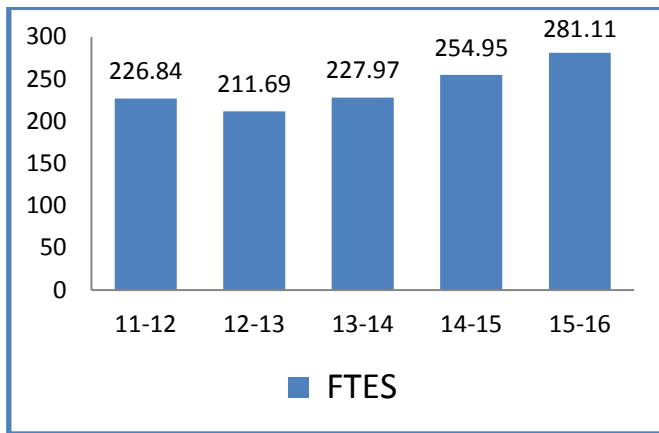


## READING & STUDY SKILLS — 2015-2016



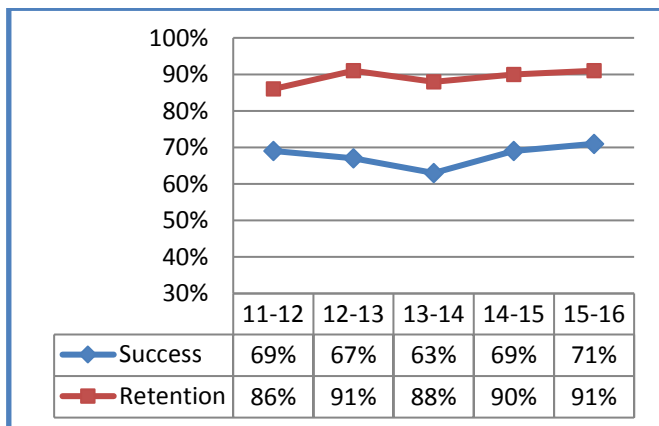
**Description:** The Reading and Study Skills Department offers courses designed to improve reading comprehension, vocabulary development, critical thinking and study skills. In addition to preparing students for success in college-level courses, the department offers READ 950, the prerequisite reading course for English composition, based on students' individual assessment scores. Additionally, the department offers READ 100, College Academic Reading; and READ 102, Critical Reading for Critical Thinking, which meets the CSU "critical thinking" requirement, GE Breadth A3.

**Assessment:** The department shows continual growth and improvement as evidenced by the following:

Enrollment has increased from 1,043 in 10-11 to 1,360 in 15-16. FTEF has also increased from 12.70 in 10-11 to 19.12 in 15-16. WSCH/FTEF has recently increased from 390 in 13-14 to 441 in 15-16. Retention has increased from 86% in 11-12 to 91% in 15-16. Success rate has increased from 69% in 11-12 to 71% in 15-16. Sections have increased from 39 in 10-11 to 57 in 15-16. Online and hybrid sections have increased from 15% in 13-14 to 25% in 15-16. The department has load for nine (9) full-time faculty members, but operates with only four (4).

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,043	1,183	1,150	1,255	1,326	1,360
FTEF	12.70	15.08	15.62	17.53	18.40	19.12
WSCH per FTEF	469	452	407	390	416	441

**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 learning communities to determine future alternative scheduling options. Strengthen reading and study skills curriculum and instruction to better prepare students for English composition courses, and across other disciplines. Continue to improve student success and retention rates across all reading courses. Renew the department's commitment to provide quality curriculum and instruction across the full span of adult literacy: preprimer-level to college-level reading skills.



**Challenges & Opportunities:** With the anticipated implementation of statewide, common assessment, the department may need to add more courses to meet the needs of students who assess into its basic skills sequence. There is a need for more training on the department's new web-based, reading intervention program: Reading Plus, as it is used in the lab portion of its developmental sequence. There is a need for the consistent use of data to inform instruction. There is limited Reading Lab space to schedule lab classes.

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	39	46	48	53	56	57
% of online enrollment	8%	20%	17%	15%	16%	25%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

**Action Plan:** Provide a variety of classes: morning, afternoon, evening, weekend, online, hybrid, late-start, short-term, and full-term. Continue to provide technical training and support for department faculty. The department will continue to have regularly, monthly meetings to share best instructional strategies to improve success and retention rates. Offer a range of courses designed to improve adult literacy, from preprimer-level to college-level reading abilities. Schedule at least one section of READ 100, College Academic Reading, for students assessing at the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade reading levels.

