Institutional Program Review—2019-2020
Program Efficacy Phase: Instruction
DUE: Friday, March 13, 2020 by NOON

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 so that the college community can make informed decisions about budget and other campus priorities. Program Review is conducted by authorization of the SBVC Academic Senate. This year, your program is required to complete a full-efficacy review. 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

Access to Efficacy information and resources can be found on the [Program Review Efficacy Resources](#) page.

The committee evaluates the self-awareness that each program demonstrates in all aspects, both positive and negative, of its performance. This includes the program's ability to address areas that need improvement and areas where the program will capitalize on its strengths. Ultimately, the efficacy document should identify and expand upon a program's position within the framework of the college structure and identify plans that are in place to improve the services that it offers to students and the college community.

As you complete your efficacy review, keep in mind that the Program Review Committee is comprised of faculty and staff from departments throughout the campus, and student representatives. The composition of the committee members ensures that a global view is maintained when evaluating the reviews and that the program is not only addressing departmental and divisional goals but that the program is also considering institutional goals as well. Committee members may not already be familiar with your program, so be sure that you provide adequate support and analysis for each of the questions.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy document. 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:
> Friday, February 21 from 9:30 to 11:00 a.m. in B-204
> Friday, March 6 from 9:30 to 11:00 a.m. in B-204

Programs are now required to provide and analyze disaggregated SLO/SAO data. The committee strongly suggests you plan to attend one of the workshops below to learn how to extract SLO/SAO data and assemble and analyze relevant data sets for your program.
> Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm   LA-208
> Disaggregation Workshop: Tuesday, February 11th   12:00 - 1:30 pm LA-208

Final documents are due to the Committee chairs – please send to all three (Carol Jones at carjones@sbccd.cc.ca.us and Joel Lamore at jlamore@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by NOON on Friday, March 13, 2020. It is the writer's responsibility to be sure the committee receives the forms on time.

SUBMISSION FORMAT: 1) Use this current efficacy form and attach as a PDF
    2) Do NOT change the file name

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric and the SBVC demographic data. If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 28. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 10.

Program Efficacy
2019 – 2020

Program Being Evaluated

Reading and Study Skills

Name of Division

Arts & Humanities

Name of Person Preparing this Report   Extension

Kimberly D. Jefferson	1653

Names of Department Members Consulted

Tammy Allen and Magdalena Jacobo

Names of Reviewers

Girija Raghavan, Keynasia Buffong, Kenny Melancon

Work Flow	Date Submitted
Initial meeting with department	February 4, 2020
Meeting with Program Review Team	March 10, 2020 (Kenny Melancon)
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 13

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	1	0	0
Faculty	3	0	0
Classified Staff	0	0	0
Total	4	0	0

PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2019
Part I: Questions Related to Strategic Initiative: <u>Increase Access</u>
Goal: SBVC will improve the application, registration, and enrollment procedures for all students.
SBVC Strategic Initiatives: <u>Strategic Directions + Goals</u>

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program discusses the plans or activities that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended</u>.

		instruction meets student needs. The program discusses the plans or activities that are in place to meet a broad range of needs.	

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Program: Reading	Campus-wide
Asian	3.8%	3.2%
African-American	14.3%	12.3%
Filipiino	1.0%	1.3%
Hispanic	66.4%	63.7%
Multi-Ethnicity	6.6%	6.9%
Native American	0.2%	0.2%
Pacific Islander	0.2%	0.2%
White	6.4%	11.1%
Unknown	1.0%	0.9%
Female	62.2%	57.7%
Male	37.8%	42.0%
Disability	13.6%	4.4%
Age 19 or Less	11.2%	23.7%
Age 20 to 24	56.3%	32.9%
Age 25 to 29	14.4%	18.2%
Age 30 to 34	7.6%	9.7%
Age 35 to 39	3.9%	5.7%
Age 40 to 49	3.8%	6.0%
Age 50+	2.8%	3.9%

Demographics:

Provide an analysis of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

If campus demographics are not applicable to your program, discuss why.

An Analysis of Internal Demographic Data: Academic Years 2016-17 to 2018-19

Considering the above chart titled "Demographics – 2016-17 to 2018-19 Academic Years," overall, the Department's demographic data closely reflects the College's percentages. However, there are some notable variances.

The first variance involves students with disabilities. The demographic chart above reveals that the Department serves more than three times the number of students with disabilities than does the College. It is understandable as common learning disabilities, including dyslexia and problems with information processing, may impact a student's ability to read and understand college-level, academic text across disciplines, without direct instructional support in reading. Therefore, students with identified learning disabilities may receive services from Disabled Students Programs and Services (DSPS), and may also enrolled in reading and study skills courses, with instructional accommodations. Thus, impacting the number of students with disabilities the Department serves.

The second notable variance is related to students between the ages of 20-24. This population represents 32.9% of SBVC's students; however, this population represents 56.3% of the students served by the Department, meaning more than half of the students enrolled in reading and study skills courses are between the ages of 20-24. Considering that some students do not immediately go to college after graduating from high school—creating a "gap" or a lapse of time without instruction— and, based on area high schools' 11th grade 2018-19 assessment data retrieved from the California Assessment of Student Performance and Progress (CAASPP) at https://caaspp-elpac.cde.ca.gov/caaspp/Search?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSchoolType=A&lstCounty=00&lstDistrict=00000&lstSchool=0000000, where it is revealed that nearly 75% of area high school students did not meet the reading standard, which measures students' mastery of the California common core standards. As such, it is understandable that there would be an increase in the number of students between the ages of 20-24 the Department serves. The 20-24 population has a clearly demonstrated need for reading instruction per the 2018-19 CAASPP data for 11th grade area high school students.

Third, there was also a slight variance in the demographic data provided for African American and Hispanic students. As for African-American students, they represent 12.3% of the College's student body. In comparision,14.3% of the Department's students are African-American as it serves 2% more African-American students than does the College. Demographic data was similar for Hispanic students as 63.7% of the College's students are Hispanic. The Department's numbers were slightly greater; 66.4% of its students are Hispanic, an increase of about 3% as compared to the College. Albeit slight variances, data confirms that the Department needs to continue to support its primary demographic populations: African-American and Hispanic students.

There are variances in how the Department's demographic data compare to the Campus population, and demographic data related to assessment should be considered. Therefore, the Office of Research, Planning, and Institutional Effectiveness will be contacted to see if the same variance appears in the College's assessment data, academic years 2016-17 to 2018- 2019. The Department will re-evaluate demographic data when the report is available, and address any verified issues. Nonetheless, these variances reflect an opportunity for the Department to work more closely with DSPS, and area high schools to close equity gaps, improve literacy and college readiness of students with disabilities, African American students, and Hispanic students.

Plans or Activities in Place to Recruit and Retain Underserved Populations
The Department has a plan in place to recruit and retain students who are between the ages of 30-50+, which represents about 15% of the Department's population as evidenced by the chart titled "Demographics – 2016-17 to 2018-19 Academic Years."

To recruit more students in this demographic, the Department plans is to add a hybrid section to its upcoming schedule of classes. This instructional format may give students who might be hesitant to enroll in a fully online courses an opportunity for, and an introduction to, online instruction. Sections will be offered during the evening and weekend. This may be a good option for students between the ages of 30-50+ years old as possibly this population may be less tech-savvy as compared to other populations. Also, students between the ages of 30-50+ may work during the day, and evening courses may better fit students' schedules.

In summary, the 30-50+ population could be successful in flexible, hybrid reading courses if hybrid sections were offered. The Department will support this population.

The Department Demonstrates a Need for Increased Resources
The Department has a need for increased resources to meet students' instructional, supplemental technology needs.

AB 705, signed into law October 13, 2017, impacts every California Community College as colleges are required to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses to achieve this goal, one or more of the following measures:

- High school coursework
- High school grades
- High school grade point average

All community colleges were required to be fully compliant with the requires of AB 705 no later than the Fall 2019 semester.

With AB 705 fully implemented at San Bernardino Valley College, the Department now provides reading and study skills instruction to students enrolled in the same class, but whose reading comprehension abilities range from pre-primer to 10th grade. Prior to the implementation of AB 705, students would be placed in different reading courses, based on their assessment scores. However, now, with full AB 705 implementation, students with vastly different abilities are now enrolled in the same class.

To meet a broader range of instructional needs, the Department must differentiate, individualize, and supplement instruction. As such, it will request continued funding of Reading Plus (RP), a web-based supplemental instruction tool, which individualizes students' supplemental reading and study skills assignments, supporting a broader range of instructional needs.

The Department's current RP subscription ends March 2021. Through the Basic Skills Committee's application process, the Department will request funding to secure another 3-year renewal of (RP), which is the Department's primary supplemental technological, instructional tool used in its entry-level noncredit and credit-bearing courses. RP's 3-year subscription renewal cost is about $65,000.00, an estimate based on the previous invoice.

Pattern of Service:
> Describe how the pattern of service and/or instruction provided by your department serve the needs of the population you serve. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Evidence That the Patterns of Instruction Meets Students' Needs

AB 705, does not name Reading Departments and reading curriculum, specifically. However, its implementation has a considerable impact on the Reading and Study Skills Department. Prior to Fall 2019, the Department's 900-series (905, 920, and 950) was tied to the English Department's composition sequence as prerequisite courses to English courses based on students' SBVC assessment scores.

In response to AB 705, the Department reduced and redesigned its developmental sequence. It deleted from its courses its entire remedial 900-series as follows:

- READ 905, Reading Foundations (six levels below English 101)
- READ 920, Reading Skills I (five levels below English 101)
- READ 950, Reading Skills II (four levels below English 101)

Notably, prior to the implementation of AB 705, READ 950, Reading Skills II, was the prerequisite course for ENGL 914. However, as of Fall 2019, the Reading and Study Skills Department's curriculum was untethered from the English Department's developmental composition curriculum as students can enroll directly into ENGL 101, regardless of preparedness.

Moreover, historically, 66% of the Department's fall sections—20 out of 30 sections—were courses from its 900-series. However, beginning Fall 2019, the Department's 900-series will no longer be offered as these courses are outside of AB 705's English 101 expected completion parameters.

With AB 705 fully implemented, the Department continues to offer patterns of instruction, which meets students' needs, and offers four (4) reading and study skills courses:

- READ 015, Preparation for College Reading
- READ 100, College Academic Reading
- READ 102, Critical Reading as Critical Thinking
- READ 620, Reading Skills (noncredit)

READ 015: READ 015 is designed for students who want to improve literacy skills, and prepare for the rigors of college-level reading of texts across disciplines. It is offered in a variety of instructional formats, during the Fall and Spring semesters:

- 18-week on-campus sections, meeting morning, afternoon, and evening; two days per week, Monday and Wednesday, or Tuesday and Thursday
- Saturday, on-campus sections, which meet once a week on Saturday mornings
- 8-week, short-term sections, meeting on-campus Monday through Thursday, mornings and evenings
- Fully online sections, meeting for 8-weeks, 12-weeks, 14-weeks, and/or 18-weeks

READ 100: READ 100 is designed for students who want to further their study of academic reading, with an emphasis on the analysis of college-level, informational texts. READ 100 is accepted as elective, transfer credit by the California State University system, and articulates with CSU, Fullerton. READ 100 is offered on-campus and online, 18-weeks, 8-weeks, and 5-weeks in the Summer semester.

READ 102: READ 102 meets the CSU's Critical Thinking, General Education Breadth, A3 requirement, and articulates with CSU, Fullerton. READ 102 is offered on-campus and online, 18-weeks, 8-weeks, and 5-weeks, during the Summer semesters.

READ 620: READ 620 is the Department's noncredit course. It is repeatable; students work at their own pace. READ 620 is offered during the day and evening instructional hours, and as an 18-week, full-term course, or as an 8-week accelerated course.

The Department supports the College's Strategic Directions and Goals, regarding increased access. Reading and study skills courses are available for students who choose to enroll in a noncredit or credit-bearing reading and study skills course, which support students' success across disciplines.

Having a variety of scheduling options from which to choose creates greater access for students who may otherwise be unable to enroll in reading and study skills courses. Therefore, the Department offers a varied and balanced pattern of instruction to meet students' needs.

The Department Has Plans in Place to Meet a Broader Range of Needs

New Courses: To meet the instructional needs of students enrolled in one or more STEM (Science, Technology, Engineering, and Math) courses, the Department will collaborate with Math Department faculty, to create a reading and study skills support course designed for students studying in the STEM areas.

Said course will introduce several reading strategies, such as those from the Reading Apprenticeship Project, and will be a 1-unit support course designed for discipline-specific courses in STEM, beginning with two math courses: MATH 102, College Algebra, and MATH 108, Introduction to Probability and Statistics.

Similarly, the Department will collaborate with faculty in the Diesel Department to develop a 1-unit reading and study skills support course for the Career and Technical Education (CTE) disciplines. The first reading support course in the CTEs will be designed for students studying "diesel." Diesel Department faculty will write two new courses for which the CTE reading course will support: Heavy and Medium Duty Trucks, HMDT 021, and Heavy and Medium Duty Trucks-Electrical, HMDT 064.

The Department's plans align with the College's Strategic Direction and Goals to "promote and increase the number of students in learning communities." New STEM and CTE reading and study skills support courses will be included in the 2021-22 SBVC catalog.

Modifications to Its 100-Level Curriculum: The Department will work with Janice Wilkins, SBVC's Articulation Officer, to modify its 100-level curriculum, READ 100 and READ 102, to make college-level reading courses accessible to more students, without impacting CSU articulation.

The Department's plans align with the College's Strategic Directions and Goals as it maintains "up-to-date-curriculum that is relevant to community needs. Curriculum modifications to READ 100 and READ 102 will be included in the 2021-22 SBVC catalog.

Accelerated, Hybrid Sections: The Department supports the College's Strategic Directions and Goals to increase access as evidenced by its plans to increase the number of accelerated basic skills course. To that end, to improve enrollment, student success, and retention, beginning Summer 2020, the Department will offer accelerated, hybrid sections of READ 620 and READ 015. A portion of the lecture taught online and another portion taught on-campus. Enrollment will be monitored; adjustments to future schedule of classes made accordingly.

The Department's Pattern of Instruction Needs to be Extended

The Department's patterns of instruction should be extended to include accelerated, hybrid options. This extended scheduling pattern will create an opportunity for students to complete two reading courses in one semester (i.e., READ 100 offered in Summer Session I, and READ 102 in Summer Session III), which supports the College's Strategic Directions and Goals to "increase the percentage of students who succeed in basic skills courses," and its goal to "increase the number of accelerated basic skills courses."

Part II: Questions Related to Strategic Initiative: <u>Promote Student Success</u>

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: <u>Strategic Directions + Goals</u>

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u>.	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth</u>.

Student Success:
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 that address Success & Retention and Degrees and Certificates Awarded")

	14-15	15-16	16-17	17-18	18-19
Success	69%	71%	66%	67%	71%
Retention	90%	91%	86%	89%	89%
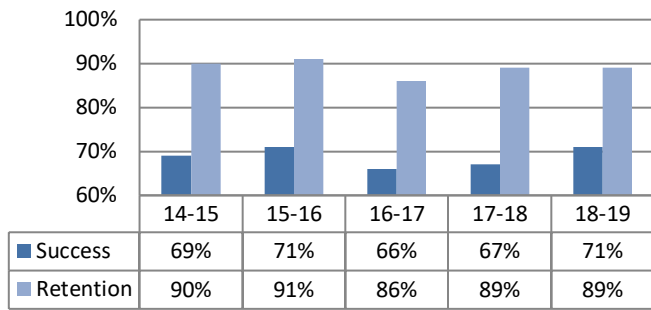
	14-15	15-16	16-17	17-18	18-19
Sections	56	57	61	60	52
% of online enrollment	16%	25%	30%	25%	40%
Degrees awarded	N/A	N/A	N/A	N/A	
Certificates awarded	N/A	N/A	N/A	N/A	

The Department supports the College's Strategic Directions and Goals as related to promoting student success as evidenced by its success and retention rates.

Its success rate increased to 71%; retention remained at 89%. The growth and stability of its success and retention rates are attributed to, in part, the Department's decision to offer more accelerated sections, which typically meet 8 weeks in the fall and spring.

However, its number of sections decreased by 8, because of the Department's commitment to improved fill-rates, maximized productivity, and AB 705 compliance.

Notably, the percentage of the Department's online enrollment increased 15%, to meet the demand for flexible, online reading and study skills courses.

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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.

According to the chart titled "Demographics – 2016-17 to 2018-19 Academic Years," 67% of the Department's students are between the ages of 18-24, the typical age range of recent high school graduates. Therefore, it is important to consider area high school 11th grade assessment data as the Department designs curriculum and plans its patterns of instruction.

High school students in San Bernardino Valley College's service area demonstrate a need for intensive remediation in reading as evidenced by the assessment data from the 2018-19 Smarter Balanced Assessments for English/language arts, which is made public by the California Assessment of Student Performance, retrieved from the following link: https://caaspp-elpac.cde.ca.gov/caaspp/AboutCAASPP.

In short, the Smarter Balanced Summative Assessments for English/language arts (ELA) and math are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and math. The purpose of the Smarter Balanced Summative Assessments is to assess students' knowledge and skills for ELA and math, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and become ready for college or a career.
The ELA portion of the assessment is divided into four areas: writing, listening, research/inquiry, and reading. Regarding reading, CAASPP defines reading as "how well do students understand stories and information that they read," in short, students' ability to comprehend what the student reads.

All students in grades three (3) through eight (8), and grade eleven (11) take the Smarter Balanced Summative Assessments, unless a student's active individualized education program (IEP) designates the California Alternate Assessments. If this is the case, the California Alternative Assessment is administered, accordingly.

The following chart provides 11th grade reading comprehension achievement results for some of San Bernardino Valley College's area high schools.

These percentages are out of 100%, and are based on the Smarter Balanced Assessment Results, 2018-19, retrieved from the following link: https://caaspp-elpac.cde.ca.gov/caaspp/Search?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSchoolType=A&lstCounty=00&lstDistrict=00000&lstSchool=0000000 . Some of SBVC area high schools' 2018-19 results are reported as follows:

High School	2018-19 % of High School Students Who MET the 11th- Grade Common Core Standard for Reading
Arroyo Valley High School	18.86%
Bloomington High School	17.70%
Cajon High School	26.95%
Colton High School	20.14%
Indian Springs High School	17.57%
Pacific High School	15.29%
San Andreas High School	1.47%
San Bernardino High School	20.00%
Sierra High School	9.37%

Moreover, according to CAASPP, "students who have not met the achievement standard in 11th grade needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school." Based on this data, most entering local area high school students need "substantial improvement" in reading, before he or she attempts a college-level course. To close achievement gaps and help students prepare for the rigors of college-level, academic, textbook reading across disciplines, the Department offers curriculum designed to support student success, prepare students for success at transfer institutions, help students complete CTE certifications, and join the workforce.

Although the use of standardized assessment instruments for student placement into English, math, and reading ended Spring 2019, as one of three required instructional members of the Student Success and Support Programs (SSSP) Committee, Department faculty made its professional recommendation to the SSSP Committee for students guided self-placements into reading and study skills courses as follows:

- In addition to students' responses to literacy questions asked in SBVC's guided self-placement questionnaire, students who self-report earning a "D" or below in 11th grade English are recommended by the Department to enroll in READ 620, Reading Skills
- In addition to students' responses to literacy questions asked in SBVC's guided self-placement questionnaire, students who self-report earning a "C" in 11th grade English are recommended by the Department to enroll in READ 015, Preparation for College Reading
- In addition to students' responses to literacy questions asked in SBVC's guided self-placement questionnaire, students who self-report earning a B or above in 11th grade English are recommended by the Department to enroll in READ 100, College Academic Reading

SBVC's DECEMBER 2019 GUIDED SELF-PLACEMENT LEVEL DATA

MATH	Jan	%	Feb	%	Mar	%	Apr	%	May	%	Jun	%	Jul	%	Au	%	Sep	%	Oct	%	Nov	%	Dec	%	Totals	%
095	4	50	32	21	49	19	81	10	69	14	136	16	151	18	460	36	11	6	18	5	147	14	49	13	1207	18%
096	4	50	19	12	28	11	52	7	36	7	60	7	80	9	77	6	15	8	49	14	104	10	18	5	542	8%
102*103 108		0	69	44	137	54	479	62	323	66	471	54	462	54	603	48	118	64	200	58	613	60	242	65	3717	56%
108** 115		0	21	13	31	12	99	13	10	2	107	12	66	8	107	8	22	12	42	12	100	10	32	9	637	10%
151		0	10	6	3	1	41	5	32	7	45	9	60	7	0	0	11	6	22	6	41	4	23	6	318	5%
250		0	5	3	5	2	16	2	10	2	14	2	30	4	18	1	4	2	7	2	9	1	8	2	126	2%
251		0	0	0	1	0	3		2		2		0		3		2		2		2		3		20	0%
252		0	0	0	1	0	1		4		5		0		1		2		2		1		0		17	0%
TOTAL	8		156		255		772		486		870		849		1269		185		342		1017		375		6584	
ENGLISH																										
101/87^	1	14	18	12	29	12	58	7	28	6	61	7	79	9	78	7	16	7	2	6	101	11	40	10	529	8%
101/86^^	0	0	53	34	70	28	202	26	64	15	256	31	285	31	291	28	86	36	92	26	236	25	88	22	1723	27%
101	6	86	85	54	149	60	530	67	345	79	503	61	556	60	684	65	135	57	238	68	599	64	275	68	4108	65%
TOTAL	7		156		248		790		437		820		920		1053		237		350		936		403		6357	
READING																										
620	0	0	19	12	29	12	59	8	30	12	61	7	83	9	79	8	15	7	20	6	104	10	18	5	517	8%
015	20	67	97	63	127	51	322	43	223	88	477	54	520	57	561	53	113	55	160	46	487	48	175	46	3282	53%
100/101	10	33	39	25	92	37	368	49	0	0	351	39	307	34	412	39	78	38	166	48	423	42	189	49	2435	39%
TOTAL	30		155		248		479		253		889		910		1052		206		346		1014		382		6234	

* Math 102, 103, 108 GPA 2.6 and above
** Math 108, 115, 141 GPA 2.3-2.6
^ English 101/87 2 Unit Support
^^ English 101/86 1 Unit Support

According to the chart above titled "SBVC's December 2019 Guided Self-Placement Level Data," guided self-placement data strongly suggests that students entering San Bernardino Valley College know that he or she needs explicit and direct reading support, with 8% of students self-placing into READ 620, and 53% of students self-placing into READ 015. As such, the Department recommends that all entering students complete a reading and study skills course within the students' first semester of college.

In short, the Department provides curriculum and instruction, which contributes to the success of students who enter the College with a demonstrated need for substantial improvement in reading, specifically, as evidenced by CAASPP's 2018-19 assessment data for 11th grade for SBVC's area high schools.

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Bethany Tasaka, Student Learning Outcomes, Faculty Lead, at btasaka@sbccd.cc.ca.us if you need assistance.) NOTE: Do NOT include the summaries of the outcomes in this document. Student Area Outcomes: Evidence of Continuous Assessment

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning. Refer to EMP.

Examples of evidence could include the following:
- Documentation of meeting/workshop dates to address findings

- Updated curriculum based on findings
- Alternative teaching methods developed and implemented based on findings
- Development of new materials based on findings

Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

The Department Meets to Address SLO Findings: Each semester, Department faculty report SLO data to the SLOCloud, and meets to discuss findings retrieved from the SLOCloud, share best practices, and discuss the need for possible curriculum modifications, and new instructional materials.

The Department Updated Its Curriculum Based on SLO Findings: Based on faculty recommendations made during Department meetings to discuss SLO findings, the Department streamlined its curriculum, consolidating the content of three (3) courses—READ 920, 950, and 015—into one course: READ 015; it removed its prerequisite; added another hour of instruction to its lecture, and removed the separate 3-unit lab component from its curriculum as technology is used throughout READ 015's lecture as appropriate, making the lecture more interactive.

Additionally, based on faculty recommendations made during Department meetings to discuss SLO findings, the Department modified the curriculum of its noncredit course, READ 620, to meet the instructional needs of students who previously assessed into the now defunct READ 905, Reading Foundations; it added more basic literacy skills content to its noncredit curriculum.

The Department's Uses New Materials Based on SLO Findings: Based on faculty recommendations accessed from the SLOCloud, the Department is using more e-resources in its courses, which support student success, with minimal financial burden placed on students. The Department's actions aligne with the College's Strategic Directions and Goals to "increase the use of low-cost and free online resources."

Student Area Outcomes: Disaggregated Data Analysis

Course SLOs/SAOs. Demonstrate that your program is evaluating disaggregated SLO data as appropriate to your program's student population, educational delivery methods, etc. Your program should evaluate as many different disaggregated data sets as useful in understanding success rates, course patterns, patterns of service, etc. SLOCloud allows departments to do any type of disaggregation that can be sorted by section number.

Examples of evidence could include the following:
- Day/Evening classes
- Online vs on-ground (i.e. face to face/classroom delivery)
- Lower level and upper level courses
- Gateway courses
- Cohort or learning community courses
- Courses relevant to degree or certificate PLOs

Analysis of the data should explain numbers, note any relevant patterns, and detail program changes or actions (if any seem indicated) to address areas for improvement or to capitalize on strengths or opportunities revealed in the data.

SLO Course Summary Report: 2016-17 to 2018-19

Course							SLO COURSE SUMMARY		

							REPORT 2016-2017 to 2018-2019		
READ 015									
	# Online Students Assessed	# Online Students Met	% of Online Students Met	# F2F Students Assessed	#Face to Face Students Met	% of F2F Students Met	# Total of Students Assessed Met	Total # of Students Who Met SLO	% of Students Who Met SLO
SLO 1	369	285	77%	595	437	73%	964	722	74.90%
SLO 2	293	220	75%	589	406	69%	882	626	70.98%
READ 100									
	# Online Students Assessed	# Online Students Who Met SLO	% of Online Students Who Met SLO	# Face to Face Students Assessed	#Face to Face Students Who Met SLO	% of Face to Face Students Who Met SLO	# of Students Assessed	# of Students Who Met SLO	% of Students Who Met SLO
SLO1	20	21	95.24%	0	0	-	20	21	95.24%
SLO 2	20	21	95.24%	0	0	-	20	21	95.24%
SLO 3	20	21	95.24%	0	0	-	20	21	95.24%
SLO 4	20	21	95.24%	0	0	-	20	21	95.24%
SLO 5	20	20	100.00%	0	0	-	20	20	100%
READ 102									
	# Online Students Assessed	# Online Students Who Met SLO	% of Online Students Who Met SLO	# Face to Face Students Assessed	#Face to Face Students Who Met SLO	% of Face to Face Students Who Met SLO	# of Students Assessed	# of Students Who Met SLO	% of Students Who Met SLO
SLO 1	101	117	86.32%	0	0	-	101	117	86.32%
SLO2	101	117	86.32%	0	0	-	101	117	86.32%

READ 015, Preparation for College Reading: Fall 2016 to Spring 2019 SLO data is limited as prior to Fall 2019, the implementation semester of AB 705, 66% of the Department's sections offered were from its READ 900-series (905, 920, and 950). Those courses have since been deleted.

To that end, during academic years 2016-17 to 2018- 2019, only two sections of READ 015 were 8-week, on-campus sections; both were taught by the same instructor. In any event, data from the chart above titled "SLO Course Summary Report: 2016-17 to 2018-19" suggests that students are more successful in online sections as 77% of students learning online met the objective for SLO # 1 as compared to 75% of students who met SLO # 1 in on-campus sections. Regarding SLO # 2, 75% of students studying online met the learning objective as compared to 65% of students who studied on-campus met the learning objective as evidenced from data retrieved from the chart above titled "SLO Course Summary Report: 2016-17 to 2018-19."

Based on these finding, the Department will continue to offer online sections of READ 015 and consider ways to expand this instructional formatting option, by adding hybrid (instruction is provided online and on-campus) sections to the schedule of classes from which students can choose.

Future SLO Disaggregation and Analysis: READ 015, Preparation of College Reading

With a larger sample size collected Fall 2019 to Spring 2022, SLO data will be analyzed. The emphasis will be on the compared success rates of READ 015, before and after the implementation of AB 705, in the following areas:

- Before and after the prerequisite was removed from READ 015, beginning Fall 2019
- Before and after the lab portion of READ 015 was removed, beginning Fall 2019
- SLO success rate comparison of hybrid, fully online, and on-campus sections
- SLO success rate comparison of full-term to accelerated sections
- SLO success rate comparison of weekend to weekday sections

READ 100, College Academic Reading: Fall 2016 to Spring 2019 SLO data is limited for READ 100 as prior to Fall 2019, the implementation of AB 705, 66% of the Department's sections were from its READ 900-series (905, 920, and 950).

During the academic years Fall 2016 to Spring 2019, only one (1) section of READ 100 was offered. It was taught online. Data retrieved from the chart above titled "SLO Course Summary Report: 2016-17 to 2018-19" reveals that 95.24%, students meeting SLOs # 1, # 2, # 3, and # 4, and 100% of students assessed met the learning objectives for SLO # 5.

As previously mentioned, prior to the implementation of AB 705, the Department's primary focus was on its 900-series as those courses were on the developmental pathway to English 101. As such, most of its section were dedicated to remedial instruction, with the Department offering very few college-level, transferable reading sections.

The Department will consider a variety of ways to expand its offerings of READ 100, including adding on-campus and hybrid options to the schedule of classes from which students can choose.

Future SLO Disaggregation and Analysis: READ 100, College Academic Reading

In the future, more sections of READ 100 will be offered. With a larger sample size collected Fall 2019 to Spring 2022, SLO data will be analyzed. The emphasis will be on the compared success rates of READ 100, before and after the implementation of AB 705, in the following areas:

- Before and after the prerequisite was removed from READ 100, beginning Fall 2019
- READ 100 as a part of a learning community to "stand-alone" sections
- SLO success rate comparison of hybrid, fully online, and on-campus sections
- SLO success rate comparison of full-term to accelerated sections
- SLO success rate comparison of weekend to weekday sections

READ 102, Critical Reading as Critical Thinking: Fall 2016 to Spring 2019 SLO data for READ 102 is limited as prior to Fall 2019, the implementation of AB 705, 66% of the Department's sections were from its READ 900-series (905, 920, and 950).

Although READ 102 meets the CSU A3 graduation requirement for "Critical Thinking," during the academic years Fall 2016 to Spring 2019, there were five (5) sections of READ 102 offered, all of which were taught online. 86.32% of students met the learning objective for SLO # 1 and SLO # 2. The Department will continue to offer READ 102 in an online format, but will introduce on-campus and hybrid options into the schedule of classes.

Future SLO Disaggregation and Analysis: READ 102, Critical Reading as Critical Thinking

With a larger sample size collected Fall 2019 to Spring 2022, SLO data will be analyzed. The emphasis will be on the compared success rates in the following areas:

- SLO success rates of hybrid, fully online, and on-campus sections

- SLO success rates of full-term to accelerated sections

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.). Describe 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).

The Reading and Study Skills Department does not offer a degree or certificate.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Communication	The program does not identify data that demonstrates communication with college and community.	The program identifies data that demonstrates communication with college and community.	In addition to the meets criteria, the program demonstrates the ability to communicate more widely and effectively, describes plans for extending communication, and provides data or research that demonstrates the need for additional resources.
Culture & Climate	The program does not identify its impact on culture and climate or the plans are not supported by the data and information provided.	The program identifies and describes its impact on culture and climate. Program addresses how this impacts planning.	In addition to the meets criteria, the program provides data or research that demonstrates the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

The Department supports the College's Strategic Directions and Goals as related to improved communication, culture, and climate.

The Reading and Study Skills Department communicates its mission statement, courses, and achievements to the campus and community as evidenced by the following:

Department Website: The Department has a webpage. Dr. Tammy Allen is the lead Department faculty member, creating our program's webpage, and ensuring that the information found there remains current. As changes and updates are needed, Department faculty work with her to make revisions. Students also have a link provided to request information about the program. Students' emails are sent directly to the Faculty Chair, Reading and Study Skills, and answered promptly.

Department Brochure: The Department maintains a brochure, which provides contact information for faculty members in the department, briefly describes the importance of strengthening reading comprehension skills, and provides a list of all our courses offered. Brochures are readily available in Department faculty offices, the Arts and Humanities division office, and the Welcome Center. Department brochures are also distributed to students during the Week of Welcome.

Reading and Study Skills Course Flyers: Prior to the start of Fall, Spring, and Summer semesters, the Department creates e-flyers, promoting its courses and sections. E-flyers are distributed to the Co-Chairs of the Counseling Department, for distribution as appropriate. A few printed flyers are made available in the Welcome Center.

High School Counselor and Career Technicians Conference: Department faculty were invited as a guest panelists to present on AB 705 and the Guided Self-Placement in English, Math, and reading to high school conference attendees on March 1, 2019, in SBVC's Library Viewing Room. The theme of the event was *Responsive Trends and Options for Student Success*, and the participants were counselors and career technicians from our local area high schools. Department faculty shared information about its developmental and college-level reading and study skills courses.

Counseling Department Presentations: Upon invitation, Department faculty present information about its courses and sections at Counseling Department meetings.

Describe how your program seeks to enhance the culture and climate of the college (events that serve student population as a whole, events that make programs more visual, events that promote interdivisional cooperation, etc.).

The Reading and Study Skills Department seeks to enhance the culture and climate of the College as evidenced by the following activities, which are designed to promote interdivisional cooperation:

Humanities Days: Humanities Days is an annual event in the Arts and Humanities Division, where departments promote their programs. The Reading and Study Skills Department has participated each year, since Spring 2009.

Week of Welcome: Prior to the start of the Fall semesters, the College hosts the Week of Welcome, where students have an opportunity of play games, win prizes, meet with the College's executive administrators to ask questions, have lunch, and get information from participating programs. The Reading and Study Skills Department hosts a table, gives away books, meets students, and shares information about its program.

Describe one or more external/internal partnerships.

Internal Partnerships
Prior to the implementation of AB 705, Fall 2019, the Department partnered with First Year Experience (FYE), providing the FYE program with two (2) designated reading and study skills courses, where the enrollment is limited to students participating in the FYE program.

The objective of this partnership was to help a cohort of Foster Youth, Veterans, and other underserved populations complete READ 920 and READ 950 in one semester as prior to the implementation of AB 705, READ 920 and READ 950 were required of students who assessed into them. Successfully completion was required of students before he or she enrolled in ENGL 914, Basic Writing, the first remedial class in the English composition sequence. However, in response to recent legislation, READ 920 and READ 950 are no longer offered; the Department's curriculum changed. As a result, the Department no longer partners with FYE as reading courses are no longer prerequisite courses for English composition courses; students can enroll directly into English 101.

Moving forward, during the Spring 2020 semester, the Department will write a reading and study skills support course designed for students enrolled in one or more STEM courses. The Math Department will be its first discipline partner; the reading support course will be scheduled as part of a learning community of students enrolled in either Math 102, College Algebra, or Math 108, Probability and Statistics, two courses which students in the College Promise program will enroll, depending on the students' Education Plans.

External Partnerships

The Department has an external partnership with the San Bernardino Unified School District. Beginning Fall 2020 the Department will partner with Valley Now. Valley Now is SBVC's dual-concurrent enrollment program that allows high school students petition to enroll in SBVC courses to receive college credit for completing credit-bearing courses. In this partnership, the Department will offer both noncredit and credit-bearing reading and study skills courses, within the San Bernardino Unified School District.

What plans does your program have to further implement any of these initiatives?

The Department's plans to further implement these initiatives include the following actions:

First, the Department's will expand its offering of its 1-unit reading support class within the Math Department and Diesel Department, and to other STEM and CTE disciples, respectively.

Second, based upon the success of the Department's partnership with Valley Now and the San Bernardino Unified School District, the Department will increase its course offerings at other area high school sites as appropriate.

IV: Questions Related to Strategic Initiative: <u>Maintain Leadership & Promote Professional Development</u>

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: <u>Strategic Directions + Goals</u>

	Does Not Meet	Meets	Exceeds
Professional Development	The program <u>does not identify</u> currency in professional development activities.	Program <u>identifies current avenues</u> for professional development.	In addition to the meets criteria, the program shows that professional development has <u>impacted/expanded</u> the program and <u>demonstrates</u> that the program is positioning itself for growth.

Professional Development:
1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Since its last Efficacy report, Spring 2020, Department faculty maintain currency in the field of reading and literacy as evidenced by the following activities:
- Great Teachers' Seminar, March 2017 (Cal Poly Pomona)
- SBVC Strategic Planning Meeting, 2016-2017 (Cal Poly Pomona)
- Students in Transition Conference, 2016 (New Orleans, LA)
- Basic Skills Conference, 2016 (Riverside, CA)
- Instructional Design and Innovation Conference, 2016 (Riverside, CA)
- SBVC/CHC Great Teachers' Seminar, April 2016 (Redlands, CA)
- Basic Skills and Student Outcomes Transformation Program, March 2016 (Riverside CA)
- Instructional Design and Innovation Conference, January 2016 (Riverside, CA)
- First Year Experience Conference, Atlanta, GA, February 2017
- Site visit w/ Co-Chairs of SSSP Committee, Riverside Community College, to discuss MMAP and AB 705, February 2018
- Department' site visit, Long Beach City College's Reading Department, Summer 2018
- ASCCC regional meeting at SBVC, Fall 2018
- Programmers Meeting: AB 705 (SBVC, 2/5/19)
- Online Teaching Conference: Cultivating Connections & Community (Anaheim, June 17-19, 2019)
- California Community College Assessment Association: Southern Chapter Conference (Saddleback College, October 11-12, 2018)
- Career and Noncredit Institute, 2019 (San Diego, April 25-27, 2019)
- The Force Awakens 2019: A New Hope (SBVC, May 18, 2019)
- Canvas workshops, 2018 to present
- Starfish workshops, 2018 to present

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

Department faculty engage in profession growth, by participating in activities and belonging to professional organizations, which meet professional development parameters for Reading and Study Skills faculty as follows:

International Literacy Association: Department faculty are members of the International Literacy Association (ILA). ILA works globally to enhance literacy instruction through research and professional development designed for reading and literacy educators.

Reading Apprenticeship Project: Department faculty are involved with the Reading Apprenticeship Project. It is a teaching and learning framework that supports instructors to make students' thinking visible through metacognitive strategies as students attempt to comprehend complex, college-level texts across disciplines.

California Reading Association: Department faculty are members of the California Reading Association (CRA). CRA is a non-profit professional organization of educators who are actively involved in all aspects of reading education, from kindergarten through university levels.

California Commission on Teacher Credentialing: In addition to holding earned Master of Arts degrees in Education, with a Reading and Literacy specializations, Department faculty maintain the currency of their California state-issued Reading Specialist Credentials and California Reading Certifications. Although not required to teach reading at California Community Colleges, earned credentials and certifications in literacy are evidence that Department faculty received additional education and formal training to knowledgeably teach developmental and college-level reading across disciplines.

<u>**Supplemental Information**</u>
Academic Senate: Two-thirds of Department faculty are current and active members of SBVC's Academic Senate.

SBVC Committee Assignments: All Department faculty participate in shared governance and are members of the following committees:

- Basic Skills Committee
- Curriculum Committee
- Student Success and Support Committee

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3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

Future opportunities for professional growth opportunities, which are planned, include the following activities:
- Reading Apprenticeship Introduction Live
    - San Francisco, CA—June 22-24, 2020
- Leading for Literacy Online
    - Online, September 20 – December 20, 2020
- Reading Apprenticeship: Knowledge Building Dimension
    - Online, November 1 –December 20, 2020

Professional Development Has Impacted the Program as Follows:
Professional development, specifically in the areas which are directly related to literacy, has impacted the Department. Associations with professional organizations within reading and literacy helps Department faculty stay connected to issues concerning the discipline; provides faculty an opportunity to learn from other discipline colleagues, and to share best practices. Information gleaned from participation is used to inform reading and study skills curriculum for the instructional benefit of students enrolled in courses across the disciplines at San Bernardino Valley College.

V: Questions Related to Strategic Initiative: <u>Effective Evaluation & Accountability</u>

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals]

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, 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.	The program functions at a highly productive level and has planned for growth as appropriate.
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 were not launched into Curricunet by Oct. 1, 2019 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.	In addition to the meets criteria, the program discusses plans to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

The Department has a mission statement; it reads as follows:
The Reading and Study Skills Department at San Bernardino Valley College maintains a commitment to instructional innovation and interdivisional collaboration, which supports its mission to provide a diverse community of learners with a variety of effective instructional experiences, that strengthens reading comprehension, critical thinking, and study strategies across disciplines. These skills are essential in the preparation of students who will transfer to four-year universities, enter the workforce by earning applied degrees and certificates, and to improve the quality of life in San Bernardino, the Inland Empire, and beyond.

How does this mission or purpose relate to the college mission?

The Department's mission aligns clearly with the College's mission as both statements affirm that the crux of their tenets is to best serve all SBVC students, whether it is the student's plan to transfer to four-year universities, or enter the workforce by earning applied degrees and certificates. Both statements strongly imply that through the education received from San Bernardino Valley College, the quality of life will be improved in California's Inland Empire and beyond.

Productivity:

Provide additional analysis and explanation of the productivity data and narrative in the EMP summary if needed. Use data from charts (FTES; Enrollment; FTFE and WSCH per FTFE). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.

FTES

	14-15	15-16	16-17	17-18	18-19
FTES	254.95	281.11	274.41	287.20	253.77
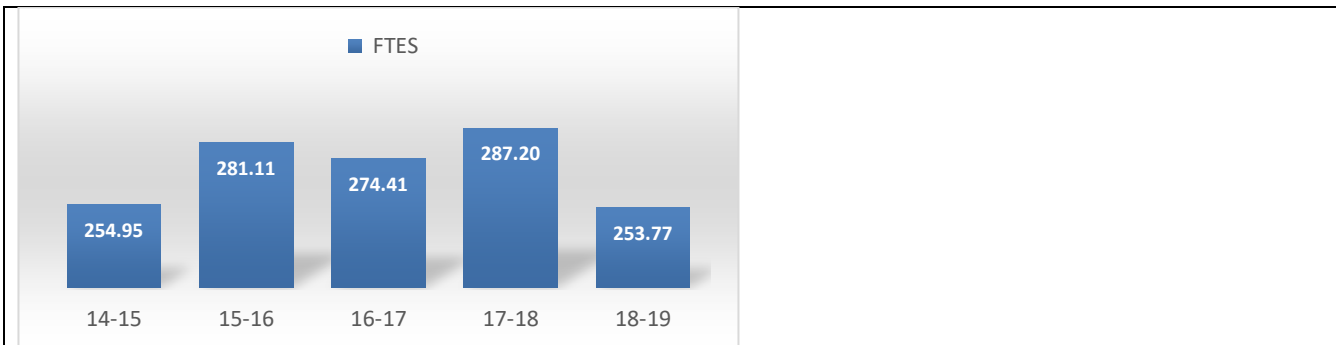
	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	1,326	1,360	1,471	1,504	1,360
FTEF	18.40	19.12	20.05	19.70	17.39
WSCH per FTEF	416	441	411	437	462

According to the 2018-19 chart above, the Department's FTES decreased, likely because of the impending implementation of AB 705. When fully implemented, the Department may experience a continued decrease in FTES as, historically, 66% of the Department's sections were courses offered from its developmental, 900-series. However, beginning Fall 2019, its 900-series was deleted; READ curriculum untethered from the ENGL composition sequence.

Also, per the above chart, the Department operates with 3 FT faculty, but has load for 8. WSCH/FTEF increased, because the Department's online sections were capped at 35 as opposed to its on-campus sections, which were capped at 30. This was done, in part, to offset the shortfall of its WSCH/FTEF. Despite these efforts, the Department's WSCH/FTEF will always be lower than the expected 525, due to lack of on-campus instructional space.

Relevance and Currency, Articulation of Curriculum:
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. In addition, if you have courses which your program has not offered in the last two years, please explain need to maintain course in catalog. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

The Reading and Study Skills Department's curriculum is up-to-date, with its next curriculum review date scheduled for 10/22/2024 as noted in the chart below.

Course	Status	Last Content Review	Next Review Date
READ 015 Preparation for College Reading	Active	10/22/2018	10/22/2024
READ 100 College Academic Reading	Active	10/22/2018	10/22/2024
READ 102 Critical Reading as Critical Thinking	Active	10/22/2018	10/22/2024
READ 620 Reading Skills	Active	10/22/2018	10/22/2024

Articulation and Transfer

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, Critical Reading as Critical Thinking, meets the CSU requirement for "Critical Thinking," General Education Breadth, A3. It articulates with Cal State Fullerton's READ 290, "Critical Reading, Thinking, and Literacy." READ 100 is accepted as transfer, elective credit at the CSUs, and articulates with Cal State University Fullerton's READ 201, "New Literacies for Academic Success." READ 201 and 290 are offered in CSUF's undergraduate reading program.

The UC system, however, does not accept reading courses for articulation and transfer.

Currency

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

All mentions of the Reading and Study Skills Department in the catalog are accurate.

If any courses are no longer offered, list them here. (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?
Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

The Department's following four (4) courses are listed in the current SBVC catalog:

- READ 015, Preparation for College Reading
- READ 100, College Academic Reading
- READ 102, Critical Reading as Critical Thinking
- READ 620, Reading Skills (noncredit)

Planning: Challenges/Trends/Strengths:
Referencing the narratives in the EMP summary, provide any additional data or new information regarding planning for the program.
- In what way does your planning address trends that will impact the program?
- In what way does your planning address challenges in the program?
- In what way does your planning capitalize on strengths in the program?

If you addressed other plans within the efficacy document, readdress them here.

Referencing the narratives in the Department's 2018-19 EMP summary, consider the following:

- The way the Department's planning address trends that will impact the Department.
- The way the its planning address challenges in the Department.
- The way its planning capitalizes on the strengths in the Department.

First, regarding the Department's 2018-19 EMP narrative, the Department's challenges and opportunities are as follows:

Challenges & Opportunities: Challenges: 1) AB 705, effective Fall 2019, expects California Community College students to complete college-level English and math within 1 year (2 semesters). It will have a considerable impact on the Reading and Study Skills Department as its 900-series (READ 905, 920, and 950) is no longer tied to the English composition sequence. Historically, 66% of the Reading Department's sections (20 out of 30 sections) were courses from its 900-series. However, beginning Fall 2019, its 900-series will no longer be offered as these courses are outside of AB 705's expected English 101 completion parameters. **2)** The Department will continue to monitor placement and enrollment patterns; schedule courses conservatively, and add sections as needed to meet students'

needs. **3)** The Department will review a variety of new materials, to meet a wider span of instructional needs. **5)** Reading noncredit course modifications are needed to meet the demand of students requiring basic reading instruction in vocational areas. **Opportunities: 1)** Explore opportunities to create noncredit, vocational reading courses. **2)** Monitor curriculum modifications. **3)** Strengthen department's SLOs. **4)** Promote the department's curriculum. **6)** Expand internal and external partnerships

Second, what follows is the Departments 2018-19 goals, actions steps, necessary resources to complete, and target completion date:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Explore options for noncredit, vocational courses. 2. Offer 8-week and 5-week accelerated sections. 3. Request morning afternoon, and weekend SI tutors, credentialed in reading. 4. Seek a variety of opportunities. 5. Monitor enrollment; add sections as needed.	1. Create new courses. 2. Increase duplicated enrollment. 3. Improve student success and retention. 4. Expand internal and external partnerships. 5. Meet the instructional needs of students.	1. Schedule meetings with Chairs in CTE. 2. Secure faculty to teach in accelerated formats. 3. Request funding through BSC. 4. Schedule meetings with potential partners. 5. Continued administrative support.	1. 2019-20 2. 2019-20 3. 2019-20 4. 2019-20 5. Ongoing

The Way the Department's Planning Address Trends That Will Impact the Program

With the full implementation of AB 705, two of the trends that Colleges who maintain separate Reading Departments from its English Departments are 1) reduce the number of developmental reading courses in the reading sequence, and focus curriculum and instruction on college-level text across disciples. –and 2) create discipline-specific reading support courses.

The Department's planning address these trends. First, the Department has reduced the number of reading classes in its sequence. Prior to AB 705, it had three (3) 900-level, developmental courses in its remedial sequence: READ 905, READ 920, and READ 950. However, with the implementation of AB 705, the Department now has one (1) developmental reading course, which is 1-level below college-level reading: READ 015. To this course, the Department added an hour to its lecture, and removed the 3-unit lab component from its curriculum, but READ 015 remained a 4-unit course. No additional units were added.

Second, to further address these trends, the Department plans to create discipline-specific reading support courses. For example, Department faculty will work with Math Department faculty to write a reading support courses designed to support courses taught in the science, technology, engineering, and math (STEM) disciplines. The first participating discipline in the STEM area is math.

In addition, the Department will collaborate with faculty from the Diesel Department to write a reading support course designed to support courses taught in the Career and Technical Education (CTE) disciplines. The first participating discipline in the CTE area is diesel.

Instructional trends impacting community college Reading Departments have made an impact on SBVC's Reading and Study Skills Department. The Department will continue to monitor new trends, which impact its area, and respond accordingly.

The Way the Department's Planning Address Challenges in the Department

The most significant challenges facing the Department is the initial impact of AB 705 on its program as its 900-series (READ 905, 920, and 950) is no longer tied to the English composition sequence. This is significant as, historically, 66% of the Department's fall sections (20 out of 30 sections) were courses offered from its 900-series.

The way the Department's planning address this challenge is to monitor guided self-placement and enrollment patterns; schedule courses conservatively, and add sections to the schedule of classes as appropriate to meet students' needs. It will write disciple-specific reading and study skills courses to meet the needs of students enrolled in one or more STEM and CTE disciplines, and promote its college-level, transferable reading and study skills curriculum.

The Department will establish a new partnership with Valley Now, to improve the literacy and college readiness of area high school students in the San Bernardino Unified School District, by offering its noncredit and credit-bearing reading courses at high school sites.

Additionally, the Department will review a variety of new materials, to meet a wider span of instructional needs in its noncredit and credit-bearing courses.

The Way the Department's Planning Capitalizes on the Strengths in the Department

The Department's planning capitalizes on its strengths: curriculum, instruction, and faculty.

Curriculum: The Department recently updated its curriculum to meet a broader range of students' needs. It reduced the number of remedial courses in its development sequence. Currently, the Department offers one (1) noncredit reading course, one (1) developmental reading course, 1-level below college-level reading, and two (2) 100-level reading courses, both100-level courses articulate with CSU, Fullerton, and transfer to the CSU-system. The Department has plans to collaborate with discipline faculty to write new discipline-specific reading and study skills courses. The Department capitalizes on its willingness to collaborate with departments across divisions and disciplines, to meet a broader range of students' needs.

Instruction: Department faculty differentiate instruction based on the needs of individual students enrolled in its courses. Instruction is accessible as the Department is committed to offering a pattern of instruction, which meets the needs of a diverse community of learners. Courses are scheduled 5 weeks to 18 weeks; instruction is provided on-campus, online, weekend, day, and evening. The Department's planning of its patterns of service provide greater access to reading and study skills instruction. The Department capitalizes on its sensitivity to students' needs for a variety of course scheduling options.

Faculty: Department faculty are highly educated, true lifelong learners who, in addition to having earned multiple advanced degrees and professional licensures, complete a variety of professional development workshops each year. These workshops are designed to support student success in reading and study skills across disciples.

The Department capitalizes on its faculty's open-mindedness and willingness to try new instructional strategies, and its faculty's commitment to collegiality and collaboration as evidenced by the Department's plan to work closely with faculty from different divisions to write new discipline-specific curriculum as appropriate, all of which is done to support student success across disciplines at San Bernardino Valley College.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Facilities	The program does not provide an evaluation that addresses the sustainability of the	Program provides an evaluation of the physical environment for its programs and	In addition to the meets criteria, the program has developed a plan for obtaining or utilizing additional facilities for program growth.

	physical environment for its programs.	presents evidence to support the evaluation.	

Facilities:
1. Describe current facilities:
   a. Classroom space
   b. Access to equipment
   c. Maintenance
   d. Technology
   e. Other

Facilities

What follows is a brief description of the Department's current facilities.

Classroom space: The Department's allocated classrooms are safe, clean, and comfortable for students, faculty, and staff.

Access to equipment: The Department has the equipment needed to teach on-campus courses, i.e., reliable access to the Internet, an "instructor" computer, overhead projector, screen, whiteboard, document camera, all of which meet the needs of its classroom instruction and students.

Maintenance: Rick Hrdlicka, Director, Campus Technology Services, and his team maintain the classroom technology. Robert Jenkins, Director, Facilities, Maintenance & Operations, and his team maintain the cleanliness of the instructional space.

Technology: The Department's assigned classrooms are equipped with Chromebooks for in-class, instructional student use.

Also, to differentiate and individualize supplemental instruction, the Department has a current subscription to a web-based literacy intervention program, Reading Plus, which is accessed by students during lecture and for some outside-of-class assignments as appropriate.

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2. Provide a sufficient discussion of current and projected needs of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

Department's Projected Facilities Needs

Reading and Study Skills online and on-campus courses should be capped at no more than twenty-eight (28) students, based on the various special needs of some of its students. For instance, to accommodate some students' interpreters and classroom assistants, the class caps for READ 015 and READ 620 should be twenty-eight (28) students or less, because at times there are additional student support personnel in the classrooms to accommodate a variety of students receiving support services from DSPS. Additional people in the classroom leaves less instructional space for students enrolled in reading and study skills courses.

Department's Projected Technology Needs
With the removal of prerequisite courses, students enter the same classroom with a wide-range of instructional needs. To meet a broader range of students' needs, differentiated, supplemental instruction is necessary. As such, the Department will apply for conditioned funding through the Basic Skills Committee's application process to renew its subscription to Reading Plus, a web-based, supplemental literacy intervention tool. It will be used in reading and study skills courses, to supplemental and individualized reading support for students enrolled in reading and study skills courses.
Chromebooks are housed in designated classrooms assigned to the Department. As such, the Department must maintain its Chromebooks, which were purchased by the Department through funds from the Basic Skills Committee. The Department will apply for additional funding through the Basic Skills Committee's application process to replace Chromebooks as needed.

Additional Facilities for Program Growth

> The Department's plans for growth include adding hybrid sections to its schedule of course offerings, where a portion of instruction is on-campus and online. It will request additional on-campus space, when needed.

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in DETAIL AND WITH SPECIFIC EXAMPLES, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

> No previous "Does Not Meets Categories."