


 Dept - (LA) Reading > Department > Program Review



Department Chairs/Program Leads: Please press the edit symbol in the right-hand corner to update.



Below, the text in bold corresponds both to the name of the box when editing this page and also to the first-column on the APRU worksheet. If you have questions, please contact: papemary@fhda.edu.

▼  **Dept - (LA) Reading**

For 2017-18 Submitted by:: Kristin Skager

APRU Complete for: 2017-18

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.C.1. CTE Programs: Impact of External Trends:

I.C.2 CTE Programs: Advisory Board Input:

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): 3.8

I.E.2 #Student Employees:

I.E.3 % Full-time : The change is an increase of (2016/17) 9%

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:

II.A Enrollment Trends: Overall, enrollment still shows an growth trend from 2012/13 to 2016/17. We have a 13.3% increase over 5 years, despite a small dip from 2015/16 - 2016/17. Our population of Latino/a students has stayed steady at about 39% of our students. In fact, most of our targeted groups have remained steady over 5 years.

II.B.1 Overall Success Rate: Our overall success rate in Read 200 and Read 211 remains steady at 80%, which has not dramatically changed over 3 years.

II.B.2 Plan if Success Rate of Program is Below 60%:

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 will see the impact on Reading Department enrollment this Spring, 2018 and perhaps more dramatically in Fall, 2018. Equally important is the interpretation and implementation of AB 705 which may require colleges to offer primarily transfer level English and Math courses with co-requisite support. The Reading Department will continue to have a strong presence in both the state chancellor meetings and Multiple Measures workgroup at De Anza and in collaboration with Foothill college. The effect on student success rates, FTEF and FTES is as yet unknown. Here is a list of needs and issues due to this imposed external regulation.

- * Need for more tutors
- * 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, we don't know the far-reaching ramifications of the non-credit model. For example, 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 might be an effect on campus scheduling and A&R because we are going to have students enroll differently if they are taking a class across two quarters.
- * 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?

We think we need not only a taskforce within our division to work on the curricular and instructional support aspect, but we need representatives from that taskforce to meet with other areas across campus on a regular basis to ensure that the system can handle such an approach without major problems. We are working with a very short timeframe, so resources need to be dedicated to ensuring all potential roadblocks are cleared in time to offer what we create. We wouldn't want to create something that cannot be delivered because of technical issues.

III.A Growth and Decline of Targeted Student Populations: 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); 39% are Latino(a); and only 1% are Pacific Islander.

III.B Closing the Student Equity Gap: The Reading Department has made a concerted effort to participate in programs designed for cohorts of targeted students, such as Puento, 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 still have a 12% gap between success rates between targeted groups and non targeted groups (74% - 86%), 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 (according to Institutional Research), students exhibited success rates in EWRT 1A at 88% (compared to student who waited until their second year--79%).

III.C Plan if Success Rate of Targeted Group(s) is Below 60%: 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.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): We assessed PLOAC in Fall 2015 and Winter 2016

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 may make 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.

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* 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.

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* 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:

For 2016-17 Submitted by: The Reading Department;

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#SLO STATEMENTS Archived from ECMS: 2