# EQUIPMENT NEEDS ASSESSMENT APPLICATION

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| Name of Person Submitting Request: | **Paula Ferri-Milligan** |
| Program or Service Area: | **Reading Department** |
| Division: | **Arts & Humanities** |
| Date of Last Program Efficacy: | **Spring 2012** |
| What rating was given? | **Continuation** |
| Equipment Requested | **Steck-Vaughn *Read On*—Reading Intervention Software System** |
| Amount Requested: | **$15,000** |
| Strategic Initiatives Addressed: | **3.2, 6.1** |

1. Provide a rationale for your request.

A major challenge that the Reading Department 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 but 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.

Supplemental support for the college's basic skills students has been traditionally used by the department and provided the added instruction that struggling readers need in order to acquire the competencies and knowledge to improve their reading levels, thus improving their abilities to succeed in courses across the disciplines.

2. Indicate how the content of the latest Program Efficacy Report and/or most current EIS data support this request. How is the request tied to program planning? *(Reference the page number(s) where the information can be found on Program Efficacy.)*

The Department is aware of the needs that will be placed on it in the coming years. 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. (Information can be found on p. 9 of Program Efficacy report.)

3. Indicate if there is additional information you wish the committee to consider *(for example: regulatory information, compliance, updated efficiency and/or student success data or planning etc).*

The Basic Skills Initiative addressed best practices for developmental students as focusing on the student's specific learning needs. The computer software affords the students with supplemental

instruction that "can facilitate learning by providing opportunities to practice skills" that are linked to "direct instruction, modeling, and guidance" from the faculty and the curriculum that is delivered in the classroom (Basic Skills Initiative, p. 64).

4. Evaluation of initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (for example Department Budget, VTEA or Perkins)

The department/division is currently unable to fund the software that is needed and does not have any alternative funding source. There is a one-time cost of $15,000.

5. What are the consequences of not funding this equipment?

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. At the basic skills levels, supplemental instruction/resources are critical for those students in order to improve those skills and allow them to participate successfully in college-level instruction.