

## Reading Department's Program Review: May, 2004

Presented: November, 2004

### Needs Assessment:

#### I. Research/Statistics

- Need for a computerized database of students' pre and post test scores created with software and a specialized scanner that captures data for such purposes. The data base will include not only testing scores of students taking lab classes, but also of students enrolled in our lecture classes. A database will allow the department to more closely assess our SLOs, curriculum development, and course offerings. Institutional funds are required to provide an OMR Parscore Scanner from Scantron for use in the Reading Lab. Additionally, the expertise of a research analyst is required to setup this data base and provide support for its maintenance.

In June 2004, Acting Vice-President Rich McCullough provided the department with the computer necessary for storage of data. The Department still needs the Scanner and updated software along with technical assistance to develop such a data base. Currently, Denice Inciong, the College's Acting Research Analyst has begun working with the department's co-chairs to investigate how to best approach this task.

- Requesting continued support for administration by college research analyst of the end-of-semester student surveys: run reports, update questionnaires, create evaluations and graphs.
- Research analyst required to assist with tracking system in Reading Lab for maintenance of server and help with running attendance reports and analysis of attendance patterns.

Currently, the District's IT has been assisting us with this task, but the tracking system should be maintained by the college.

- Further study of how students perform beyond our developmental reading class, English 340 (formerly, English 220). Co-chairs need assistance of a research analyst to follow a cohort of students through their attendance at Saddleback beginning with student enrollments in English 340. Requesting services.
- Requesting a means to capture and report on enrollment of labs past C1 enrollment date. Without this data and a means of reporting it, the college will continue to lose valuable ADA. Collaboration with the District IT may help in finding a solution to this problem.

#### II. Instruction:

##### Facility

- Need for a larger facility for the Reading Lab, and additionally funding for more "open" hours so that the Reading Lab can parallel services offered in other learning resource labs on campus such as the LAP, the Language Lab and the Computer Lab. Requesting funding.

##### Faculty/Staffing:

- Lab is staffed by two twenty-five hour a week instructional aides who work on a split shift (two nights and four days each). This creates a difficult work environment for them. Additionally, they have an 11 month contract, which creates staffing problems for a program that offers lab classes 12 months a year and needs to be consistently staffed. We are requesting 12 month contracts for the instructional assistance.
- The lab component to the program relies heavily on student aides along with our instructional aides and faculty. Presently, the program doesn't have a budget to pay

for student aides. Each semester, the Reading Department must depend on the work-study program through financial aid to supply student assistants. With the current budget cuts, there are fewer students who qualify. We need to have dedicated funding, provided through the Division or the Office of Instruction, for student aides. We are requesting funds to hire a student aide for 15 - 20 hours/week.

- Hire two full-time faculty to replace those faculty who retired as of May 2004. Until faculty is hired, reading classes will be taught by additional adjunct instructors. Furthermore, a third full-time instructor will be required if growth continues at the current rate. Two positions are number 7 and 18 on the hiring prioritization for 2005/06.
- Funding is inadequate for replacement of technology required for Lab classes as well as for instructional materials used in our traditional lecture classes. The program provides: 65 student instructional computers which include 2 student login tracking computers (CC6/CC8) + 2 instructor classroom computers (CC5 and 8) + 2 Computerized Projection Systems (CC5 and CC8) + 1 instructional aide computer for running/analyzing student reports (CC6). Requesting funding for replacement of computers and upgrading of software.
- Reorganize structure of the department chair position into two: one chair of the traditional instructional program and the other, chair of the Reading Lab component. The workload of a chair has become so broad that faculty have begun co-chairing in order to provide better coverage of duties, but the stipend is small in comparison to the job. Requesting additionally stipend for chair/co-chair.
- Request an assigned dedicated computer technician for the reading lab. Currently, we are serviced by a temporary technician.
- Purchase three additional dedicated workstations with large monitors for students with disabilities. Current computers aren't adequate to handle software such as Zoom Text or Kurweil. Request funding.
- Purchase of a small copy machine with fax capability for the Reading Lab. Request funding.

### **Program Concerns:**

The Reading Program is directly affected by Matriculation. It is imperative that the department continues to have control over the type of tests that are selected for Reading and English since the test scores are correlated for student placement into those two disciplines. As an example, the Reading Program as well as the English Department were greatly affected in 2001/2002 when the cutoff scores were somehow changed in the system. Students with questionable language arts skills were placed into higher level English classes which had a resounding effect on student success and retention and class scheduling (low enrollments in several sections of English 220 and 300).

Additionally, it is imperative that the Reading Department and Counseling continue their close association. Counselors need to be updated on changes in reading curriculum in addition to an in-depth understanding of course content. The advice of counselors given to students to take courses in the Reading Program is basic to student success factors. As an example, English 170, Reasoning and College Reading, a transfer level course, takes the place of English 1B for students transferring to CSU. Many students seem unaware of this class substitution; English 170's class enrollment fills due to counselors' advice.

With the eventual move to the third floor of the library, the department is apprehensive that space allocation will be smaller or equal to what we have and won't provide space for growth.