Part 2 – Comprehensive Program Review **Fall 2009**

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

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

1. The Basic Skills Reading Program received increased attention statewide, with the advent of the Basic Skills Initiative (BSI) in 2006. The Basic Skills Reading Program, accordingly, stood to benefit from the BSI. As a consequence, objectives and outcomes were influenced accordingly. Essentially, the central Basic Skills Reading Programs objectives leading in to the academic year 2006-2007 were:

   - Strengthen our Basic Skills Reading Program to provide for increased student retention and success.
   - Hire more faculty to meet the demand for more Basic Skills Reading courses.
   - Review the Basic Skills Reading Program and refine the curriculum in an effort to maintain appropriate standards.
   - Provide more Staff Development activities for Basic Skills faculty.

2. Program Review performance metrics follow. These data cover each course in the program during each semester and session of the previous three academic years:

Enrollment at census; number of sections; fill rate; success 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 are included, as well.

English - Basic Skills Reading Program
Enrollment Count at Census

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 52	17	13	9	39	15	10	11	36	1			1					76
ENGL 86	242	250	268	760	169	156	268	593	34	57	59	150	42	59	67	168	1671
ENGL 87	102	171	190	463	143	148	218	509	35	44	41	120	42	66	55	163	1255
ENGL 88	397	380	454	1231	266	337	399	1002	56	73	72	201	51	51	80	182	2616
ENGL 89	404	412	551	1367	346	430	544	1320	56	111	111	278	51	79	85	215	3180
Total	1162	1226	1472	3860	939	1081	1440	3460	182	285	283	750	186	255	287	728	8798

English - Basic Skills Reading Program
Number of Sections

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

English - Basic Skills Reading Program
Fill Rate

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

English - Basic Skills Reading Program
Student Success Rate

Course	Fall				Spring				Summer				Winter				3-Year Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ENGL52	6%	8%	33%	16%	40%	44%	43%	42%	0%			0%					25%
ENGL54											82%	82%					82%
ENGL86	61%	57%	49%	56%	43%	48%	50%	47%	74%	72%	66%	71%	70%	64%	73%	69%	60%
ENGL87	70%	69%	60%	66%	63%	65%	67%	65%	80%	93%	83%	85%	93%	70%	91%	84%	75%
ENGL88	63%	57%	55%	58%	56%	54%	54%	55%	91%	72%	75%	79%	84%	75%	90%	83%	69%
ENGL89	54%	53%	51%	52%	48%	53%	53%	51%	61%	56%	71%	63%	69%	62%	84%	71%	59%
Avg.	51%	49%	50%	50%	50%	53%	53%	52%	61%	73%	75%	70%	79%	68%	84%	77%	61%

English - Basic Skills Reading Program
Student Retention Rate

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

Grade Distribution

Term	Sem.	Year	Program	Course	A	B	C	CR	D	F	Other	W	Total	# Succeed	Success Rate	Retention Rate
200710	Fall	2006	ENG/BSR	ENGL52				1			2	14	17	1	5.9%	17.6%
200710	Fall	2006	ENG/BSR	ENGL86	16	74	58		26	9		60	243	148	60.9%	75.3%
200710	Fall	2006	ENG/BSR	ENGL87	13	28	31		8	1		22	103	72	69.9%	78.6%
200710	Fall	2006	ENG/BSR	ENGL88	44	99	105		30	33		85	396	248	62.6%	78.5%
200710	Fall	2006	ENG/BSR	ENGL89	22	81	114		73	22		92	404	217	53.7%	77.2%
200715	Win.	2007	ENG/BSR	ENGL86	5	14	11		3	2		8	43	30	69.8%	81.4%
200715	Win.	2007	ENG/BSR	ENGL87	8	22	9			1		2	42	39	92.9%	95.2%
200715	Win.	2007	ENG/BSR	ENGL88	13	18	12		1	3		4	51	43	84.3%	92.2%
200715	Win.	2007	ENG/BSR	ENGL89	2	14	19		9			7	51	35	68.6%	86.3%
200720	Spr.	2007	ENG/BSR	ENGL52				6			3	6	15	6	40.0%	60.0%
200720	Spr.	2007	ENG/BSR	ENGL86	15	32	25		20	14		63	169	72	42.6%	62.7%
200720	Spr.	2007	ENG/BSR	ENGL87	16	37	37		13	5		35	143	90	62.9%	75.5%
200720	Spr.	2007	ENG/BSR	ENGL88	26	63	59		30	12		74	264	148	56.1%	72.0%
200720	Spr.	2007	ENG/BSR	ENGL89	13	69	98		56	22	1	119	378	180	47.6%	68.5%
200730	Sum.	2007	ENG/BSR	ENGL52							1		1	0	0.0%	100.0%
200730	Sum.	2007	ENG/BSR	ENGL86	10	9	6		2			7	34	25	73.5%	79.4%
200730	Sum.	2007	ENG/BSR	ENGL87	9	11	8		3			4	35	28	80.0%	88.6%
200730	Sum.	2007	ENG/BSR	ENGL88	4	34	13			2		3	56	51	91.1%	94.6%
200730	Sum.	2007	ENG/BSR	ENGL89	4	13	17		5	3		14	56	34	60.7%	75.0%
200810	Fall	2007	ENG/BSR	ENGL52				1			7	5	13	1	7.7%	61.5%
200810	Fall	2007	ENG/BSR	ENGL86	12	50	79		19	19		70	249	141	56.6%	71.9%
200810	Fall	2007	ENG/BSR	ENGL87	16	48	53		8	4		40	169	117	69.2%	76.3%
200810	Fall	2007	ENG/BSR	ENGL88	14	66	132		28	33	1	100	374	212	56.7%	73.3%
200810	Fall	2007	ENG/BSR	ENGL89	31	69	115		69	21		103	408	215	52.7%	74.8%
200815	Win.	2008	ENG/BSR	ENGL86	5	16	16		7	4		10	58	37	63.8%	82.8%
200815	Win.	2008	ENG/BSR	ENGL87	5	26	15		6	1		13	66	46	69.7%	80.3%
200815	Win.	2008	ENG/BSR	ENGL88		13	25			5		8	51	38	74.5%	84.3%
200815	Win.	2008	ENG/BSR	ENGL89	1	21	27		17	2		11	79	49	62.0%	86.1%

200820	Spr.	2008	ENG/BSR	ENGL52				4			2	3	9	4	44.4%	66.7%
200820	Spr.	2008	ENG/BSR	ENGL86	8	41	26		13	6		61	155	75	48.4%	60.6%
200820	Spr.	2008	ENG/BSR	ENGL87	12	54	30		5	6		41	148	96	64.9%	72.3%
200820	Spr.	2008	ENG/BSR	ENGL88	24	66	92		20	29		106	337	182	54.0%	68.5%
200820	Spr.	2008	ENG/BSR	ENGL89	22	98	106		42	14	2	145	429	226	52.7%	66.2%
200830	Sum.	2008	ENG/BSR	ENGL86	8	25	8		2	2	2	10	57	41	71.9%	82.5%
200830	Sum.	2008	ENG/BSR	ENGL87	14	24	3					3	44	41	93.2%	93.2%
200830	Sum.	2008	ENG/BSR	ENGL88	6	21	25		5	5		10	72	52	72.2%	86.1%
200830	Sum.	2008	ENG/BSR	ENGL89	5	29	28		27	7		15	111	62	55.9%	86.5%
200910	Fall	2008	ENG/BSR	ENGL52				3			1	5	9	3	33.3%	44.4%
200910	Fall	2008	ENG/BSR	ENGL86	13	56	64		35	9		93	270	133	49.3%	65.6%
200910	Fall	2008	ENG/BSR	ENGL87	20	53	42		12	8	1	55	191	115	60.2%	71.2%
200910	Fall	2008	ENG/BSR	ENGL88	67	89	93		27	39	1	139	455	249	54.7%	69.5%
200910	Fall	2008	ENG/BSR	ENGL89	23	104	156		63	36	2	171	555	283	51.0%	69.2%
200915	Win.	2009	ENG/BSR	ENGL86	8	26	15		4	1		13	67	49	73.1%	80.6%
200915	Win.	2009	ENG/BSR	ENGL87	11	21	18		1			4	55	50	90.9%	92.7%
200915	Win.	2009	ENG/BSR	ENGL88	16	44	13		2	1		5	81	73	90.1%	93.8%
200915	Win.	2009	ENG/BSR	ENGL89	19	34	18		3			11	85	71	83.5%	87.1%
200920	Spr.	2009	ENG/BSR	ENGL52				3			1	3	7	3	42.9%	57.1%
200920	Spr.	2009	ENG/BSR	ENGL86	12	61	59		31	12		91	266	132	49.6%	65.8%
200920	Spr.	2009	ENG/BSR	ENGL87	18	84	44		9	9		54	218	146	67.0%	75.2%
200920	Spr.	2009	ENG/BSR	ENGL88	19	99	100		31	16		136	401	218	54.4%	66.1%
200920	Spr.	2009	ENG/BSR	ENGL89	31	120	140		40	20		193	544	291	53.5%	64.5%
200930	Sum.	2009	ENG/BSR	ENGL54	11	6	1		1	2		1	22	18	81.8%	95.5%
200930	Sum.	2009	ENG/BSR	ENGL86	5	16	18		5	2		13	59	39	66.1%	78.0%
200930	Sum.	2009	ENG/BSR	ENGL87	8	16	10		2			5	41	34	82.9%	87.8%
200930	Sum.	2009	ENG/BSR	ENGL88	13	28	13		8	1		9	72	54	75.0%	87.5%
200930	Sum.	2009	ENG/BSR	ENGL89	20	48	11		10			22	111	79	71.2%	80.2%
					717	2190	2217	18	831	443	27	2396	8839	5142		

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

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

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

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 52	0.1	0.1	0.1	0.4	0.1	0.1	0.1	0.4	0.1			0.1					0.9
ENGL 86	2.0	2.9	2.9	7.9	1.4	1.9	2.9	6.2	0.4	0.8	0.8	2.0	0.2	0.5	0.8	1.5	17.6
ENGL 87		0.5	0.8	1.3	0.4	0.8	1.1	2.3	0.2	0.3	0.3	0.7	0.4	0.8	0.3	1.5	5.8
ENGL 88	3.0	3.7	4.0	10.7	2.6	3.5	4.0	10.1	0.6	0.8	1.1	2.5	0.6	0.5	0.8	1.9	25.2
ENGL 89	2.6	3.5	4.5	10.6	2.4	3.5	4.5	10.4	0.4	1.1	1.1	2.5	0.4	0.8	0.8	2.0	25.5
Total	7.7	10.8	12.4	30.9	6.9	9.7	12.7	29.3	1.7	2.9	3.2	7.9	1.6	2.7	2.7	6.9	75.1

English - Basic Skills Reading Program
FTEs per FTEf

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

3. Student Learning Outcomes (SLOs) have been developed for all the Basic Skills Reading courses: English 086/087 (Reading II: Basic Development), English 088 (Reading III: Intermediate Development), and English 089 (Reading IV: Intermediate Development). At present, the English Division is entering into the next phase of SLO development, on the program level.

4. For all levels of Basic Skills Reading courses, the English Division has created sets of rubrics to measure SLOs. Each Basic Skills Reading course has, at present, at least four SLOs, and rubrics to match. In addition, all course-level SLOs are keyed in to appropriate Institutional Outcomes.

   Presently, Reading Instructors are in the process of collecting data for analyze, as we move closer to being able to "close the loop," in terms of SLO development, implementation, and analysis. As efforts continue to develop program-level SLOs, the loop-closing process will continue.

   At this stage of the process, however, one important trend is beginning to reveal itself: faculty are beginning to appreciate the concept of "accountability" as it relates to SLOs, course objectives, and course improvement. Initially, there was some degree of resistance, and the extremist perspective saw the SLO development-process as ultimately leading to instructor reprimands and possible firings. Now, however, most instructors appreciate the fact that the SLO process is "faculty driven." And as the SLO development process continues, the potential exists certainly for developing new methods for student evaluation, to supersede the present generic process that has been institutional practice for more than two decades (i.e., the mandatory one-page "standard" student-evaluation questionnaire).

   Further attention needs to be given over to drawing the adjunct faculty closer to the SLO-development process, also. A recent analysis of course syllabuses revealed that the majority of full-time faculty included clearly stated SLOs in their course syllabuses, while a smaller percentage of adjuncts provided the same information.

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

1. The data demonstrate extremely high fill-rates for the Basic Skills Reading Program, frequently exceeding 100%. The retention rates reveal acceptable percentages, but not as high as complementary courses in the Basic Skills Writing Program. Nonetheless, the data reveal a significantly higher retention rate in the intersessions (Winter and Summer). This could be attributed to one of the fundamental reasons the intersessions exist: to allow students to repeat a failed class without losing too much time from their quest to complete their courses of study. The success rates trend toward lower numbers as the courses range closer to transfer-level. But these numbers reveal several realities. Apparent in the high fill rates is the need for additional staffing in order to adequately provide Basic Skills students with more individualized attention (especially considering that the quota for Basic Skills reading classes is a higher quota than for the transfer-level reading class (English 111). This need for additional staffing is also indicated by the fairly high retention rates and the concomitant medium-to-low success rates.

   Furthermore, all indicators are that a high percentage of incoming IVC reading students will be in need of Basic Skills instruction in reading, regardless of whether or not there are adequate funds for addressing this area of IVC's curriculum. The Basic Skills Committee is currently addressing the question of how best to meet the needs of these students, especially as funds for the Basic Skills Program are likely to continue to decrease. One particular area of focus for the Committee is finding ways to provide more staff development, specifically in the area of increased effectiveness in the teaching of Basic Skills Reading.

2. The current state fiscal situation and increase in the jobless rate for Imperial County has resulted in a greater number of country residents seeking further education at Imperial Valley College. The number of these prospective students who are identified as Basic Skills students has increased the demand for Basic Skills classes, including classes in the Basic Skills Reading Program. The reality of this situation has been acknowledged at the state level, with the advent of the Basic Skills Initiative. But the reality is a bit more pressing her in Imperial County, where the illiteracy rates and unemployment rates are significantly higher than they are in most other parts of California.

3. The Basic Skills Program is a state-grant-funded program. The current fiscal situation for the state of California has led to cuts in the 2009-2010 allocations. State fiscal trends indicate that further, more severe, cuts in IVC's allocation are forthcoming in 2010-2011, at the very least. Therefore, other avenues need to be pursued to ensure the Basic Skills students at IVC are adequately served.

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

1. These are the objectives for the next three academic years, for the Basic Skills Reading Program:

a. Continue to strengthen the Basic Skills Reading Program, especially with regard to increasing retention and success rates throughout the developmental sequence for Reading courses;

b. Provide for increased staff development focused on improved teaching of Basic Skills Reading courses:

c. Press to find ways to increase staffing to meet the ongoing or increased demand for Basic Skills courses.

2. The Basic Skills Reading instructors meet on a regular basis to discuss issues related to Basic Skills instruction and to review procedures, develop SLOs, and to coordinate with the Reading/Writing Lab. This activity will continue with a strong sense of purpose for the next three years—particularly in light of the impending academic reorganization which will create a new Division structure, adding three new academic Deans. In the process, the position of Reading Facilitator will be eliminated. Up to this point, the Reading Facilitator has taken the lead in setting up meetings and overseeing the ebb and flow of activity in the Basic Skills Reading Program. Now, Basic Skills Reading instructors need to refocus as a group, without the Facilitator, and continue this effort collaboratively. On the horizon, their relationship with the new Dean will also need to be established and sustained. This reorganization will become official beginning 1 July 2010, but preparations need to be made beginning Spring 2010, for the Basic Skills Reading Program to make necessary adjustments, administratively, prior to the anticipated reorganization. In addition, after reorganization, the Department Head (formerly Division Chair) will need to coordinate these efforts, in more directly establishing the working relationship among the Dean, the Department Head, the Tutorial Specialist in the Reading/Writing Lab, and the team of Basic Skills Reading instructors.

Additionally, in concert with the new Dean and the Basic Skills Committee, the Department Head can initiate focused staff development activities, with assistance from the Basic Skills Reading instructors. This activity needs to resume in Spring 2010 and continue on a regular basis. The Department Head needs to make a more deliberate effort, also, to draw in the adjunct faculty, to ensure consistency throughout the Basic Skills Reading Program. And this effort will extend into the local high schools, via Cal-PASS. In the fall of 2009, IVC officially partnered with the local high schools to work on helping students more effectively and successfully make the transition from high school to college. During the next three years, the Basic Skill Reading Program can stand to benefit from this partnership and interaction, which includes not only IVC and the local high schools but the Imperial County Office of Education (ICOE) and the Calexico satellite campus of San Diego State University (SDSU).

In Spring 2010, despite the exigencies of the state budget crisis, the English Division Chair needs to make every reasonable effort to argue for and to secure additional staff. The efficacy of the Basic Skills Reading Program depends on additional staffing. For a

variety of reasons, the staff level in Reading has dropped over the past few years. The English Division is a revenue-generating Division, and new staff would certainly produce needed FTES for the college. But more importantly, additional staff is needed to meet the demands of the Basic Skills students. The English Division will continue to seek for additional staff until the Division is once again back to the level it held in 2006.

3. The three most significant resources needed for the Basic Skills Reading Program are:

a. adequate funding;
b. adequate staffing to allow for an increased number of sections of Basic Skills Reading courses to be taught;
c. adequate staff-development to enhance the Basic Skills Reading faculty's ability to teach effectively.

One obstacle that can hinder or stymie the efforts to obtain and/or make good use of these resources is a lack of knowledge, in general, about the need for wide-spread Basic Skills instruction and the particular needs of Basic Skills Reading students. An aggressive campus-wide campaign spearheaded by the Basic Skills Committee, to educate all facets of the IVC faculty, staff, and administration can help to raise the awareness needed to help the Basic Skills program meet the needs of IVC students.

In addition, for the short term, the English Division can step up and provide resources and funds (e.g., Basic Skills carry-over monies) to assist in the Staff Development effort. Recently, all English faculty were provided with a set of books—about 30 volumes in all—that was intended to establish a starting point for future ad hoc and sanctioned Staff Development activities. Faculty will be encouraged to engage in an ongoing discussion of issues related to Basic Skills, in concert with SLO-development activities.

4. The most significant outside factor which can affect the Basic Skills Reading Program for the next three years is the reduction in funds forthcoming from the State of California Basic Skills Initiative grant. Locally, due to the ongoing budget crisis, it appears that hiring new and additional faculty might have to wait for another year or two—a sad fiscal reality that could significantly cripple efforts to adequately serve Basic Skills students who are in most need.