

TECHNOLOGY NEEDS ASSESSMENT APPLICATION
Fall 2017

Technology: Programs should list the technology needed to provide ongoing service or instruction, and an approximate cost of the request. *Technology that is listed in this category will be forwarded to Campus Technology Services to evaluate through their own processes.*

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| Name of Person Submitting Request: | Kimberly Jefferson |
| Program or Service Area: | Reading and Study Skills Department |
| Division: | Arts and Humanities |
| Date of Last Program Efficacy: | Spring 2016 |
| What rating was given? | Continuation |
| Amount Requested: | \$63,917.00 |
| Strategic Initiatives Addressed: Strategic Directions + Goals | <p><u>Increase Access</u> Supporting Action:</p> <ul style="list-style-type: none"> • Improve access to technology. <p><u>Promote Student Success</u> Supporting Actions:</p> <ul style="list-style-type: none"> • Increase the percentage of students who succeed in basic skills classes. • Increase the use of low-cost and free online resources (for students). • Improve performance on all Student Success Scorecard measures. |

Replacement Growth

- 1. You are required to meet with Rick Hrdlicka – Director of Campus Technology Services prior to submitting a Technology Needs Request. 909-384-8656 or rhrdlicka@sbccd.cc.ca.us. Please provide the date and time of your meeting.**

As required, prior to submitting our department’s Technology Needs Assessment Application, I met with Rick Hrdlicka, Director of Campus Technology, on October 5, 2017, 11:00 a.m. - 11:30 a.m., at SBVC, room CTS 101.

- 2. Projects that require modification to Buildings or Rooms will require a Facilities Need Request. Will this project require facilities changes?**

This request does not require facilities changes.

- 3. What technology-based equipment or software are you requesting?**

The Department is requesting a 3-year subscription renewal of its web-based, remediation reading program “Reading Plus” (RP), which is used in its reading and study skills classes.

- 4. Indicate how the content of the department/program’s latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.)**

Per the Department’s 2016-17 EMP narrative, securing continued funding for RP is the Department’s # 1 goal. Attached is the Department’s 2016-17 EMP narrative.

5. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, or planning, etc.*).

Funding History

March 30, 2016, the Department secured funding for a 3-year RP subscription, which ends March 30, 2019.

The total cost of the 3-year subscription was around \$50,000, and was divided between two funding sources: \$15,000 was provided by the Technology Committee, and \$35,000 was provided by Dr. Ricky Shabazz, previous Vice President, Student Services, through Student Equity funds.

Need for Technology in Reading and Study Skills Courses

There is a need for technology in reading and study skills courses. READ 920, 950 and 015 have required lab components, which supplement and individualize classroom instruction. RP is the Department's sole, individualized, technological component for its on-campus, hybrid, and online lab sections.

Please consider SBVC's Assessment Placement-level data, September 2016-September 2017. The report is attached.

- 69% of students who completed the SBVC placement test assessed into developmental reading classes designed for 10th grade-level reading to pre-primer grade-level reading: READ 905 (pre-primer to 4th reading grade-level reading; 2%), READ 920 (4th grade-level reading to 6th grade-level reading; 9%), READ 950 (6th grade-level reading to 8th grade-level reading; 16%), and READ 015 (8th grade-level reading to 10th grade-level reading; 41%).
- 31% of students who completed the SBVC placement test assessed into a reading class, instructionally designed above 10th grade-level reading: READ 100/101 (31%).

It is important to note that 27% of students who completed the SBVC placement test were required to complete a reading class(es) before enrolling in the first course in the English composition sequence: ENGL 914, Basic Writing. Those reading classes include READ 905, 920, and/or 950.

RP's Impact on Student Success, FA16, SP17 and SM17: (READ 905, 920, 950, and 015)

Fall 2016

of Student using RP: 1,003

ReadAround (Vocabulary Development)

Average Start Level: 9.0

Average End Level: 9.5

Average Gain: 0.5

SeeReader (Reading Comprehension)

Average Start Level: 4.8

Average End Level: 6.2

Average Gain: 1.4

Spring 2017

of Student using RP: 1,586

ReadAround (Vocabulary Development)

Average Start Level: 9.1

Average End Level: 9.7

Average Gain: 0.6

SeeReader (Reading Comprehension)

Average Start Level: 4.5

Average End Level: 6.3

Average Gain: 1.8

Summer 2017

of Student using RP: 146

ReadAround (Vocabulary Development)

Average Start Level: 9.3

Average End Level: 9.4

Average Gain: -0.1

SeeReader (Reading Comprehension)

Average Start Level: 4.7

Average End Level: 6.2

Average Gain: 1.5

6. Provide a complete itemized list of the 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, Perkins, Grants, etc.*)

Complete Itemized List of Total Costs

RP's 3, 5, and 6-year quote, dated October 19, 2017, is attached.

Identification of Alternative Funding Sources

Alternative funding inquiries have been made to Dr. Scott Thayer, Interim Vice President, Student Services (e-mail dated 09/21/2017); Carmen Rodriguez, Interim Dean, Student Equity and Success (e-mail dated 10/05/2017); and to the Faculty Co-Chair, Basic Skills Committee, Joan Murillo (e-mail dated 10/12/2017).

7. What are the consequences of not funding this request?

The consequences of not funding this request will have a direct, negative impact on student success as 69% of students who complete the SBVC placement test assess into basic skills reading and study skills courses. Most of those reading and study skills courses require lab components to supplement and individualize lecture instruction. However, if this request is not funded, after the Fall 2018 semester, the Department will no longer be able to provide SBVC students individualized, developmental reading technology in its current credit, and future noncredit, reading and study skills courses.