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

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

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.

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 99	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 99	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 99	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.	
ENGL99	44%	37%	32%	38%	43%	33%	31%	36%	56%	44%	36%	45%	71%	32%	52%	52%	43%
ENGL51	18%	32%	48%	33%	47%	36%	61%	48%			97%	97%					49%
ENGL59	54%	70%	43%	56%	30%	54%	36%	40%									48%
ENGL96	46%	37%	52%	45%	42%	40%	53%	45%	58%	59%	66%	61%	65%	58%	55%	59%	52%
ENGL97	67%	53%	59%	60%	47%	58%	62%	56%	81%	85%	84%	84%	72%	85%	67%	75%	68%
ENGL98	44%	52%	55%	50%	51%	63%	59%	58%	63%	68%	67%	66%	66%	74%	73%	71%	61%
Avg.	46%	47%	48%	47%	43%	47%	50%	47%	64%	64%	70%	66%	68%	62%	62%	64%	54%

English - Basic Skills Writing Program
Student Retention Rate

Course	Fall				Spring				Summer				Winter				3-Yr. Average
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ENGL99	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/BS	ENGL96	11	22	46		40	14	2	78	213	79	37.1%	63.4%

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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 99	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

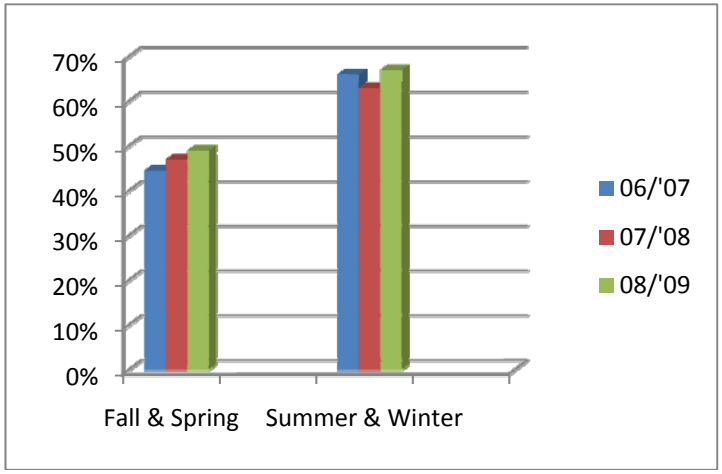
English - Basic Skills Writing Program
Full Time Equivalent Faculty (FTEf)

Course	Fall				Spring				Summer				Winter				Grand Total
	2006	2007	2008	Total	2007	2008	2009	Total	2007	2008	2009	Total	2007	2008	2009	Total	
ENGL 99	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

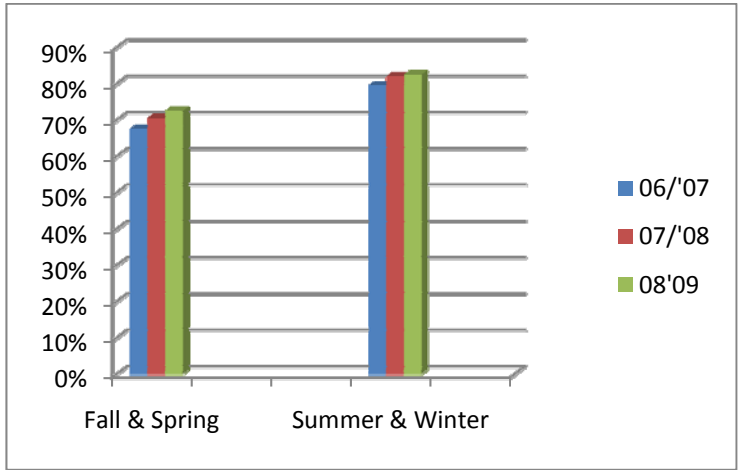
English - Basic Skills Writing Program
FTEs per FTEf

Course	Fall				Spring				Summer				Winter				Overall Avg.
	2006	2007	2008	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	2007	2008	2009	Avg.	
ENGL 99	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	2.0	2.7	15.1	3.5	2.6	17.2	18.4	6.9			10.0	10.0					5.3

51																	
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



Success Rate



Retention Rate

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.

   Student Learning Outcomes (SLOs) have been submitted for all courses in the Basic Skills Writing Program. The program level Student Learning Outcomes are currently being developed. The course SLOs have been developed to address the Institutional SLOs.

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.)

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

   Presently, Writing Instructors are in the process of collecting data for analysis, as we move closer to being able to "close the loop," in terms of SLO development, implementation, analysis, and adjustment. 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 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 demonstrates extremely high fill rates for the Basic Skills Writing Program courses in all semesters of the last three years. The retention rates indicate a fairly large number of students remain in the courses through the end of the semester. The success rates are not significantly high for these courses. The need for additional staffing in order to be able to provide Basic Skills students with more individualized attention is apparent in the high fill rates (especially considering that the quota for Basic Skills writing classes is a higher quota than for transfer level writing classes), the fairly high retention rates, and the concomitant medium to low success rates. Furthermore, all indications are that a high percentage of incoming IVC writing students will be in need of Basic Skills instruction in writing, 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 writing.

2. The current state fiscal situation and increase in the jobless rate for Imperial County has resulted in a greater number of county resident s 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 Writing Program.

3. The Basic Skills Program is a state-grant-funded program. The current fiscal situation for the state of California has lead 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 writing students at IVC are adequately served.

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

a. Continue to strengthen the Basic Skills Writing Program, especially in increasing retention and success rates.

b. Increased staff development focused on improved teaching of Basic Skills writing.

c. Increased staffing to meet the ongoing or increased demand for Basic Skills classes.

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 Imperial Valley College administrative structure is undergoing a shift from department chairs with program coordinators to a Dean and Department chair organization. One result of this change will be the elimination of the Writing Coordinator position within the IVC English Department. The IVC writing instructors will thus need to prepare for this change, which is scheduled to be initiated on 1 July 2010. This change will directly impact the continued effort to “close the loop” of Student Learning Outcomes. At this point in time, the writing teachers of IVC have generated SLOs for the Basic Skills writing classes, are creating program level SLOs, and are working to establish methods of assessment for meeting the stated learning objectives and methods for adjusting the SLOs as the data indicates they may need to. After the reorganization, efforts will need to be made to continue the progress that has been made in creating and implementing the writing class SLOs.

Additionally, in concert with the new Dean and the Basic Skills Committee, the Department Chair can initiate staff development activities, with assistance from the Basic Skills Writing 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 Writing Program. Furthermore, 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. Over the next three years, the Basic Skills Writing Program can stand to benefit from this partnership and interaction which includes not only IVC and the local high schools, but also the Imperial Valley County Office of Education (ICOE) and the Calexico satellite campus of San Diego State University (SDSU-IV).

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 Writing Program depends on additional staffing. For a variety of reasons, the staff level for writing has dropped over the last few years. The English Division is a revenue-generating division, and new staff would certainly produce needed FTES for the college.

More importantly, additional staff is needed to meet the demands of the Basic Skills students. The English Division will continue to seek additional staff until the division is once again back to the level it held in 2006, at the very least.

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

   The three most significant resources needed for the Basic Skills Writing Program are adequate funding, adequate staffing to allow for an increased number of sections of Basic Skills writing classes to be taught, and an effective staff development program to enhance the Basic Skills writing faculty's ability to teach Basic Skills writing effectively. One obstacle that can stymie the efforts to obtained 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 writing 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—most significantly the collective wisdom and experience of the writing faculty—to assist in the Staff development effort. Recently, all English faculty were provided with a set of books—about thirty volumes in all—that was intended to establish a starting point for future ad hoc and sanctioned Staff development activities. Faculty will continue to be encouraged to engage in an ongoing discussion of issues related to Basic Skills, in concert with SLO-development activities.

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

   The most significant outside factor which can affect the Basic Skills Writing Program for the next three years is the reduction in money forthcoming from the state Basic Skills grant.