**Program Efficacy, 2011/2012**

Complete this cover sheet as the first page of your report.

**Program Being Evaluated**

|  |
| --- |
| Reading |

**Name of Division**

|  |
| --- |
| Arts & Humanities |

**Name of Person Preparing this Report                                                  Extension**

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| --- |
| Paula Ferri-Milligan x. 8244 |

**Name of Department Members Consulted**

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| --- |
| Carolyn Allen-RoperHelen GarciaMagdalena JacoboKimberly JeffersonCaleab Losee |

**Name of Reviewers**

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| --- |
| Ed Millican\*; Yolanda Simental; Aaron Beaver |

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| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department | 03/07/12 email dialogue |  |
| Rough Draft submitted to Program Review Team | 03/07/12 | 03/07/12 |
| Report submitted to Program Review Team | 03/16/12 | 03/16/12 |
|  |  |  |

**Staffing**

List the number of full and part-time employees in your area.

|  |  |  |  |
| --- | --- | --- | --- |
| **Classification** | **Number Full-Time** | **Number Part-time, Contract** | **Number adjunct, short-term, hourly** |
| Managers |  |  |  |
| Faculty | 4 |  | 6 |
| Classified Staff | 1 |  | 8 (student workers) |
| **Total** |  |  |  |



**Part I.  Questions Related to Strategic Initiative: Access**

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

**Demographic Information**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| **Part I: Access** |
| Demographics | The program does not provide an appropriate analysis regarding identified differences in the program’s population compared to that of the general population  | The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.  |
| Pattern of Service | The program’s pattern of service is not related to the needs of students. | The program provides evidence that the pattern of service or instruction meets student needs.If warranted, plans or activities are in place to meet a broader range of needs. |

**SBVC Student Demographics (3-year Averages)**

**2008-2011**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |
| --- | --- |
| **Gender** | **Campus Pct.** |
| Female | 58.5% |
| Male | 41.5% |
| \*Total |  |

*\*Totals do not include respondents who did not identify gender.*

|  |  |
| --- | --- |
| **Ethnicity** | **Campus Pct.** |
| Blank | 0.47% |
| Asian | 4.58% |
| Black | 19.03% |
| Filipino | 1.93% |
| Hispanic | 49.35% |
| Nat Amer | .99% |
| Other | 1.18% |
| Pac Islander | .75% |
| White | 20.55% |
| X-undeclared | 1.17% |
| Total | 100.00% |

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|  |  |
| --- | --- |
| **Disability** | **Campus Pct.** |
| Non-disabled  | 96.1% |
| Disabled | 3.9% |
| Total | 100% |

|  |  |
| --- | --- |
| **Average Age** | **Avg. Age Campus** |
|  | 28.8 |

 |

**Reading – Study Skills (3 year averages)**

| **Gender** | **Frequency** | **Percent** |
| --- | --- | --- |
| Valid | Declined to State  | 13 | .3 |
| F | 2842 | 61.7 |
| M | 1754 | 38.1 |
| Total | 4609 | 100.0 |

| **Ethnicity** | **Frequency** | **Percent** |
| --- | --- | --- |
| Valid | Declined to State  | 1686 | 36.6 |
| Asian | 142 | 3.1 |
| Black | 885 | 19.2 |
| Filipino | 30 | .7 |
| Hispanic | 1449 | 31.4 |
| Native American | 18 | .4 |
| Other | 19 | .4 |
| Pacific Islander | 18 | .4 |
| Unknown | 68 | 1.5 |
| White | 294 | 6.4 |
| Total | 4609 | 100.0 |

| **Disability** | **Frequency** | **Percent** |
| --- | --- | --- |
| Valid | Non-Disabled  | 4505 | 97.7 |
| Disabled | 104 | 2.3 |
| Total | 4609 | 100.0 |

| **Age** | **N** | **Minimum** | **Maximum** | **Average** |
| --- | --- | --- | --- | --- |
| Age | 4609 | 14 | 76 | 25.11 |
|  |  |  |  |  |

Does the program population reflect the college’s population?  Is this an issue of concern?  If not, why not? If so, what steps are you taking to address the issue?

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| --- |
| The program population reflects the college percentage fairly closely—with the college population reported as 58.5% female and the Reading population reported as 61.7% female. The college population is reported as 41.5% male and the Reading population is reported as 38.1% male. The college population for students without disabilities is 96.1% in comparison to the Reading population, which is 97.7%--a close match. The department strays a bit from the average age of students—25.11—compared to the average age of students on campus—28.8—but this is still within a reasonable range. An area of concern between college and department averages is with the Hispanic population. The college average is 49.35% while the Reading Department average is 31.4%. Though this data shows a dramatic discrepancy between the department and the college average, it is most likely connected to another discrepancy in the averages—the college percentage for the students who left their ethnicity blank is .47% while the Reading Department percentage for students who declined to state their ethnicity is 36.6%. The Office of Research was contacted regarding this discrepancy—due to a change in the ethnic categories (the addition of categories) more students chose not to identify, possibly because the categories were confusing. District Computing Services is in the process of addressing this, and the Reading Department will re-evaluate those numbers when the new report is available and address any discrepancies that emerge. Another dramatic discrepancy in the data places whites at 20.55% of the college population and 6.4% of Reading’s population. The reason for this is more easily explainable because that population, being predominantly native speakers, is more proficient in reading. |

**Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

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| Course Offerings: Although a small department in terms of the number of courses we are allocated each semester, the department is conscious of the need to provide services—both through course offerings and lab hours and services—that meet the needs of our students. Our basic courses—Read 920, 950, and 015—are offered in the traditional classroom setting during the day (mornings and afternoons—Monday through Friday) and in the evenings—Monday through Thursday. We have been scheduling courses on Saturdays for the past several semesters, and in Fall, 2012, we will offer a full schedule of our basic skills courses. In addition, Read 950 is scheduled in a hybrid format, and Read 015 is scheduled in an online format. Read 102 has been revised to include offering it in an online format. The department has recently launched a course in Curricunet that blends the Read 920 and Read 950 curriculum into one course—allowing students who assess in the top 20% of Read 920 to complete that series in one semester rather than two, which will satisfy the prerequisite for English 914 and provide those students with access to that course sooner. Lab Hours: This past fall, 2011, the Reading Lab was moved to a larger facility, making it possible to have two instructors simultaneously teaching their courses in the lab and allowing the department to gain some flexibility in its offerings since the majority of the Reading courses have a required lab component. The Reading Lab also has open lab hours for students to utilize computers. The lab is currently open Monday-Friday from 8:00 a.m. to 4:30 p.m. Workshops and reading tutoring are available in the lab and are offered during that time. This semester, (mid-March) the lab will be open in the evenings and staffed with an adjunct instructor (Monday-Thursday—4:00-8:00) and Saturdays (10:00-2:00). This instructor will oversee the student workers and conduct workshops and work with the reading students in the lab. This will also allow the facility to remain available for open lab.Summer Session: Despite the lack of resources, last summer, the department was able to offer two reading courses—950, 015, and this summer we are scheduled to offer three—920, 950, 015.In the last program review cycle, the committee stated, “Absent from this explanation is whether the number of courses meet student needs. The high fill rate would seem to indicate otherwise.” This is still the case. The December 2010 to December 2011 assessment date shows that 72% of the students who assessed, assessed into Reading 015 or below. With such a high demand, the department is still unable to accommodate those students; however, in the past year, we have been able to add two additional courses for each semester, and in the fall, through a learning community and an accelerated course, the department will add an additional two courses. |

**Part II: Questions Related to Strategic Initiative: Student Success**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| **Part II: Student Success - Rubric** |
| Data demonstrating achievement of instructional or service success | Program does not provide an adequate *analysis* of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.  |
| Student Learning Outcomes and/or Student Achievement Outcomes | Program has not completed the first three-year SLO/SAO cycle. | Program has completed the first three-year SLO/SAO cycle. Discusses how SLOs were evaluated and has plans to continue SLO process. |

**Student Success Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 |
| Sections | 30 | 27 | 28 | 28 | 38 | 38 | 39 |
| % of online enrollment | 10% | 11% | 7% | 8% | 11% | 11% | 8% |
| Degrees awarded |   |   |   |   |   |   |   |
| Certificates awarded  |   |   |   |   |   |   |   |

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| The data shows a steady increase in the retention rate since 2006-07 (76%) and 2010-11 (82%); however, the success rate has decreased. The data shows a steady increase from 2006-07 (55%) to 2008-09 (59%) but falls the following reporting years—2009-10 (58%) and 2010-11 (47%). The decrease in the success rate may be due to the change in the assessment instrument and the adjustment of assessment scores. Several years ago, Compass was the assessment instrument that was approved by the Reading Department—an instrument that the department identified as accurately placing students. Since the college’s switch to Accuplacer, the cut scores have been an issue and are still an issue. Anecdotal information from faculty suggests that the students are being placed too high. Currently, the department is working with the Office of Research in order to address this issue. Surveys have been administered to students and instructors regarding assessment placement, and research is being completed by that office in order to determine the accuracy of placement. When the results of this research are provided to the department, we will evaluate and adjust those scores where appropriate. The department is committed to providing a variety of instructional formats to appeal to the needs of the students. We offer between four and five online or hybrid courses each semester—which is about 10% of the total courses that we offer. If the department is allotted more FTES, increasing the online/hybrid offerings is possible, but at this time we are not seeking to grow in this area. |

**Supplemental Data**

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

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| According to the 2012 Accountability Report for the Community Colleges (ARCC report), “In the surrounding community, household income is 75% of the state average; the high school dropout rate is above the state average, with a low CAHSEE pass rate, low college attendance rate, and a weak economy.” This report also states that the annual successful course completion rate for basic skills courses is 60.3%, and basic skills improvement rate is 50.5%--down from 54.4% in 2006/07 to 2008/09. According to San Bernardino County census data (2009), 39.6% of households in San Bernardino County speak a language other than English. These are true barriers to students who need to bring themselves from a basic skills level to college ready. Because reading is a basic skill that impacts all disciplines, the department has been, and will continue to advocate for resources and provide services that will increase our students’ success. One way that the department will be addressing the second-language issue is to develop an ESL Reading course. Faculty in the department are working this semester with the ESL English instructor in order to develop this course, which will be launched in Curricunet in fall, 2012. The Academic Senate recently reported that the Little Hoover Commission may be phasing out the adult schools over the next two years and that resources would then be redistributed, that are currently in the K-12 system to support the adult schools, over to the community college system since our system will be responsible for appealing to the needs of this population. For the Reading Department, that will create a major impact since the adult schools accommodate many basic skills students. In order to provide those students with the appropriate levels of instruction, the Reading Department will develop two non-credit courses that we will launch in Curricunet at the beginning of the fall, 2012, semester.  |

**Student Learning Outcomes and/or Student Achievement Outcomes (See** [**Strategic Initiative 5.1**](http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/president/College%20Planning%20Documents/StrategicInitiativesandBenchmarksMasterFormFinal.ashx).3**)**

**Has your program completed the initial SLO/SAO three-year cycle? If not, provide a timeline for completion.**

**Discuss the process used to evaluate SLOs/SAOs and what trends were identified. Describe program plans to continuously review and analyze SLO assessment outcome data to verify SLO progress.**

**Current List of Courses On-File in the Division Office:**

|  |
| --- |
| **Reading & Study Skills** |
|  | **Course** | **Defined****Expected****SLO** | **Defined****Assessment of****Expected SLO** | **SLOs Assessed** | **Data****Analyzed** | **Data used for improvement** |
|  |  |  |  | **sem/yr** | **sem/yr** | **sem/yr** |
|  | READ015Preparation for College Reading | X |  | Spring 2010 (singleclass) | X |  |
|  | READ100College Academic Reading | X | X | Fall 2008 | X | Spring 2009 |
| Notoffered | READ102Critical Reading as Critical Thinking | X |  |  |  |  |
| deletedsp 10 | READ910ReadingFundamentals | X |  |  |  |  |
|  | READ920Reading SkillsI | X |  | Spring 2010 (singleclass) | X |  |
|  | READ950Reading SkillsII | X | X | 2007-2008 | X | fall 2009 |
| Spring 2010 (singleclass) | X |  |

**Totals 6 courses 4 courses assessed**

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| Although SLOs have been established for all courses in the department, two of the courses were not assessed because they were not offered. We have a plan in place to facilitate the current cycle of SLO assessment.  |

**Plan for Assessing Courses in the Current Three-Year Cycle:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course:** | **SLO Assessment** | **Data Analysis** | **Data Used for Improv.** |
| **Read 910** | **Deleted**  |  |  |
| **Read 920** | **Spring 2012** | **Fall 2012** | **Fall 2012** |
| **Read 950** | **Fall 2012** | **Spring 2012** | **Spring 2012** |
| **Read 015** | **Spring 2013** | **Fall 2013** | **Fall 2013** |
| **Read 100** | **Spring 2013** | **Fall 2013** | **Fall 2013** |
| **Read 102** | **Not being offered** |  |  |

**Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| **Part III: Institutional Effectiveness – Rubric** |
| Mission and Purpose | The program does not have a mission, or it does not clearly link with the institutional mission. | The program has a mission, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or (?) transfer with UC/CSU or plans are in place to articulate appropriate courses. |

**Mission and Purpose:**

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the mission statement of the program?

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| The major purpose of the department is to provide a diverse community of learners with the knowledge and skills needed to succeed in business, industry, and the professions and to prepare students to transfer to four-year colleges and universities.  |

How does this purpose relate to the college mission?

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| --- |
| The department is committed to providing a learning environment that encompasses the diversity of our students and demonstrates this commitment through the diversity of reading materials that faculty use in the courses. The department also shows its commitment to our students through the collaborations that we make with both internal and external sources and through advocating for resources--in terms of space, FTES, materials, and personnel—throughout the campus in order to provide a strong program that will ensure students obtain the foundational skills that they will need to advance in their educational goals. |

**Productivity Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 |
| Duplicated Enrollment | 729 | 661 | 666 | 725 | 959 | 991 | 1043 |
| FTEF | 9.24 | 8.35 | 8.96 | 8.96 | 11.94 | 12.18 | 12.70 |
| WSCH per FTEF | 416 | 432 | 413 | 448 | 436 | 456 | 469 |

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses etc…

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| --- |
| Over the past four years, the duplicated enrollment has seen a consistent increase—725 for 2007-08 and 1043 for 2010-2011. FTEF has also seen a significant increase—896 for 2007-08 and 12.70 for 2010-2011. WSCH per FTEF has increased from 448 in 2007-08 to 469 in 2010-11. We have load for seven full-time faculty members but have only four at this time. Reading has a fill rate of 100% over the last several years. Although the WSCH goal is 525, we will never be able to reach that, and we don’t want to, because of the course enrollment cap of 28. This cap developed from pedagogical concerns and needs to be maintained for the success of our students; however, the department is growing and productivity is improving as we serve more students. We have been able to add several sections each semester to our course offerings due to the college’s commitment to the basic skills. And with the emphasis that is being placed on basic skills instruction by the state and the continuing need to accommodate the large numbers of students who have assessed into our courses, we will continue to advocate for an increase in FTES for the department.  |

**Assessment Data (December 2010-December 2011):**

|  |  |  |
| --- | --- | --- |
| **Course:** | Number of Students Assessed: | Percentage of Placement: |
| **Read 920** | **607** | **8%** |
| **Read 950** | **1199** | **15%** |
| **Read 015** | **3927** | **50%** |
| **Read 100** | **2128** | **28%** |

**Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

|  |
| --- |
| **Arts & Humanities** |
|         **Reading & Study Skills** |
|   | **Course** | **Status** | **Last Content Review** | **Next Review Date** |
|   | READ015 Preparation for College Reading | Active | 04/18/2011 | 04/18/2017 |
|   | READ100 College Academic Reading | Active | 09/13/2010 | 09/13/2016 |
|   | READ102 Critical Reading as Critical Thinking | Active | 02/08/2010 | 02/08/2016 |
|   | READ920 Reading Skills I | Active | 12/06/2010 | 12/06/2016 |
|   | READ950 Reading Skills II | Active | 03/14/2011 | 03/14/2017 |
|   | READ015 Preparation for College Reading | Historical |  |  |
|   | READ102 Critical Reading as Critical Thinking | Historical |  |  |
|   | READ910 Reading Fundamentals | Historical |  |  |
|   | READ910 Reading Fundamentals | Historical |  |  |
|   | READ920 Reading Skills I | Historical |  |  |
|   | READ950 Reading Skills II | Historical |  |  |

Click here to enter text.

Articulation and Transfer

|  |  |  |
| --- | --- | --- |
| List Courses above 100 where articulation or transfer is **not** occurring | With CSU | With UC |
| Read 100 | X  | X |
| Read 102 |  |  X |
|  |  |  |
|  |  |  |

Describe your plans to make course qualify for articulation or transfer.

|  |
| --- |
| The college’s Articulation Officer was consulted to address this issue. Read 102 articulates with CSU and meets the Critical Thinking GE Breadth Requirement. In addition, Read 102 articulates specifically with Cal State Fullerton’s Read 290 course—Critical Reading as Critical Thought—which is offered in their reading program. The UC system does not accept reading courses for articulation. Read 100 does not articulate with CSU in general, but it does articulate with Fullerton’s Read 201 course—Academic Reading.  |

**Currency**

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If not, how does the program plan to remedy the discrepancy?

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| The 2011-2012 catalog reflects accurate information for the Reading Department. |
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**Part IV. Planning**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| **Part IV: Planning – Rubric** |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program ~~identifies~~ and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.  |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

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| The Academic Senate recently reported that the Little Hoover Commission may be phasing out the adult schools over the next two years and that resources would then be redistributed, that are currently in the K-12 system to support the adult schools, over to the community college system since our system will be responsible for appealing to the needs of this population. For the Reading Department, that will create a major impact since the adult schools accommodate many basic skills students. In order to provide those students with the appropriate levels of instruction, the Reading Department will develop two non-credit courses that we will launch in Curricunet at the beginning of the fall, 2012, semester. According to San Bernardino County census data (2009), 39.6% of households in San Bernardino County speak a language other than English. These are true barriers to students who need to bring themselves from a basic skills level to college ready. Because reading is a basic skill that impacts all disciplines, the department has been, and will continue to advocate for resources and provide services that will increase our students’ success. One way that the department will be addressing the second-language issue is to develop an ESL Reading course. Faculty in the department are working this semester with the ESL English instructor in order to develop this course, which will be launched in Curricunet in fall, 2012.The trends that impact the Reading Department most problematically are those that are connected to the assessment data. The department is linked to that data since it determines student placement in our courses. 72% of students who assessed into the college between December 2010 and December 2011 assessed into Read 015 or lower—remedial or pre-college level courses. With the anticipated implementation of basic skills prerequisites, the department will also see an increase in the need for basic skills courses and resources. Over the past year, the department has gained resources in terms of lab space and courses. In addition, we have collaborated with other areas of the campus to gain needed materials for our students. For example, this semester the Basic Skills Committee allocated monies to purchase the textbooks for students in the Read/Auto cohort. The Basic Skills Committee has also provided funding for the student assistants and the adjunct faculty members who are working in the lab. Two courses—the accelerated 920/950 course and the Read/Auto cohort—were provided as additional FTES for the department because they are considered experimental. The department will continue to advocate for resources and to make partnerships that will strengthen the program. |

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

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| A major accomplishment of the department was acquiring lab space in Liberal Arts 206 that provided double the space and computers. Lack of space, and needing to overlap classes in a lab space that was not designed for more than one class, was frustrating for both faculty and students and affected the learning environment. With the current space, 60+ students, two classes, can be in the lab without disrupting the learning. In addition, with the lab space, student workers were hired, which allowed the Assessment Technician to work more with faculty and students in a learning environment—assessing students, providing one-on-one tutoring, offering workshops. Adjunct faculty members have also been hired—in the evening and on Saturday—to provide support to the faculty and students in the lab, also working one-on-one with students and providing workshops.Learning communities are being established with other departments—Automotive and English. Faculty members have also committed themselves to providing a learning community in the Spring, 2013, semester that will link Read 950 and English 914 in accelerated formats so that the students will be able to complete that sequence of courses within one semester.A blended course has been launched through Curricunet that will allow students to complete the Read 920 and Read 950 sequence in one semester, providing them access to English 914 sooner.The department is offering Read 920, 950, and 015 on Saturdays. Read 950 and Read 015 are offered in hybrid formats, and Read 015 is offered in an online format. |

Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

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| One major challenge that the department faces is meeting the demands of the students in terms of course offerings. Department faculty are trying to develop innovative ways to meet this demand. The department has recently launched a course through curriculum that is intended to blend Read 920 and Read 950 course into a blended course that will move students through that series in one semester and provide them access to English 914 sooner. Finding qualified adjunct faculty members has been an issue and we have exhausted our options. During the day, many faculty who are in the area received their degrees from Cal State, San Bernardino—a K-12 program—so many of them are teaching in the K-12 system during the day. We have contacted local community colleges and were able to fill the majority of our evening and weekend courses with those instructors. We have posted the need for adjunct faculty on the District site, and we continue to contact both community colleges and Cal State, Fullerton--since that institution has a Postsecondary Reading and Study Skills Certificate program—for possible leads on instructors. Another major challenge that the faculty are facing is the need for additional software for supplemental instruction in the lab. Previously, a software program was used by faculty specifically in the Reading Department that was discontinued by the publisher. Also, Plato, the software program that was used in the former Academic Advancement Lab, was used by members of the department but is no longer being supported by the college. The department will research software options and continue to seek out on-campus resources that might assist with funding.Because the department is struggling to meet the course needs of assessed students into the basic skills and pre-college level reading classes, we have been unable to offer more than two sections of Read 100 and we have not been able to offer Read 102—the critical thinking course that meets that requirement for State College transfer. Unless the department is able to acquire more FTES, additional sections of transfer-level courses will not be possible. Currently, the basic skills and pre-college level courses are in high demand and both Read 100 and Read 102 requirements can be met by courses in other departments; however, this is a major concern for the department because it segregates the basic skills and students who are in the lower-level courses may see themselves as disconnected with the upper-level courses. Advocating for additional FTES is our only option at this time to address this issue.With the implementation of course prerequisites, the department will see an increase in the need for the basic skills courses and the current need to accommodate students based on assessment data, the department struggles, and will continue to struggle, to provide the number of courses and resources that are needed. Over the past year, the department has gained resources in terms of lab space and courses. In addition, we have collaborated with other areas of the campus to gain needed materials for our students. For example, this semester the Basic Skills Committee allocated monies to purchase the textbooks for students in the Read/Auto cohort. The Basic Skills Committee has also provided funding for the student assistants and the adjunct faculty members who are working in the lab. Two courses—the accelerated 920/950 course and the Read/Auto cohort—were provided as additional FTES for the department because they are considered experimental. The department will continue to advocate for resources and to make partnerships that will strengthen the program.Since the deletion of Read 910, the department has seen the need to accommodate students below the Read 920 level, students that we are unable to accommodate in our current classes. The non-credit classes we are planning that will accommodate the adult-school population will also appeal to this population and offer them not only access but the foundation that they will need to succeed in their educational goals. The Faculty Chair will work with the ESL instructor, who has already researched, developed, and offered non-credit courses in ESL.  |

**V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.**

| **Part V: Technology, Partnerships & Campus Climate** |
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|  | Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate | Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships. What plans does your program have to further implement these initiatives.

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| Internal Partnerships: The Reading Department is linking with the Automotive Department in a cohort that links Read 950 with Auto 084. This is the first semester we have offered this learning community and the department has it scheduled in the Fall, 2012, semester. The Reading Department and English Department is planning to offer Reading 950 and English 914 in a cohort/accelerated model in the spring, 2013 semester. The Reading Department will continue to participate in Humanities Day each year—highlighting the successes of our Reading Students. External Partnerships: The Department is collaborating with the San Bernardino Adult schools in order to improve the college readiness of students. The program is titled “Transitions to Success.” SBVC Read 015 students are offered enrollment in a supplemental curriculum at the adult schools—resources provided through grant funding. Hopefully, this will reinforce the learning in the campus Reading course and allow students to make progress towards their degree goals.Technology: In fall, 2011, the Reading Lab was relocated. In so doing, the lab doubled the number of computers that are available to students—accommodating two classes of 28 students each simultaneously. The department will research software options and seek out on-campus resources that might assist with funding for additional lab resources. This past fall, 2011, Reading 950 was expanded to offer that course as a hybrid. Reading 015 is offered in an online format.Campus Climate: The Department is committed to enhancing the image of the college and providing a climate of mutual respect between faculty and students. With the new reading lab facility, the department is able to provide students with a learning facility that is accommodates the current demand for lab space and creates a learning centered environment. Student assistants and adjunct instructors, who are hired specifically as support in the lab, provide oversight and are able to help monitor the computers and large lab space. The department will continue to seek out funding for support staff.  |