



Reading Program Review



June 2017

Modesto Junior College Reading Program Review

June 2017

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Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

The Reading Department serves a vital purpose at MJC as we facilitate not only practical strategy instruction in a foundational academic practice, but also as we foster an appreciation campus-wide for a truly transformational discipline. The Department strives to continually increase rigor while maintaining supportive instruction and reading levels that are appropriate to student-need. This may be more important than ever in the current educational climate emphasizing efficiency and practicality.

Department members, both full-time and adjunct, participate in continual professional development to ensure quality, current instruction in service to our students, many of whom come from vulnerable populations such as first generation students, English learners, and students with disabilities. Although fill and success rates have declined in recent semesters, the Department is actively exploring and pursuing various initiatives to address these issues, including the following:

- Reading Apprenticeship
- DE Reading courses
- Compressed courses
- Expanding Reading 184's transferability
- Increased technology in face-to-face classes
- Increased marketing
- Continued exploration of innovative instruction (For example: service learning, family literacy, themed courses)

Program Overview

Instructions

Supplemental information, links to previous reviews, and dashboards can be accessed from the review, please ensure your pop-up blocker is turned off, or use Ctrl-Click to bypass it.

Please review each question below, following the prompts and links given in the help text. Additional help, and a list of frequently asked questions is available on the [Program Review Instructions](#) page.

Program Overview

Please list program awards that are under this department according to the college catalog.

Program Awards	Include in Review (yes/no)	External Regulations (yes/no)
No awards		

Not applicable as no degree or certificate is available in Reading/Spelling at MJC.

Response and follow-up to previous program reviews

On the [Curricunet website](#), please locate your department and the previous program review. After reviewing, please complete the following questions;

Briefly describe the activities and accomplishments of the department since the last program review.

Since the last program review in Fall 2016, the Reading Department has been working to increase student success most especially in the following three ways:

1. To better meet student needs, the Reading Department has expanded its course offerings to include DE and compressed courses, despite the challenge of a reduced fulltime faculty membership (the department went from four to three members in Fall 2016). One section of Reading 184 was successfully offered as a DE course in Summer 2017. Three additional DE sections as well as one DE section of Spelling 32 are slated for Spring 2018. Two sections each of a compressed Reading 40 and Reading 82 are being offered in Spring 2018 to help students complete preparatory work more efficiently.
2. To better equip faculty to address the reading needs of students within their own disciplines campus-wide, the Reading Department has taken an active role in facilitating in-house Reading Apprenticeship (RA) trainings (FTIC faculty cohort training, ENGL 45 Acceleration training, and MJC Institute Week, 2017), while continuing to receive professional development in RA through 3CSN workshops (College Winter Conference and The Second Annual California Conference, 2017). In addition, the department is responsible for the composition and dissemination of the intermittent RA newsletter which includes how-to strategies, thoughts on theory, and upcoming RA events.
3. To expand the profitability of Reading 184 to students, the Reading Department has submitted the Reading 184 Course Outline of Record to ASSIST/OSCAR for evaluation by GE reviewers to determine if the course satisfies the CSU GE:A3 requirement for graduation.

Among other activities, members of the Reading Department fulfill their role in shared governance through active participation in several division and campus-wide committees.

Chris Briggs is the chair of the Division Assessment Committee, ensuring that SLO's are assessed and recorded in eLumen in a timely fashion; he also completed mapping Reading courses to Learning Outcomes in eLumen. He has spearheaded the effort to update Reading 184 to fulfill additional GE requirements and has worked with a contact at CSU Stanislaus to recruit qualified adjunct faculty. Additionally, he teaches in the Bridge Program, working with EOP&S to provide special support for vulnerable students. Sarah Hawes is a member of the Division Strategic Planning Committee, working to

review Reading course semester schedules, revise the division shared governance document, and assist in planning Division projects, including a retreat. Sarah Hawes also serves on the Student Equity Committee and has taken a leadership role in bringing RA to the campus. Larry Scheg serves on the YFA Executive Committee as treasurer and has taken the lead in developing Reading and Spelling courses for online delivery.

In addition to the above, the Reading Department, including adjunct faculty, is involved in current student equity initiatives through participation in trainings and conversations regarding Guided Pathways, Acceleration, Reading Apprenticeship, and Achieving the Dream.

The Mission of Modesto Junior College

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? Is the program critical to the pursuit of the institutional mission?)

The Reading Department serves a vital purpose within the MJC community as skillful reading is foundational to success and enjoyment in college and in life. Within a context of authentic texts, courses in the reading sequence provide targeted instruction in areas that often create obstacles to success in other college courses, namely reading comprehension of academic text, fluency, vocabulary and spelling. Through a variety of modalities and techniques, students engage in reading from an academic perspective, gaining confidence and efficacy in approaching texts across disciplines. Students learn to grapple with the challenges of academic reading through instructor modeling, collaborative comprehension activities, metacognitive reflection and, as increased reading begets improved reading, plenty of practice. As remedial math and English sequences are redesigned statewide, reading instruction at MJC can provide necessary scaffolding to support students in achieving their academic and career goals.

The Reading Department also plays a key part in facilitating student success regarding GELO, showing a success rate of 92% in *Language and Rationality*, and regarding ILO, showing a success rate above the college-wide average for each outcome (*Communication*: 87.1%, *Creative Critical & Analytical Thinking*: 83.9%, *Cultural Literacy & Social Responsibility*: 83.9%, *Information & Technology Literacy*: 87.1%, and *Personal & Professional Development*: 87.1%).

Courses currently offered by the Reading Department are as follows: Reading 184, *Critical Reading*, facilitates inferential, analytical, and interpretational reading of college-level materials. Reading 82, *College Reading Comprehension*, facilitates the practice and transfer of various reading strategies and structures. Reading 40, *Reading Comprehension*, facilitates the study and practice of various comprehension and fluency strategies. Spelling 32, *Spelling and Pronunciation*, fosters improved spelling and pronunciation through the study of English phonetic patterns.

Student Achievement and Completion

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer** [\[view\]](#) by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCC Scorecard by 2022.

Success

The following questions refer to data from the Department Success Rates Dashboard. Use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

Locate your department success rates on the [Success Rate Data Dashboard](#) and consider your department success rates trends over time, especially the last two years. Also, consider the data detailing the variance of success rate of courses across sections. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

Course Success and Fill

According to the previous Program Review, the Reading Department has generally had positive results according to success measures.

Although still higher than courses campus-wide, Reading's fill rate declined noticeably in Spring 2017 perhaps partially impacted by the new English 45 course that does not list Reading as a co-requisite which was the case with English 49. A noteworthy dip in fill rates from fall to spring semesters has been consistent for the past five years, as it has been college-wide. The widened gap in 2016-2017 could be explained by a reduced number of Reading courses offered in fall semester due to staff shortage as Sarah Hawes taught a reduced load for maternity/bonding time.

The success rate over five years has fluctuated slightly and settled at a low point in Spring 2016 and 2017 and Fall 2017, at 66% and 70% respectively, in contrast to the campus-wide upward trend.

It is interesting to note that while the Department's fill and success rates have declined, the gap between the two rates has generally become smaller. In other words, the difference between the fill and success rates tends to be lower when courses have a reduced number of students, perhaps highlighting the best practice of reduced class sizes.

The box plot chart shows that Reading 82 courses have the highest success rates ranging from 65% to 83%, Reading 184's range is from 56% to 74%, and Reading 40's success rates range from 63% to 73%.

Reading 40 courses have the least variability in success rate, while Reading 82 and Reading 184 tie at a higher percentage of variability in success rate. Although no course has statistical outliers, Reading 184 does have one course that falls below the others which are more consistently spaced within the success rate range. Reading 184's overall lower success rate is not surprising as it is the most rigorous course in the Reading sequence; consequently, this calls for increased student support through connections with student services and student-centered pedagogy such as that provided by Reading Apprenticeship and Just-in-time remediation.

As indicated in the box plot chart, Spelling 32 has a wider spread compared to other courses in the Reading sequence, ranging from 52% to 77 %, but no statistical outliers.

What is your set goal for success? Do your department and individual course rates meet this goal?

The Reading Department has set an average success rate goal of 76% for Fall and 74% for Spring semesters. Although the previous five years' success rates, generally higher than overall college rates, do not yet meet this goal, the increase of two percentage points over the highest success rate in each semester provides for improvement and heightened expectations in a reasonable manner.

If your rates for success are lower than your goals, what are your plans to improve them?

The Department has already begun implementing curricular and pedagogical changes in an effort to increase student success. Compressed and DE courses are being offered to expedite course completion and close exit points. Several additional faculty members, both fulltime and adjunct, are planning to complete online instruction certification in order to increase DE course offerings. While offering additional online classes may not initially boost success ratings, it will enhance student access to Reading courses. Specifically geared toward classroom success, Reading Apprenticeship techniques are being highlighted in courses as they increase student engagement in the classroom and encourage students to apply their learning in Reading across disciplines. Other engagement techniques being implemented include online assignments for instantaneous student feedback, teacher-student conferences, and promotion of family literacy.

Additionally, the Department plans to increase its marketing in an effort to make students better aware of its course offerings. Possibilities for increased marketing include posters and advertising, themed Reading courses, and continued communication with the Counseling Department.

The use of multiple measures in the student placement process may also lead to increased student success in Reading courses as it minimizes students taking classes mismatched with their reading level.

Locate your department equity rates on the [Success Rate Data Dashboard](#) (by pressing on the equity tab). Examine these rates, disaggregated by ethnicity and gender, over the last two years. If there are differences in success across groups, how do you plan on addressing issues of student equity? In other words, how do you plan on closing achievement gaps across student populations?

Across Reading and Spelling courses, Filipino, Pacific Islander Asian and Undeclared students have the highest success rates (ranging from 76% to 81%); the success rate of African American students, at 56%, shows an achievement gap. Interestingly, the success rate of Black students in Reading 40 (two levels below transfer) is higher at 62% while in Reading 184 (transfer level) it is lower than the average, at 41%. This indicates the need for increased support in Reading 184, particularly for African American students.

In terms of gender, female students have a noticeably higher success rate than male students, at 73% and 64.3% respectively. The Department will need to look into more specific data regarding retention and completion to further analyze possible barriers male students are running into.

In an effort to bolster student success, especially for African American and male students, the Reading Department will persist in its efforts to provide course options that better fit students' busy schedules, use welcoming language in syllabi, include course materials that feature varied authors, characters, and perspectives, foster safe, interactive communities of learning within the classroom and connect students to the many services MJC offers outside of the classroom. Additionally, individual instructors will examine their own assessment data, looking for ways to enhance their curriculum and pedagogy, through possible means such as increased rigor, metacognitive reflection and service learning.

If distance education is offered, consider any gaps between distance education and face-to-face courses. Do these rates differ? If so, how do you plan on closing the achievement gaps between distance education and face-to-face courses?

DE courses were reintroduced in Summer 2017 and so data for this review is unavailable.

Conferred Award Trends

Review the [Program Awards Dashboard](#), using the drop-down filters to focus the analysis on your department. Starting with identifying the year, please supply degrees and certificates awarded. These charts will be attached by Research and Planning before being posted publicly.

What is your set goal for degrees and certificates awarded? Do your rates meet this goal?

Not applicable as no degree or certificate is available in Reading/Spelling at MJC.

If your rates for degrees and certificates awarded are lower than your goals, what are your plans to improve them?

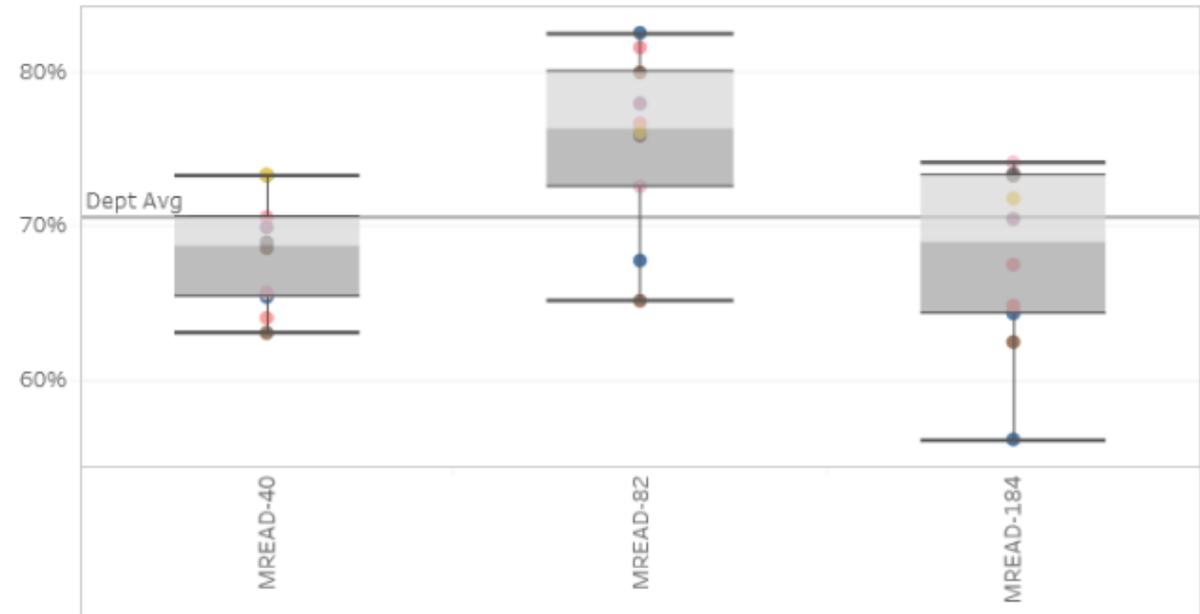
Not applicable as no degree or certificate is available in Reading/Spelling at MJC.



Course Success and Fill

	Season	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Census	FALL	1,044	1,032	1,066	1,060	814
	SPRING	993	994	961	825	585
Capacity	FALL	963	964	995	1,025	785
	SPRING	963	990	998	880	660
Fill Rate	FALL	108%	107%	107%	103%	104%
	SPRING	103%	100%	96%	94%	89%
Successful	FALL	768	746	773	763	575
	SPRING	672	716	665	543	385
Success Rate	FALL	74%	72%	73%	72%	71%
	SPRING	68%	72%	69%	66%	66%

Course Success Rates for Selected Terms - Dots represent sections, box central distribution

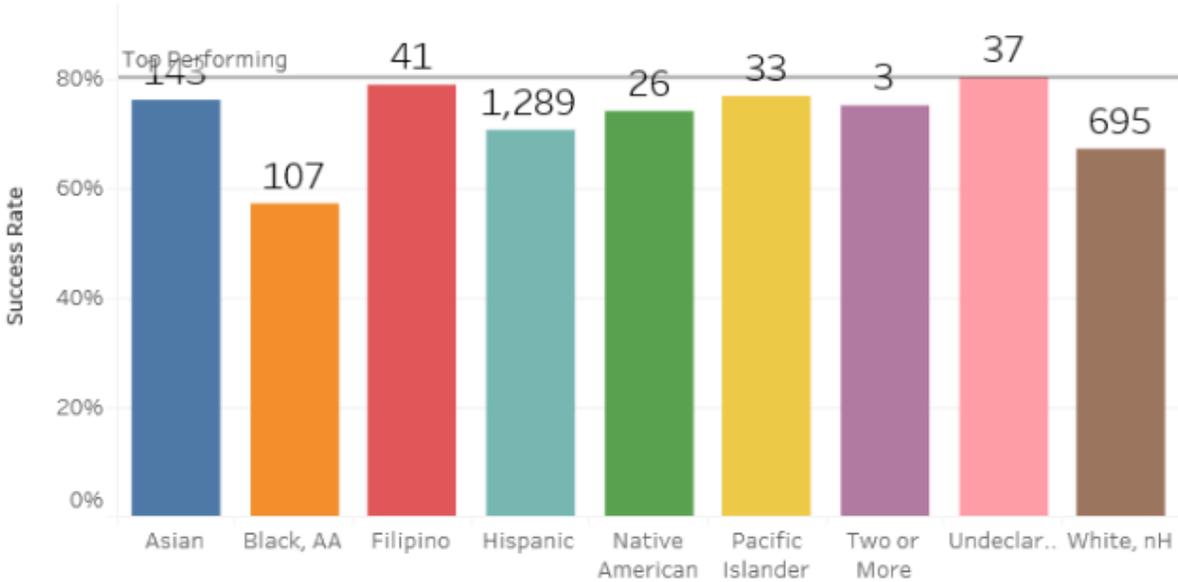


Course Success Rates by Ethnicity, Gender, and Modality

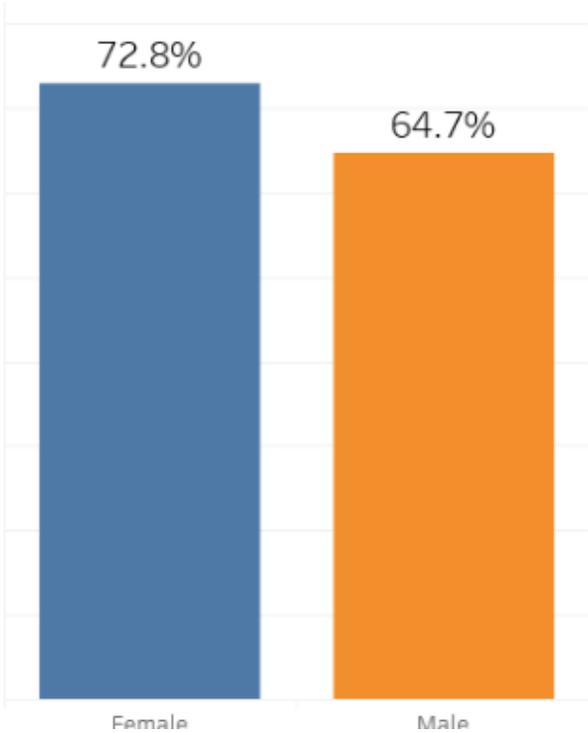
Divison:
 Department:
 Course Name:

Academic Year:
 Term:
 Modality:

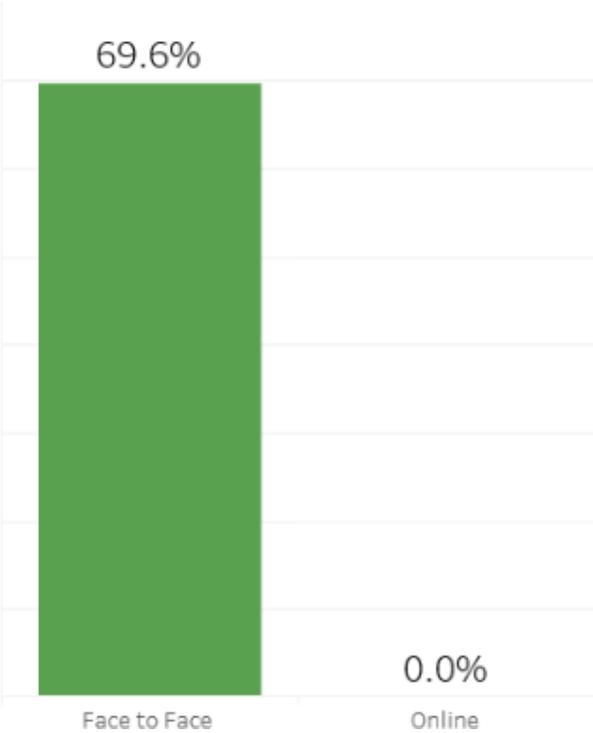
Ethnicity for 2015-2016 & 2016-2017



Gender



Modality



Student Learning Outcomes

Instructions

This section of the Program Review measures student learning.

PLO / GELO / ILO Outcomes

To ease in analysis, trending charts have been created by Research and Planning on the [Learning Outcomes Dashboard](#) website. Using these charts, you can identify your current success rates in student achievement towards the outcomes. Considering your current outcome success rates, and previous semester, set a department aspirational goal, and examine what your outcome success rates are currently. Later you will be asked to outline a plan to achieve this threshold, but for now, simply supply the Goal % and Current % for each level.

Note: If the dashboards do not show your Learning Outcomes, please ensure that they have been mapped in eLumen. Each course will need to be mapped to each applicable PLO, GELO, and ILO. The Outcome Assessment Workgroup has created a web page detailing the work already done -> [PLO, ILO, and GELO Assessment grids](#). For additional assistance, review [the Course Learning Outcome Assessment](#) web pages, or contact Nita Gopal at gopaln@mjc.edu.

Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the [MJC Student Learning Outcomes Assessment](#) website and below, in regards to any applicable Program, Institutional, and General Education Learning Outcomes.

For each ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations; you can use this information to understand how different student populations are learning in your courses.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the program outcomes (PLO), general education outcomes GELO (if any), and institutional outcomes (ILO) in your analysis.

Program Learning Outcomes (PLO)

What is your set goal for PLO success? Do your overall rates meet this goal?

Not applicable as no degree or certificate is available in Reading/Spelling at MJC.

General Education Learning Outcomes (GELO)

If your program has General Education outcomes, what is your set goal for GELO success? Do your overall rates meet this goal?

Overall students in the Reading Department are doing exceptionally well meeting GELO at 92% success. However, the Department would like to see this increase to 95%. Furthermore, the success rates of Asian, African American and White students, while still fairly high, currently land below average; Reading would particularly like to increase the percentage of students meeting expectations in these groups.

Institutional Learning Outcomes (ILO)

What is your set goal for ILO success? Do your overall rates meet this goal?

Reading's goal for ILO is 88%, and the Department is approaching that goal with an average success rate of 85.8%. The Reading Department would like to see the following ethnic groups increase in the percentage of students meeting expectations: Black, Asian, Hispanic and White.

Continuous Quality Improvement

If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

As heightened expectations often lead to increased performance, raising expectations for the Department as a whole will lead instructors to, in turn, raise expectations and continue to apply best practices in their classrooms.

Equity and Success

Do your rates for your PLOs, GELOs, and ILOs vary across student populations? How do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

Although all student groups are performing at fairly high rates, percentages for some groups are lower than for others as mentioned above. To address this gap, the Reading Department, in addition to providing quality instruction in the classroom, is proactive in connecting students with success specialists and to the many programs and services available such as tutoring, disability services, and the multicultural center and student lounge.

General Education Learning Outcomes

Use drop down boxes to focus on divisions, or departments.
Hover over chart elements for details.

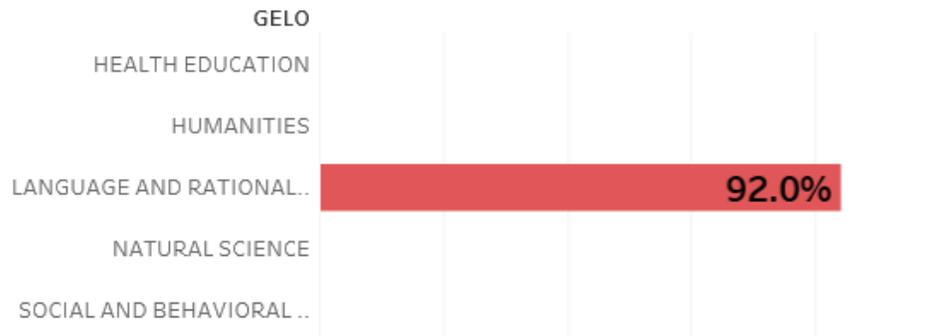
Overall Outcome Results for MLLA, MREAD (Select GELO to filter to ethnicity)

1) Division

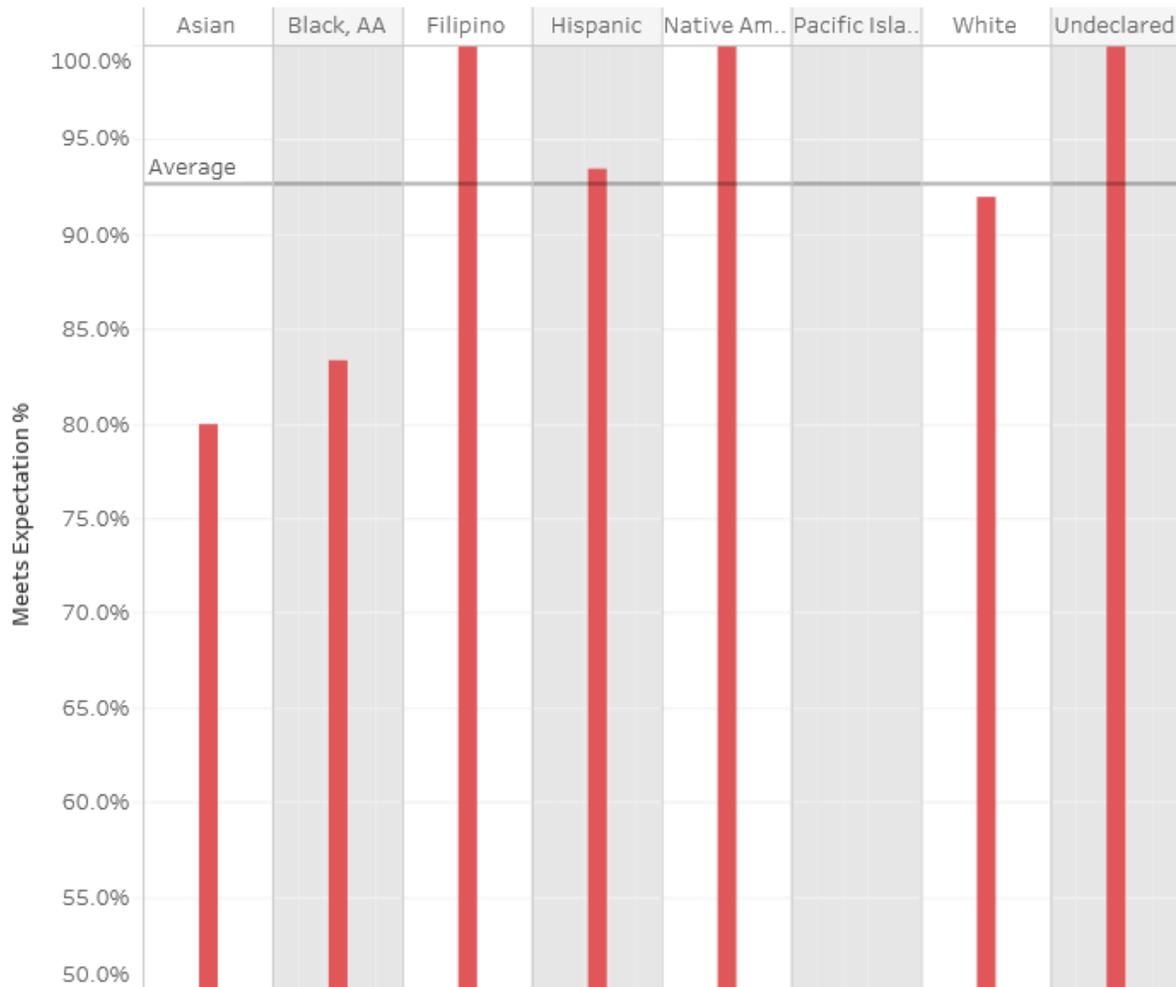
MLLA

2) Department

MREAD



Overall Outcome Results by Ethnicity for MLLA, MREAD



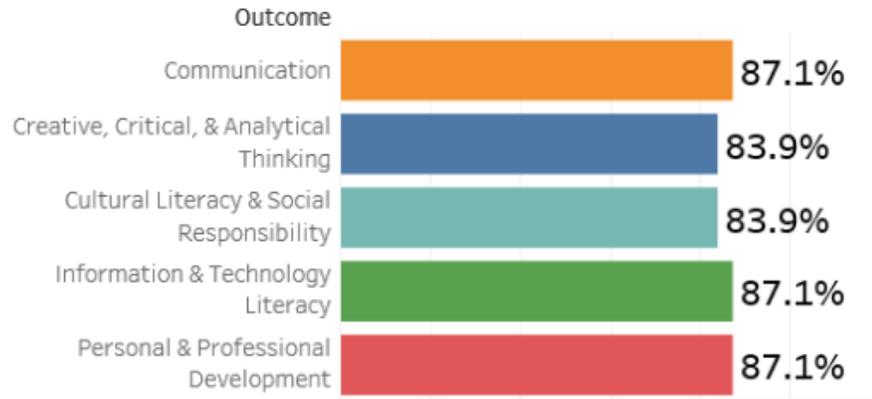
Institutional Learning Outcomes

Use drop down boxes to focus on divisions, or departments.
 Hover over chart elements for details.

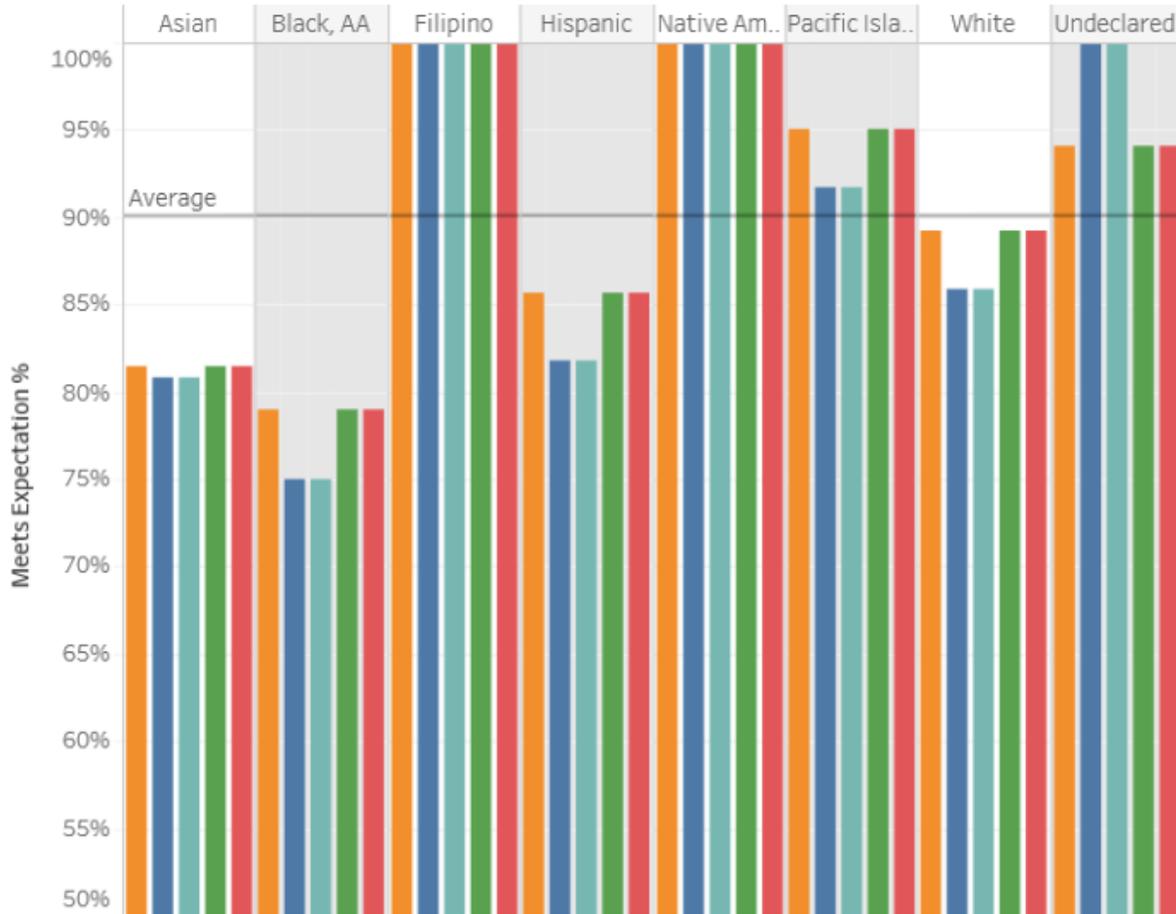
Overall Outcome Results for MLLA, MREAD (Select outcome to filter to ethnicity)

1) Division

2) Department



ILO by Ethnicity, MLLA, MREAD



Curriculum and Course Offerings Analysis

Curriculum Analysis

Courses that have not been reviewed, or not scheduled to be reviewed, are listed on the Curriculum Committee web pages. To aid in use, please [view this filtered spreadsheet](#), using the drop down menus along the field headings, to view just your department. On opening the spreadsheet, click the Enable Editing and Enable content buttons that should appear across the top menu bar.

Considering those courses that have not been reviewed within the last five years, please address these below.

Provide your plans to bring courses into compliance with the 5-year cycle of review. If your department is compliant, please state that.

All courses are in compliance with the 5-year review cycle.

Provide your plans to either inactivate or teach each course not taught in the last two years.

The Reading Department may consider offering READ 21, READ 62, and/or SPELL 31 in traditional and/or alternative formats (such as non-credit modules, for example).

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe your plans to correct.

Courses offered by the Reading Department are accurately described in the current MJC catalog.

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to create.

Although there are no plans for new courses or educational awards at this time, the Reading Department is offering classes via expanded formats and mediums, specifically DE and compressed courses.

What needs or rationale support this action, and when do you expect to submit these items to the Curriculum Committee?

Not applicable at this time.

Course Time, Location and Modality Analysis

Please follow this link and review the [Course Attributes](#) in regards to when, where, and in which method the courses in this program are taught. Use the filters to focus the report on your department. Then answer the following questions.

Location/Times/Modality Trend Analysis:

Consider and analyze your location, time, and modality trends. Discuss any program plans that address more efficient and beneficial location, modality and/or time of day trends.

A majority of Reading courses are offered during the day. Although the percentage of evening courses had been slowly increasing between 2015 and 2016, it dipped in spring 2017, likely due to low student enrollment as the overall fill rate had decreased.

The current campus distribution of course offerings is equitable. Courses on West Campus do not fill to the same level as those on East, so the Department may need to increase its marketing on West Campus specifically.

Division	Department	Season	Academic Year	Component
MLLA	MREAD	(Multiple values)	(Multiple values)	Core

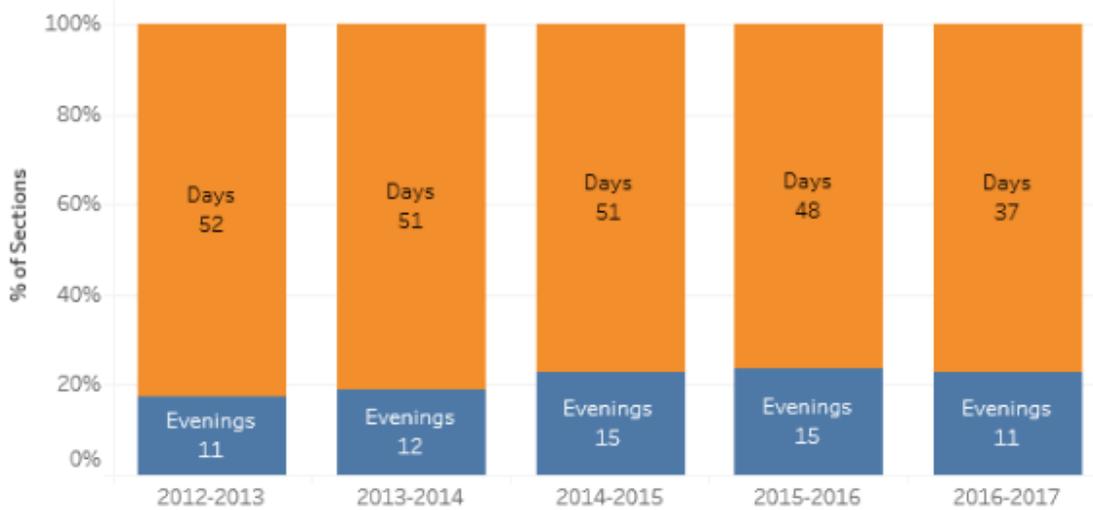
Section Distribution

Academic ..	Season	Days	Evenings
2012-2013	FALL	81%	19%
	SPRING	84%	16%
2013-2014	FALL	81%	19%
	SPRING	81%	19%
2014-2015	FALL	76%	24%
	SPRING	79%	21%
2015-2016	FALL	76%	24%
	SPRING	76%	24%
2016-2017	FALL	73%	27%
	SPRING	82%	18%

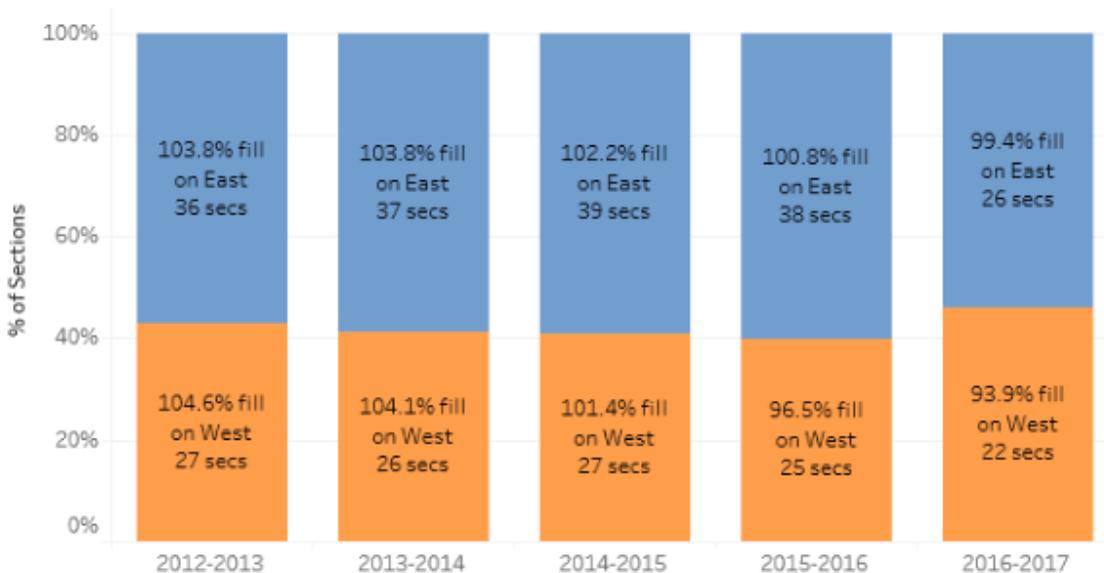
Fill Rate Distribution

Academic ..	Season	<80%	80-89..	90-99..	>100%
2012-2013	FALL		12.9%	9.7%	77.4%
	SPRING	3.1%	6.3%	28.1%	62.5%
2013-2014	FALL	3.2%	6.5%	16.1%	74.2%
	SPRING	9.7%	16.1%	12.9%	61.3%
2014-2015	FALL		9.1%	15.2%	75.8%
	SPRING	18.2%	9.1%	24.2%	48.5%
2015-2016	FALL	2.9%		26.5%	70.6%
	SPRING	10.3%	13.8%	41.4%	34.5%
2016-2017	FALL		11.5%	15.4%	73.1%
	SPRING	27.3%	13.6%	18.2%	40.9%

Sections Offered by Time of Day



Sections by Location (Dual listed multiple)



Program Analysis

Program Personnel

Please refer to the [Department Faculty and Sections Dashboard](#) to supply the names of faculty and adjuncts for the periods requested. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies.

Additional comments or narrative can be added below.

Changes in the Reading Department staff (as listed below in the program review) are as follows:		
Faculty Name	Full-Time or Part-Time (adjunct)	Hire Date (optional)
Buckley, Peggy	No longer with MJC	
Clanton, John	No longer with MJC	
Melo, JoAnn	Part-time, but is listed as both full-time and part-time (see note below)	
Scheg, Lawrence G.	Full-time, but is listed as both full-time and part-time (perhaps because of teaching summer courses)	

Against best practice, the Reading Department operates significantly below the college-wide full-time to part-time ratio (3:10 vs. 222:151 respectively). To specify, the Department was granted a growth position in 2015 to replace faculty members who had retired. However, the new hire (John Clanton) resigned partway through his first semester to accept a teaching position elsewhere. A part-time faculty member (JoAnn Melo) was brought on full-time for the remainder of the year; however, the Department's request for a permanent replacement position was denied, thereby reducing the full-time staff to three members. Consequently, even though instruction via full-time faculty members has been linked to student success, Reading was only able to staff 61% of its course load with full-time instructors in Spring 2017. (The percentage of courses taught by full-time instructors was even lower in Fall 2016, but this was due to Sarah Hawes' reduced course load through banked leave for newborn care.)

Faculty Assignments

Please refer to the [Department Faculty and Sections Dashboard](#) to supply the number of faculty and adjuncts for the past two years of regular terms. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies. Please note that summer positions are all shown as adjunct due to payroll categories.

Enter figures for each term, to add additional rows, click in last cell on right and push tab on the keyboard.

Additional comments or narrative can be added below.

Term	# Taught by FT Faculty	# Taught by Other Faculty	# Sections Offered / Term	Program Fill Rate %
2015 Fall	23	13	36	103
2016 Spring	22	9	30	93
2016 Summer		5	5	85
2016 Fall	12	15	27	104
2017 Spring	14	9	23	88

Departmental Productivity Measurements

If not pre-filled, please complete for **two years** the following table of indicators, as listed on top of the **Productivity Dashboard**. A picture of this dashboard will be supplied by Research and Planning. Please enter one term per line; to add an additional line, click in last cell and use the Tab key.

The space below is available for comments and narratives.

Term	FTEF	FTES	FTES/FTEF	WSCH/FTEF
2015 Fall	7.20	116.43	16.17	485.14
2016 Spring	6.00	89.19	14.86	445.94
2016 Summer	1.00	13.06	13.06	391.89
2016 Fall	5.40	89.19	16.52	495.51
2017 Spring	4.60	63.77	13.86	415.89

The Reading Department has maintained its productivity levels; however, that has occurred at the cost of cutting sections due to low enrollment. (As mentioned previously, Fall 2016 is an anomaly as Sarah Hawes taught a reduced load for maternity/bonding.) The impact of newly-adopted accelerated English courses, 45 and 100, that are not directly linked with Reading courses (as is the case with English 49) is likely seen in Reading's lower enrollment.

Reading's productivity numbers come in below the college-wide FTES/FTEF which is to be expected as the cap for Reading courses is set at 30 rather than the standard 40 students. Best practice (and possibly the Department's own success data (that show a decrease in the gap between fill and success rates) indicates that smaller class sizes are optimal for the individualized instruction befitting both the subject matter and the Department's students who are often English learners, are new to college, and/or are students who have struggled academically in the past. Nevertheless, strategies relating to improving fill rate, such as expanded course modalities as well as improved marketing of Reading courses, will likewise address the Department's productivity ratings.

Department Faculty and Sections Taught

Faculty Assignments

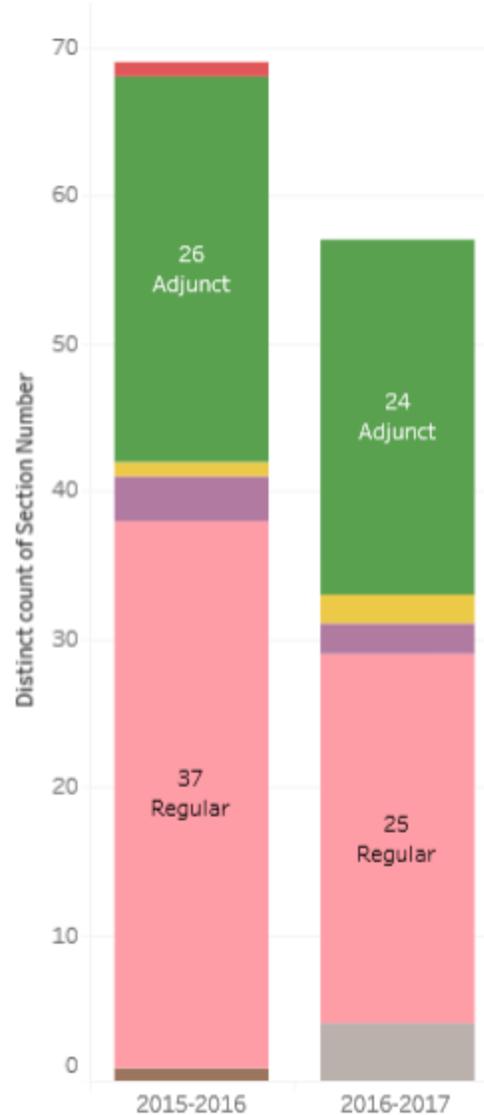
Division		Full Time	Part Time		# Sec	Fill Rate
MLLA	2015MFA	21	13	2015MFA	34	103%
	2016MSP	21	9	2016MSP	29	94%
MREAD	2016MSU		5	2016MSU	5	85%
	2016MFA	11	15	2016MFA	26	104%
Academic Year	2017MSP	13	9	2017MSP	22	89%
(Multiple values)						

Season
(Multiple values)

Faculty Teaching in Department

Instructor	Full Time	Part Time
Briggs, Christopher R	●	
Clanton, John A	●	
Hawes, Sarah B	●	
Melo, Jo Ann	●	●
Scheg, Lawrence G	●	●
Blanc, Kelley A		●
Buckley, Peggy A		●
Carlberg, Rosalie R		●
Hillas, Anne C		●
Leuenhagen, Gretche..		●
Luman, Ruth A		●
Thomas, Robert J		●
White, John L		●
Williams, Jennifer C		●

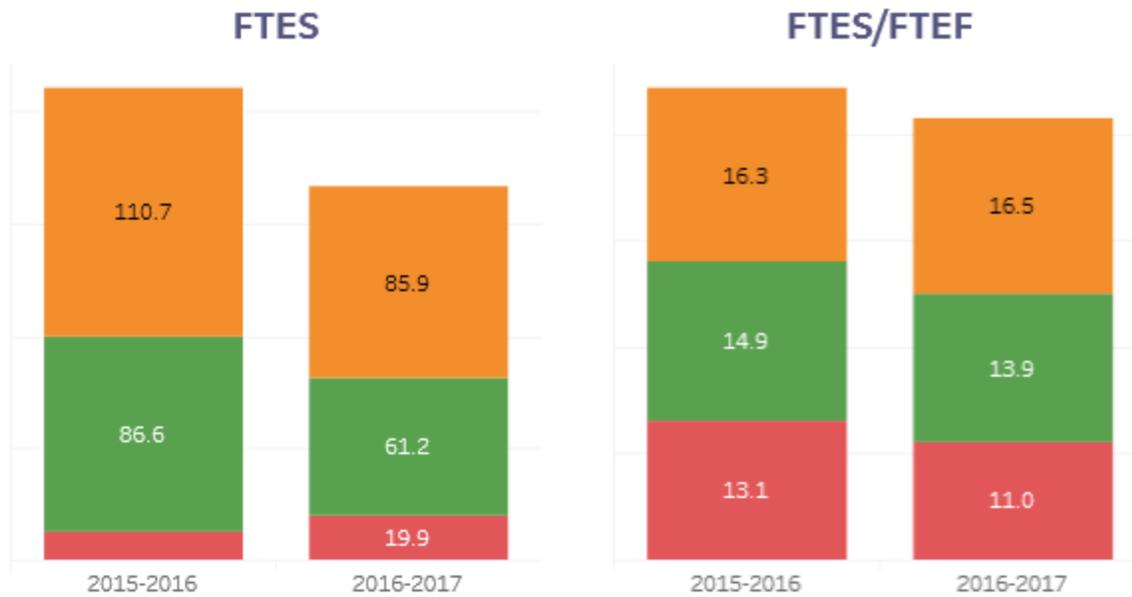
Sections by Position Type



Productivity Measures

Academic Year: (Multiple values) ▾
 Season: (All) ▾
 Division: MLLA ▾
 Subject: MREAD ▾

■ FALL
 ■ SPRING
 ■ SUMMER



Department Productivity

	Ftef	Ftes	FTES / FTEF	WSCH / FTEF*	Cost / FTES	1st Census Enrolled	Sections
2015MFA	6.80	110.70	16.28	488.38	\$2,425	1,061	34
2016MSP	5.80	86.64	14.94	448.13	\$2,996	820	29
2016MSU	1.00	13.06	13.06	391.89	\$1,781	127	5
2016MFA	5.20	85.90	16.52	495.57	\$2,604	813	26
2017MSP	4.40	61.22	13.91	417.41	\$3,160	579	22
2017MSU	1.80	19.89	11.05	331.46	\$2,321	195	9

Long Term Planning and Resource Needs

Long Term Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

View the [Program Review Instructions](#) page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

The Reading Department plans to continue serving with excellence students from some of the most vulnerable populations on campus: English learners, first-generation students, students with disabilities, and students with difficult academic histories. As the program is continually revitalized through the measures and initiatives in this report, the Department would like to see the restoration of a fourth full-time faculty member to further stabilize the Department and better serve students. In the meantime, Reading's adjunct faculty is well-qualified to provide effective reading instruction.

Resource Request and Action Plan

Priority	Name	Resource Type	Estimated Cost	Objective
Essential	Black & white and color printers for Literature and Language Arts Division	Technology	Black & white: \$500.00 Color: \$620.00	Accessible, serviceable printers are an essential tool for providing up-to-date instructional materials and timely student feedback and communication.

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

Reading actively participates in campus- and division-wide trainings and discussions regarding best practices for disproportionately impacted student groups. The Department works with the EL Department, DSPS, the Library and Learning Center, and Student Success Specialists to better support students in meeting their academic goals.

Does your division (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

In addition to participating in campus conversations and professional development regarding student equity and success, new faculty are mentored by veteran faculty members.

What factors serve as barriers to recruiting active faculty to your program(s)?

In this area, it has proven difficult to find instructors that meet the minimum qualifications for certification in Reading.