



▼ Dept - (LA) Reading



2018-19 Annual Program Review Update Submitted By: Kristin Skager

APRU Complete for: 2018-19

**Program Mission Statement:** Our mission is to prepare students at the basic skill levels for college level reading comprehension, including but not limited to, textual analysis, critical thinking and beyond. Our students encompass every aspect of diversity: cultural, ethnic, class, race, gender including a range of disabilities. Many are also at-risk, below the poverty line, struggling with social, economic, and family issues. We believe reading is the basis for learning in all disciplines and that success in our classes will aid in closing the equity gap; reading serves as a vital and necessary contribution towards social justice. We believe in a curriculum that supports diversity. We believe it is our responsibility to enter the classroom with cultural competency. Our mission is congruent with the college mission because our students exit our classes with the following core competencies: communication and expression, information literacy, global, cultural, social, and environment awareness and critical thinking.

**I.A.1 What is the Primary Focus of Your Program?:** Basic skills

**I.A.2 Choose a Secondary Focus of Your Program?:**

**I.B.1 Number Certificates of Achievement Awarded:**

**I.B.2 Number Certif of Achievement-Advanced Awarded:**

**I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:**

**I.B.4 # AA and/or AS Degrees Awarded:**

**I.B.5 Strategies to Increase Awards :**

**I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:**

**I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::**

**I.D.1 Academic Services & Learning Resources: #Faculty served:**

**I.D.2 Academic Services & Learning Resources: #Students served:**

**I.D.3 Academic Services & Learning Resources: #Staff Served:**

**I.E.1 Full time faculty (FTEF): 4.7**

**I.E.2 #Student Employees:**

**I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching:**

**I.E.4 # Staff Employees:**

**I.E.4 #Staff Employees:**

**I.E.5 Changes in Employees/Resources:**

**II.A Enrollment Trends:** Due to changes in overall enrollment our enrollment has decreased from 3,207 to 2,738.

**II.B Overall Success Rate:** Our overall success rate in Read 200 and Read 211 increased in the beginning of the three years to 80% and ended at 76%. However, this is our lowest percent in five years.

**II.C Changes Imposed by Internal/External Regulations:** There are major changes imposed on the Reading department program.

The most significant change is the requirement to use High School GPA as a multiple measure in compliance with AB 705. The placement office has already begun instituting this requirement, and we saw the impact on Reading Department enrollment this Spring, 2018 and noticeably in Fall, 2018.

Equally important is the interpretation and implementation of AB 705 which will require colleges beginning Fall 2019 to offer primarily transfer level English and Math courses with co-requisite support. The Reading Department will continue to have a strong presence in AB 705 meetings across campus and especially collaborate with the English Department. The effect on student success rates, FTEF and FTES is as yet unknown.

**III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment:** Our targeted student populations in reading classes has remained steady as indicated in our 2016-17 data. 5% of our students are African American; 9% are Filipino(a); and an increase in Latino(a) at 43%; and only 1% are Pacific Islander.

**III.A.2 Targeted Student Populations: Growth and Decline:**

**III.B.1 Closing the Student Equity Gap: Success Rates:** The Reading Department has made a concerted effort to participate in programs designed for cohorts of targeted students, such as Punte, Umoja, REACH, LART, CREM and FYE. Next year we plan on working to continue supporting students in the lowest level of reading through more learning communities. We have also supported faculty with resources to engage and encourage students through our department, such as at our annual department workshop. We have a 16% gap between success rates between targeted groups and non targeted groups (69% - 85%), yet our success rates are higher than the college average because we work with students in smaller classes and provide a lot of support for them through the Language Arts Counselor and program counselors, the Student Success Center, DSS, and the Men of Color Initiative, to name a few. The Reading Department advocates for students to take their Reading courses first because students who take Reading within the first year.

**III.B.2 Closing the Student Equity Gap: Withdrawal Rates:**

**III.B.3 Closing the Student Equity Gap: 2017-18 Gap:**

**III.C Action Plan for Targeted Group(s):** Our success rates exceeds 60% for our targeted groups.

**III.D Departmental Equity Planning and Progress:** Most full-time reading faculty participate in cohort programs that serve to close the equity gap. Many of these faculty dedicate themselves to more than one program and are very active in implementing dynamic and innovative curriculum that serves the needs of our students: Umoja, REACH, FYE, CREM, Impact AAPI, LART (Linc). Our faculty maintain currency through reading and attendance at conferences that focus on equity and sharing current practices with each other. We will continue to focus on Equity with the implementation of AB 705, and we will dedicate a large part of our Spring Reading Retreat to closing the equity gap.

### III.E Assistance Needed to close Equity Gap:

III.F Integrated Plan goals: current student equity data and action plan: 1. Improve transfer and graduation rates for disproportionately impacted students., 4. Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap, 5. Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): n/a

IV.B Cycle 2 SLOAC Summary (since June 30, 2014):

V.A Budget Trends: The Reading department is not directly impacted by budget trends; however the enrollment decline is making an impact on Reading class offerings and affect the hiring of part-time faculty.

V.B Funding Impact on Enrollment Trends: n/a

V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy

V.C.2 Justification for Faculty Position(s): n/a

V.D.1 Staff Position(s) Needed:

V.D.2 Justification for Staff Position(s):: n/a

V.E.1 Equipment Requests: Under \$1,000

V.E.2 Equipment Title, Description, and Quantity: One large instructor table with modesty panel for L-73A.

3 Whiteboards for each classroom in L-73A and L-31

V.E.3 Equipment Justification: The large teacher table is needed since there is not enough space to set out student handouts, the teacher's books, and instructional objects for lesson demonstrations. The need for a modesty panel is self-explanatory.

Whiteboards are easier to erase, without leaving ghosts of the previous writing, which makes it easier for students to read instructions. Also, most rooms have the main whiteboard \*behind\* the projection screen, so if you use one, you cannot use the other. We need more whiteboard space to allow students to write on the board during lesson times.

V.F.1 Facility Request:

V.F.2 Facility Justification:

V.G Equity Planning and Support:

V.H.1 Other Needed Resources: Due to imposed AB 705 implementation guidelines, the Reading department will work in collaboration with the English department to develop both college-level integrated reading and writing and reading co-requisites to offer alongside transfer-level English to ensure students can successfully complete EWRT 1A and EWRT 2 along with their content area course work that is heavily reliant upon critical reading skills. This collaboration and effort brings up much needed resources for development of curriculum, research and outreach to the college at large. We will need release time and compensation for faculty who will coordinate, develop and implement new curricular offerings.

\* Need for more tutors. The Writing and Reading Center will continue to be a valuable support system for our students. We plan on creating supplemental learning modules for students in

LART 250 courses that are attached to EWRT 1A along with our stretch EWRT 1A courses. It is imperative that the Writing and Reading Center receive funding for tutorial and administrative support.

- \* Need for released time to revise curriculum --> Although curriculum revision falls under faculty responsibilities, this is far beyond a typical curriculum revision

- \* Loads will change for the courses if the units change, so that will affect faculty's annual loads.

- \* If we go to a 6-unit or more model, we will need more classroom space

- \* There may be a requirement to have any additional classes that students take as a co-requisite be non-credit. If we need additional student support through a non-credit class, who will teach those classes, and how will the instructors be compensated? Non-credit is apportioned at a much lower rate than credit classes, so there is often a different salary scale. Would the school/district be willing to pay the difference between the non-credit rate and our regular faculty rate so that there aren't two different scales? If not, then who will be teaching the non-credit classes?

- \* Need for released time to help coordinate more closely with other areas on campus. This is not just an issue of curricular changes. This will affect many different areas including Curriculum office, Scheduling office, A&R, Institutional Research, SSC, Articulation office, Assessment office, Counseling, Financial Aid office and Athletics--> if students don't get their units until the second quarter in a 2-quarter model, etc.

- \* There will be an effect on how schedules are constructed, so it might put extra work on the department schedulers

- \* We will be requesting additional research for all these new formats to see if they are working, so will there be extra funding available for researchers? How will we guarantee that we will have our research needs met in a timely manner with the current capacity of Institutional Research?

**V.H.2 Other Needed Resources Justification:** The strict timeline for AB 705 and the tremendous amount of work entailed to shift developmental course work into co-requisite or stretch EWRT 1A course work requires release time to coordinate, research and outreach to all departments and programs across campus.

**V.J. "B" Budget Augmentation:** Copy budget would be useful to increase. PT stipends for department workshop.

**V.K.1 Staff Development Needs:** We may see a need to consult Reading experts outside of the college and require supplementary materials due to AB 705 implementation.

**V.K.2 Staff Development Needs Justification:** Since only 24 of 110 community colleges have separate Reading Departments, we need to work collaboratively and get help from experts and other faculty.

**V.L Closing the Loop:** We plan on revisiting the learning assessment cycle and adding to the enhancement/recommendation component.

**Last Updated:** 02/22/2019

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