INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW / PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Reading***
2. Person(s) completing the questionnaire: *Whitney Clay*
3. Date of completion: *11/2/07*
4. What are the primary purposes of the program? Check all that apply.

- ☒ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☒ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☐ Occupational / Vocational Courses
- ☐ Student Support Services
- ☐ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Reading Department furthers numerous aspects of the college mission. Reading 960 and 961 offer instruction at the basic skills levels, Reading 053 at the collegiate transfer level. Reading 915 offers support to students enrolled in transfer-level discipline-specific courses, and the Reading Lab offers additional support to students at all levels. All Reading courses contribute to students' General Education because the instruction in reading/study strategies and opportunities to develop critical thinking support all other coursework. The department's emphasis on the connection between reading and writing as complementary skills promotes the development of students' aggregate literacy and communication skills, skills crucial to the strength of California's workforce and economic growth. The Reading Department also furthers numerous aspects of the college's the strategic goals. Through collaborative leadership, the Reading and English department have agreed to formally recognized the reading/writing connection and make English 905 and Reading 961 co-requisites. The Reading department has previously offered learning communities through paired Reading and Writing courses, including those in the Puente and Success programs. Collaborative leadership with DESP and the Political Science and Biology departments has resulted in the Reading department creating and offering a new course, Reading 915: Special Topics. This is a half unit course designed to support other discipline-specific courses. For the 07-08 academic year, Reading 915 courses are supporting Political Science 1 and Biology 10, both transfer-level general education courses. Collaborative leadership with various support programs fosters diversity and inclusion. At the level of instruction, the department fosters diversity and inclusion by offering instruction that recognizes, even celebrates differences in learning styles, and by offering varied instructional techniques as well as activities that raise students' awareness about their own learning styles. Finally, Reading is a natural discipline in which to raise awareness and respect for various cultures, not only because students read multi-cultural texts, but also because students are offered opportunities to think critically about how their own culture influences their interpretations and reactions to texts and about how culture contributes to other readers' varied responses to texts.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

The most significant event impacting the department has been the retirement of the second full-time faculty member, Susan Smith, in spring 2007. Since her retirement, the department has had to hire four new associate faculty members in order to staff its classes. The Reading department faculty must grow to meet the demands of the English 905/Reading 961 co-requisite set to begin in fall 2008. Based on past assessment score trends, the department estimates that it will need to offer at least 6 additional sections of Reading 961 (1.2 FTEf) starting fall 2008. If the college is to meet the needs of the Basic Skills Initiative, expansion of the Reading department with another full-time faculty member is imperative.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.
   a) What significant trends are revealed in the data?
   b) What factors might contribute to any program differences compared to the College data?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Analysis in the 2006 program review revealed a 20% increase in headcount since the previous program review in 2003.

Regarding WSCH, the Reading department's plan for fall 2007 was 605. The actual for fall 2007 is 523.

The department offers two late-start support courses for Biology and Political Science which will raise the end-of-term WCSH total.

With only one full-time instructor and a small associate pool, the Reading department had to offer fewer sections (7 3-unit courses instead of 10) and is using 1.655 FTEf for fall 2007. Although this lowered the projected total WSCH, it raised the department's efficiency.

The planned WSCH/FTE was 269, while the actual WSCH/FTE achieved is 316. Please note that Reading will never be able to meet the college goal of 550 because of a load book maximum of 25 students/section in its lower level basic skills classes.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

   a) What significant trends are revealed in the data?
   b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Data from 2002-2006 show that the Reading department consistently serves a greater percentage of the African American and Latino student populations, enrolling approximately double the percentages as compared to the college averages. For example, in Spring 2006, the Reading department's African American population was 6.1% as compared to the college-wide population of 3.2%, and the Reading department's Latino population was 32.7% as compared to the college-wide population of only 15.3%.

2002-2006 data show that gender-trends in the Reading department are similar to those college-wide, about 60% female to 40% male. It also shows that every semester the largest percentage of Reading students is under 21 years old. As stated in the 2006 program review, this trend of young students is well above the college average and may reflect a continuing trend of under-prepared students coming to WVC directly from high school. Recognizing this trend of young students may also help the department identify appropriate retention strategies.

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Success rates for Reading average 64%, just below the college average of 66%. Retention rates, however, are below the college average (10% below for enrolled retained and 7% below for % FTEs retained). The assessment completed by the department for the Basic Skills Initiative will outline in detail its current practices, and the best practices outlined in the Basic Skills Initiative booklet should help the department evaluate its current practices and devise a plan to improve success and retention. No doubt, the department needs to continue its efforts with other programs to support and retain students. The Reading department is also open to new strategies for improving success and retention and hopes the BSI assessment will help it to discover and make a plan to implement new strategies. Clearly, there is much work to be done. The department must reiterate that its ability to create and carry out plans for improved student success demands the addition of another full-time faculty member.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

The Basic Skills Initiative is a state mandate. If West Valley College is to improve instruction at the basic skills level, it must expand the Reading department with another full-time faculty member as well as a number of associate faculty. When the English 905-Reading 961 co-requisite goes into effect in Fall 2008, the Reading department will need at least an additional 1.2 FTEf for added sections of Reading 961.

Support services like the Reading Lab are also essential to enabling the success of basic skills level students. If the Reading department is to expand the services of the Reading Lab, it will need additional FTEf to hire associate faculty to staff more lab hours. The Reading support courses, Reading 915 (offered for Political Science 1 and Biology 10 in Fall 2007) help build the basic skills needed to succeed in college-level coursework, and unlike other basic skills level classes, they do it in the context of a college-level course.

Increased staffing is also needed in the Reading department with regards to technology. If the Reading department is to offer Reading 53 in an online format, and if it is to integrate more online options into the Reading Lab, more instructors are needed, especially those with technological experience and expertise.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

   - *The Reading and English departments have agreed to make Reading 961 and English 905 co-requisites—currently, both course outlines have been revised and are awaiting approval from the curriculum committee.*
   - *The Reading 53 course outline has been revised and a distance learning component has been added so that the department can offer Reading 53 online; this course outline is also currently awaiting approval. Once approved, the department would like to begin offering Reading 53 online as soon as possible.*
   - *The department would like to offer more sections of the reading support course, Reading 915, and it would like to identify new classes to support.*
   - *The department plans to revise the Reading 960 course outline.*

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

   - *Read 910 Speed Reading Strategies*
   - *Read 962 Career Spelling*
   - *Read 970 Power Reading*

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

A) SLO Data were collected in Spring 2007 for all Reading 961 classes. This was the first time the Reading department assessed SLOs, so this is the initial set of data. Pre and Post-tests were given, and the following items were tested:

1. Predicting the topic, 2. Connecting to prior knowledge, 3. Setting goals for reading, 4.Asking questions, 5. Vocabulary in context, 6. Overall point or thesis, 7. Understanding terminology, 8. Identifying specific details, 9. Understanding graphic material, 10. Making inferences, 11. Identifying the author's purpose, 12. Distinguishing between fact and opinion, 13. Responding to the author's message, 14. Annotating a text

Data Findings

*Students entered 961 with the greatest **strengths** in the following areas: connecting prior knowledge, distinguishing fact & opinion, responding to the author's message, identifying specific details, and asking questions.*

*Students entered 961 with the greatest **weaknesses** in the following areas: annotating a text, overall point or thesis, and understanding terminology.*

*A positive finding was that students made the **greatest progress** over the semester in the same areas that had been their weakest upon entrance: annotating texts, overall point or thesis, and understanding terminology.*

*Students made the **least progress** with some of the skills that had been their strongest when entering the class:*

identifying details, making inferences, responding to the author's message, asking questions, and connecting to prior knowledge.

Analysis of progress in the areas of strengths and weaknesses upon entering the class shows that ***students are improving in the areas where they need it most****.*

Planned Changes

B) A chart of the Reading 961 post test skills shows the areas that the department can focus on for improved Reading 961 instruction. Reading 961 instructors should ***focus on the weakest exit skills****: identifying specific details, making inferences, understanding graphics, and overall point or thesis.*

While future changes should include a greater emphasis on the above-mentioned areas of weakness, instructors may also benefit from recognizing the above-mentioned strengths that Reading 961 students come to the class with and using those ***strengths as a place from which to build****. This strategy will enable instructors to capitalize on students' assets and build confidence while also addressing areas of weakness.*

The first step the department can take toward implementing this plan is to communicate the results of the SLO's assessment with Reading 961 instructors and to encourage them to acknowledge and make use of the identified strengths while focusing extra energy on improving identified weaknesses.

Request for Resources

C) Because the department's next phase of growth will involve offering 4 times as many Reading 961 sections (from 2 sections this Fall 2007 to 8 sections next Fall 2008), consistency of instruction will be key to effectively implementing the plan described above in all of the Reading 961 classes. Hiring a second full-time faculty member will afford that the department staff the majority of its Reading 961 classes with full-time faculty, faculty who are dedicated to implementing plans specific to the needs of West Valley's Reading program.

The best ideas come through collaborative efforts, so an effective way for the department to communicate with all of the Reading faculty would be to host a semi-annual mini retreat or dinner where all Reading faculty come together to learn about SLOs assessment results and to brainstorm ideas for improved instruction. Funds to host a semi-annual mini retreat or dinner would allow the department to come together to accomplish its goals.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
   b) How might these influences form the basis for an action, objective, or request for resources?

The state-wide Basic Skills Initiative is a powerful and well-funded external influence, a mandate from the state. For the college to meet the demands of the initiative, the Reading department must be fully staffed with two full-time faculty members.

This year's goal of the BSI is to complete a self-assessment. Based on the self-assessment, the department will devise a plan to improve its current practices and to request funding to implement those plans. Funding requests may be for things such as conferences for faculty development and training, stipends for teaching in learning communities, or for equipment to enhance instruction.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

The Reading department has added a new course, Reading 915, designed to support reading in specified transfer-level courses. Because Reading 915 works with students already enrolled in college-level courses, it can reach a wider population of students, especially those who may not otherwise enroll in reading courses. The department is offering Reading 915 courses supporting Political Science 1 and Biology 10 in Fall 2007. Other departments have requested that the Reading department create more support courses. The Reading department cannot meet that demand without adding another full-time faculty member and more associate faculty members.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

The Reading department is ready to grow but will be seriously compromised if a second full time faculty member is not hired. The Reading department has notable strengths, essentially that it nurtures students and prepares them to succeed. The addition of another instructor will enable it to capitalize on opportunities for innovative ways to increase student retention and success in Reading classes as well as other classes across campus.

2. Program Strengths:

The Reading department prides itself on its ability to nurture and encourage students, to prepare them to succeed in college and at work, and to enjoy a higher quality of life. It fosters diversity and inclusion with the population it serves (larger Latino and African American populations than the college averages), with the programs it collaborates with (like Puente, Success, and DESP), and with class materials offering students the opportunity to increase awareness and gain respect for various cultures and life experiences. SLO's assessment points to effective instruction, showing that Reading 961 students are improving in the areas where they need it most. The Reading department has created innovation, namely with the creation of the new Reading support course and with the acquisition of web-based software providing Reading Lab students the opportunity to work on their skills on or off campus. Finally, the Reading department participates in collaborative leadership activities with various departments and programs (the English, Political Science, and Biology departments, and the DESP, Puente, and Success programs), recognizing that students can be best supported when the faculty and staff at West Valley work together on their behalf.

3. Program Challenges:

The Reading department's biggest challenge is its lack of faculty—it needs to hire an additional full time faculty member. The Reading department will need to staff approximately 6 additional sections of Reading 961 because of the English 905/Reading 961 co-requisite set to begin Fall 2008. A second full-time faculty member is also needed for the department to develop and offer more reading support courses, to expand the Reading Lab, to improve instruction, and to effectively collaborate with outreach, support, and programs across campus.

Excellent Reading teachers difficult to find and difficult to keep. Because Reading is a very specialized area of expertise, the pool of qualified instructors to draw from is very small. Excellent teachers who can succeed with basic skills level students are rare, so the stability of the department and the quality of instruction relies on full-time faculty members who are committed to and connected with the institution. Not hiring a second full-time faculty member would leave the department to staff most of its classes from a small associate faculty pool, a pool from which most of the faculty are shared with other colleges and from which the most successful instructors are quickly lost to full-time positions at other colleges. The department must hire a second full-time faculty member to ensure its stability and success.

Retention rates for the department are below the college average, so the department needs to continue to find and implement mechanisms to encourage retention. Because reading is an "invisible" skill, getting student buy-in for Reading classes is always a challenge. Increasing the visibility of the department across campus should help increase buy-in and positive word-of-mouth. The reading support courses do that because they allow the department to reach a wider variety of students and to collaborate with instructors in other departments.

The department is also challenged by facility and equipment limitations. The English 905/Reading 961 co-requisite will require that the department find 6 additional prime-time classrooms. The department could also enhance instruction if its main classroom, LA 32, had a computer with internet accessibility. The computer could be used for demonstration of research techniques, demonstration of the Plato online reading software, or to show relevant websites, video, or audio clips. A document camera would allow for more spontaneous presentation of materials, to take advantage of more "teachable moments." The addition of white boards on three walls would allow students to work on the board more often, mapping and outlining paragraphs or essays. Board work is especially beneficial for kinesthetic learners. Reading classes naturally have many Kinesthetic learners—these kinds of learners are often not strong verbal learners and so need Reading classes.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

Outlined below in timeline format

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

To complete before Spring 2008:

- *Hire additional associate faculty*

To complete before Fall 2008:

- *Hire at least one new full-time faculty*
- *Identify and implement strategies to increase retention (through BSI assessment)*
- *Offer use of the Plato Learning System for use to the English department in English 980 and work to facilitate its implementation*
- *Offer more sections of Reading classes in learning community formats*
- *Outfit the main Reading classroom with an internet accessible computer, a document camera, and three white boards*

To complete before Fall 2009:

- *Implement strategies to increase retention (identified through BSI assessment)*
- *Design and offer an online version of Reading 53*
- *Design and offer more sections of Reading 915 (in addition to those offered now that support Political Science 1 and Biology 10)*

Ongoing activities:

- *Continue work with the English department to re-envision the Reading and Writing Labs and to work toward replacing them with a Reading/Writing Center that offers greater services*
- *Maintain collaborative leadership relationships already in place and develop new ones*
- *Raise awareness among students, other faculty, and staff about what is taught in Reading classes and how that curriculum promotes student success*

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE:	☐ Yes ☒ No ☐ Partially
Associate faculty FTE: *Requested funds for ILFs*	☐ Yes ☒ No ☐ Partially
Classified Staff FTE: *N/A*	☐ Yes ☐ No ☐ Partially
Classified Hourly (in dollars): *Requested funds for 4 peer tutors:* *The department has been able to hire peer tutors in the Reading Lab and has paid them out of the Reading Lab budget. This allows for only 4 hours of peer tutoring per week, and the department would like to be able to offer at least 8 hours per week.*	☐ Yes ☐ No ☒ Partially
Administrative Staff FTE: *N/A*	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description): *N/A*	☐ Yes ☐ No ☐ Partially
Equipment (brief narrative description with estimated total cost): *N/A*	☐ Yes ☐ No ☐ Partially
Supplies (brief narrative description with estimated total cost): *The Reading Library from Plato Learning Systems, as web-based reading software program. The subscription allows for 35 users at a time, lasts for 3 years, and cost $5000.*	☒ Yes ☐ No ☐ Partially
Staff Development (brief narrative description): *Training on the Plato Learning Systems software (required purchase with the subscription). Cost = $1500*	☒ Yes ☐ No ☐ Partially
Other (please specify): 1. ***NOT FUNDED**: Assigned time or stipend for visiting and researching other reading labs in the area.* 2. ***NOT FUNDED**: Funds to hold a retreat focusing on retention strategies.* 3. ***FUNDED WITH $1614**: Funds from a matriculation grant to train and mentor peer tutors in the Reading and Writing Labs and for advertising the labs.*	☐ Yes ☐ No ☒ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

The Reading Lab has been able to offer the web-based software as an option for lab students to work either on or off site on to complete their lab hours and to have another option for the type of work they choose to do to complete lab hours.

By hiring peer tutors, paid for with the Reading Lab budget, the Reading Lab has been able to offer 4 additional hours per week of tutoring to students.

Funds from a matriculation grant allowed us to do the following in the Reading and Writing Labs (joint effort): train peer tutors, mentor peer tutors, offer more tutoring hours, advertise the Reading and Writing Labs. All of these activities were done in an effort to increase lab enrollment and to increase retention and success across campus.

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *1*

Associate faculty FTE 1.2
With the addition of 6 sections of Reading 961 in Fall 2008, the department will need to use a total of 2.95FTEf. Assuming that the department chair, Whitney Clay, remains as she is for this academic year at a .75 load, and that the department hires a second full time faculty member at 1.0, the department will need 1.2 more FTEf for associate faculty in order to make up its total load of 2.95FTEf. (.75 + 1.0 + 1.2 = 2.95)

Classified Staff FTE: *N/A*

Classified Hourly (in dollars): *N/A*

Administrative Staff FTE: *N/A*

Facilities (brief narrative description):
For the 6 additional sections of Reading 961:
6 prime-time classroom slots

Equipment (brief narrative description with estimated total cost):
Estimated total Equipment cost: $8500
For the main Reading classroom, LA 32:
($2000) Computer and accessories, including:
One computer, including hard drive, operating system, and standard software (like MS office)
One computer monitor
One mouse
Two speakers
Cables to connect the computer to the internet and to the monitor
($300) Wiring to provide internet access in the room
($2400) 3 large white boards (3 x $800)
($800) One document camera
($3000/yr) Another division copier

Supplies (brief narrative description with estimated total cost):
Estimated total Supplies cost: $202
($50) Class set of white board pens
($30) Subscription to Time magazine for classroom use
($122) Subscription to Reading Research Quarterly for instructor use

Staff Development (brief narrative description):
Estimated total Staff Development cost:
($4000) Funding for conferences and/or retreats related to Basic Skills, retention & success strategies, Composition & Reading, learning theories
($400) Funding to host a semi-annual Reading department dinner at which department faculty share ideas and strategies about teaching and learning

Other:
Estimated total Other cost: $6000
Learning community stipends
$1000/class/semester/teacher, 6 classes per academic year

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu