



**Instructional Program Review  
Saddleback College:  
The Reading Program**

**May, 2004**

**Program:** Reading

**Division:** Liberal Arts & Learning Resources Division

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## Table of Contents

|  |           |
|--|-----------|
| Preface  |           |
| Executive Summary.....                                     | i - v     |
| Needs Assessment.....                                      | vi - viii |
| 1.0 Overview.....  | 4         |
| 1.1 College Mission Statement and Goals.....               | 4         |
| 1.1.1 Mission Statement .....                              | 4         |
| 1.1.2 Goals .....  | 4         |
| 1.2 Liberal Arts Division Mission Statement and Goals..... | 5         |
| 1.3 Reading Program Mission Statement and Goals.....       | 5         |
| 1.4 Unique Characteristics .....                           | 6         |
| 1.5 Program Statistics .....                               | 7         |
| 1.6 Recommendations .....                                  | 9         |
| 2.0 Program Review .....                                   | 13        |
| 2.A Curriculum.....  | 13        |
| 2.B Instruction.....                                       | 16        |
| 2.C Student Success.....                                   | 23        |
| 2.D Staffing and Resources.....                            | 27        |
| 2.E Staff Development .....                                | 29        |
| 2.F Community Outreach and Articulation .....              | 33        |
| 2.G Accreditation .....                                    | 34        |
| 3.0 Reading Program's Statistics, Charts, Graphs .....     | 38        |
| Appendix 1 Access and Productivity .....                   | 39        |
| Appendix 2 Success and Retention.....                      | 40        |
| Appendix 3 Resource Sheet: Definition of Terms .....       | 46        |

## PREFACE

The value of going through this program review is unquestionable. What we have learned has given us direction, inspiration and encouragement for the future of our program. We have always held a strong belief in the value of the Reading Program and this belief was substantially validated. The faculty who took on the scope and complexity of this task did so without compensation and yet, the project required endless hours of work. These facts can only reflect the level of dedication and professionalism of this faculty which can not go unrecognized! Because of the Reading faculty's effort, Saddleback students will be better served and instructed.

The Reading Department Program Review Team

## 1.0 Overview

The mission of the South Orange County Community College District requires a systematic review of the Reading Program to ensure quality, relevance, and the effective use of resources. This program review is used for establishing the effectiveness of the program both for improving and responding to the local college community.

The results of the Reading Program Review will be incorporated into the College's strategic planning process. This program review will also support the WASC accreditation standards, interface with the college Enrollment Management Plan and most importantly, provide information for program planning and improvement.

This document includes an overview of the Reading Program's traditional classes as well as lab classes/program and key recommendations. The review analyzes the program over a 5 year period, from Fall 1998 to Spring 2003, which is more comprehensive than the recommended 3 year period. The document starts with the mission statement and goals of Saddleback College, the Division of Liberal Arts and Learning Resources, and the Reading Department. The main document describes and provides recommendations for curriculum, instruction, student success, staffing and resources, staff development, community outreach, and articulation and accreditation.

It should be noted that, as of Fall 2004, some of the classes will follow a new numbering system to align with the State Chancellor's Office recommendation that a non-degree applicable, basic skills class, two levels below English 1A, be given a 300 number. English 220, the developmental reading course which is the anchor class for the program, will become English 340; English 234, the intermediate reading level course, will become English 334, and English 232, a lab class, will become English 332. For this report, the courses will be identified by their original numbers.

### 1.1 College Mission Statement and Goals

#### 1.1.1 Mission Statement

To provide access to learning opportunities that promote student success; to foster intellectual growth, individual expression, and character development; and support a dynamic environment of innovation and collegiality

#### 1.1.2 Goals

The primary goal of Saddleback College is to provide a comprehensive post secondary education and a full range of student services. Emphasis is placed on open access to all students, including a changing and diverse student population. Academic success and student achievement are joint responsibilities of the students, the staff, and the college. To this end, the college will:

- 1.1.1 Provide educational programs leading to the Associate in Arts and Associate in Science Degrees.
- 1.1.2. Provide a comprehensive, broad range of high quality courses and programs to enable students to pursue their educational objectives and career goals.
- 1.1.3. Provide a meaningful general education program including baccalaureate-level transfer and occupational curricula.
- 1.1.4. Provide necessary developmental, remedial, and basic skills instruction so that students may be successful in their chosen course of study.

- 1.1.5. Provide access for the community to the educational, cultural, and recreational resources of the college.
- 1.1.6. Provide counseling and other support services which are responsive to the needs of students.
- 1.1.7. Provide opportunities in continuing education and community services, including courses for skill upgrading, retraining for professionals, and life long learning for older adults.

## **1.2 Liberal Arts and Learning Resources Division Mission Statement and Goals**

To instruct and inspire all students in rigorous, high quality post-secondary education in the liberal arts which include ESL, basic skills, and lower division courses in reading, writing, literature, philosophy, humanities, library science (information competency), and foreign languages as preparation for the future.

- 1.2.1 Review and revise, as necessary, the division Mission Statement.
- 1.2.2 Facilitate and implement retention and enrollment management with a focus on outreach, student success, access, increased productivity, growth, higher WSCH/FTEF and sound course management.
- 1.2.3 Increase student enrollment and retention in distance education classes, including classes offered in a hybrid instructional mode where appropriate.
- 1.2.4 Initiate program review per established process, instrument(s) and timeline with a focus on improving student learning outcomes, persistence, retention and student success.
- 1.2.5 Increase student transfer rate.
- 1.2.6 Provide division resources for the completion and submission of the accreditation self-study.
- 1.2.7 Improve internal and external communication.
- 1.2.8 Recommend, monitor and complete new construction and renovation of college facilities per the Five-Year Facilities and Master Plan including renovation of the Library Building for Learning Resources and Liberal Arts classes.
- 1.2.9 Participate in needs assessments and discussions of programs, services and uses for new educational sites.
- 1.2.10 Provide increased administrative, technological and maintenance support and services to students and faculty by prioritizing division budget according to needs assessment.
- 1.2.11 Improve respect, understanding and sensitivity for diverse groups and their perspectives.
- 1.2.12 Manage and maintain board-approved budget to reach division and college goals.

### **1.3 Saddleback College Reading Department Mission Statement and Goals**

The Saddleback College Reading Department is dedicated to facilitating student achievement and academic success by providing courses that increase and enhance reading proficiency in meeting the challenges of college coursework as well as in developing essential lifetime reading skills. Emphasis is placed on serving the needs of the expanding, diverse populations of the South Orange County Community College District. In addition, the Department serves as a resource for college faculty and members of the community.

#### **PRIMARY GOALS:**

- 1.3.1 Offer a comprehensive developmental and college level curriculum which includes skills improvement courses and labs as well as transfer level classes.
- 1.3.2 Increase student retention and success rate by offering quality instruction with a diverse schedule.
- 1.3.3 Develop a balanced course schedule that responds to student requests and enrollment patterns, while maximizing course enrollment.
- 1.3.4 Assess, each semester, the needs of the college and local communities by tracking enrollment trends, and evaluating student requests and surveys.
- 1.3.5 Respond to inquiries including but not limited to reading problems, remediation, study skills, and textbook readability levels made by the college and local communities.
- 1.3.6 Maintain coordination with the Counseling Department to oversee matriculation testing and student advisement and placement into appropriate reading classes.
- 1.3.7 Create a data base of students' diagnostic (pre- and post-) test scores for current and/or future assessment in lab classes and track students' proficiency in comprehension/vocabulary/rate.
- 1.3.8 Teach through multicultural texts, readings and classroom discussions respect, consideration of and sensitivity to diverse groups and perspectives.
- 1.3.9 Provide a summer program designed to help recent high school graduates get an overview of effective reading skills and strategies necessary to succeed in college courses.
- 1.3.10 Increase college community awareness of academic support provided by the Reading Program via schedule of classes, flyers to local and college community, Department website, KSBR, TV broadcast, cafeteria marquis, division mailers, college newspaper, and other avenues.
- 1.3.11 Enhance technology and computer assisted instruction with continuous review and purchase of state of the art materials.
- 1.3.12 Review and update curriculum on a yearly basis.
- 1.3.13 Coordinate changes in curriculum with Counseling Department to better serve the needs of the college community.

### **1.4 Unique Characteristics**

The Saddleback College Reading Program, under the auspices of the English Department, is unique in that it offers traditional classes along with individualized lab classes. It is a multi-level reading program that includes a range of developmental and college level classes as well as independent lab courses, all of which are designed to provide students with curriculum applicable to the general education requirements of the associate degree. These developmental to transfer level reading courses help students fulfill the reading proficiency requirement for the associate's degree as well as assist students in gaining college level skills and applying for transfer. It serves students from across the college curriculum as well as those enrolled in reading, writing, ESL and DSPS classes.

Traditional classes such as the developmental reading course, English 220 (changed to English 340), Reading Skills for College, along with one transfer level course, English 180, Speed Reading and Comprehension Training, do not have prerequisites and are, therefore, accessible to all students. English 220 is an entry level course into the composition program. English 170, Reasoning and College Reading, is a transfer level course that is equivalent to English 1B and has recently been approved to fulfill the information competency requirement for an AA/AS degree.

The Reading Lab Program provides students with individualized instruction designed to assist them in gaining and/or improving college level skills. The range of lab courses helps students work on specific language arts skills such as vocabulary development, reading comprehension, spelling improvement and writing skills at their own pace. Additionally, the Reading Lab serves as a resource center and information service responding to student, instructor, and community queries regarding assessment/placement recommendations and literacy remediation resources.

A strength of the program is that Saddleback College offers small class sizes. The maximum enrollment in developmental reading classes is capped at 25 students per section, while the transfer level classes enroll 30 students per section as set by articulation agreements and WASC standards. The smaller class sizes allow the faculty to focus on the individual needs of students in acquiring reading and study skills strategies. Accredited instructors teach both the reading laboratory and lecture courses. Additionally, faculty have increased the use of technology in their academic curriculum along with distance education instruction. Students praise the quality education they received at Saddleback.

The Reading Program has state-of-the-art computer technology and software available to the students. Equipment is used by instructors for presentations and by students for hands-on instruction during class time and laboratory sessions.

The Reading Program has accomplished major goals and, because of a Title III Grant, continues to improve the Reading Lab's infrastructure – the benefits of which can only be realized with the replacement of two full-time faculty who retired in May, 2004. By reducing our reliance on associate faculty, the reading program can better meet student needs and assure program continuity.

Trends in the Program:

1. Increased enrollment which also indicates a need for more full-time faculty.
2. Greater use of technology in the lab and traditional classes.
3. Changes in curriculum which will reflect the offering of more distance education classes.

## **1.5 Program Statistics**

The statistics for this Reading Department's Program Review encompasses 5 years (academic years 1998 to 2003). These statistics are evaluated and analyzed on four separate

documents that are reported to the state: I. Developmental Reading Classes (English 220), summarized in Table 1; II. Intermediate Reading Classes (English 234 Spelling Skills for College), III. Transfer Level Classes (English 170 and English 180), and IV. Reading Laboratory Classes (English 333, 232, 235, 221, and ESL 888). Detailed data is supplied in the attached Appendix (Section 3) and under Curriculum. The data is divided into access and productivity, student success and characteristics.

### **1.5.1 Access and Productivity –**

#### **I. English 220 (Developmental Reading) refer to Table 1 in appendix**

As shown, the weekly student contact hours (WSCH) at this course level has increased about 23.4% over five years. The number of sections offered per year has gone from 31 to 37, an increase of 19% with the maximum enrollment of each class set at 25 students. There was an inconsistency in the reporting of sections on the LIS system for Spring 2003. For some reason, the co-requisite labs were included in the number count of course sections offered during this semester (refer to Table 1). This Program Review evaluation team has adjusted the inflated number (by deleting lab sections) in order to be consistent with the other statistics reported. None-the-less, the developmental component to the program has seen significant growth. On close examination of Table A, which shows success and retention rate by section, students enrolled in and completing the developmental reading classes have increased 41% from 1993 to 2003.

The average WSCH per FTE faculty is lower than average due to our cap on enrollment for basic skills classes as well as our articulation with the California State University and University of California schools. Each reading class (with the exception of English 180 and English 170) and laboratory can only accommodate a maximum of 25 students. According to the data presented in Table 1, there is room for growth in the Reading Program, but the amount of growth is limited due to availability of classrooms. The developmental reading classes average a 92% fill rate during the fall and spring semesters.

#### **II. Intermediate Reading Course (English 234, English 235) refer to Table 2 in appendix**

Statistics on this course are incomplete with the information taken from LIS and MIS reports. There are no statistics given for the 1998/99 academic year (see Table 2). Statistics for Success & Satisfaction and Student characteristics for the 2001/02 and 2002/03 academic years are missing. Some of the data that has been reported seems incorrect. As an example, for the academic year 2000/2001, 4 sections of English 234 and 235 were offered; the chart indicates that 7 sections were enrolled. Additionally, the table shows that for the 2002/03 academic year, the average enrollment per section was 24 with a 72% fill rate; the reported fill rate should have been 96%. The average fill rate for this component of the program is 80%.

Using the statistics that have been reported indicate that the weekly student contact hours (WSCH) had increased 34.8% from 2001 to 2002. The maximum enrollment of each class is set at 25 students. The average WSCH per FTE faculty is lower than average due to the cap on enrollment for basic skills classes. Regardless of the inconsistency in the report statistics in Table 3, there is definitely room for growth in this part of the program.

It should be noted that as of Fall 2004, the course numbers of the intermediate reading classes is changing from English 234 to English 334 and English 235 to English 335. Reasons for the change come from the state level, requiring that classes two levels below English 1A have a 300 number.

#### **III. Transfer Level Classes (English 170 and English 180) refer to Table 3 in appendix**

The weekly student contact hours (WSCH) has increased approximately 1.7% over five years. The maximum enrollment of each class is 30 students. The average WSCH per FTE faculty is a 3.7% increase which is lower than average, again, due to our cap on enrollment for basic skills classes as well as our articulation with the California State Universities and University of California schools. According to the data presented in Table 3, there is room for growth in the transfer level component, but, once again, limited due to availability of classrooms. The fill rate for the transfer level reading classes has increased to 89% which is higher than the college overall average of 80%. There was a drop in enrollment during the 2001/2002 academic year. This is directly due to a problem with the Matriculation cut-off scores which needed to be adjusted and immediately affected enrollment.

#### **IV. Labs (English 221, English 333, English 232 units and 0 units, ESL 888) refer to Table 4 in appendix**

The statistics for the lab classes don't accurately reflect the number of students enrolled in lab classes or the types of labs offered (see Table 4). The LIS report should include all labs, but English 232 and ESL 888 are missing from the calculations. Additionally, the number of course sections reported for the 2002/03 academic year is not correct. LIS indicates 32 sections for the year, but on examination of the reading department's archival records, the reported section number should be 39. This incorrect statistic in turn affects the duplicated headcount, the average FTE and the fill rate. In addition, after conferring with the college's research analyst and curriculum specialist, it still isn't clear as to why the recorded numbers for 2002/03 are reported differently than the previous 4 years. Comparing fall enrollments from 1998 to 2001 the program shows an increase of 8.6% growth in students registering for lab classes. The statistics given for the Census 1 enrollment on Table 4 for the academic years 2002/2003 seems to be questionably low. At the risk of evaluating incorrect numbers, the evaluation team only compared Access and Productivity statistics for 4 years (1998-2002).

The lab classes offer support services for students across campus as a means to increase their reading proficiency, develop sound study skills strategies, and improve their language skills whether students are native or non-native speakers of English. The nature of open entry/ open exit lab classes directly affects the productivity and fill rates which are around 70%. Enrollment usually increases several weeks past the Census 1 deadline when students and faculty become aware of students' need for help with reading. This enrollment increase is not recorded as part of LIS. Table D reflects enrollment patterns based on the Reading Lab's tracking system. Our records indicate steady enrollment in lab classes over the past five years with an average of 1210 students per academic year.

Additionally, it is difficult to analyze the lab component to the reading program per section for productivity; it needs to be examined as a whole entity. Students register for labs (English 333, 232, 235, and ESL 888) at specific times, but can attend lab any time the lab is open. Each lab has a cap of 20 students per sections; some labs might show enrollments of 25 – 30, where other sections might have only 8 or 9 registered, but still have 25 students in attendance at any given hour. It must also be noted, that since the labs are open entry/open exit, students can register for 2 or 3 successive labs per semester. Again, these unique attendance patterns are not calculated in the LIS records.

#### **1.5.2 Student Success – Refer to Tables 1-4 in appendix.**

The course completion and retention rates for the developmental courses are above the college average for the 1999 – 2003 academic years. The average course retention rate has increased 5% from 83% in 1998/99 to 88% in 2002/03. The increase is primarily due to the hiring of a competent full-time and adjunct faculty and a dedicated reading laboratory staff. Student completion rate has increased as well, remaining above the college average at 71%, but has not been consistent. In 2000/01 the rate was 74%; in 2002/03 the rate dropped to 70%. This fluctuation may be attributed to the increase in ESL students, who have chosen to by-pass

enrolling in ESL classes, and do not have the necessary language skills to prepare them for the coursework in the developmental reading classes.

### **1.5.3 Student Characteristics** – Refer to Table 5 in the appendix.

The students who take reading courses primarily live within the district. Age groups range as follows: under 18 (2%), 18-23 (68%), 24-29 (11%), 30-39 (9%), 40-49 (7%), and 50+ (3%). Many of our students are preparing to transfer (39%). However, over 12% of our students take developmental reading classes or transfer level reading classes in order to upgrade their reading and vocabulary skills. Of statistical significance is the fact some students come from the Irvine/Tustin (average=4%) region as well as outside of the SOCCCD district (average=10%).

Closer examination of Table 5 summarizes the demographic profile of our student population. The number of female students versus male students has increased 17% over the past five years. As far as age range, the table shows that a majority of our students are in the under 20 age group, but there is a significant increase in the number of students ages 40-49.

## **1.6 Recommendations**

### **Program Review Statistical Analysis:**

1. Statistics should be in an easier format to extract in order to make the program review an easier and less time consuming process. Records for this particular program review were scattered in the LIS reporting system and difficult for even the college's researcher to locate. The Reading statistics were combined with other programs and not clearly accessible. It would be extremely helpful if Department Chairs could retrieve this information themselves without having to rely on a researcher.
2. Reporting format should be easily translated to academic years. The LIS statistics compares fall to fall numbers while the program review requires looking at academic years. The researcher had to sort out semesters to create an academic year analysis chart.
3. LIS reporting showed several inconsistencies. The department chair needs to be able to trust that we are receiving reliable and valid data when making decisions about curriculum, scheduling and hiring of faculty.
4. An ongoing dialog should be established among the District's IT, department chairs, Vice President of Instruction and deans as to how to improve statistical reporting.
5. Next Program Review cycle for the Reading Department should be much easier after the basic infrastructure for statistics has been established and the chair can focus his/her attention on identifying the major strengths and needs of the program.
6. Validation of student success in the Reading Program can be further enhanced by the creation of electronic database of students' standardized pre- and post test reading scores. The past three semesters, the Department Chair has tried to create this data base, but has met with many obstacles. With the start of this program review, the Vice-President of Instruction provided a dedicated computer for such a system, but unfortunately, the technical support was not available. It is hoped that by the next Program Review cycle, such a database will be in place.
7. The District IT expertise is needed to find a means to capture and report on enrollment of reading labs past the C1 enrollment date. Without this data and a means of reporting it, the college will continue to lose valuable ADA.

8. The Reading Department and college can launch an advertising campaign to attract more students who reside outside of the District, since student characteristics indicate that 14% are attending Saddleback beyond the borders of the Saddleback Valley.

9. **Staffing** - The Reading Program has been staffed by 6 highly competent professional full-time and 10 adjunct faculty. Only 12 out of 37 classes are taught by full-time faculty which means that approximately 25 courses per semester are taught by adjunct faculty. Recruiting competent adjunct faculty is important and challenging (especially for day classes). Continue to interview and recruit adjunct faculty to facilitate near-term and potential long-term growth in the program.

- Note, as of May, 2004, two full-time faculty in the program retired. Replacement of these two positions with full-time faculty is imperative; until then, their classes will be taught by additional adjunct instructors. Furthermore, an additional full-time instructor will be required if growth continues at the current rate. In looking at the near future, three faculty members will be eligible for sabbatical. Immediate replacement (tenure track or sabbatical replacement) will be required in the event of sabbatical leaves.

#### **10. Facility Improvements:**

Reading classes are taught in the CC classroom cluster: CC 2, 3, 5, 6, 7, and 8. The transfer level, critical thinking class, English 170, is scheduled in other buildings – SM or BGS due to lack of space in CC. The developmental reading courses meet in CC5 which has entry, and is adjacent, to the Reading Lab located in CC6/7. The location of the lab and class is strategic to the success and retention of students. It is imperative that students connect their reading class with a reading skills lab class. The lab provides supplementary and complementary practice to the skills taught in the reading class. The close proximity of the two classrooms guarantees students will attend both. The reading laboratory became a state of the art facility when Saddleback was the recipient of a Title III Federal Grant (1997-2002). The grant also provided the complex with a hands on computer classroom (CC8) to support classroom instruction on a first come first serve basis.

- The college needs to support the upkeep of the technology in the lab facility. Funding is needed for replacement of computers which are aging; reading software needs replacing and existing hardware requires maintenance. Additionally, the lab calls for a dedicated computer technician. In the past three years, the reading program has lost three successive technicians that were assigned to the lab's upkeep.
- To facilitate future growth in labs and classes, additional space for the reading lab will be required and the current schedule increased to offer more developmental reading classes in the afternoon coinciding with expanded lab hours. As part of the college's Master Plan, the Reading Lab, Writing Center and LAP is expected to be housed in a renovated third floor of the Library.
- With the anticipated move to the library, the current classroom configurations need to be duplicated and enlarged. These are classrooms that allow not only for traditional lectures, demonstrations, and interaction between the teacher and students, but also classrooms that have movable desks necessary for collaborative learning.
- As with our current classroom arrangements, the future facility should also be equipped with a computer, overhead projector, and video and audio capabilities. The rooms should have two large cabinets to house classroom sets of books (which are used for practicing rate and comprehension skills), shelves, and book racks for storage of reading materials. Large timers and clocks are needed for "in-class" timed readings.

- The Reading Lab should have its own fax/duplicating machine. The Reading Lab provides various resources and information for faculty, staff and students across campus as well as for educators in our local and state communities. In addition to providing information to the community, the lab has also become a source and model for other colleges across the country. Requests are often received for copies of our written materials and publications. Lab staff needs to duplicate these items and hand (or mail) them out quickly. Furthermore, students request copies of their lab evaluations and contracts which need to be duplicated quickly and given to faculty, coaches or employers. It is inefficient for a lab instructor or staff member to leave a lab full of students in order to go to another building to duplicate these requests. This creates numerous problems on Saturdays when the lab has only 1 instructor and 1 student aide. The closest duplicating machine is on the third floor of the BGS building or near the Division office in the Library; these offices are locked on weekends.

## 2.0 Program Review

### 2. A Curriculum

**2.A.1 List the courses and the date of the most recent course outline update and include the degrees and certificates the Program currently offers:**

**Courses** - Table 2-1 lists the courses offered in the Reading Department, the date of the most recent course outline update, and the transferability of the courses to the UC and California State University systems. The Saddleback College Reading Program supports the essential reading skills required for students to succeed in college; the program provides classes that fulfill the reading competency for an AA/AS degree. An in-depth description of reading courses is detailed in the Catalog of Classes:

**Table 2-1 Reading courses offered at Saddleback College**

| Course  | Units                            | Course Outline Update & Review  | Degree Support and Transferability   |
|---|----------------------------------|---|--|
| <b>Basic (Developmental) Reading:</b> <ul style="list-style-type: none"> <li><b>English 220</b> Reading Skills for College (number change to English 340 as of Fall 04)</li> <li><b>English 221</b> Reading Lab (number change to English 341 as of Fall 04)</li> <li><b>English 315 Bridging into College Reading</b></li> </ul> | <br>3<br><br><br>.5<br><br><br>1 | <br>Fall 2003<br><br><br>Fall 2003<br><br><br>Process of review; title to be changed in Fall 05: <b>On the Way to College Reading</b> | <input type="checkbox"/> Fulfills Reading Competency for AA/AS degree<br><input type="checkbox"/> Prerequisite for English 200<br><input type="checkbox"/> Co-requisite English 221<br><br><input type="checkbox"/> Co-requisite for English 220<br><br><input type="checkbox"/> Co-requisite is English 316 – Bridging into College Writing   |
| <b>Intermediate Level:</b> <ul style="list-style-type: none"> <li><b>English 234</b> Spelling Skills for College (number change to English 334 as of Fall 04)</li> <li><b>English 235</b> Reading Lab for Spelling (number change to English 335 as of Fall 04)</li> </ul>  | <br>2<br><br><br>.5              | <br>Fall 2003<br><br><br>Fall 2003  | <input type="checkbox"/> Self-improvement<br><input type="checkbox"/> Not degree applicable<br><input type="checkbox"/> Co-requisite English 235<br><br><input type="checkbox"/> Co-requisite for English 234  |
| <b>Transfer Level:</b> <ul style="list-style-type: none"> <li><b>English 180</b> Speed Reading &amp; Comprehension Training</li> <li><b>English 170</b> Reasoning &amp; College Reading</li> </ul>  | <br>3<br><br><br>3               | <br>Fall 2000<br><br><br>Fall 2003  | <input type="checkbox"/> Fulfills reading competency for AA/AS degree<br><input type="checkbox"/> Elective transfer credit to CSU<br><br><input type="checkbox"/> Fulfills reading competency and information competency for AA/AS degree<br><input type="checkbox"/> Fulfills critical thinking requirement for CSU<br><input type="checkbox"/> Alternative to English 1B for transfer to CSU |
| <b>Lab Classes</b> <ul style="list-style-type: none"> <li><b>English 232</b> ESL Reading Lab (number change to English 332 Fall 04)</li> <li><b>English 333</b> Reading Skills Lab</li> </ul>   | <br>.5/0<br><br><br>.5           | <br>Fall 2003<br><br><br>Fall 2001  | <input type="checkbox"/> May be taken for credit or for 0-unit option<br><input type="checkbox"/> Self-improvement language skills<br><input type="checkbox"/> Open entry/open exit<br><br><input type="checkbox"/> Self-improvement of skills<br><input type="checkbox"/> Open entry/open exit  |

|                                 |      |           |  |
|---------------------------------|------|-----------|--|
| • <b>ESL 888</b> ESL Skills Lab | .5/0 | Fall 2003 | <input type="checkbox"/> Co requisite for ESL 395B or ESL 295<br><input type="checkbox"/> Reinforces skills taught in ESL reading and writing classes. |
|---------------------------------|------|-----------|--|

**2.A.2 & 2.A.3** *Include a description of the Program’s methods for evaluating the contents of course offerings and when they were reviewed. Describe how the course outlines have been updated to follow Title V regulations. List courses with prerequisites and describe the validation progress.*

**Course Evaluation** - The contents of each course are evaluated every three to five years and on an as needed basis by the entire department. The curriculum is then revised by the chair and sent on to the curriculum committee for approval. Table 2-1 summarizes when each course was last reviewed.

Over the past five years, the reading course outlines have been updated to reflect Title V guidelines. Each class was reviewed carefully by the entire reading department (full-time and adjunct faculty) to check for inclusion of critical thinking skills, research development skills, writing assignments, and sensitivity to the diverse needs of our student population. Prerequisites are enforced during registration. Students who have taken prerequisites at other institutions must fill out a matriculation form which is then reviewed and signed by faculty, the Chair of the Reading Department or the Division Dean. The prerequisites and co-requisites for reading courses are summarized in Table 2-2.

**Table 2-2 Reading Courses Prerequisites**

| <b>Course</b> | <b>Co-requisite</b>        | <b>Prerequisite</b>                             |
|---------------|----------------------------|---|
| English 315   | English 316<br>English 221 | None  |
| English 220   |                            | None/<br>advisement at<br>matriculation testing |
| English 221   | English 220                | None  |
| English 234   | English 235                | None  |
| English 235   | English 234                | None  |
| English 180   | None                       | None  |
| English 170   | None                       | English 1A                                      |
| English 232   | None                       | None  |
| English 333   | None                       | None  |
| ESL 888       | ESL 395B or ESL<br>295     | None  |

**2.A.4** *In what way do courses/programs support general education or other instructional programs?*

The Reading courses offered at Saddleback College support other college programs by providing instruction in basic language skills necessary for success in all courses. It goes without saying, in order to secure student success and retention, students need a strong foundation in reading the Reading Program provides. Completion of English 220 with a C or better provides students entry into the composition sequence. This course was updated Fall 03 to include a research component to better prepare students for the research requirements in their general education courses and their composition classes.

As previously stated, English 170 can be used as the composition writing elective for students planning to transfer to CSU. This Reasoning and College Reading class has been evaluated and validated for adhering to Title V guidelines and requiring English 1A as its prerequisite. It therefore follows, that the class has gone through rigorous curriculum and tech reviews in order to validate its content. It is a course equivalent to English 1B and can fulfill the information competency requirement for an AA/AS degree as well as the Critical Thinking

requirement for transfer to the Cal State University system.

Additionally, the open entry/open exit reading lab classes allow students across campus the opportunity to upgrade their comprehension, vocabulary, study skills and critical reading skills by providing individualized and customized instruction. The primary goal of these labs is to ensure student success and retention.

The Reading Program provides the co-requisite labs (English 888 ESL Skills lab, .5 units and 0-unit) for the ESL reading and writing classes, ESL 295 and ESL 395B. These lab classes enhance and provide practice in skills learned in ESL reading and writing courses. The labs are supervised by reading faculty who are certificated to teach TESOL.

Lastly, the Reading faculty has also provided assistance for the Nursing Program to help with success and retention by offering specialized workshops on study skills, textbook reading, note taking, and exam preparation.

### **2.A.5 What procedures are being used to assure that current curriculum is adequately meeting the needs of students?**

The faculty and chair of the Reading Department review programs at other community colleges and at CSU and UC Universities. Additionally, the faculty looks to professional organizations such as the College Reading and Learning Association (CRLA) or the International Reading Association (IRA) and current research for new trends and recommendations in pedagogy and methodology. Furthermore, the department chair works closely with the Saddleback College counselors to obtain information about student needs and matriculation trends.

#### **Recommendations –**

The strength of the reading program lies in its basic philosophy: “Reading is fundamental” as a lifetime skill as well as for success in college. The breadth and depth of our course offerings address this premise.

1. Considering a possible move to a renovated library building, it is imperative that the Reading Lab has a high profile location so that it is easily accessible to “high-risk” students. In accordance with this, it is also imperative that the Reading Lab and classroom for English 220 be in close proximity to facilitate students’ attendance in the co-requisite lab, English 221.
2. Coordinated efforts are required between Reading, Writing and Counseling Departments to promote the Bridge classes, English 315 and English 316. Close examination of students’ matriculation scores indicate the need for such workshop classes that can prepare students for the amounts of Reading and Writing required at the college level. The past two summers, these bridge classes have not met with success and have been cancelled due to low enrollment.
3. The Department Chair needs to continue to attend counseling division meetings to remind counselors about the essential skills students need that are met by reading classes.
4. Labs are popular; they give students flexibility in scheduling. We need to design an upper level skills lab that focuses on reasoning and critical thinking equivalent to the English 1A level. Since students tend to register for several labs during one semester, we need to design a 1-unit lab course that requires 32 hours for credit and provides students with a wider range of skills’ improvement to focus on.
5. English 170, Reasoning and College Reading, is an extremely important class, but enrollments have been low and the course is often slow to fill. This course can be substituted for English 1B, fulfills the Critical Thinking requirement for the Cal State system,

and the Information Competency requirement for an AA/AS degree. The Reading Department seeks more support from the counseling staff to help students understand the importance of this class with its degree and transfer applicability.

6. Design an entry level reading class to help students in the local community who would like to attend college, but lack rudimentary skills. A course could be developed that addresses this true remedial level.
7. Further study of student success could include examining a cohort of students enrolled in English 220 and following their academic patterns and progress through their completion of courses and/or transfer from Saddleback.

## **2. B Instruction**

### ***2.B.1. How are goals established for student learning outcomes and what methods are used to assess whether the goals are met?***

The Reading Department reviews course outlines annually to verify that student learning outcomes reflect skills students need in order to be successful college-level readers and learners. Course outlines are revised to address changes in the college's general education requirements, transfer institution expectations, student preparation and performance, content area instructor recommendations, state requirements, and technology. Past modifications to curriculum include the addition of research requirements in the developmental reading course; basic computer literacy, evidenced through research, lab work, and instruction in a computer classroom; especially designed workshops and lab modules for nursing students; writing requirements in both transfer and developmental courses; and refinement of reading lab requirements, based on prior patterns of successful student performance.

Several methods are used to assess whether goals are being met. At the beginning of the semester, students in all reading courses and labs are given the appropriate level of a standardized reading test as a pretest to assess skills. Students are given another version of the test at the end of the semester to determine gains in reading comprehension, vocabulary, and reading rate. Instructors use a combination of measures to ascertain student mastery of goals and course objectives: objective and subjective tests; writing assignments; application of study skills to textbook readings, application of speed reading skills and critical reading skills to various reading materials; and oral presentations. Students enrolled in a reading lab are asked to fill out a survey at the end of the semester regarding their satisfaction with their progress in skill acquisition, lab materials, personnel, and availability of hours.

### ***2.B.2 What methods are used by the Program to maintain the integrity of academic standards and achieve consistency within the discipline, particularly in regards to multiple section introductory classes?***

To maintain the integrity of academic standards, the department chair reviews course syllabi submitted by all instructors and makes recommendations for revision if necessary. Additionally, the department chair ensures that textbook selection is consistent with the level of the class and course objectives. New instructors meet with the department chair to review the course outline, receive an orientation to the lab, discuss resources available and receive a Faculty Handbook on department policy, procedures and curriculum. The Faculty Handbook provides an in depth explanation of the program and is continuously being updated. New faculty are also assigned mentors in the department who helps with textbook selection, lesson plans, and course development. In addition, new instructors are encouraged to visit classrooms and talk with faculty. Since many faculty use the same textbooks, they often share tests and teaching ideas. The department has purchased instructional videos, each designated for a specific course, thus ensuring the integrity of academic standards and consistency within the discipline. Additionally, each semester, faculty is requested to attend department meetings and

workshops designed to update the department on new materials, provide input on department policy and discuss curriculum needs.

To ensure consistency among the many sections of Eng. 220, the introductory developmental reading course, reading instructors have designed a co-requisite reading lab contract for students which complements classroom instruction. The contract is divided into four sections with cutoff dates: vocabulary, comprehension, study skills, and writing. This approach requires instructors to address these skills in the classroom, satisfying course outline requirements and creating consistency among sections. Students in all sections are given the same pre- and post-tests and are expected to score at or above the 20<sup>th</sup> percentile to receive credit for the class. The classroom designated for the Eng. 220 class houses classroom sets of texts containing reading drills, assessment tests, and reading selections—all specifically selected to address student learning outcomes in the course outline.

Similarly, consistency in Eng. 180, a college-level speed reading course, is achieved by using the same standardized reading test in all sections for pre- and post-testing. A designated classroom has reading kits, classroom sets of novels, chapters, short stories, and drills to ensure consistency among sections. Students in all sections are given the opportunity to work in the lab—either under the direction of the instructor or independently—with department-recommended computer programs and reading kits to improve their reading skills.

### ***2.B.3 To what extent are writing skills, quantitative reasoning, critical thinking, and information competency reinforced in this Program?***

In both developmental and transfer courses within the program, all students are required to write. Developmental students write summaries, reading responses, journal entries, paragraphs, and brief essays. Transfer students write reading responses, summary/responses, evaluations, and critical analyses. Some writing is done in class while some is done out of class, providing students with the opportunity to seek help from LAP, the Writing Lab, their instructor, or classmates in peer-editing groups.

Critical thinking is also required in all levels of instruction. In developmental classes, students search for implied main ideas, draw inferences and conclusions from their readings, identify tone in literature, and apply study skills learned to new content-specific situations. In transfer classes, students compare and contrast opposing viewpoints, differentiate between fact and opinion, critique authors' ideas, offer alternative viewpoints, evaluate arguments, identify logical fallacies, synthesize material from various sources, and identify themes in literary works.

In all levels students must research topics using library resources and the Internet. In developmental classes, students must identify credible sources, summarize information to avoid plagiarism, quote authors using MLA documentation, and construct a Works Cited page to produce a brief paper. In transfer courses, particularly Eng. 170, a critical reading course, students must do more thorough research on controversial issues to produce papers in MLA format.

### ***2.B.4 To what extent is the Program encouraging the use of successful and innovative teaching methodologies/instructional strategies that involve students in the learning process?***

Reading department instructors attend IRA and CRLA conferences, comb Web sites such as NCTE Co-Learn, participate in department-sponsored Idea Exchanges, and use publishers' supplemental materials as resources for enriching content delivery. No instructors in the program rely on lecture as the sole means of instruction. Rather, instructors draw on time-tested techniques and new technologies to stimulate student interest and foster learning:

1. *Collaborative learning*: students participate in small groups to share ideas, resolve problems, brainstorm, arrive at consensus, and critique one another's

work.

2. *Group projects*: often, collaborative learning is extended over several weeks as students work on a project later presented to the class, using visuals and media. For example, students in Eng. 220 may be assigned a novel or author to research or students in Eng. 170 may be asked to find the flaws in an author's argument.

3. *Films*: the department has purchased films on note-taking, test-taking, mapping, study strategies, speed reading, the writing process, grammar and usage rules, motivation, and memory. Individual instructors use content area films to practice note-taking, summarizing, listening, mapping, writing, and critical thinking. Students become engaged in the learning process by writing key points, filling in instructor-made outlines, and creating questions before, during or after watching the film.

4. *Peer-editing*: when students have the opportunity to revise their writing out of class, instructors facilitate peer-editing sessions using a set of questions to guide students' responses.

5. *PowerPoint presentations*: the instructor's computer in the Eng. 220 classroom has links on the desktop to PowerPoint presentations for the *Programmed College Vocabulary* book used by many instructors. These can be projected on the screen to either introduce or review a chapter. Students respond to questions posed during the presentation.

6. *Gyro Tools*: instructors in the Eng. 220 classroom have the ability to highlight or underline text they've projected on the screen, either with a portable mouse or while sitting at the keyboard. For example, when students identify an author's thesis statement, the instructor can underline it using one color, then use another color to underline supporting ideas identified.

7. *Blackboard*: many instructors use Blackboard to post announcements, store handouts and assignments, provide links to supplemental materials on the Internet, and answer frequently asked questions. Students become involved in the learning process by participating in online discussion boards which require them to share their ideas and respond to others' comments.

8. *Games*: many instructors use games and group competition to review skills learned or practice applying them. For example, teams could compete to create sentences using assigned vocabulary words when only the definition is given.

9. *Interactive Online Assignments*: the reading lab uses interactive study skills Web sites to help students discover problems in their study habits and ways to use their study time more efficiently. Students can print materials to refer to later, reinforcing what they've learned.

#### **2.B.5. How has technology affected your delivery of instruction?**

As evidenced by the innovative teaching strategies mentioned above, technology has had a profound effect on instruction in the reading program. The reading department has a Web site with links to reading and study skills Web sites to supplement classroom and lab instruction. By the end of the 2003-2004 academic year, students will be able to access crossword puzzles designed to review *Programmed College Vocabulary* chapters, a text widely used in Eng. 220.

Many instructors refer students to Internet sources to supplement classroom instruction, require students to complete exercises on their textbook's companion Web site or accompanying CD-ROM, coordinate online discussion groups via Blackboard, or send reminders

via student e-mail. Instructors also have access to Turnitin.com, a Web site that allows students to revise their writing to avoid plagiarism and critique their classmates' writing. The hands-on computer classroom adjacent to the Reading Lab makes it convenient for classroom instructors to train their students to use MLA format, apply research techniques, identify credible Web sites, revise and edit their writing, and use mapping and outlining software as a prewriting or post-reading technique.

Over the years the Reading Lab has acquired a full complement of computers and reading software (some with sound), purchased TV/VCRs and videos focusing on reading and study skills, and developed assignments requiring students to use Internet Web sites. Results of online study skill assessments given to students allow instructors to modify lab contracts to address individual student needs. Cassette tapes and workbooks remain a staple in the Lab, accommodating students who are auditory learners or English as a second language learners. Instructors in all reading classes often refer students to the lab to do extra credit work or complete required exercises.

In the Eng. 220 classroom, the overhead projection system, VCR, and instructor's computer station afford access to Blackboard, the Internet, PowerPoint presentations, and instructional MS Word files. Gyro Tools make it possible to highlight and underline projected images accessed via computer or through the accompanying hardware which reads print or visuals on hard copies and projects these images on the screen. These tools allow instructors to use current news articles, student writing, and in-class, group-authored writing without the delay, expense and waste incurred with transparencies or photocopying.

**2.B.6. Discuss any significant trends in access and productivity (i.e. increase or decrease in WSCH, fill rates and C1 enrollments).**

Enrollment and productivity have increased over the past five years as evidenced by the data presented in Tables 1-4 and Table C which summarize all the components to the Reading Program (Remedial, Intermediate, Transfer, and Lab classes). As an example, the Remedial Reading class has seen steady growth with a 17.3% enrollment increase over the 5 year period. Additionally, Table C charts Fall enrollments for a 10 year period, from 1993/94 to 2002/03 and shows that the developmental component to the program grew by 41%. Equally important is the enrollment figures in the transfer level courses with a 23.7% growth from 1998 to 2003. It follows that our fill rates are equally impressive with an average of 87% for English 220 and 80% for the Transfer courses.

The lab classes fluctuate with enrollments. It must be noted that labs don't usually fill until after the C1 date. Since the lab classes are open entry/ open exit, students don't register for these classes until they realize they need help with their reading skills. The average course retention for the labs is 95% which is higher than the college's 82%.

**2.B.7. What instructional initiatives or strategies have been used to manage the Program's productivity (e.g. alternative scheduling, telecourses, distance education)?**

The reading department has employed several strategies to increase the program's productivity, most notably in the areas of scheduling, student retention, and outreach.

1. *Scheduling:* reading classes and labs are scheduled to accommodate all students, including those who prefer evening and weekend classes. Classes are offered M – Th, 7:30 a.m. – 1:30 or 3:00 p.m., 7:00 p.m. – 10:00; F 9:00 a.m. – 12:00; Sat. (fall) 9:00 a.m. – 12:00. Labs are offered M – Th, 8:00 a.m. – 1:00, 5:00 p.m. – 8:00; F 8:00 a.m. – 1:00; Sat. (fall) 8:00 a.m. – 12:00.

Classes and labs are scheduled to accommodate the needs of both traditional and non-traditional students, create a balanced schedule, and utilize classroom and lab space efficiently. Days and times are chosen which have shown to yield the greatest

enrollment and retention. Classes are offered in three-hour blocks or two, ninety-minute sessions per week.

The Reading Lab offers a TBA Eng. 221 section to accommodate students who are unable to attend any of the mandatory lab hours scheduled.

2. *Distance Education*: Eng. 220 has been offered in an online format to accommodate those who are unable to attend class on campus or prefer online instruction.

3. *ESL Co-requisites*: reading instructors have worked with ESL instructors to design a co-requisite reading lab, Eng. 888, for two ESL classes. Reading instructors test students, create individual lab contracts based on student needs, and monitor progress throughout the semester.

4. *Refinement of Eng. 221 lab requirements*: to increase retention, provide consistency among Eng. 220 classes, and increase student learning, changes were made to the class's co-requisite lab. Students are now required to attend the lab section in which they are registered, work on one of three contract levels (modified to account for individual needs), complete sections of the contract by specified due dates with no more than three make-ups per semester.

5. *Outreach*: several times during the semester, content area instructors receive flyers and e-mails from the reading department advertising our independent labs. As a result, instructors often refer students who are having difficulty in their classes to the lab for help with reading comprehension and study skills.

Reading and nursing instructors teamed up to identify and train nursing students needing help with study skills. A two-year Saddleback Foundation grant provided resources for a series of workshops on note-taking, test-taking, organizing, listening, and memorizing. Reading faculty gave these presentations using textbook chapters the nursing students were currently studying, making the information directly applicable to their studies.

6. *Summer Bridge Program*: the reading department has participated in this program by offering a one-unit reading class to incoming freshman. Students review basic comprehension skills; practice note-taking, mapping, and writing summaries; apply critical reading skills to texts; and work in the Reading Lab.

7. *Tracking Student Progress/Attendance*: The computerized attendance program now in place in the Reading Lab enables lab instructors to print student records for Eng. 220 instructors. Instructors can conference with students who are not keeping up with their lab work and perhaps correct problems before the lab grading periods.

#### **2.B.8. What other opportunities for learning exist in the Program outside of the formal classroom, e.g. field trips, guest lecturers, travel?**

The opportunities in the reading program for learning outside of the classroom are varied:

1. *Independent Labs*: students who wish to supplement classroom instruction by using computer software, tapes, videos, and workbooks to review concepts or extend their learning may enroll in one of the independent reading labs. Students in Eng. 170 and Eng. 180 are often given extra credit for hours spent in the lab working on critical reading skills and speed reading drills.

2. *Library Presentations*: Instructors often take their classes to one of the library

workshops on research, writing documented papers, or identifying credible sources. In addition, many instructors schedule a general library orientation for their students, particularly in the developmental classes. Because library personnel will tailor the presentation to suit a specific research project, the experience is more meaningful to them.

3. *LAP/Writing Lab*: students are encouraged to use these campus resources to revise their writing assignments. Most instructors include this information in their syllabus.
4. *Guest Lecturers*: in addition to inviting guest speakers to the classroom, instructors have invited counselors to discuss transfer requirements and counseling resources, and specialized programs.
5. *Field Trips*: often, instructors will take a class to a campus activity, for example The Humanities Hour, an ASG event, a presentation at the McKinney Theater. Depending upon the level of the class, instructors may ask students to take notes, questions ideas, summarize information, map information, or evaluate the presentation.
6. *Blackboard*: instructors use the Discussion Board or create groups to encourage students to engage in meaningful discussion outside of the classroom. These online discussions can serve as a pre-reading activity, a follow-up to class discussion, or an open-ended response to an assigned reading. The goal is to help students think critically about an issue, formulate intelligent responses, and support their views with specific facts and examples.
7. *Study Groups*: though not required by most instructors, study groups are encouraged, particularly in preparation for tests.
8. *Counselors in Lab*: often, counselors will schedule informal advisement sessions in the reading lab to help students plan schedules or prepare for transfer.

## **RECOMMENDATIONS:**

***What are the foremost strengths of the program in the area of instruction? What would you like to see improved in this area? Make recommendations for sustaining and/or changing areas of the Program.***

The following areas are strengths of the reading program:

1. The curriculum is responsive to the needs of students, state mandates, current educational theories, and College goals and general education requirements.
2. The department conducts student surveys to monitor the program's effectiveness and make necessary changes.
3. Student achievement is tracked through standardized pre- and post-tests. This information and student performance in the class allow instructors to recommend other classes to students which will help them become successful college-level readers and writers.
4. Eng. 220 instructor involvement in Eng. 221 lab contracts strengthens the lab component of the Eng. 220 class. Instructors are involved in testing students, selecting the appropriate contract level, grading contacts periodically during the semester, and monitoring student progress. Students see the lab as an integral part of their reading development.

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5. The Eng. 220, a developmental class, has an enrollment cap of 25 students, an important element in the instructor's ability to monitor student progress in both the classroom and the lab.
  6. The reading department is responsive to the needs of content area faculty.
  7. The reading department responds to the changing population of the College by purchasing more ESL materials at all ability levels, accommodating students with special needs, and encouraging the use of multi-cultural materials in both the lab and the classroom.
  8. Instructors have embraced the technology available to them and use Blackboard, online Web sites, PowerPoint presentations, Gyro Tools, and computer classrooms to enrich student learning.

The following areas are in need of improvement:

1. Eng. 888, a co-requisite ESL lab, needs more ESL instructor involvement to increase attendance and retention.
2. Students in the online Eng. 220 class need to be screened to ensure that those enrolled are self-motivated learners.
3. The attendance/tracking program in the Reading Lab needs to be more dependable; if the Internet is "down" student hours are lost; to make up for this difference, lab staff continues to back-up lab attendance with manual attendance records for each student. This is often a waste of time and labor.
4. The Bridge Program needs to be strengthened. Although there is a need in the community, through feeder high schools, for such a program, enrollment is not high. The Division Dean and Department Chair will need to continue to work through outreach by visiting these schools and meeting with the high school and college counselors about the classes' benefits.

The following are recommendations for sustaining or changing areas of the Program:

1. The reading department must continue to work closely with counselors and matriculation to ensure that students reading below grade level are placed into Eng. 220 and others are encouraged to take Eng. 180 or Eng. 170 to further their skills.
2. Reading and ESL instructors must work together to ensure that ESL students are reaping the benefits of co-requisite reading labs.
3. The reading department needs to work diligently to seek funds to maintain and replace computers, projectors, VCRs, and tape players, as well as funds to purchase new software programs.
4. Skill building classes do not lend themselves to compressed time on task. We have experimented successfully with Saturday classes and will continue to offer weekend sections, but adjusting the current schedule is difficult because all our courses are dependent on lab and/or classroom instructional materials; hence, the curriculum requires dedicated classrooms adjacent to or near the Reading Lab. Some of the demand could be met by offering more mid-afternoon classes and extending the Reading Lab hours. Currently, the Reading Lab is closed from 1:00 – 4:00 p.m. Monday through Friday. If the lab remained opened 8:00 – 8:00, more English 220 students as well as independent lab students could be served.

## 2. C Student Success

### ***2.C.1 Based on the student success indicators discuss the Program trends.***

As a whole, the Reading Program has higher than average retention and course completion rates (see Tables 1, 2, 3, & 4) for the basic, intermediate, and transfer-level classes. These numbers have seen a steady increase over the past five years. As an example, the developmental component to the program (English 220) has shown an increase in enrollment of 41% from 1993 to 2003 (see Table C). With a continued growth that can be expected at the college due to enrollment cuts at the UC's and Cal States, Saddleback can expect an increasing demand for remedial English/Reading classes. According to a document produced by a statewide commission, sponsored by the State Chancellor's office in 1998, Forum on the Future, colleges can "expect an increase in students with developmental learning problems" between 1998 – 2007.

A majority of our students enroll in reading classes directly due to Matriculation's advisement and placement. Sixty-six percent of the students surveyed enroll in the developmental reading course, while 36% enroll in the transfer level classes. It is interesting to note that only 20% of the students are not employed. This factor indicates that so many have to manage their time between school, study, work and family/home obligations.

The lab component to the program has an impressive 95% retention rate. The successful course completion rate is lower: an average of 55%. This percentage doesn't give a true picture of the labs. Students will register for labs in order to improve their reading skills; students are given credit when they have logged in 16 hours during the semester. If a student has only completed 14 hours of lab, he/she receives no credit for the lab course, but this doesn't mean the student hasn't successfully learned the study strategies or increased reading proficiency that he/she has initially sought. Of importance is that the lab open entry/open exit survey indicated 77.8% of the students take these lab classes for personal enrichment. Students know that the labs will help them with developing essential language proficiency skills whether the students are native or non-native speakers of English. The better than average completion and retention rates for the program are due to the above average reading faculty and lab staff.

### ***2.C.2 What initiatives or strategies have been implemented to sustain and or/improve student success and satisfaction.***

The Reading Program continues to improve the retention and completion rates of the students enrolled in classes, as well as providing reading strategies and techniques to support student enrollment across campus.

- Faculty continue to work on assuring student success by using various vehicles to deliver instruction and to open lines of communication with students. With the use of more technology in the classrooms, faculty can assist those visual and auditory learners with PowerPoint presentations, films, videos, access to the Internet, use of the overhead projection system, etc. Students have greater communication with faculty by using email, voicemail, Blackboard, conferences, and group meetings. Students can leave messages for faculty in the Reading Lab or in the faculty mailroom in BGS. In addition, faculty actively counsel students to seek outside help when it is necessary. Other than seeking help during office hours, faculty encourage the students to seek additional help from the Reading Lab and the Learning Assistance Program (LAP). Additionally, the Reading Lab provides clinical experience for Cal State graduate students who in turn will work individually with our students providing tutoring.
- Surveys are given to students at the end of each semester to get feedback about how we are doing in meeting their needs and what areas we need to change. As part of our

program review, we were finally able establish the surveys online, instead of using pencil and paper, to make it easier for students to provide us with this feedback and help our staff evaluate student responses.

- Student surveys were given in traditional classes (English 170, 180, 220), corequisite Reading Lab class (English 221) and in the open entry/open exit labs (English 333, 232 and 235). See results in Appendix (Bar Graphs and Surveys A, B and C). Students were questioned about their lab and class experiences. Of particular interest to the reading staff and faculty was the discovery of which software or instructional book programs students found most helpful. The results of the student surveys were outstanding. As is evident by our surveys' statistics, we are indeed meeting students' needs!

### Highlights of success:

#### I. Traditional Reading Classes

In response to Question #7, ***I benefited from this reading class***, 91.5% responded with Strongly Agree or Agree. Additionally, the response Question #8, *The course met my expectations*, 82% responded favorably. When asked if students would recommend the course to other students (Question 12), 86.5% responded yes.

#### II. Reading Lab Classes

In response to question #7, ***My academic needs were met in this lab course***, an impressive 89.7% agreed. Furthermore, Question #10 *The staff made the lab experience positive by being helpful and making me feel comfortable*, showed that 100% agreed with this statement. It can only be concluded that students know our staff/faculty care and want to help students succeed.

### Sample of Students' individual comments from surveys:

#### I. Traditional Classes:

- "I was encouraged to learn in groups which is a much better method for me. Our teacher was really out going and knew the information really well."
- "The class focused on information that was directly related to the subject of the course. The instructor was kind, and very helpful throughout the semester."
- I enjoyed my teacher, I liked that I had to read a book because I never do and I enjoyed that. Learning new words was a challenge and now I have new words in my vocabulary. That makes me feel good."
- "I enjoyed most about this class were the relationship between teachers and students, also, students between students. The knowledge that I gained. All in all we had a fun experience."
- "I enjoyed all the different activities we did, this class didn't repeat itself, we were always doing something new which is nice."
- "It made me such a better writer and reader. I think the class was very interesting to me because of such a wonderful teacher who really gets through to students. I know she just isn't here to teach but truly cares about each one of us."
- "Once I hated reading anything in English; however, this class helped me to read them comfortably. I mean reading came to be joyful for me thanks to this class."

#### II. Reading Lab Classes:

- “ One of the things I enjoyed most was that due to the environment I was not intimidated to ask questions.
- “The staff was always really helpful and I learned at my own pace.”
- “The teachers were a great help in anything you need, and the biggest thing I think, I improved on is my vocabulary.”
- “The one hour went by fast and the teachers in here very nice and helpful.”
- “I found it not only interesting, but rather challenging, getting me to expand my limits.”
- “The hours were flexible for me. I am a single mom and everything has to be flexible for me to succeed. The helpers here are properly placed, wow they are very helpful with every LITTLE problem I had!”
- “I think that the lab experience helped me with my reading comprehension the most. I seemed to have a problem staying in tune with the reading material, but I think that this lab has helped me solve this problem.”
- “I felt the reading lab was very beneficial. The lab instructors were very helpful and the instructions were made very clear.”

**Sample of College Faculty individual comments from surveys:**

**Question #15: “What do you think are the strengths of the Saddleback College Reading Program?”**

- ...“it’s (Reading Program) is comprehensive in its course offerings, has an excellent reading lab (that needs newer, larger quarters) and is always promoting its program to the faculty and to students.”
- “One to one attention to students. Scheduling. Staff.”
- “Developmental and transfer-level classes are scheduled throughout the day and evening, allowing more students to take the courses.”
- “Testing and remediation in the Reading Lab is available to everyone in the community.”
- “Reading instructors are will to help faculty integrate study skills instruction into their curriculum.”
- “Faculty commitment to excellence.”
- The educational background and enthusiasm of instructors.”
- “Deep commitment to student success.”
- “The remedial courses are an essential part of the mission of our institution.”

***2.C.3 What process and methods are used to develop and assess student learning outcomes at the program and or/course level? How are student learning outcomes measured and tracked?***

Reading faculty use a variety of strategies and assessment tools to help students successfully complete a course. The following are some of the strategies and tools applied:

- In all lab classes, English 221, English 234, English 180 and English 170, students are given reading diagnostic pre and post tests to assess skills.
- During the semester, several assessment tools are used to monitor the progress of the students. These assessment tools include: weekly quizzes, exams, essays, homework and lab assignments. The weekly quizzes are especially helpful in tracking student success in mastering college-level vocabulary.
- Prerequisites are automatically enforced during registration. Matriculation advisement and placement has a tremendous effect on our program since we are directly related to placement testing. The college offers state-mandated Matriculation testing in order to increase student success by accessing skills and making recommendations for appropriate course placement. Proficient and efficient reading skills strategies taught in our classes offers students the chance to become critical thinkers who can make informed and well-grounded decisions.
- Several unique features are characteristic of the lab's learning experience for students: individualized contracts allow students to work independently at their own pace; faculty meet with students to evaluate progress.
- The Reading classes allows students to meet the reading proficiency level established by the college in order to receive an AA/AS degree or a subject certificate.

**2.C.4 *What programmatic initiatives has the Program made to meet the needs of Matriculating students? For example, are there adequate course offerings, facility, and equipment access, creative scheduling, student services?***

- The Reading Program is directly connected to Matriculation. Along with math and English placement tests, students are given a reading test to assess their comprehension, vocabulary and rate levels. In guidelines for developing assessment instruments set by the State Chancellor's Office, the Reading Department has done two in-house validation studies, in 1995 and again in 2001 to make sure that our tests are valid and reliable. Each year, based on statistics from the Matriculation Office, at least 33% of the students taking the test place into the developmental reading course. Based on student demand from student placement, the Reading Department offers 16 sections of English 220 in the fall and 13 sections in the spring. Our other traditional classes closely follow need based on testing and class recommendations.
- The Reading Program meets the needs of matriculating full and part-time students. All necessary lower division courses are offered to meet the requirements of most. To accommodate part-time students who have full-time jobs during the day, we offer night and Saturday courses. Information from our student surveys support this fact; 95% of the students responded that the reading classes, including labs, were scheduled at convenient times.
- The program also offers assistance to all students including those with severe limitations to those who wish to supplement well-developed skills.
- Two classrooms (CC5 and 8) used for reading are equipped with an instructional computer, overhead projection system, along with video and audio capabilities. Access to the lab, which houses 40 student computers, 2 tracking system stations, 1 network printer and 1 instructional aide computer center. Student access to the computers is on a "first come basis" and is for lab assignments only. The Reading Lab doesn't have the staff or capability to function as an open lab for across campus needs.

**2.C.5 *What has the Program done to formalize inks with support services for students (e.g. counseling, DSPS, EOPS, Early Alert, tutoring services, study groups)?***

The Reading Department has done much to keep open communications with support services. Each semester the Reading Department Chair attends meetings with counselors to update them on changes to the reading curriculum and ensure that counselors encourage students to take appropriate skills courses before students begin their academic careers.

All reading faculty partake in the Early Alert program to help student retention and success. Additionally, reading faculty encourage students to work with a tutor in the LAP to review writing assignments, study vocabulary, and gain assistance with comprehension. Equally important, instructors promote study groups as part of preparing for exams or peer editing of essays.

Many students from DSPS are recommended enrollment in reading lab classes. These classes help students prepare for their academic classes as well provide them with more practice in reading comprehension and vocabulary skills.

### **Recommendations for the program:**

- Since the reading program is directly affected by trends in matriculation testing, it is imperative that the Department remains actively involved in the matriculation process to be certain that students are being appropriately placed, that selected tests continue to have an "in house" validation study, and that our curriculum reflects students' needs and trends in education.
- This program review process has helped the Department get its end of semester student survey online. We now need continued institutional support for monitoring and evaluating the results of these surveys.
- It is imperative that in order to evaluate student learning objectives more efficiently, we need to be able to more easily capture data and access our students' pre and post test scores. Currently, we do this evaluation manually. We need a customized computer program that can help us create a database of scores. Having these test scores archived can help us evaluate student scores by semesters which will assist with identification of trends, curriculum needs, class scheduling and lab materials.
- All classrooms used for the Reading classes are in need of computerized overhead projection systems for instructional needs. We are hopeful that through the ITC and Facilities/Instruction Committees new funding will become available.
- The lab is in need of instructional equipment to better meet student needs; among these are enclosed cubicles reserved for quiet areas, a small copy/fax machine, new updated tech equipment such as computers and projections systems, updated software and videos on CD's.

## **2. D Staffing and Resources**

***2.D.1 Are the staffing trends and anticipated facilities, equipment and supply needs of the Program adequate? Is the location, on campus and or off campus, adequate to all the courses offered by your department? and***

***2. D.2 How do staffing factors influence the effectiveness of the Program?***

As discussed in section 1 of this report, the Reading Program has been staffed by 6 highly competent professional full-time and 10 adjunct faculty. Only 12 out of 37 classes are taught by full-time faculty which means that approximately 25 courses per semester are taught by adjunct faculty. Recruiting competent adjunct faculty is important and challenging (especially for day classes).

It is important to note, that as of May, 2004, two full-time faculty in the program retired. It is imperative that we replace these two positions with full-time faculty by the 2005-2006 academic year; until then, their classes will be taught by additional adjunct instructors. Furthermore, an additional full-time instructor will be required in 2006-2007, if growth continues at the current rate. In looking at the near future, three faculty members will be eligible for sabbatical. Immediate replacement (tenure track or sabbatical replacement) will be required in the event of sabbatical leaves.

Without adequate full-time faculty department responsibilities are difficult to meet such as curriculum development, course revisions and modifications for state mandated requirements, supervision of associate faculty and lab support staff. By reducing our reliance on associate faculty, the reading program can better meet student demands.

The Reading Department is supported by two classified staff members on 11 month schedules; they are instructional assistants who work in the reading lab 25 hours each. The labs split hours of operation, 8-1 during the day and then 5-8 in the evening, the aides' works hours must be split as well. This creates a difficult work schedule. These instructional assistants support all of the lab classes as well as the traditional reading courses. Both assistants maintain the lab. Their responsibilities include, but are not limited to: 1) ordering new equipment and supplies, 2) managing the reading classes and supply inventory, 3) assisting students in the lab, 4) setting up the lab and classroom computers, 5) supporting the laboratories, 6) maintaining the equipment and 7) maintaining the lab tracking programming, 8) preparing lab attendance sheets for faculty, among other duties. The reading laboratory is also dependent upon student assistants, but must rely on work/study students because of lack of special funding.

### ***2.D.3 What support services are used by the Program?***

The Reading Department works closely with counseling services and the LAP to assist students in developing their reading skills at a college level. We have a direct online form counseling and the LAP can send to us when referring a student. In addition to our webpage (<http://www.saddleback.cc.ca.us/AP/la/rl/>) which includes a power point presentation about the reading program, we also have direct email for students and faculty: [readinglab@saddleback.edu](mailto:readinglab@saddleback.edu). Additionally, counseling will refer students to the reading lab or recommend a reading course.

The learning assistance program (LAP) regularly supports the Reading Program. Reading instructors routinely send students to the LAP for additional help while the LAP sends students to the Reading Lab for help with specific reading skills. The LAP also conducts scheduled study groups for spelling students.

## **Recommendations**

- Hire full-time reading instructors, immediately, to replace the two positions vacated when Lyn Becktold and Robert Kopfstein retired at the end of the Spring 04 semester. Only one of the four remaining full-time faculty in the Reading Department teaches a full assignment in the discipline. Two members, Brenda Bruno and Bob Cosgrove were hired into a split English/Reading assignment with a bulk of their load in English with no guaranteed LHE's for the reading program. Cheryl Altman, as well, routinely teaches classes out of the discipline, in the ESL Department. Each semester reading needs approximately 23-25 lecture classes covered and 39-42 sections of labs, currently. The reading position(s) is further supported by the results of the college's matriculation testing and course placement of students in all levels of reading classes. In order for Saddleback's general education core to work effectively, a sufficient number of full-time faculty with expertise in reading is imperative.

- Separate the department chair position between a curriculum/faculty chair and a reading lab chair. The split would make the program chairs equitable and more consistent with other labs on campus as well as address the growth of the program. The department chair position is often divided between two faculty because of the unique needs of the Reading Program which includes both labs and classes and the enormous responsibility of the position for one person. The stipend is not equivalent to other chairs and lab coordinators on campus.
- Recruit and hire new qualified adjunct faculty.
- Hire a student aide for 19 hours per week with dedicated funding from the Division.
- Establish a permanent budget that allows for purchase of materials (computers and software programs along with skills book) on an established schedule and for service contract fees.
- Require an instructional supply budget. Additional funding is needed for equipment replacement.
- Purchase one portable Smartboard display system for Hands-on-Computer classroom.
- Establish scheduled equipment replacement. In the past, the department has acquired new technological equipment through Title III (1997 -2002) funds. Currently, these computers are outdated and in need of replacement. We do not have a budget to support these replacements. Each semester we must apply through the school's competitive funding; the funding we might receive does not adequately support our lab or classrooms. We recently received a grant through the Foundation in order to replace the overhead projection system in CC6. We need reliable funding for purchases of minor and major equipment which is separate from our supply account.
- Refine a formal student referral system for use by counselors, content area instructors, LAP, ESL, Special Services, vocational education and EOPS, which has been of great help, is in need of refinement.
- Support institutional resource. Tracking the success and retention rate of students helped by the reading lab would strengthen the program.

## **Section 2. E. Staff Development**

### ***2. E.1 What areas of focus have been provided within the last two years and what plans are being identified for future faculty/staff development?***

Because of the large number of part-time faculty teaching Reading courses, the Reading Department has focused its staff development efforts on assuring that all faculty are aware of new reading programs, software, internet resources, and print sources by providing Reading Lab materials and equipment demonstrations at the beginning of each semester. Also, Cheryl Altman, current Department Chair, authored a Resource Handbook for the Saddleback College Reading Department, which serves as a guide book for faculty and staff. Additionally, with Title III funds, Cheryl Altman provided a handbook and presented

an in-service workshop for faculty on how to use the hands-on computer classroom (CC-8) for Reading Instruction. In Spring 2003 Brenda Bruno invited all English and Reading Department faculty to participate in an "Idea Exchange" whereby each instructor submitted an effective instructional practice. All handouts/ideas were compiled into a packet, duplicated, and distributed to all contributing faculty members.

The Reading Department intends to continue focusing on these areas for faculty development:

- Providing in-service training for Reading Department faculty on recent developments in technology and material in the reading field being utilized by the Reading Lab
- Providing instructional workshops on how to incorporate and use technology in the Reading classroom and encouraging all faculty to attend appropriate IT classes
- Encouraging collegial sharing of ideas and best practices through the "Idea Exchange" program initiated by Brenda Bruno

### ***2.E.2 What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?***

#### Workshops and Conferences

The Reading Department faculty, both part-time and full-time, has attended professional conferences and workshops to keep up with the most recent research in reading instruction, critical thinking, writing, teaching second language learners, and technology. All faculty realize the importance of staying current, knowing that the instructional implications derived from this research directly affect what happens in the classroom. Recent workshops attended include the following:

- Great Teachers' Seminar
- College Reading & Learning Association National Conference (CRLA)
- National Educational Computing Conference
- Claremont Reading Conference
- International Reading Association Conference
- California CRLA Developmental Education Mini-conference
- Reading and Study Skills Workshop
- International Conference on Critical Thinking
- Student Learning Outcomes Workshop
- Brain-based learning workshop
- TESOL (Teachers of English to Speakers of Other Languages) Conference
- CATESOL Conference
- Orange County Reading Association Seminars
- Tech Ed Conferences

In addition, faculty has attended many on-campus classes and staff development workshops offered during in-service week and throughout the semester by ITC.

#### Course Work and Advanced Degrees

Reading faculty has completed additional course work in reading and related areas. Examples of course work completed by Reading Department personnel include the following:

- UCI Writing Project
- Teaching English as a Second Language (TESL) Certificate – UCI

- Teaching Online (online through Orange Coast College)
- Online Design (online UCLA)
- Modern Works in Literature (UCI)

At the time of the writing of this document, The Department is comprised of ten part-time instructors and six full-time faculty (three shared with the English Department). Of the six full-time instructors, three have PhD's. With the Fall 2004-2005 academic year, only four full-time faculty will be returning to teach, since two full-time faculty will have retired as of May, 2004. This fact will put an incredible drain on our department. The part-time instructors bring a wealth of education and experience to the department. Not only do all instructors have a Masters Degree with a specialization in Reading, but in addition three part-time faculty members have a second Master's Degree in another area, three have Reading Specialist credentials, and seven have teaching credentials.

#### Related Work Experience

Both full-time and part-time Reading Department faculty have reviewed reading textbooks, providing input and expertise in the revision of these textbooks for subsequent editions. Another part-time faculty member, Suzanne Watts, has recently served as a Reading Consultant for the Garden Grove School District, a position which requires her to stay current with all research affecting reading instruction. Part-time Reading Lab instructor Margaret Carey serves as Site Liaison: West Youth and Family Resource Center. Department Chair, Cheryl Altman, has served on numerous committees including the Saddleback College Technology Initiative Committee, Academic Senate, and Faculty Development. Cheryl also served as a Co-Director of Title III, Activity I Grant in 1997-98 and Director of Title III, Activity I Grant in 2000-2002.

#### Professional Organizations

Reading Department Faculty members have been active in a number of professional organizations and some faculty have assumed leadership positions in these organizations.

- NCTE – National Council of Teachers of English
- IRA – International Reading Association
- CRA – California Reading Association
- CATESOL – California Association for Teaching Reading to Speakers of Other Languages
- CALICO – Computer Assisted Language Instruction Consortium
- CTA – California Teachers Association
- CRLA – College Reading and Learning Association
- OCRA – Orange County Reading Association
- TESOL – Teachers of English to Speakers of Other Languages
- AAUW – American Association of University Women

#### Leadership Positions

- CA CRLA – California Chapter, College Reading & Learning Association (Jan Bagwell full-time faculty member serves as Treasurer)
- REG – Reading Educators' Guild (Faculty member serves as President)
- State Academic Senate Ad Hoc Committee on Basic Skills

#### Professional Presentations

Faculty have attempted to stay current in the reading field by presenting at professional conferences and conducting workshops. The following are some examples of recent presentations by Reading Department faculty:

- Invited Presenter at the International Conference on Critical Thinking

- Instructional Strategies for Critical Thinking presented at the CRLA National Conference and the Claremont Reading Conference
- Using a Hands-On Computer Classroom Across the Curriculum
- Teaching Basic Skills (Study Skills) in a Cultural Context presented at the CRLA National Conference
- Teaching Basic Skills (Reading) in a Cultural Context presented at the California Reading Association Conference
- Teaching Reading in the Content Area Classroom presented at Valley High School
- Reading in Math and Science Content Areas presented to the Garden Grove Unified School District
- Content Area Vocabulary presented to the Garden Grove Unified School District
- Facilitator for Great Teachers Seminar
- Reading and Study Skills Workshops presented to the Nursing Department students of Saddleback College.

### Awards and Publications

Faculty members have received awards for their dedication to the education of their students. In 2003 Margaret Carey received the Orange County Department of Education Access "Crystal Bell Award, " and in 2001 Janet Bagwell was honored as Volunteer of the Year for the CSUF Reading Educators Guild Alumni Organization.

Professor Cheryl Altman has published valuable in-house publications for Saddleback College entitled "Handbook for Teaching in a Hands-On Computer Classroom" (a Title III publication), "Resource Handbook for the Saddleback College Reading Department (a guide book for faculty and staff), and "Using Multi-Cultural Texts in a Developmental Reading Class (project for Saddleback College's NEH Grant).

Professor Robert Cosgrove, Ph.D. has published:

- Cosgrove, R.; Schmidt, B. and Schick, G. **Developing Reading Proficiency.** Columbus, Ohio: Charles E. Merrill Publishing, 1971.

Recently retired, Professor Robert Kopfstein, Ph.D. has published:

- "Fluent Reading, Language and the Reading Teacher," The Reading Teacher 32 (November 1978) 195-7.
- "Study Skills, A Gestalt Approach," Proceedings of the Twelfth Annual Conference, Western College Reading Association., G. Enright, ed., Vol. 12, 1979.
- "After the Basics, Then What?" Institute for Reading Forum, California State University Fullerton, JoAnn Wells, ed., Vol. 3 (December 1979), p. 11.
- "SQ3R: Reworking an Old Technique for Brain Compatibility" Proceedings of the Fifteenth Annual Conference, Western College Reading Association, Delryn Fleming, ed., Vol. 15, 1982.
- Stages of Reading Development by Jeanne S. Chall (review) Harvard Educational Review 54 (November 1984) 468-72. Reprinted in Language Issues in Literacy and Bilingual/Multicultural Education, M. Minami and B. Kennedy, eds., Reprint series No. 22 Harvard Educational Review, 1991.

- Agnew, P. and Kopfstein, R. "Peer Grading" Teaching Critical Thinking in the Social Sciences, Carol L. H. Knight, ed., Chesapeake, Virginia: Tidewater Community College, 1991.

## RECOMMENDATIONS

1. Part-time and full-time faculty have considerable experience and educational background and have displayed a willingness to continue to learn and grow professionally and share the fruits of those efforts with colleagues both within Saddleback College and in the professional arena. One of the strengths of the Reading Department is the collegial sharing and exchange of ideas and materials among all faculty members. Ideas and materials obtained in professional workshops should continue to be routinely shared, resulting in improved instruction for many faculty members.
2. Another strength of the Reading Department in the area of staff development is the willing participation and active involvement of both part-time and full-time faculty in classes, workshops, and conferences. Instructors are willing to seek knowledge on their own time in a wide variety of areas – teaching ESL students, technology, learning centers, student learning outcomes, and critical thinking – in order to improve instruction and our lab programs.
3. This professional growth through workshops and conferences can be very costly, and support through funding would enable faculty members to more fully take advantage of these opportunities for development.

## 2.F Community Outreach and Articulation

### **2.F.1 What has the Program done to establish linkages with the community and cooperation with the secondary schools, ROP and four-year institutions?**

The Reading Program offers courses at both the developmental and transfer level. It is essential that the transfer level program is commensurate with programs offered at the Cal State level. The department chair communicates routinely with CSU Long Beach and CSU Fullerton. The Reading Program has provided clinical experience for graduate students enrolled in both of the aforementioned schools. Graduate students will tutor in our lab classes as well as observe traditional reading classes.

The Reading Lab, with its state of the art technology and reading software programs, has become a model and resource center for many community colleges across the state who have sent teams to visit evaluate our program. Faculty from IVC, Fullerton College, Diablo Valley College, Palomar College, San Diego City College, Santa Barbara City College among others have been guests in the lab.

The Department has a close relationship with our local feeder high schools. The department chair sends flyers and brochures to high school counselors advertising our program which is an ideal supplement for students wishing to enhance their reading skills, prepare for SAT's, or receive individualized reading instruction by enrolling in a lab class. High school students take advantage of our evening programs in remedial reading, speed reading and critical reading classes. Information about our offerings is also publicized on the college's website, in our schedule of classes and on the college TV information channel (Channel 39).

### **2.F.2 & 4 What efforts have been made by the Program to recruit students to the Program and provide liaison with the high schools? What other community outreach activities and events have been initiated by the Program?**

Recruiting students to the reading program has focused mainly on Saddleback students. The reading program has utilized fliers, the student newspaper (via ads and the school orientation issue), KSBR (the college radio station), the college TV station, brochures – both our and those of the Liberal Arts Division – ads in the schedule of classes, and staff/faculty attending various student/counselor “information days” (High School Seniors’ Day, High School Counselors’ Day, Family Night). We have also designed summer bridge classes for recent high school graduates to help them prepare for college reading and writing, English 315 and English 316.

The Reading Department works closely with college counselors by making presentations at the counselor’s division meetings and reviewing Reading curriculum to help counselors with advisement on reading skills so that students will have a better chance at success. One result of this collaboration was the development of “Project Success.” Reading faculty and Counselor visited academic classes on campus and provided students with practical study strategies specifically designed for their courses. This was done at the request of the course instructor.

## **RECOMMENDATIONS**

1. Provide more attention to community outreach efforts. With resources (funding) and reassigned time for the department chair, a campaign could be waged in the community to heighten the awareness of the importance of literacy at all levels. Who better to take up this challenge than the reading program of the local community college?
2. Routinely update the Reading Program brochure.
3. Encourage faculty members to visit local high schools and give presentations on the Reading Program offered at Saddleback College by offering flex credit or stipends.
4. Continue a mentor program with Cal State Fullerton’s and Cal State Long Beach’s graduate program.

## **2G Accreditation**

***2.G.1 and Review the College’s latest Accreditation Self Study Report and individually list each recommendation that relates to your program. Indicate how your program is addressing each one of these items.***

### **Standard II: Student Learning Programs and Services**

**A.2.a.** *The Curriculum Committee will examine the approval process of the Community Education program to ensure that it does not conflict with courses in the credit programs.*

- The Reading Department chair has participated in meetings with college officials regarding possible conflicts between college reading classes and reading improvement classes offered through Community Education and will continue to monitor scheduling to avoid any future conflicts.

**A.2.b.** *The college will track and research student success in vocational/technical and student services programs.*

- The Reading Department has set, as one of its goals (see Section 1.3.7), to “create a data base of students’ diagnostic (pre- and post-) test scores for current and/or future assessment in lab classes and to track students’ proficiency in comprehension/vocabulary/rate.”

**A.2.d.** *The college will evaluate the quality of its DE program and will make appropriate recommendations to accommodate the rapidly expanding number of students.*

- Faculty from the Reading Department have incorporated Blackboard in many courses and have created hybrid courses in an attempt to satisfy the diverse needs of our student population.

**A.2.e.** *The college will complete the program review cycle approved by the Academic Senate.*

- The Reading Department is conducting a review of its Reading classes and labs during Spring and Summer 2004.

**A.3.b.** *Students in general education courses are measured by the specified objectives stated in the course syllabi and must meet expected skill levels.*

- The Department goes through the curriculum review process on a yearly basis. As an example, a recent course that has gone through the review process is English 170. Completion of this transfer level Reading course fulfills the Information Competency and Critical Thinking requirements, and the course syllabi includes specifically states student learning objectives in these areas.

**A.7.b.** *The Academic Honor Code and Dishonesty policy is clearly defined in the 2003-2004 Student Handbook, in the 2003-2004 Saddleback College Catalog, and on the college web site, along with recommended sanctions and disciplinary action for violations of the code. This policy...reflects established codes of conduct with defined penalties for abuse.*

- The Reading Department strongly encourages all faculty to include a reference to the Academic Honor Code or attach copies of the appropriate pages to their course syllabus.

**B.3.** *The college will study modification options of the Student Tracking System to support student learning needs more effectively.*

- The Reading Department lab classes use the Student Tracking System and will work with the college to modify and improve this tracking system.

**B.3.a.** *The college will investigate options for online orientations, assessments, and educational plans.*

- **The Reading Department works with Matriculation to ensure the reading placement test is valid and Reading faculty are currently participating in meetings studying the feasibility of on-line assessment.**

**B.3.d.** *Given adequate resources the college will develop a plan for validating assessment tests in-house.*

- **Reading Department faculty have attended state-sponsored community college assessment standards workshops in order to understand state requirements for evaluating the validity of testing instruments. In 1995 and 2001 the Reading Department faculty conducted a validation study of the Nelson-Denny test used for placement in the reading classes and was granted unconditional use of the test.**

**C.1.b.** *Because the college is committed to teaching IC across the curriculum, faculty must continue to develop new curriculum or revise and update older curriculum to include*

*information competency learning outcomes....Some instructional faculty will be interested in working with library faculty to revise assignments to incorporate IC skills.*

- Reading Department faculty work closely with librarians to incorporate information competency skills into English 220 and English 170. In addition, English 170 has been approved by the Curriculum Committee as a course that fulfills the Information Competency General Ed requirement.

**C.1.d.** *The Technology Plan for the college is comprehensive and carefully reviewed each year, but purchase and distribution of technology hardware and software to appropriate areas of the college has been severely limited by insufficient budgets.*

- The Reading Department relies heavily on technology in its state-of-the-art reading labs. It is imperative that programs and equipment be maintained so that students will have their needs effectively met in their Reading Lab class.

**C.2** *The Student Tracking System helps the Reading, Writing, and Language labs to ensure they are meeting student needs. The data collected has helped the labs to increase service hours. The results of the Reading Department program review will help to improve the effectiveness of the program.*

- The Reading Department, in addition to the Student Tracking System, has also conducted end-of-the-year student surveys in all of the Reading Lab classes. These surveys have helped the department assess the effectiveness of its labs and make appropriate changes.

### **Standard III: Resources**

**A.1.c.** *The college will strengthen its learning environment by creating additional professional development opportunities that focus on SLOs for its faculty and staff.*

- The Reading Department chair and reading faculty members have attended workshops and training sessions on SLOs and have attempted to integrate SLOs in course outlines and course syllabi.

**A.2.** *The college, in consultation with shared governance groups, will develop a comprehensive staffing and workload plan to determine replacement and new hiring for faculty, classified, and administrative positions including procedures for emergency replacement of key personnel.*

- The Reading Department has requested two full-time positions to replace two full-time faculty who retired in May 2004. (See Section 6, Staffing, for further details.)

**A.5.a.** *The college will make a commitment to faculty and staff development by establishing a minimum level of annual funding to be announced during spring for the following academic year.*

- Many Reading faculty members have attended professional conferences and workshops at their own expense. Faculty development funds would enable all reading instructors to become more involved in professional activities.

**B.1.a.** *The college will ensure that future Educational and Facilities Master Plans reflect realistic possibilities for the development of the college's infrastructure.*

- Representatives from the Reading Department have participated in Library Modernization planning meeting to provide informed input concerning the needs of the Reading Department in the construction of a new reading lab and classroom facilities.

**C.1.a.** *The college will analyze its technology needs, including total cost of ownership, maintenance and upgrades, for faculty and staff, and make appropriate budget recommendations.*

- It is crucial that the Reading Labs and classrooms receive technical support in a consistent and timely manner. The lab utilizes many computer programs and Internet sites to enhance student learning, and equipment must be maintained and upgraded. Reading Faculty will continue working with the appropriate college committee and departments to assist in analyzing college-wide technology needs.

**C.1.b.** *The ITC will promote its training program to encourage all faculty and staff who need these services to participate in the program.*

- The Reading Department encourages all reading faculty to attend ITC workshops, and both part-time and full-time instructors have attended many of these training sessions.

**C.1.d.** *The Technology Committee will review and revise its understanding of college wide instructional technology needs.*

- The Reading Lab upgraded its technology through Title III funds, but in the future these upgraded technology needs must be met through the college and the Department will participate in the Tech Committee to assure understanding of the department's needs.

**D.1.d.** *The college will seek to set up structures and mechanisms that encourage the active participation of more faculty, staff, and students in all committees relating to budget allocations.*

- Since the Reading Department has in the past and will in the future be requesting funds for instructional equipment and technology needs in the Reading Lab and classrooms, Reading faculty will be encouraged to continue their participation on these committees related to budget allocations.

## **2.G.2. Recommendations**

- The foremost strength of the Reading Department lies in its collegiality and its active participation in areas and departments across campus to ensure student success. The Reading faculty are acutely aware of the importance of college level reading skills for the success of college students and work with librarians, counselors, and faculty to incorporate all skills into reading classes and labs – information competency, critical thinking, comprehension, vocabulary, writing and study skills. The Department will continue to be active advocates campus wide for all students and their vocational, academic and personal literacy needs.
- The Reading Department has worked and will continue to work with Matriculation and Counseling to ensure proper placement/advisement of students in Reading courses along with the use of valid testing instruments.
- An area of concern for the Reading Department is the funding for technology and support for the Reading Labs. The quality and effectiveness of the Reading Lab experience for students is affected by lack of access to computerized programs due to aging equipment and software. A more stable and predictable source of funding is mandatory for an efficient, effective, and positive reading lab experience.
- With technical support, enhancements could be made in tracking student reading progress while in the program, through college and after graduation, thus providing necessary data for program evaluation and improvement.

- The Reading Department has a dedicated group of associate faculty who teach over two-thirds of the reading classes. With two recent retirements, it is imperative that new full time faculty be hired to continue the high quality of the reading program.