

**Program Efficacy Report  
Spring 2016**

**Name of Department:** Reading

**Efficacy Team:** Stacey Meyers, Denise Knight, Kenny Melancon

**Overall Recommendation (include rationale):** Continuation

The reading faculty did a great job analyzing the department. The success rates of the program rose from 47% to 69%. The department lists a number of accomplishments and recognizes challenges. The department incorporates the strategic initiatives of Technology, Partnerships, and Campus Climate. The reading departments mission statement coincides with the college mission statement.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part I: Access</b>		
<b>Demographics</b>	<i>The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population</i>	<i>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.</i>
<p><b>Efficacy Team Analysis and Feedback: MEETS</b></p> <p>The program provides an analysis of the demographic data and provides an interpretation in response to identified variances however the narrative could have been more in depth when discussing why the data is different from the college means.</p>		
<b>Pattern of Service</b>	<i>The program's pattern of service is not related to the needs of students.</i>	<i>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.</i>
<p><b>Efficacy Team Analysis and Feedback: MEETS</b></p> <p>The department provides evidence that the pattern of instruction meets student needs. The department has recently created a new reading course for students that assess lower than the lowest course the department offered.</p> <p>The department offers weekend, evening, summer, and daily courses to allow students access to the courses and continue to evaluate the relevance of the courses on a semester basis.</p>		

<b>Part II: Student Success</b>		
<b>Data demonstrating achievement of instructional or service success</b>	<i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>	<i>Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed.</i>
<p><b>Efficacy Team Analysis and Feedback: MEETS</b>  The reading department provides an analysis of the data which indicates progress on departmental goals. The departments success rate has increased noticeably from 2010-11 to 2014-15. The department states that the retention rates has gone from 82% to 90%. The department works as a team in order to keep the success and retention rates up within the department. Sections have increased from 39 sections to 56 sections.</p>		
<b>Student Learning Outcomes and/or Student Achievement Outcomes</b>	<i>Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i>	<i>Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i>
<p><b>Efficacy Team Analysis and Feedback: MEETS</b>  The department provided examples of the SLO collection that has been done for several reading courses. The department was able to identify a variety of ways to improve their teaching techniques using the data from the SLO assessments that have been completed within the division.</p>		
<b>Part III: Institutional Effectiveness</b>		
<b>Mission and Purpose</b>	<i>The program does not have a mission, or it does not clearly link with the institutional mission.</i>	<i>The program has a mission, and it links clearly with the institutional mission.</i>
<p><b>Efficacy Team Analysis and Feedback: MEETS</b>  The department has a mission statement that clearly links with the institutional mission.</p>		
<b>Productivity</b>	<i>The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.</i>	<i>The data shows the program is productive at an acceptable level.</i>

<p><b>Efficacy Team Analysis and Feedback: MEETS</b></p> <p>The department level productivity is at an acceptable level. The duplicate enrollment has shown steady increase over the past five years. FTEF has also shown a significant increase in the last five years. The department has load for nine full time faculty while currently the department operates with four full time faculty and thirteen part time faculty.</p>		
<p><b>Relevance, Currency, Articulation</b></p>	<p><i>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</i></p> <p><i>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</i></p>	<p><i>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.</i></p>
<p><b>Efficacy Team Analysis and Feedback: MEETS</b></p> <p>The program provides evidence that the curriculum review process is up to date. Two of the reading courses are not articulated with a UC, Reading 100 and 102. The UC system does not accept reading as a transferable course.</p>		
<p><b>Part IV: Planning</b></p>		
<p><b>Trends</b></p>	<p><i>The program does not identify major trends, or the plans are not supported by the data and information provided.</i></p>	<p><i>The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.</i></p>
<p><b>Efficacy Team Analysis and Feedback: MEETS</b></p> <p>The program identifies and describes major legislative trends that change academic standards. In order to keep up with these changes the reading department work with the counseling department and student assessment department in order to know what course to offer in a given semester. The document also states trends which impact planning, Suspension of the California High School Exit Exam, Basic Skills Non-credit Courses, common assessment initiative and the California Acceleration Project. The document does state how the department will adapt to the new trends however at this time does not have data to support the influx of students that will need to take basic skills. These are all new trends, so the department does not have data.</p>		
<p><b>Accomplishments</b></p>	<p><i>The program does not incorporate accomplishments and strengths into planning.</i></p>	<p><i>The program incorporates substantial accomplishments and strengths into planning.</i></p>

**Efficacy Team Analysis and Feedback: MEETS**

The reading department has been able to purchase a computer program to assist the students in the lab portion of the courses. This has been purchased using SSSP money. The department needs to plan each fiscal year to hire adjunct due to the increase in sections offered, since the numbers of students coming into the program changes each semester.

**Weaknesses/challenges**

*The program does not incorporate weaknesses and challenges into planning.*

*The program incorporates weaknesses and challenges into planning.*

**Efficacy Team Analysis and Feedback: MEETS**

The department does a good job of incorporating weaknesses and challenges into the planning. The document talks about how the department will recruit students for the program. The plan includes recruiting the underserved population.

**Part V: Technology, Partnerships & Campus Climate**

*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.*

**Efficacy Team Analysis and Feedback: MEETS**

The program demonstrates that it incorporates the strategic initiatives of technology, and partnerships on campus and off.

The department was able to purchase a computer system for the lab portion of the program. The new computer system allows students to have access to materials that were not available in the past.

The department partners with the counseling department as well as other departments on campus and San Bernardino City School District.

**Part VI: Previous Does Not Meets Categories**

*Program does not show that previous deficiencies have been adequately remedied.*

*Program describes how previous deficiencies have been adequately remedied.*

**Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review): MEETS**

**The department has assessed the Does not Meet from last efficacy and has determined that a faulty assessment instrument was the reason for the success rate decline in 08-09, 10-11.**

**The department has data with examples of how the success rate has risen from a low of 47% in 2010-11 to 69% in 2014-15.**