Instructional Program Review
American River College
2015 - 2016

Instructional Area: Instruction - B (Montgomery)
Department: English
Discipline: Reading

Submitted: Friday, March 4, 2016
Mission Statement

Over the last six years, please describe how your program has supported the College’s mission as shown above.

The Reading Department strives to help students attain the foundational, strategic, and critical reading comprehension skills that they will need to succeed in college and in their personal and professional lives. Roughly two-thirds (68-72%) of new and continuing students who come to ARC test into below transfer-level reading classes. To ensure that all students have the maximum opportunity to achieve their educational goals, the Reading Department offers classes from three levels below transfer to transfer-level using lecture, hybrid, integrated, small group, and individualized instruction. In addition, the Reading Department offers the STEP UP reading program for those whose placement scores are below the level of entry into the Reading curriculum sequence. STEP UP (Students Taking Education Progressing Upward) provides ARC students with individual reading and writing sessions to help them prepare for success in college courses. The Reading Department provides students with the skills necessary to achieve their educational and personal enrichment goals whether they come here with a goal to transfer to a state college or university, or to enhance their job skills for career development and improvement.

Stated Outcomes and Recommendations from Previous Program Reviews

Recommendation from Previous Program Review Report

Were the previous program review outcomes, addressing strengths, achieved and how did these outcomes improve student learning?

Since the last program review, the Reading Department has written new curriculum so that the Reading Center and RAD now both offer lecture units. This has increased productivity in both programs. RAD continues to seek permanent funding sources for additional staff.

The last program review identified a need for permanent funding for additional faculty and facilities. Since then the RAD program at NATO has grown and now has a 40% coordinator.

To address the needs of students who test lower in reading than three levels below transfer, the Reading Department now has the STEP UP program. This program pairs tutors from the Sacramento Public Library to students for individualized instruction. Currently the program serves about twenty students each semester. When the students finish the program and are ready to matriculate into the ARC’s reading courses, the students may submit a petition.

The ENGED program engages students who plan to transfer with the goal of becoming educators. It articulates with CSUS and offers an AA-T degree, Elementary Teacher Education, another encouragement for students to choose a career in education.

Were the previous program review outcomes, addressing challenges, achieved and how did these outcomes improve student learning?

The economic difficulties brought about by the Great Recession have eased. Much of the FTE has been restored. The Reading Department has eleven full-time faculty members and about fifteen adjuncts. In spite of the increased FTE, the department still finds it a struggle to staff all the classes and meet student demand. Finding qualified adjuncts continues to be an issue. Some sections had to be cut due to the lack of faculty and adjuncts.

In regards to portability of assessments, the Common Assessment Initiative is coming to ARC, though at this time we don’t know when. The Reading Department will work with our sister campuses so assessments are portable between the campuses.

Since the last program review, both the Reading Center and RAD have changed from open-entry courses to lecture-unit courses to make them more productive and to comply with the new state rules on repeatability.
Were the previous program review outcomes, addressing SLOs, achieved and how did these outcomes improve student learning?

The Reading Department has shown strong participation in all phases of our formal SLO Assessment process and has documented our faculty’s continuous assessment of student learning outcomes. Most of the faculty performed an appropriate number of authentic assessments of each of the SLOs in his or her respective course and participated in the formal documentation of the broad assessment conducted every three years. The adjunct professors are aware of what their official course SLOs are and put them in their syllabi. Few of the students were identified as not meeting the faculty’s learning outcomes expectations and none of the action reports requested any action.

A review of the departmental action plans indicates that no actions were required. A review of student learning as reported by professors who teach classes associated with these SLOs indicate that student learning has improved.

Analysis of Data: A 6 Year Reflection

Student Enrollments and Characteristics

After each data set below, provide a narrative reflection about the significance of the data for the program for the past five years.

Includes the following sections:

- Using the course enrollment and demographic profile. Are there any data that are significantly different then the college? If yes, can you explain why there is a difference?
  - The overall reading five-year enrollment trend has consistently exceeded the overall college trend: in 2010-11, 9.71% above the college, to 2015-15, 18.25% above college enrollment. Though campus enrollment is down overall by 16.81%, the Reading Department enrollment increased by 1.44%.
  - While success rates in Reading and college-wide both average over 70%, the success rate in Reading averages 3% higher than the college average.
  - The Reading Department experienced a steady growth in the number of male students, up 11.89%, while the campus saw a decline of 18.96% in male students (a difference of 30.85%). The Reading Department and college as a whole experienced a decline in the enrollment of female students, but the decline in Reading, 5.47%, was far smaller than in the college overall, 16.58%.
  - Success rates for female students in Reading were 6.5% higher than in the college as a whole (76.97% vs. 70.47%).
  - In contrast to the college-wide trend of declining enrollments of students aged 18-20, 21-24, and 50+, Reading has seen increasing enrollments for these groups each year of the five-year period. Whereas the college enrollment for 18-20 year olds has declined 15.2%, enrollment for that age group in Reading has increased 17.79% (a difference of 32.99%); a similar gap exists in the college-wide decline in enrollment of students aged 21-24 by 9.91% compared to an increase of 10.25% for this group in Reading (a difference of 20.16%) and in the college-wide decline in enrollment of students aged 50+ by 23.12% compared to an increase of 7.73% for this group in Reading (a difference of 30.85%).
  - Enrollments for Hispanic/Latino students in Reading are up 40.13%, compared to 2.14% for the college as a whole, a difference of 37.99%.
  - Enrollments of white students are higher in Reading (up 6.53%) compared to down across the college as a whole (12.19%), a difference of 18.72%.
  - Enrollment of Asian students in Reading increased 27.95%, whereas it increased college-wide only 3.71%.
  - The success rates for all ethnic groups are higher in Reading than in the college as a whole except for students identifying as Native American, Other Non-White, and Unknown. The number of students identifying in each of these three groups is less than 50, however, and the success rates for students identifying as Other Non-White and Unknown have averaged above the college-wide success rates in previous years across the five-year span, so it is unclear what can be drawn from these deviations.
  - The percentage of students taking online courses in Reading has decreased -10.05% while the percentage of students taking online classes overall has increased 12.64%.
  - The percentage of students taking evening courses in Reading has increased 14.57% as Reading has increased course offerings in the evening while evening enrollment overall has decreased 21.62%.
  - The Reading Department does not offer weekend courses, but the numbers for the college as a whole do not suggest a large campus-wide weekend program.
Does the difference affect the program, planning and/or student success?

The Reading Department is experiencing notable differences from the overall college in terms of demographic shifts, which may require that more and different resources be directed to Reading to serve this growing and increasingly diverse student population. Because the demand for Reading classes is growing while the rest of the college enrollment is shrinking, the need for more FTE to be directed to Reading is perhaps not apparent to those outside of Reading. Though classes have had to be cut in recent semesters, that has been due largely to the difficulty in finding adjunct faculty to teach the classes. Students tend to be leery about enrolling in classes that are not staffed. The Reading Department, with its growing enrollment (i.e. increased need) and successful program, needs more FTE and more faculty and support staff to continue to successfully prepare students to be effective, critical readers.

What, if anything, can you do to address these differences?

The Reading Department is offering more night classes, as many of them were cut during the Great Recession, which probably explains the recent growth in student numbers as the classes were added back. Also, the Reading Department is joining with the English Department to look at student equity in the English Area in order to increase student success for disproportionately affected groups.

Student Learning Reflection

Curriculum

For all programs with degree and certificates: How well do your courses support the program student learning outcomes? How do you know?

The developer of the courses ensured that the courses did support the program SLOs.

Are students able to complete the courses required for your degrees and/or program in a "normal" timeframe?

About 34% of students test into one level below transfer level classes, about 23% test into two levels below transfer, and 9% test into three levels below transfer.

Reading classes are offered from early in the morning to late in the evening. ENGRD 310 and ENGRD 312 are offered as hybrids. Students can get the classes at convenient times and enough sections are available, though the most popular times do have waitlists.

Explain major additions, changes, or deletions to the program's curriculum over the last six years.

During the past six years, we have developed or heavily revised many of our classes: ENGRD 12, 14, 50, 54, 55, 117, 314, and 315. These were in response to changes in state law regarding repeatability and/or to increase productivity.

In 2012, ENGRD 54 was developed to replace ENGRD 12 and 117, classes which were based on lab units and were repeatable. Currently we aren’t offering ENGRD 12. ENGRD 117 has been rewritten into a .5 unit lecture class that supports ENGRD 116.

In 2013, ENGRD 50, 55, 314, and 315 were developed to provide more types of reading support for students. All these classes are based on lecture units to increase productivity.

Have all course and program outlines been updated within the last 6 years? Yes

Information Literacy

Information literacy is a college-wide goal. Using the checklist below, how do your courses help students learn to recognize when information is needed and give students the ability to locate, evaluate, and effectively use the needed information? Choose all that apply.
Lecture, in-class discussions, or activities
Research-based assignments
Research workshop(s), led by a librarian or other research specialist
Online library research guide or instructional video tutorials
Individual guidance from a librarian or the instructor
Assigned readings or other course materials

List the courses in your discipline that include the components identified above.
(example: ENGWR 300, STAT 300)

ENGRD 14, 15, 116, 310, and 312, which are lecture classes, teach students reading comprehension techniques which allow them to evaluate sources of information. Students in these courses are assigned textbook readings and exercises, essays, and a novel. Students learn various reading strategies such as Survey, Question, Read, Recite, Review (SQ3R), and critical and speed reading skills to aid them in comprehending and retaining information.

If the questions above do not pertain to your discipline, please explain why your discipline does not include components of information literacy in your program.

This question is for English, ESL, and Business only (i.e. departments fulfilling ARC General Education Requirement II-A, CSU GE Pattern A-2, and IGETC Pattern A-1). How are information literacy skills evaluated in your program?

Student Success

After each data set provide a narrative reflection about the significance of the data for its programs for the past five years.

Provide a short, written reflection for the following sections:

- Course sequence and scheduling: How effective are course scheduling, offerings, and sequence in students completing their educational goal? How do you know?

  The sequence success rate for students going within a year from ENGRD 14 to ENGRD 15 was 78.4%, from ENGRD 15 to ENGRD 116 was 77.1%, and from ENGRD 116 to ENGRD 310 was 77.9%. This shows that students are able to schedule their courses and complete the sequence in a timely fashion. The Reading Department offers many sections of all its classes at convenient times from early in the day to into the evening.

- How successful are students in your courses? How do you know?

  The success rates for all disciplines show that 70% of all students pass classes with an A, B, or C. The Reading Department’s success rates are slightly higher, at 74% receiving an A, B, or C. Also, campus-wide, students withdraw at the rate of 16%, while only 11% drop reading classes. A recent study of student success across the sequential reading classes shows that about 77%-78% of students are able to complete the prerequisite course and move on to the target course.

SLO Assessment

Please provide a summary of your discipline’s SLO Assessment results over the last 6 years.

In addition to the constant SLO assessment that happens in every class, the department has participated
in ARC’s formal SLO Assessment system that is designed to document our faculty’s commitment to improving student learning. The Reading department has undergone two cycles of assessment, action planning, and implementation using the ARC formal SLO Assessment process.

The Reading Department has shown strong participation in all phases of our formal SLO Assessment process and has documented our faculty’s continuous assessment of student learning outcomes. Most of the faculty performed an appropriate number of authentic assessments of each of the SLOs in his or her respective course and participated in the formal documentation of the broad assessment conducted every three years. The adjunct professors are aware of what their official course SLOs are and put them in their syllabi. Few of the students were identified as not meeting the faculty’s learning outcomes expectations and none of the action reports requested any action.

Based on your discipline’s SLO assessment work, what improvements to student learning have occurred?

A review of the departmental action plans indicates that no actions were required. A review of student learning as reported by professors who teach classes associated with these SLOs indicate that student learning has improved.

List, as a set of outcomes, the discipline’s plans for continuous quality improvement for student learning outcomes.

**Curriculum alignment** - Continue to work with Reading Departments across the district to align curriculum to meet the changing needs of students and changing priorities at the state level.

**Meet the Demand for College Reading Skills** - To provide students access to the reading courses they need in order to progress through their educational plans and successfully achieve their goals.

**Success and persistence in programs** - The Reading Center will maintain these strengths by continuing to offer these classes. In addition, we will ask for research on the success rates and persistence of Reading Center students to inform any future revisions or changes to Reading Center classes in order to maintain or grow their effectiveness.

**Distance Education**

**For every course offered in both Distance Ed and face-to-face formats:**

For distance education courses: What percentages of your student population enroll in DE courses?

About 3% of the Reading Department students take its online classes. The Reading Department offers two hybrid classes, ENGRD 310 and 312.

How successful are students who enroll in DE courses? How do you know?

The Reading Department’s online students tend to be the least successful according to data from the Research Office, though they are slightly more successful than the campus’s online students as a whole.

Compare and contrast success rates for Distance Education sections of the same course offered in face-to-face sections. How does a distance education course differ from face-to-face? (e.g., offerings, scheduling, and success rates)

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From 2010 to 2015, the department increased the number of ENGRD 310 face-to-face classes from seven to ten sections. Consequently, the enrollment increased from 149-281. During this time the success rate changed from 88.6% to 80.1%, an 8.5% drop. The hybrid ENGRD 310 classes increased by one and the enrollment increased from 93-125. The success rate went from 82.8% to 65.6%, a 17.2% drop.

From 2010 to 2015, the department decreased the number of ENGRD 312 face-to-face classes from five sections to two. Consequently, the enrollment dropped from 143 to 42. The success rate went from 76% to 69%, a 7% drop. The hybrid ENGRD 312 classes decreased from four sections to two sections, and the enrollment decreased from 98 to 46. The success rate went from 65.3% to 58.7%, a 6.53% drop.
Vocational Programs Only

A. How well does your department prepare student for a job? What are the indicators?

B. Does your program provide any assistance with job placement? If so, describe the activities and include any data you have on results.

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

Findings

Based on the analyses and reflections conducted during the program review process, answer the following questions:

- What other major developments and accomplishments occurred over the last six years?

Since the last program review, the Reading Department has made curriculum changes that have resulted in higher productivity for its courses and higher success rates for the students.

Due to retirements, we have hired two replacement full-time faculty members.

The ENGED program has developed an AA-T degree, Elementary Teacher Education.

The RAD program began offering short-term and hybrid courses to serve early- and late-start classes as well as distance education classes. The program recently expanded to include the Natomas Center where it has a permanent 40% coordinator.

The Reading Department has developed a new program called STEP UP to serve the students who test at four levels below transfer and need remediation to be successful in the lowest level reading courses. STEP UP has been serving on average 17 students per semester since spring 2012. The program has been operating since spring 2012 to prepare students for ENGRD 14 or ENGRD 54 and 55. Students and literacy coaches meet one on one, once a week for two hours per session. Tutoring sessions last about 10-12 weeks.

Conclusions and Recommendations

Based on the analyses and reflections conducted during the program review process, answer the following questions:

1A. What are the strengths of the program?

Since the last program review, the Reading Department has made curriculum changes that have resulted in higher productivity for its courses and higher success rates for the students.

The Reading Department's success rate is 3% higher than the college average. The success rates for almost all ethnic groups are higher in Reading than in the college's as a whole.

Reading provides a varied range of classes: lecture, hybrid integrated, small group, and individualized instruction.

The ENGED program has developed an AA-T degree, Elementary Teacher Education.

The RAD program began offering short-term and hybrid courses to serve early- and late-start classes as well as distance education classes. The program recently expanded to include the Natomas Center where it has a permanent coordinator.

The Reading Department's STEP UP program serves students who test at four levels below transfer and need...
remediation to be successful in the lowest level reading courses.

1B. List, as a set of recommendations, your plans for maintaining the quality of the instructional program.

**Success and persistence in programs** - The Reading Center will maintain these strengths by continuing to offer these classes. In addition, we will ask for research on the success rates and persistence of Reading Center students to inform any future revisions or changes to Reading Center classes in order to maintain or grow their effectiveness.

2A. What are the challenges of the program?

The Reading Department, as part of the English area, is forming a student equity committee in order to determine ways increase the student success rates for disproportionately affected groups.

For the RAD program, the challenge has been in not having enough staff to serve all of the students. RAD could use an additional permanent IA. It is difficult to count on temporary funds to pay some staff members. Additionally, having temporary staff means time is spent hiring and training each semester.

For STEP UP, the program’s challenges include limited space for tutoring sessions, inadequate office equipment to operate STEP UP, and no central database to store all STEP UP information.

One challenge facing the Reading Department is the Reading Center’s low productivity. To address this challenge, the Reading Center will undertake a number of measures: offer evening sections of all classes to reach night students, offer a support class for the first course in the Reading lecture series of courses, and increase campus outreach to publicize Reading Center offerings. The Reading Center is also collecting research on student perceptions, student success, and student persistence and experimenting with drop-in assistance hours and workshops to explore changes to course offerings and curriculum.

2B. List, as a set of recommendations, your plans for addressing these challenges.

**Curriculum alignment** - Continue to work with Reading Departments across the district to align curriculum to meet the changing needs of students and changing priorities at the state level.

**STEP UP program** - Grow the STEP UP program, which provides a pathway for underprepared students to articulate into the Reading Department’s lowest level classes, in compliance with Title 5 of the California Education Code.

**Student Equity** - The Reading Department, as part of the English area, will develop ways to increase the student success rates for disproportionately affected groups.

**Growing the ENGED program** - The Reading Department will grow its ENGED program so that it can offer instructional assistant certificates for staff members who work with K-8 and special needs children.