & Modification recommendations – Pols 100 & 106

	Continue integration into GE SLO plan – course level SLO and curriculum modification as required
Spring 2011	SLO Assessment – Pols 10 0 & 106 Assessment Evaluation & Modification recommendations – Pols 102 & 104 Complete integration into GE SLO plan – course level SLO and curriculum modification as required
Fall 2011	SLO Assessment – Pols 102 & 104 (randomly selected sections) Assessment Evaluation & Modification recommendations – Pols 100 & 106 Assessment evaluation & modification recommendations – GE Program
Spring 2012	SLO Assessment – Pols 10 0 & 106 Assessment Evaluation & Modification recommendations – Pols 102 & 104 Assessment evaluation & modification recommendations – GE Program

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

Currently Political Science does not have a classroom dedicated to the department. Instead classes are taught wherever room can be found throughout the division. We would like to have one classroom dedicated to Political Science where we can permanently install materials appropriate to the discipline. In addition, the currently installed A/V equipment in the classrooms used by political science is old and unreliable. Instructors report that it is difficult to access and display internet content in their classrooms since the connection is unreliable and slow. Since political science is by its nature a discipline that needs to access current media the unreliability of the internet is particularly harmful to this program. We believe that the remodeling of the 200 building will enable us to meet these needs in the future.

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

Over the next three years we anticipate that the enrollment trends that we are seeing will continue; if that is the case the political science program is going to find it increasingly difficult to meet the needs of our students.

As overall college enrollment increases, there is greater demand for the required course POLS 102. Currently we employ 2 full-time faculty members in the political science program. In addition, we have diverted 40% of the load of another full-time faculty member from the history program to political science to meet student demand in this program. This equates to 2.4 FTEF. And yet, as the graph above illustrates, we are consistently utilizing between 4.5 and 5 FTEF to teach political science courses during the fall and spring semesters. This additional need is being met through full-time overload and adjunct faculty. Since 2.4 FTEF are providing 3.0 FTEF of instruction this is a significant overload commitment for the political science faculty. Additionally, it is difficult to recruit qualified adjunct faculty. The minimum qualifications to teach require a person to possess a master's degree, a situation that is unfortunately limited in the Imperial Valley.

Finally, the most significant challenge we are going to face is to effectively meet the needs of our basic skills students so that they have a better chance to successfully complete courses in political science. Trends suggest that the population of under-prepared students is unlikely to decrease in the immediate future. The political science program is going to need to work with our campus community to identify ways to partner with the ESL, English, and Counseling programs to provide new opportunities and programs to improve student success.

SAMPLE

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%
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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

- 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.
- 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 area 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.