INSTITUTIONAL PROGRAM REVIEW 2015 – 2016
Program Efficacy Phase: Instruction
DUE: <u>March 30, 2016</u>

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review each spring of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you. We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: http://datamart.cccco.edu/

SBVC Research, Planning & Institutional Effectiveness:
                    http://www.valleycollege.edu/about-sbvc/offices/office-research-planning

California Community Colleges Student Success Scorecard:
                    http://scorecard.cccco.edu/scorecard.aspx

Program Efficacy
2015 – 2016

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

Program Being Evaluated

Reading and Study Skills Department

Name of Division

Arts and Humanities

Name of Person Preparing this Report   **Extension**

Kimberly Jefferson	ext. 1653

Names of Department Members Consulted

Tammy Allen   Carolyn Allen Roper   Magdalena Jacobo   Caleab Losee

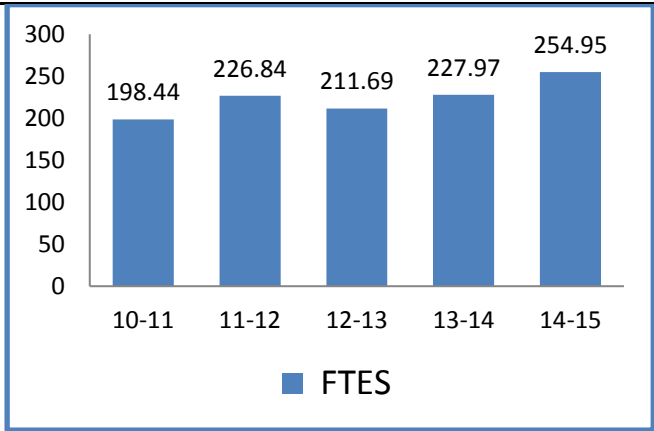**Names of Reviewers (names will be sent to you after the committee meets on February 19)**

Denise Knight, Kenny Melancon, and Stacy Meyer

Work Flow	Date Submitted
Initial meeting with department	February 19, 2016
Meeting with Program Review Team	March 28, 2016
Report submitted to Program Review co-chair(s) & Dean	**by midnight on March 30, 2016**

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	0	0	0
Faculty	4	0	13 (adjunct faculty)
Classified Staff	1	0	0
Total	5	0	13

FTES chart:
- 10-11: 198.44
- 11-12: 226.84
- 12-13: 211.69
- 13-14: 227.97
- 14-15: 254.95

	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,043	1,183	1,150	1,255	1,326
FTEF	12.70	15.08	15.62	17.53	18.40
WSCH per FTEF	469	452	407	390	416

|	10-11	11-12	12-13	13-14	14-15
Success	47%	69%	67%	63%	69%
Retention	82%	86%	91%	88%	90%

Description:

The Reading and Study Skills Department offers courses designed to improve reading comprehension, vocabulary development, and study skills. The department prepares students for success in college-level courses. Prior to beginning the English composition remediation sequence, some entering students are placed in developmental reading classes, based on their individual assessment scores. In addition to the basic skills reading series, the department offers two college-level reading courses: READ 100, Academic Reading, a course designed for students who want to improve academic reading; and READ 102, Critical Reading for Critical Thinking, which meets the CSU "critical thinking" requirement, GE Breadth A3.

Assessment:

- Enrollment has increased from 1,043 in 10-11 to 1,326 in 14-15.
- FTEF has also increased from 12.70 in 10-11 to 18.40 in 14-15.
- WSCH/FTEF has decreased from 469 in 10-11 to 416 in 14-15
- Retention has increased from 82% in 10-11 to 90% in 14-15
- Success rate has increased from 47% in 10-11 to 69% in 14-15
- Sections have increased from 39 in 10-11 to 56 in 14-15
- The department has load for nine (9) full-time faculty, but functions with four (4) full-time faculty
- Online sections have increased from 8% in 10-11 to 16% in 14-15
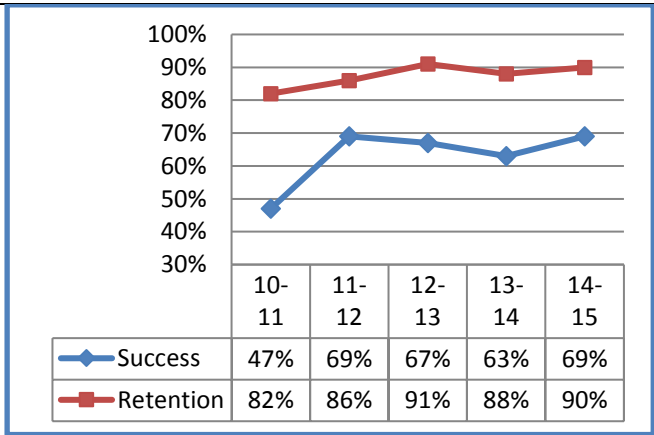
Department Goals:

- Increase the number of sections offered in both developmental and college-level reading classes
- Analyze the success and retention rates of accelerated courses and accelerated-learning cohorts to determine future alternative scheduling options
- Strengthen reading and study skills curriculum and instruction to better prepare students for the 1st class in the English composition remedial sequence: ENGL 914
- Improve student success and retention rates across disciplinary-specific reading
- Renew commitment to providing quality curriculum and instruction across the full span of adult literacy: preprimer-level to college-level reading comprehension, disciplinary-specific vocabulary, and critical thinking skills

Challenges & Opportunities:

- With the anticipated implementation of statewide, common assessment for CCC's, the department may need to add more courses across its remedial sequence to meet the needs of students who assess into 920, 950, and 015
- Since 2010, the department continues to operate its Reading Lab without a computerized, diagnostic, prescriptive, adaptive reading intervention program
- There is a need for a dept. common pretest, posttest & final exam for all courses preceding ENGL 914
- There is limited Reading Lab space to schedule lab classes
- Receive Reading Lab technology support through SSSP funding

	10-11	11-12	12-13	13-14	14-15
Sections	39	46	48	53	56
% of online enrollment	8%	20%	17%	15%	16%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Action Plan:

- Offer a variety of classes: morning, afternoon, evening, weekend, online, hybrid, late-start, and full-term
- Implement new technology in the Reading Lab
- Practice strategies to improve success and retention rates
- Launch 1 new reading course designed to address the instructional needs of students who require remediation in phonemic awareness and syllabication, and to also serve as a prerequisite for READ 920, Reading Skills I
- Commit to offering a range of courses to improve adult literacy, from preprimer-level to college-level reading abilities
- Improve the department's WSCH per FTEF ratio

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.

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 <u>analysis</u> 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 <u>evidence</u> 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.

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	**Program: Reading**	**Campus-wide**
Asian	4.4%	4.9%
African-American	17.5%	13.4%
Hispanic	62.3%	61.8%
Native American	0.5%	0.3%
Pacific Islander	0.4%	0.4%
White	7.4%	15.4%
Unknown	7.5%	0.6%
Female	60.2%	55.1%
Male	39.8%	44.7%
Disability	6.2%	5.6%
Age Min:	17	15
Age Max:	79	83
Age Mean:	26	27

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?

Analysis of Demographic Data

The Reading and Study Skills Department's (Department) demographic data closely reflects the College population. In terms of gender, the College's female population is reported as 55.1%; the Department's female population is reported as 60.2%. The College's male population is reported as 44.7%; the Department's male population is reported as 39.8%. With regard to students with disabilities, the College population is 5.6%; in comparison, the Department's population is reported as 6.2%. With respect to the average age of students, the College reports a mean of 27; in comparison, the Department's mean is 26. Regarding Hispanic and African-American students, the College reports that 61.8% of its students are Hispanic, and 13.4% of its students are African-American. In comparison, the Department's Hispanic population is reported as 62.3%, and its African-American population is reported at 17.5%. These are minor discrepancies as the numbers are within a reasonable margin of error. Since more than 70% of the College's students assess into basic skills courses, it is understandable that the Department's demographic data closely match that of the College as a whole.

Interpretation in Response to Identified Variance

Overall, the Department's demographic data closely reflects the College's percentages. One notable discrepancy, however, is with regard to the number of students who identified as white. Data reveals that 15.4% of the College's students are white. In comparison, data for the Department places only 7.4% of its students as white. Demographic data related to assessment should be considered; therefore, the

Office of Research, Planning, and Institutional Effectiveness has been contacted to see if the same variance appears in assessment data. The Department will re-evaluate demographic data when the report is available, and address any verified issues. Nonetheless, the variance reflects an opportunity for the College to work with area high schools to improve college readiness for students of color.

Plan to Recruit and Retain Underserved Populations

To recruit students, the Department has updated its website, and is in the process of updating its program brochure. Department faculty and staff will personally distribute its brochure to interested students at Humanities Day and other campus-wide events.

To retain students, the Department will continue to offer a variety of classes, and encourage students to utilize various tutoring and supplemental instruction services available on campus, including services provided by the Reading and Study Skills Lab.

In addition, the Department has partnered with First Year Experience (FYE), providing FYE with 2 reading and study skills classes, where the enrollment is limited to students participating in the FYE program. The objective of this partnership is to help a cohort of Foster Youth, Veterans, and other underserved populations complete READ 920 and READ 950 in one semester, gaining access to the English composition sequence in less time.

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.

Pattern of Instruction that Strives to Meet the Needs of the Community

Striving to meet the needs of the community, the Department offers courses in developmental and college-level reading, study skills across disciplines, and critical thinking skills. Currently, our core developmental sequence includes READ 920, Reading Skill I; READ 950, Reading Skills II; and READ 015, Preparation for College Reading.

READ 920 is offered in a traditional, face-to-face classroom setting. READ 920 classes are taught Monday through Friday; sections are scheduled during morning, afternoon, and evening hours. In recent semesters, the Department has offered accelerated developmental reading courses. The Department linked READ 920 to READ 950, and READ 950 to READ 015. The option of accelerated classes gives qualified students the opportunity to complete two courses in one semester, meeting their educational goals in a shorter amount of time.

READ 950 and READ 015 are offered in a variety of instructional formats. Traditional face-to-face classes are offered Monday through Saturday, and scheduled during morning, afternoon, and evening hours; both lecture and lab sections are taught on-campus. In a hybrid format, the lecture is taught on-campus and the lab is taught online. A few sections of READ 950 and READ 015 are also offered fully online, where both the lecture and lab are taught online.

READ 100, College Academic Reading; and READ 102, Critical Reading as Critical Thinking, are two classes, which transfer to the California State University system. READ 100 is designed for students who want to further their study of academic reading, with an emphasis on the analysis of college-level texts. READ 100 is accepted as elective, transfer credit by the California State University system.

READ 102 meets the CSU's Critical Thinking, General Education Breadth, A3 requirement. Historically, READ 102 was infrequently scheduled, and as an on-campus class only. Recently, its instructional delivery methods were changed to include hybrid and online options. Currently, READ 102 is offered fully online. Enrollment has significantly improved; in Spring 2016, two sections were offered, and both sections completely filled. As a result, two sections are scheduled for Fall 2016.

Reading Lab Hours: READ 920, 950, and 015, our core developmental reading and study skills courses, have required lecture and lab components. There are three, weekly hours of lecture, and three, weekly hours of lab. The Reading and Study Skills Lab is currently open Monday through Friday, 8:00 a.m. to 4:30 p.m. Within the Lab, there are two "classrooms:" LA-206A, and LA-206B. To maximize scheduling options for our students, reading and study skills classes are typically scheduled two at a time, one class meets on the "A-side," and another class meets on the "B-side." Within the Reading and Study Skills Lab, LA-203 is used as an "open lab," where any student enrolled at San Bernardino Valley College can use computer and printing services. Additionally, workshops are available to the entire campus.

Plans in Place to Meet a Broader Range of Needs

New Course: To meet the instructional needs of students who assess below READ 920, the Department recently created READ 905, Reading Foundations, a 4-unit, lecture-intensive reading course. Adding READ 905 to the Department's suite of reading and study skills courses closes the instructional gap, providing students with a full range of developmental literacy instruction: pre-primer to college-level reading skills. This course was approved by the Curriculum Committee, the Board, and is awaiting approval from the State. Pending State-approval, the Department plans to offer READ 905 in the fall, or as soon as possible.

Modify Instructional Delivery Options for READ 100: Historically, READ 100 was offered as a traditional, on-campus course. However, due to low enrollment, READ 100 is not currently offered. To improve enrollment and to meet a broader range of instructional needs, the Department will consider expanding READ 100's delivery methods to include hybrid and online instructional platforms.

Extended Reading and Study Skills Lab Hours: To meet a broader range of needs, limited open lab hours are also available on Saturday, 10:00 a.m. to 3:00 p.m.

Summer Sessions: Last summer, Summer 2015, the Department offered 11 courses; classes filled. However, to meet a broader range of instructional needs, this summer, Summer 2016, the Department will offer 13 sections of reading and study skills classes. During the first 5-week session, the department will offer three sections of READ 015, four sections of READ 950, and 1 section of READ 920. During the 7-week session, the Department will offer 1 section of READ 950 and 2 sections of READ 920. In the third session, the Department will offer 2 sections of READ 015, and 1 section of READ 950. By completing READ 920 and READ 950 during the summer, students will have the opportunity in the fall to enroll in English 914, the first course in the composition sequence.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

<u>Analysis of the Data and Narrative from the Program's EMP Summary</u>

With regard to Chart 3 in the Department's EMP Summary, the Department's success rate, notably, has increased from 47% in 2010-11, to 69% in 2014-15. That is an increase of 22 percentage points. In addition, data reveals a steady increase in the Department's retention rate from 2010-11 (82%), to 2014-15 (90%). Anecdotal information suggest that improved departmental relations, including frequent and regular Department meetings, where faculty and staff share best practices and discuss SLOs, have influenced the Department's success and retention.

Additionally, Department faculty members are cognizant of the need to maintain retention rates. To that end, faculty report that oftentimes, before dropping students who have multiple absences from their course(s), faculty first call or e-mail students to find out if students plan to continue enrollment, and discuss ways students can be successful.   Students who share difficult personal situations are directed to the Counseling Department, where trained professionals help students resolve their issues and refer said students to services on-campus and within the community. In short, Department faculty encourage students to maintain their enrollment, and, without compromising instructional rigor, are flexible and understanding whenever possible.

In addition, faculty have included in their lab instruction a practice of regular and consistent student use of reading tutoring, reading workshops, and final exam preparation. The Instructional Assessment Technician, Caleab Losee, whose office is located in the Reading Lab, LA-206, provides one-on-one tutoring and workshops.

Regarding Chart 4 in the Department's EMP Summary, data shows that the Department's sections have increased from 39 sections in 2010-11, to 56 sections in 2014-15. Additionally, the Department's online and hybrid enrollments have stabilized to 16% of the total number of classes offered by the Department. Compared to 2010-11, when the Department offered its least amount of online and hybrid sections: 8%, and 2011-12, when the Department offered its most online and hybrid sections: 20%.

The Department will continue to monitor the success and retention rates for all of its courses: face-to-face, hybrid, and online. Based on data, the Department will make informed decisions about its instructional delivery options, building on practices that produce student success, and eliminating practices that do not.

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.

The Reading and Study Skills Department does not have "job market indicators, standards in the field or licensure rates…" as it offers core basic skills courses.

However, to better understand how the Department contributes to the success of our students, consider the December 2014 to December 2015 assessment placement-level data. It reveals that 1,953 (26%) of students who completed the College's assessment needed basic literacy remediation before beginning the English Department's developmental composition sequence: ENGL 914 and ENGL 015.

December 2014 to December 2015 assessment data reveals that 26% of the students assessed below ENGL 914. However, to provide access to English instruction, the Department offers reading courses designed to prepare students for ENGL 914. Those courses serve as the two prerequisite courses for the English Department's developmental composition sequence. Said courses are READ 920 and READ 950. These specific reading courses help students prepare for success in ENGL 914 and READ 015 as these courses provide students with the reading comprehension, vocabulary development, and study skills needed to succeed in English composition classes.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

See Strategic Goal 2.11

Assessing Course Student Learning Outcomes (SLOs)

The Department is continuously assessing our courses' Student Learning Outcomes based on the plans for the program since the last efficacy review.

Evidence of SLO Data Collection

At the end of each semester, full-time and adjunct faculty members are expected to enter course-level SLO data into the SLO Cloud.

Beginning 2014-15, the 3-year course-level SLO data collection as reported in the SLO Cloud, is as follows:

READ 920 SLO #	# of Students who Assessed	# of Students who Met SLO	% of Students who Met SLO
1	447	340	76.06%
2	432	306	70.83%

READ 950 SLO #	# of Students who Assessed	# of Students who Met SLO	% of Students who Met SLO
1	929	744	80.09%
2	965	707	73.26%
3	12	12	100.00%
4	12	10	83.33%
5	12	11	91.67%
6	12	12	100.00%

READ 015 SLO #	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	77	75	97.4%
2	771	580	75.23%
3	685	572	83.50%
4	208	167	80.29%
5	469	392	83.58%

NOTE: Course-level SLO data for READ 100 has yet to be collected. The Department plans to offer READ 100 in the Fall 2017 semester, and assigned to a full-time faculty member committed to teaching, collecting, and analyzing course-level SLO Data.

READ 102 SLO #'s	# of Students who Assessed	# of Students who Met SLO	% of Students who Met SLO
1	14	10	71.43%
2	12	7	58.33%

Evidence of SLO Reflection

Many faculty members reported SLO reflections, including, but not limited to, the following feedback recorded in the SLO Cloud:

READ 920
 "One learning gap that I observed concerned my ESL students. The students that were also taking an ESL while enrolled in Read 920 performed better in the class. The level of comprehension was dramatically as opposed to the two that I believe would benefit from taking the two courses cooperatively. In the future I would suggest that any ESL student be enrolled in an ESL course prior to or while enrolled in Read 920. The Analogy assignments proved difficult in the beginning; however, once relationships were identified, the students improved dramatically."   —and "Student responded very well to class routines which included

writing down the daily class learning goals and objectives. Also, I utilized interactive power points to support the learning of more difficult content including main ideas and inferences. Once, completing the in class workshop on main ideas and details, I did see a noticeable difference in understanding. There were at least two students having difficulty with reading fluency and lack of comprehension due inability to decode words properly. In the future, I will utilize more vocabulary strategies including developing a personal vocabulary log for the class novel. I will also like to utilize a more of a hand on dictionary use lesson that helps students to use guidewords more effectively. The only recommendation that I would like to suggest is providing access via the Reading Lab to the Townsend Press book collection to promote outside reading interests."

READ 950

Students were encouraged to work with Mr. Losee on content that he or she scored 70% or below on content-specific assessments. Also, during Reading Lab, students used print materials designed to improve students' understanding of "Main Ideas" and "Supporting Details," which are two consistent content areas where students enrolled in reading classes tend to need additional instructional support. New content was not added to the Course Outline of Record. Notable improvement in the area of pass rate was observed. There were 21 students enrolled in this course on the last of instruction. 18 out of 21 (85%) students passed the course with a "C" or better. In this class, the following major multiple measures were used to evaluate students' overall course performance: Nelson Denny, Pre-Test; Nelson Denny, Post-Test; coursework; and the final exam. Learning Gaps: Students who attended class regularly and who met with Mr. Losee for tutoring sessions, as recommended, performed better than students who stopped attending class and who did not seek tutoring services from Mr. Losee as encouraged. PLEASE NOTE: Two students stopped coming to class shortly after the "W" date. Neither student was present for the final exam. Recommendations moving forward: The department should consider using at least three, common, multiple measures to assess SLO's. One assessment alone is an unfair measurement. If a student demonstrates that he or she met at least one of three multiple measures (i.e. Nelson Denny Pre-Test, Nelson Denny, Post-Test, and/or a common final exam,), then the department should count that student as meeting the respective SLO. The department should consider re-writing SLO # 1 (vocabulary); it is difficult to measure as written. SLO # 2 is clear; it does not need to be re-written.

READ 015

"New content was not added; however, this class is an online class. There was only two hours scheduled for the F2F orientation. As such, the Nelson Denny was not administered. Alternative SLO assessments for SLO 1 and SLO 2 were used for this course. In the future, I will add an additional hour to the orientation. This adjustment should be adequate time to administer the NDRT during the F2F class meeting. Notable improvement: Student performed well in vocabulary development and the writing assignment (book report). Learning gaps: Students who procrastinated and waited until the last minute to complete assignments did not do as well as they could have performed if their time was better managed. In online classes, time management is an essential component to student success. In the Future: Recommendations for Content: New content will not be added. However, one section of READ 015, online, will be taught as a short-term, 8-week course. By shortening the length of the term, student success rates and retention rates may improve. Recommendations for Assessment: The NDRT, Vocabulary and Comprehension, is appropriate for this class. However, alternative assessment methods should be discussed, especially as it relates to multiple measures. For example, course work in the areas of vocabulary development and reading comprehension should be considered when assessing SLO's. Recommendation for SLO modification: SLO 2 and "3" should be re-written, so that the learning objectives are clear." —and "Students are motivated and always ready to learn. Almost all students participate in class and seem prepared and eager to learn. As an instructor, my observations were that the students in this class were positive, open and optimistic to learning and many of them performed very well. New strategies: in addition to teaching the recommended curriculum, I introduced and linked current topics to learning to build the students 'critical thinking through learning and connection to their own world view-we used weekly yahoo news information about current hiring jobs and learned how this information connected to their major choices, we also looked at current

online articles to identify new vocabulary words we would like to learn. Overall performance: This class has performed at a very high level because they are engaged in class participation, group discussions and out of class essay peer reviews and feedback sessions. Writing Component: as a result of a through curriculum students mastered the writing /essay skills in my class and almost all did very well! Learning Gaps: Some of my students needed extra assistance to gain mastery of the course skills even though they had tested in the class. My assistance as well as peer group discussions catapulted their a success and acquisition of skills in my class Recommendations: in the future to test for SLO's and overall course assessments, I recommend that more research be done on other current testing methodologies that would accurately reflect the overall performance of the students-for example Stanford diagnostic tests."

Reading and Study Skills SLO Summit 2015

In November 2015, the Department held its first annual "SLO Summit," where full-time and adjunct faculty met, discussed and analyzed the effectiveness and clarity of the SLOs in all of its courses: READ 920, 950, 015, 100, and 102. At the meeting, SLOs were rewritten in the following courses: READ 920, 950, 015, and 100. The Department's new SLO's were made effective Spring 2016. At the end of the Spring 2016 semester, Department faculty will enter SLO data into the SLO Cloud. Afterwards, faculty will again meet, reflect upon and discuss SLOs; then, use data to form and guide instructional improvements, promoting consistent student success throughout the program's instructional levels.

SLOS are Being Used to Improve Student Learning

SLOs are being used to improve student learning as evidenced by the best practices shared in the "reflections" section of the SLO Cloud. Faculty use new techniques in their instructional design. To further discussion, faculty members meet face-to-face at Department meetings to share strategies to improve student success across the Department.

In addition, SLOs are used to determine experimental course deletions. For example, READ 915, Reading for ESL Students, was an experimental course. SLO data revealed the following: "…the completion rate was not good (12/22=55%). Many of the students should not have been in the class. They took the class because it was the only open class when they registered. Although the class is ESL, half of the students were not ESL students." This SLO feedback was used to improve student learning as it prompted faculty discussion, and attributed to the experimental course's deletion.

### Analysis of SLO Cloud Reports and Data from 3-year Summary Report

READ 920, 950, and 015

More Reading and Writing across Disciplines: Students are completing more weekly reading and writing assignments. For example, students wrote weekly paragraphs, incorporating the reading concepts and vocabulary words that they had learned for that particular week.

More Scaffold Instruction: For lessons on identifying the main idea and supporting details in paragraphs and essays, faculty instruct students to come up with an original main idea and include at least three major supporting details and at least three minor supporting details for each major. This exercise gives students an opportunity to become to think creatively and critically.

More In-class Reading Assignments: Students read aloud; oftentimes students self-correct as they were reading. In addition, students diagram each of the reading concepts that they included in their stories. Faculty saw improvement.

SLO Success Rates in Various Instructional Delivery Methods

Percent of Students Assessed who met SLOs

	All Courses	DE	Weekend	Campus (M-F)
	77.1%	77.0%	68.7%	77.7%
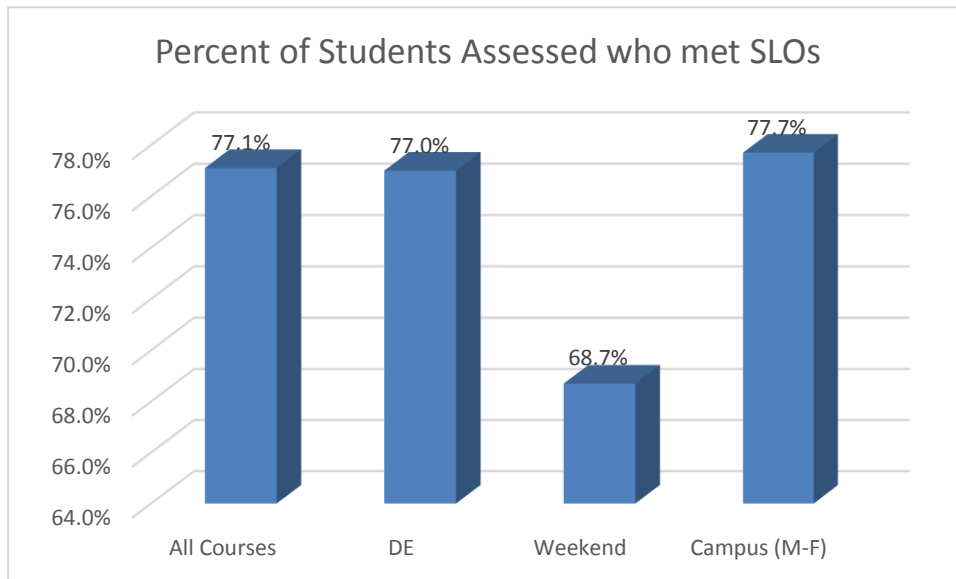
Data shows that the Student Learning Outcomes (SLOs) success rates in our Distributed Education (DE) courses, compared to our traditional on-campus classes, are virtually identical: 77.0% success rate in our DE courses, and 77.7% success rate in our on-campus, Monday-Friday, classes. The weekend courses, however, appear to be the least successful at 68.7%. The Department attributes this to the weekend offering of READ 920, one of our lower-level reading classes. Offering a weekend section of READ 920, which meets only once a week, may be too infrequent a meeting pattern. SLO data suggests that students who read at lower reading levels may benefit from more weekly contact.

Nevertheless, the Department will continue to offer READ 950 and READ 015 on the weekend, creating a weekend cohort. However, if the weekend classes' SLOs do not improve in its current, traditional, face-to-face instructional format, the Department may consider offering READ 950 and READ 015 as weekend, hybrid courses: lectures taught on-campus, and labs taught online. Student success and retention rates will continue to be closely monitored; modifications will be made accordingly.

Program Level Outcomes: If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Discuss how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

See Strategic Goal 2.11

The Department does not offer a degree or certificate.

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. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	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 or purpose of the program?

> The Reading and Study Skills Department at San Bernardino Valley College provides a diverse community of learners with the reading comprehension, vocabulary development, critical thinking skills, and study skills needed to succeed in business, industry, and prepares students to complete career and technical education certifications, and prepares other students for transfer to four-year colleges and universities.

How does this purpose relate to the college mission?

> The Department's purpose relates to the College's mission as evidenced by its commitment to providing learning environments that acknowledge and celebrate the diversity of our students. The Department demonstrates this commitment through culturally responsive teaching. It is a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world. The Department practices culturally responsive teaching strategies as evidenced by its diverse reading material and instructional practices, which embraces the diversity of our program's demographics.
>
> In addition, to meet the instructional needs of a diverse community of learners and to give students educational access, the Department offers a variety of scheduling patterns, alternative delivery methods, and weekend instruction, making access to college attainable.

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any

unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

Productivity

The Department's productivity is at an acceptable level. Over the past five academic years, the duplicated enrollment has seen a consistent increase, from 1,043 in 2010-11, to 1,326 for 2014-15. Additionally, FTEF has also seen a significant increase, from 12.70 in 2010-11, to 18.40 for 2014-15.   Currently, the Department has load for nine full-time faculty members, but operates with only four full-time and thirteen part-time faculty. In other words, full-time faculty teach 43% of Reading and Study Skills classes. Over the last several years, the Department had a 100% fill rate. To that end, productivity will improve as the Department serves more students.

Unique Aspects of the Department that Impact Productivity Data

Unique aspects of the Department that impact productivity pertains to WSCH per FTEF. It has decreased from 469 in 2010-11, to 416 in 2014-15. Although the WSCH goal is 525, the Department will never be able to reach that, because the courses are capped at 28. This cap, developed from pedagogical concerns, needs to be maintained for the success of our students.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

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

All Department course curricula are current and up-to-date.

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	11/23/2015	11/23/2021	
READ102 Critical Reading as Critical Thinking	Active	11/23/2015	11/23/2021	
READ905 Reading Foundations	Active	11/23/2015	11/23/2021	
READ920 Reading Skills I	Active	11/23/2015	11/23/2021	
READ950 Reading Skills II	Active	03/14/2011	03/14/2017	
READ015 Preparation for College Reading	Historical			
READ100 College Academic Reading	Historical			
READ102 Critical Reading as Critical Thinking	Historical			
READ102 Critical Reading as Critical Thinking	Historical			
READ910 Reading Fundamentals	Historical			
READ910 Reading Fundamentals	Historical			
READ915 Reading Fundamentals for English as a Second Language Learners	Historical			
READ915 Reading Fundamentals for English as a Second Language Learners	Historical			
READ920 Reading Skills I	Historical			
READ920 Reading Skills I	Historical			
READ950 Reading Skills II	Historical			
READ951 Reading Skills I and II	Historical			
READ951 Reading Skills I and II	Historical			

<u>Articulation and Transfer</u>

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

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

The College's Articulation Officer, Janice Wilkins, was consulted. READ 102 meets the CSU requirement for Critical Thinking, General Education Breadth, A3, and articulates specifically with Cal State Fullerton's READ 290, "Critical Reading and Thought," a class offered in their reading program. READ 100 is accepted as transfer, elective credit at the CSUs, and articulates with Cal State Fullerton's READ 201, "Academic Reading." The UC system, however, does not accept reading courses for articulation and transfer.

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 the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The 2014-15 catalogue does not reflect accurate information, because recently, in February 2016, there were two deleted experimental courses, and an addition of a new reading and study skills course. The Office of Instruction was contacted. The changes will be updated in the 2016-17 catalogue.

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?

Trends which Impact Student Enrollment

Assessment Data: The Department's primary tool used for planning for student enrollment is the College's Assessment Placement Level Data. This data is helpful as it provides a breakdown of which reading and study skills classes students are placed into: READ 920, 950, 015, or 100. The Department receives quarterly reports from the Assessment Office. December 2014 to December 2015 assessment data revealed that 9% of the students who assessed placed into READ 920; 17% assessed into READ 950; 45% assessment into READ 015, and 29% assessed into READ 100. To meet students' instructional needs the Department strives to plan accordingly.

Suspension of the California High School Exit Exam (CAHSEE): Due to the change in academic standards, Senate Bill 172 (Liu) was signed by the Governor to suspend the administration of the CAHSEE and the requirement that students pass the CAHSEE to receive a high school diploma for the 2015–16, 2016–17, and 2017–18 school years. The law required that schools grant a diploma to any pupil who completed grade twelve in the 2003–04 school year or a subsequent school year and met all applicable graduation requirements other than the passage of the high school exit examination. The law further required the State Superintendent of Public Instruction to convene an advisory panel to provide recommendations to the Superintendent on the continuation of the high school exit examination and on alternative pathways to satisfy the high school graduation requirements pursuant to *Education Code* sections 51224.5 and 51225.3. The law became effective on January 1, 2016.

This trend impacts the Department's planning as the suspension of the CAHSEE may increase the need for the Department to offer more basic skills reading and study skills courses, because more high school graduates may have the need for literacy remediation. The Department may need to increase its sections of remedial courses: READ 920, 950, and 015.

Basic Skills Noncredit Courses: Beginning in 2014, the California Community College Chancellor's Office adopted minimum qualifications for noncredit instructors. The minimum qualifications for instructors who teach noncredit courses in reading and/or writing are as follows: either a bachelor's degree in English, literature,

comparative literature, composition, linguistics, speech, creative writing, or journalism; or a bachelor's degree in any discipline and twelve semester units of coursework in teaching reading.

This new development impacts program planning. The Department will consider creating a noncredit phonics course, a noncredit spelling improvement course, and similar courses designed to address specific, isolated literacy skills. However, Reading and Study Skills Department faculty with master's degrees in reading, or the explicit equivalent as set forth by the State, will continue to teach reading and study skills credit courses, maintaining the highest quality literacy instruction that reading specialists and reading clinicians are formally trained to provide.

Common Assessment Initiative: The Department is monitoring the Common Assessment Initiative with the expectation that students will be accurately placed in reading and study skills courses, reducing the need for unnecessary remediation. In the future, the Department will modify its sections as indicated by assessment data.

California Acceleration Project: With respect to reading classes, accelerated developmental education aims to increase the numbers of community college students who complete college-level courses in English. At minimum, acceleration models in reading and study skills reduce the length of time it takes for students to start the English sequence of classes. At San Bernardino Valley College, that course is English 914.

There are many acceleration models. The Department, however, will continue to offer the "compression model." It combines an 8-week READ 920 class with an 8-week READ 950 class. Data will be collected and analyzed, and shared with the Faculty Chair, English Department. If data shows that accelerated courses produce successful student learning outcomes, the Department will discuss with the Faculty Chair, English Department, the possibility of piloting a linked 8-week READ 950 class with an 8-week English 914 class. This partnership will create a reading/English-accelerated cohort. However, if the data does not support student success, the Department will discontinue the scheduling of accelerated reading and study skills courses.

Additionally, in close consultation and collaboration with the Faculty Chair, English Department, the Department would like to redesign READ 920 and READ 950, the "pathway" courses for English 914. This new course will help students meet the requirement to begin the English sequence in one semester instead of two semesters. Cut-scores will be established for the new course, and all students who assess into said course would be eligible to enroll.

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. <u>In what way does your planning address accomplishments and strengths in the program?</u>

Improved Reading and Study Skills Lab Technology: The developmental reading courses have a required three, weekly hours of lecture; and three, weekly hours of lab. However, for more than 6 years, the Department has operated its Lab without a computerized, diagnostic, prescriptive, adaptive reading intervention program. Finally, however, the Department recently secured SSSP funding to purchase the web-based literacy program, "Reading Plus." The program cost $49,000 for a three-year license; the purchase order is slated for the April 19, 2016, Board meeting. The purchase should be completed by June 2016, and Reading and Study Skills Department faculty and staff training should commence August 2016.

The Department is eager for our students to have access to new technology. "Reading Plus" will provide an extensive library of engaging, cross-curricular, informational and adult literary reading selections that adhere to reading grade-level appropriate vocabulary complexity, sentence length, and word count.

These rigorous instructional components ensure students encounter ever-increasing levels of text complexity. As a student demonstrates mastery in "Reading Plus," the selections presented will have richer academic vocabulary, higher word count, and deeper examinations of topics and themes. Additionally, the program provides personalized scaffolds that help students engage with challenging texts rather than avoid them.

The reading intervention program will also provide reading comprehension instructional support. Rigorous, culturally diverse, text-dependent comprehension questions follow each reading selection to monitor comprehension and assess a student's ability to use critical thinking skills. Imbedded in the program are a pre-test, a post-test and midterm benchmarks. The Department will use data from "Reading Plus" to inform instruction and measure Student Learning Outcomes.

Recruiting and Maintaining Highly Qualified Adjunct Instructors: Since the last Program Efficacy, the Department has more than doubled its number of adjunct instructors from six (6) in 2010-11, to thirteen (13) in 2014-15. With increased faculty, the Department can offer more courses to meet the demand for students who assess into reading and study skills classes.

Hiring New Full-time Faculty: To fill a full-time position vacated by a retiree, the Department recently hired a full-time faculty member, maintaining its full-time, contract faculty of four (4).

Commitment to READ 102: Just as Philosophy 102 and 103; Communication Studies 125; and English 102, READ 102 also meets the CSU Critical Thinking General Education requirement. However, in the past, with fewer sections allocated to the Department, its primary focus, understandably, was remedial literacy instruction. Now, with an increased number of Reading and Study Skills sections, the Department has made a commitment to students, offering at least two sections of READ 102 in both the fall and spring semesters, helping students meet a CSU General Education requirement prior to transfer.

Modifying Instructional Delivery Methods: To meet instructional needs, in addition to traditional on-campus and hybrid courses, the Department offers two sections of READ 950 in a 100% online instructional format. SLO data reveals that online and hybrid reading and study skills courses are successful.

New Reading and Study Skills Course: READ 905, Reading Foundations, was developed to meet the instructional needs of students who assess below READ 920.

Improved Departmental Communication: To create a working environment conducive to sharing ideas and best instructional practices, the Department now has regular, monthly, face-to-face meetings. All full-time faculty and staff attend. Guest speakers from Student Services and the Office of Research, Planning, and Institutional Effectiveness are invited to have working lunch meetings. Guest speakers present information to Department faculty and staff, and participate in discussions.

Additionally, for the first time in the Department's history, full-time and part-time faculty met in-person to reflect upon, analyze, and strengthen SLOs. Specifically, at the November 2015 Department meeting, full-time and part-time faculty met to review its courses' SLOs. At the Department meeting, faculty revised the SLOs in the following courses: READ 920, 950, 015, and 100. At the end of the Spring 2016 semester, data will be collected and analyzed to inform instruction and to promote student success.

Department Website: The Department is in the process of updating its website.

Department Brochure: The Department is in the process of updating its brochure; the brochure will be used to market and promote Reading and Study Skills courses at Humanities Day and other campus-wide recruitment events.

Challenges

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

Full-time Faculty Needed: The Department needs more full-time faculty. December 2014 to December 2015 assessment data revealed that 701 students (9%) assessed into READ 920, Reading Skill I. One thousand, two hundred and fifty-two students (17%) assessed into READ 950, Reading Skills II. Three thousand, three hundred and ninety students (45%) assessed into READ 015, Preparation for College Reading; and 2,230 students (29%) assessed into READ 100, College Academic Reading.

Considering that reading and study skills' courses are capped at 28, if everyone who assessed completed the recommended reading course in their first semester, the Department would need to offer 12 sections of READ 920; it currently offers 5. The Department should offer 44 sections of READ 950; it currently offers 16. The Department should offer 121 sections of READ 015; it currently offers 8. The Department should offer 79 sections of READ 100; it currently offers 0. While we do not expect every student to complete this recommended course during their first semester, it is clear we are not meeting current student demand with existing faculty and resources.

From December 2014 to December 2015, 5,343 students who completed the placement test assessed into remedial reading and study skills courses. In other words, 71% of the students who completed the assessment needed developmental literacy instruction designed for students reading at the 10th grade reading-level and below. The Department strives to meet the need, but the demand for reading and study skills instruction is overwhelming. To address this weakness, at the next Needs Assessment, the Department will formally request that the District hire more full-time Reading and Study Skills faculty. The Department needs more full-time faculty to meet the instructional needs of the community. Clearly, based on the number of students who assess, the Department cannot meet demand.

Implement Departmental Common Assessments: The Department embraces academic freedom; however, there is a need to have a common departmental pre-test, post-test, midterm, and final exam. The Department should have unified, summative, departmental assessments. It does not. To address this weakness, the Department will implement "Reading Plus" as there are web-based formative and summative assessments imbedded in the reading intervention program. Student progress and success data will be immediate and easily accessed at the course-level, instructor-level, and at the individual student-level.

Maintain Assessment Integrity: With the increase use of online assessments, the Department will need to improve its testing environment where student cheating is minimized, and the integrity of the Department's assessment data is maximized. Currently, the way the Reading and Study Skills Lab is designed, some computer monitors face each other; students can clearly see other students' monitors, compromising assessment data. To address this weakness, the Department will look into privacy screens and possibly varying students' questions on reading comprehension and vocabulary development tests.

Effective, Shared Reading and Study Skills Lab Space: The Department is grateful for, and fully utilizes the additional lab space; however, unless instruction is completely and unnaturally silent, it can be a challenge for classes to share the same instructional space. To address this weakness, at this time, the Department tries not to schedule too many classes that meet during the same timeframe. Occasionally, it is unavoidable. Hopefully, however, when the Liberal Arts Building is remodeled, or demolished and reconstructed, reading and study skills classes will be re-designed to be self-contained lecture and computer labs as to avoid multiple classes sharing the same instructional space, creating a more effective learning environment.

The Need to Provide a Complete Range of Reading and Study Skills Courses: According to assessment data, students place into READ 920, 950, 015, and 100. Historically, every semester, the Department offers most of these courses. However, READ 100, which meets the instructional needs of students who require college academic reading and study skill instruction above 10th grade-level reading skills remediation, has not been offered recently, due to very low enrollment in face-to-face sections. In recent semesters, enrollments were below the College's minimum requirements. To address this weakness, the Department will modify READ 100's delivery method to include hybrid and online instructional formatting options. Retention and student success will be monitored. Based on data, modifications will be made accordingly.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates 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 does not have plans to implement the strategic initiatives of Technology, Partnerships, 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 that apply to your program. What plans does your program have to further implement any of these initiatives?

Technology: After more than six years, the Department has finally secured funding for "Reading Plus," a computerized, diagnostic, prescriptive, adaptive reading intervention program. The program cost $49,000 for a three-year license; the purchase order is slated for the April 19, 2016, Board meeting. The purchase should be completed by June 2016, and Reading and Study Skills Department faculty and staff training should commence August 2016.

The Department is excited for our students to have access to new technology. "Reading Plus" will provide an extensive, culturally diverse library of engaging, cross-curricular, informational and adult literary reading selections that adhere to reading grade-level vocabulary complexity, sentence length, and word count. These rigorous instructional components ensure students encounter ever-increasing levels of text complexity. As a student demonstrates mastery in "Reading Plus," the reading selections presented will have richer academic vocabulary, higher word count, and deeper examinations of topics and themes. Additionally, the program provides personalized scaffolds that help students engage with challenging texts.

Imbedded in the program are pre-test, post-test and midterm benchmarks. The Department will use data from "Reading Plus" to inform instruction and measure Student Learning Outcomes.

Campus Climate: Improved interdepartmental relations contribute to an overall positive campus climate. The Department now has regular, monthly meetings. One hundred percent of full-time, contract faculty and staff have participated in Department meetings.

Internal Partnerships: The Reading and Study Skills Lab partners with English Department faculty to provide additional assistance to students through computer-assisted instruction and workshops. Access to computerized tutoring and other resources help students brush-up on reading and study skills, providing students with instructional support. In addition, the Department has partnered with First Year Experience (FYE) to offer exclusive, accelerated sections of READ 920 and READ 950, in an effort to help students enrolled in the FYE program complete two reading courses in one semester.

External Partnerships: The San Bernardino Adult Schools' Transitions to Success class prepares students for transition from adult school to community college. The Department's Instructional Assessment Technician, Caleab Losee, collaborates with teachers at the adult school to offer workshops in the areas of reading comprehension, vocabulary development, and study skills.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

The student success rate achieved a high point of 59% in the 08-09 school year. This score remained steady the following year (58%) but then declined precipitously (to 47%) in 10-11. The Department suspects that a faulty assessment instrument is the reason for the decline, and is working with the Office of Research to gather data on this. The evaluation of "does not meet" simply reflects the fact that the cause for the decline has not yet been identified, and consequently appropriate remedial steps have not yet been taken. This evaluation is somewhat unfair to the Department, since the problem only emerged recently and they have not had much time to deal with it. Indeed, a one-year decline could merely be a random fluctuation. Naturally, when this program is reviewed again in three years, the reviewing team should be particularly careful to note the Departmental trends in student success.

Address, in detail and with specific examples, how this deficiency was resolved:

Since the last Program Review, the Department's student success rate has increased twenty-two percentage points, from 47% (2010-11), to 69% in 2014-15. The deficiency was resolved by varying patterns of instructions; offering alternative instructional formats, including hybrid and online courses; offering accelerated courses; increasing Reading and Study Skills Lab hours, offering final exam preparation workshops; reading and study skills workshops; and extending weekend course offerings.

Department faculty and staff participate in professional development opportunities that include attending local and regional conferences. Department faculty will continue to implement strategies that continually improve upon its 69% student success rate as they are committed to working together, and sharing best practices for the benefit of our students' success.