



# FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

## Instructional Programs

### 2014-2015 Self-Study

#### Three-Year Program Review Template Reading Department

#### Humanities Division

#### Statement of Collaboration

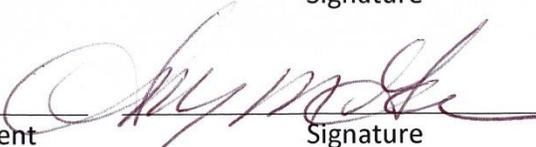
The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

#### Participants in the self-study

- Mary Bogan
- Amy Garcia
- Angela Henderson
- Deidre Hughes
- Darnell Kemp
- Stephanie Piazza
- Jeff Rodine
- Carol Shier

#### Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Amy Garcia		Coordinator	12/10/14
Printed name of Principal Author	Signature	Title	Date
Amy Garcia		Coordinator	12/10/14
Printed name of Department Coordinator	Signature	Title	Date
Dan Willoughby		Dean	12/10/14
Printed name of Dean	Signature	Title	Date

## 1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

### **Mission:**

The Reading Department prepares students to be successful learners in college.

### **Vision:**

The Reading Department courses are designed not only to build a reading foundation with the success of all students in mind but also to promote intellectual curiosity through the development of critical thinking, inquiry, and an appreciation of personal reading as a life-long habit.

### **Core Values:**

The Reading Department values the success, retention, and achievement of the diverse Fullerton College community. The Department is actively involved in programs, course development, professional activities that promote the strengthening of the individual student while supporting the college as a whole.

The Reading Department works together with the Humanities Division, the Fullerton College campus, the Reading adjunct faculty, and a diverse range of students to promote a program that supports student success.

The Reading Department supports the Humanities Division. The department works in coordination with the Humanities Division in: decision making involving budget needs, classroom materials and equipment needs, course scheduling, division committees, and department hiring needs.

The Reading Department has embedded itself in many facets of the Fullerton College campus with the sole purpose of having a direct impact on student success. The department is involved in curriculum development, campus governance, numerous campus programs, workshop presentations, and many campus committees.

The Reading Department supports our adjunct faculty through: Humanities Division training opportunities, department training opportunities, internship opportunities as well as supporting them on campus committees.

The Reading Department supports student success within and across the Fullerton College campus. The department has always been involved in student success, but has also been widely involved in student success initiatives since the 2005 inception of the California State initiatives. The department has successfully developed SLO's and SLO assessments and regularly meets to discuss student achievement.

### **College Goals:**

The Reading Department supports Fullerton College goals by promoting student success and reducing the achievement gap. The Program design addresses the needs of the underprepared student as well as transfer-level students. Students who successfully complete courses in the Reading Department are more

likely to be successful in their content area classes. In addition, they are more likely to continue in their goals of transfer.

The commitment of the Department to support the College mission, values, and goals is demonstrated by the faculty in their active involvement in several success and retention based programs: Transfer Achievement Program, TAP; Entering Scholars Program, ESP; Internship Program; Supplemental Instruction, SI, Program; Incite Program; One Book One College One City. In addition, the Department is piloting an accelerated class to promote success and retention of students.

The Reading department promotes student success. The Reading Department courses are embedded in a variety of basic skills student success programs. For example, the Reading Department is involved in TAP, Transfer Achievement Program; ESP, Entering Scholars Program; Internship Program; SI, Supplemental Instruction, Program; Incite Program, One Book One College One City, and Acceleration. The department believes that these programs have helped retention and success not only in our courses but in all courses across the campus.

Additionally, the Reading Department serves a small percentage of students on FC campus and with increased course offerings we can have a larger impact on the success of Fullerton College Students. The Reading Department has successfully helped students who receive certificates, numerous programs that they achieve an AA degree, and students who transfer to four-year colleges. The Reading Department believes that the involvement in special programs, increased adjunct training, and a focus on student success in basic skills course curriculum development has helped many students become successful learners.

## 2.0 Program Data & Trends Analysis

### 2.1 Key Performance Indicators (KPI)

*For each KPI listed below, analyze and report your findings and describe what they mean.*

*(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)*

KPI	Findings
Enrollment	The numbers of students enrolled in Reading courses has steadily increased over the last 5-years. Fall 2009—104%, Fall 2010—101%, Fall 2011—104%, and Fall 2012—105%, Fall 2013—96%. After Fall 2009, we cut courses in the department during the past 5 years. Enrollment declined from fall 2012-fall 2013, but success and retention rates increased during this time. In order to maintain student success and retention the standard classroom sizes must be maintained.
Total FTES	The total FTES for Reading: Fall 2009 at 212, Fall 2010 at 203, Fall 2011 at 184, Fall 2012 at 181, and Fall 2013 at 199. The FTES dropped after 2009 due to courses being cut. In 2013 there was an increase in FTES when we also began adding more sections.
Sections	The number of sections being offered in the Reading Department has grown out of the need to meet student demand for more basic skills courses: Fall 2009 at 56, Fall 2010 at 54, Fall 2011 at 47, Fall 2012 at 50, and Fall 2013 at 61.
FTEF	The Reading Department has had a steady growth of adjunct faculty over the last

	<p>five years as the numbers of course offerings has increased. Additionally, the number of full-time faculty has been increased by one additional member. The large increase in adjunct faculty shows that the department could support three new full-time positions with the current course offerings.</p> <p>Adjunct faculty: fall 2011--11 and 7 full-time faculty  Fall 2012--13 adjunct faculty and 7 full-time faculty  Fall 2013--15 adjunct faculty and 8 full-time faculty  Fall 2014--20 adjunct faculty and 8 full-time faculty</p>
Fill Rate	<p>The Reading courses fill each semester and have waiting lists in fall, spring, and summer. Fill rates: Fall 2009--104%, ,Fall 2010-- 101%, Fall 2011--104%, Fall 2012--105%, Fall 2013--96%. The fill rates declined from fall 2012-fall 2013, but success and retention rates increased during this time. In order to maintain student success and retention the standard classroom sizes must be maintained.</p>
WSCH/FTEF	<p>WSCH/FTEF was at its lowest at 441 in Fall 2009 and in Fall 2014 at 478. The trend over time exhibits that the number of contact hours of full-time faculty is increasing. Additionally, faculty are at the most contact hours in the summer ranging from 313 in 2009 up to 1,107 in summer of 2013. The most efficient years are the most recent years in program review.</p>
Retention	<p>It is clear that the involvement of the Reading Department in basic skills over recent years is increasing student retention. For example, in the past three years there is an upward trend demonstrating the effective outcome of the Reading Department involvement in basic skills programs: TAP, ESP, SI, InCite, Graduate Internship, and Acceleration. The Retention rates are as follows: Fall 2009--81%, Fall 2010--81%, Fall 2011--82%, Fall 2012--87%, and Fall 2013--85%. The slight drop in retention in fall of 2013 is a possible result of increasing the number of new adjunct faculty hired to meet the student demand of additional reading course offerings; however, the overall upward trend, demonstrates the positive impact of full-time faculty involvement in student programs. In order to continue to increase retention, the department needs to maintain class enrollment size, and fill rates.</p>
Success	<p>Student success is the focus of the Reading Department. Reading is a fundamental skill that is a necessary component of preparing students to be a successful student both here and once students transfer. In order to meet the demands of reading for college success, the reading department needs to increase course offerings including hybrid, accelerated, and Friday sections. In order to do this, the department needs to increase full-time faculty.</p> <p>It is clear that the basic skills work the department has been involved in over recent years is having an impact in student success. For example, in the past three years there is an upward trend demonstrating the effective outcome of the Reading Department involvement in basic skills programs: TAP, ESP, SI, InCite, Graduate Internship, and Acceleration. The success rates are: Fall 2009--66%, Fall 2010--70%, Fall 2011--71%, Fall 2012--75%, and Fall 2013--73%. The slight drop in success in Fall of 2013 is a possible result of increasing number of new adjunct faculty hired to meet the student demand of additional reading course offerings.</p>

## 2.2 Peer Institution Comparison

Complete the table below.

**TABLE A**

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

C  
C

	Fall 2011	Fall 2012	Fall 2012	Fall 2012	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2013	Fall 2013				
	Basic Skills	Basic Skills	Basic Skills	Transferable	Transferable	Basic Skills	Basic Skill	Transferable	Transferable	Basic Skills	Basic Skills	Transferable	Transferable	
	Enrollment	Retention R	Success Ra	Retention Ra	Success Rate	Retention R	Success R	Retention Ra	Success Ra	Retention Ra	Success Rate	Retention Ra	Success Rate	
<b>Fullerton Total</b>	320	83.75%	75.31%	77.70%	68.65%	89.44%	79.19%	83.51%	74.23%	86.13%	73.03%	82.84%	72.46%	
Delayed Interaction (Internet Based) Total				54.55%	40.91%			58.33%	45.83%			69.57%	60.87%	
Reading-152000				54.55%	40.91%			58.33%	45.83%			69.57%	60.87%	
Non Distance Education Methods Total	320	83.75%	75.31%	78.89%	70.07%	89.44%	79.19%	84.82%	75.70%	86.13%	73.03%	83.57%	73.10%	
Reading-152000	320	83.75%	75.31%	78.89%	70.07%	89.44%	79.19%	84.82%	75.70%	86.13%	73.03%	83.57%	73.10%	
<b>Long Beach Total</b>	987	86.42%	59.98%	91.11%	76.76%	87.93%	62.50%	84.91%	72.71%	90.23%	69.05%	89.07%	73.12%	
Non Distance Education Methods Total	987	86.42%	59.98%	91.11%	76.76%	87.93%	62.50%	84.91%	72.71%	90.23%	69.05%	89.07%	73.12%	
Reading-152000	987	86.42%	59.98%	91.11%	76.76%	87.93%	62.50%	84.91%	72.71%	90.23%	69.05%	89.07%	73.12%	
<b>Mt San Antonio Total</b>	297	87.54%	65.32%	90.20%	66.67%	89.94%	71.65%	91.58%	83.16%	90.10%	68.75%	87.50%	77.50%	
Non Distance Education Methods Total	297	87.54%	65.32%	90.20%	66.67%	89.94%	71.65%	91.58%	83.16%	90.10%	68.75%	87.50%	77.50%	
Reading-152000	297	87.54%	65.32%	90.20%	66.67%	89.94%	71.65%	91.58%	83.16%	90.10%	68.75%	87.50%	77.50%	
<b>Saddleback Total</b>	860	87.91%	69.42%	85.71%	69.50%	92.90%	70.95%	92.98%	76.14%	89.39%	72.07%	90.59%	74.51%	
Non Distance Education Methods Total	860	87.91%	69.42%	85.71%	69.50%	92.90%	70.95%	94.76%	78.63%	89.39%	72.07%	91.18%	76.96%	
Reading-152000	860	87.91%	69.42%	85.71%	69.50%	92.90%	70.95%	94.76%	78.63%	89.39%	72.07%	91.18%	76.96%	
<b>Santa Ana Total</b>	552	89.86%	67.93%	89.17%	64.17%	88.91%	67.80%	84.82%	53.40%	87.72%	63.60%	75.36%	49.76%	
Non Distance Education Methods Total	552	89.86%	67.93%	89.17%	64.17%	88.91%	67.80%	84.82%	53.40%	87.72%	63.60%	75.36%	49.76%	
Reading-152000	552	89.86%	67.93%	89.17%	64.17%	88.91%	67.80%	84.82%	53.40%	87.72%	63.60%	75.36%	49.76%	

A comparison between college Reading Departments of Long Beach, Mt. San Antonio, Saddleback, and Santa Ana suggest some similarities and some differences between programs.

Unlike Long Beach College, Mt. San Antonio College and Santa Ana College whose success rates dropped over the three year period, Fullerton College has continued to retain higher success rates in basic skills classes than all of our other comparison colleges during the three years. Since Fullerton College has maintained a higher success rate in basic skills courses than both Mt. San Antonio and Saddleback College which have classes which in most cases are smaller than Fullerton class sizes, the other factor driving our success rate is the unique integration of classroom instruction and lab instruction .

Along with our success, there have been some challenges. Fullerton College Reading Department’s retention and success rates in basic skills courses during a three year period fell slightly from Fall 2011- Fall 2013, but our online course retention and success rates grew steadily during this period. [TABLE A] For example, Fullerton College Reading [basic skills] retention rates in 2011 were 83.75% and 89.4% in 2012, and reading retention [transfer] were 54.55% in 2011 up to 58.33% in 2012, and up again to 69.57% in 2013. Success rates [basic skills] followed the same trend with 75.31% in 2011, and 79.19 in 2012 and then dropped to 73.03% in 2013, and transfer reading success rates were 40.91% in 2011 up to 45.83% in 2012, and up again to 60.87% in 2013. These fluctuating trends are due to several reasons. 1. Basic skills programs increased in the number of sections offered during this period. 2. Online course retention and success rates increased due to instructors taking more staff development opportunities in learning more about online course development. 3. This trend may suggest that students who take basic skills courses in Reading will perform better in transfer courses as they move through the course sequence.

Our comparison colleges, on the other hand do not have comparison online courses, but do show some comparison in basic skills courses. For example, Santa Ana followed the same trend in basic skills courses as

Fullerton while Long Beach retention rates increased 86.42% up to 90.23%, and success rates increased 59.98% up to 69.05%. Mount San Antonio shows increases in retention rates 87.54% up to 90.10% and success rates 65.32% up to 68.75%.

One possible factor in Fullerton College Reading Department basic skills slight drop in retention and success rates is that the department has grown in both course offerings and the number of new adjunct faculty teaching in our department.

Another reason for our success rates is the Reading Department is involved in many successful basic skills programs [campus professional development, and numerous campus committees, and division committees]. The department has sent a strong message to the FC campus community. The result of this message is the Reading Department’s steady and consistent increase in student demand of our courses. This has resulted in a 30% increase in course offerings over the past four years [TABLE C]. In order to meet that demand there has been a 42% increase in the number of adjunct faculty hired [TABLE B]. If the current trend continues, then adjunct faculty can expect to be increased by between two to five in the upcoming years. The Reading department believes that a strong base of full-time faculty and fewer and more consistent adjunct pool could possibly continue to increase student success and retention in reading courses during the next five years.

**TABLE B:**

<b>Year</b>	<b>Adjunct Faculty</b>	<b>Full-Time Faculty</b>
Fall 2011	11	7
Fall 2012	13	7
Fall 2013	15	8
Fall 2014	20	8

**TABLE C: Course Sections Offered by Year**

<b>Number of sections offered</b>	<b>F2011</b>	<b>F2012</b>	<b>F2013</b>	<b>F2014</b>
<b>READ 36</b>	6	6	6	9
<b>READ 56</b>	9	9	9	16
<b>READ 96</b>	11	12	15	18
<b>READ 142</b>	18	18	20	20

As stated above, another factor of our higher success rate compared to other institutions is the unique integration of classroom and lab instruction. This method of instruction with supplemental and guided, hands-on individual instruction is making students more successful [as indicated by the KPI scores of lower *fill rates* and lower *enrollments* in recent years] However, the fluctuating success rates within our own department also reflects that our adjunct faculty need to be better equipped to teach in this unique program which presents greater demands on them to learn both the curriculum and lab programs. The department recognizes the need for adjunct training and began regular adjunct training in the Fall of 2013. In addition, full-time faculty are assigned as mentors for the adjunct faculty. The high number of adjunct faculty requires all full-time faculty to be mentoring two or three adjuncts. Not only does the increased demand for reading courses create a greater reliance on adjunct faculty to teach, it also creates a greater demand on full-time faculty to train and to mentor adjunct faculty. Hiring additional full-time faculty, would alleviate, to some

degree, the dependence on adjunct and allow for more mentors. This would give full-time faculty more time to devote to working with the adjunct faculty and assist us in raising our success rates.

### 2.3 Achievement Gap

*Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)*

Group	% Retention	% Success
<b>Males</b>	Fa2010—78%Fa2011—77% Fa2012—85%Fa2013—82%	Fa2010—65%Fa2011—66% Fa2012—69%Fa2013—66%
<b>Females</b>	Fa2010—84%Fa2011—88% Fa2012—89%Fa2013—88%	Fa2010—74%Fa2011—77% Fa2012—81%Fa2013—79%
<b>Asian-American</b>	Fa2010—86%Fa2011—87% Fa2012—90%Fa2013—85%	Fa2010—76%Fa2011—81% Fa2012—81%Fa2013—77%
<b>African-American</b>	Fa2010—76%Fa2011—66% Fa2012—81%Fa2013—78%	Fa2010—49%Fa2011—45% Fa2012—66%Fa2013—55%
<b>Filipino</b>	Fa2010—88%Fa2011—86% Fa2012—91%Fa2013—89%	Fa2010—74%Fa2011—80% Fa2012—83%Fa2013—86%
<b>Hispanic</b>	Fa2010—81%Fa2011—82% Fa2012—86%Fa2013—86%	Fa2010—69%Fa2011—70% Fa2012—74%Fa2013—73%
<b>Native American</b>	Fa2010—88%Fa2011—70% Fa2012—89%Fa2013—78%	Fa2010—75%Fa2011—60% Fa2012—78%Fa2013—78%
<b>Other Non-White</b>	Fa2010—83%Fa2011—100% Fa2012—Fa2013—	Fa2010—50%Fa2011—50% Fa2012—Fa2013—
<b>Pacific Islander</b>	Fa2010—100%Fa2011—100% Fa2012—100%Fa2013—90%	Fa2010—80%Fa2011—100% Fa2012—100%Fa2013—80%
<b>White</b>	Fa2010—80%Fa2011—84% Fa2012—89%Fa2013—84%	Fa2010—71%Fa2011—74% Fa2012—79%Fa2013—73%
<b>Unknown</b>	Fa2010—82%Fa2011—79% Fa2012—72%Fa2013—89%	Fa2010—74%Fa2011—71% Fa2012—67%Fa2013—78%
<b>Range (Max-Min)</b>	100%-76%	100%-45%

Students who take reading courses have an 83-85% retention rate and 71-73% success rate. Specifically, the Reading Department has increased success and retention rates of African-American and Hispanic students. African American students have increased retention rates from 71 to 84%, and increased success rates of 54 to 65% since 2009. Similarly, Hispanic students have increased retention rates from 78 to 83% and success rates from 62 to 70% since 2009. Although there is a positive impact of success and retention, the department is only capable of serving a relatively small number of students who actually place into reading courses. Therefore, this underprepared group of students can benefit from increased access to additional sections of Reading courses being offered.

### 2.4 Program Effectiveness

*Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?*

Since the 2009 program review, the following significant changes have occurred:

1. Increase in course sections by 20%
2. Increase in instructional and leadership involvement in student-success programs (TAP-Transfer Achievement Program, ESP-Entering Scholars Program, Incite, Graduate Internship Program, Fullerton College Supplemental Instruction Program, and reading acceleration course development). The Reading Department is deeply committed to the student success, basic skills and equity action initiatives at Fullerton College.

3. Increase in emphasis on improving the instructional effectiveness of the weekly arranged lab hour for the department's transfer course. This includes developing enhanced guidance for adjunct faculty teaching the transfer course and student workshops targeting student learning outcomes for the course.
4. Increase in number of adjunct faculty
5. Increase in need for course reading laboratory class space

**2.5** Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

During the past five years, the Reading Department has become more visible on campus.

The Basic Skills Initiative brought about an awareness of the effectiveness of a multi-faceted approach to increasing student success and retention among basic skills students (the majority of students we serve in our department). This awareness brought with it increased emphasis on basic skills programs and therefore increased the instructional and leadership responsibilities for our department members in basic skills programs. This professional *trend and policy* change is helpful and needed, but it also requires that each full-time faculty be involved in multiple ways. [Table D] illustrates the professional endeavors of full-time reading department members and illustrates the multiple commitments of full-time faculty.

**TABLE D: Full-Time Faculty Professional Obligations**

<i>Professional Obligations</i>	<i>Reading Department Faculty Involvement</i>
<b>Campus</b>	
Basic Skills	DK
Faculty Senate	AH
ESP- Entering Scholars Program	AG, AH, DH, DK, JR, SP
Graduate Internship	JR, SP
Habits of Mind Campus	AG, DH
KinderCaminata	AG, AH, CS, DK, JR, MB, SP
Men and Women of Distinction	MB
One Book One College One City	AG, AH, DK, MB
Program Review	AG, AH, CS, DK, DH, JR, MB, SP
SI- Supplemental Instruction Coordinator	AH
Student Success Committee	AG
Teaching and Learning Certificate	DK, MB
TAP- Transfer Achievement Program	CS, DK, DH, JR,
TAP Coordinator	CS
World Fest	AG, AH, CS, DK, DH, JR, MB, SP
TAP Planning Group	CS, DH
Transfer Advisory Committee	CS
<b>Division</b>	
Adjunct Evaluation	AG
Adjunct Hiring	AG

Basic Skills Committee	DK
Buena Park High School ERWC Outreach Committee	MB
Humanities 101 Committee	CS, MB
Humanities Budget Committee	SP
Humanities Department Coordinator Meeting	AG
Humanities Monthly Meeting	AG, AH, CS, DK, DH, JR, MB, SP
Humanities Outreach Committee	MB
Humanities Tea Committee	AH
Humanities Division Tenure Review Committee	SP
<b>Department</b>	
Acceleration Committee	DH, JR, SP
Basic Skills	DK
Hiring Committee	AG, JR, SP
Mentoring two or more adjunct faculty	AG, AH, CS, DK, DH, JR, MB, SP
READ 27 Committee	AH, DK
READ 127 Committee	AH, DK
Reading Department Adjunct Training	AG, AH, CS, DK, DH, JR, MB, SP
READ 36 SLO Committee	DK, JR
READ 56 SLO Committee	AG, CS, SP
READ 96 SLO Committee	AH, DH, JR
READ 142 SLO Committee	AH, MB
Reading Department Coordinator	AG
Tenure Review Committee	JR [2], SP[2]
WALH Weekly Arranged Lab Hour	AG, AH, CS, DK, DH, JR, MB, SP
READ 142 Workshops	AG, AH, CS, DK, DH, JR, MB, SP

**2.6** Provide any other data that is relevant to your self-study.

The Reading Department would like to continue to increase the number of course offerings , and one obstacle is the needed lab space for scheduling our basic skills labs. Please see the attached documents illustrating the increased demand for lab space over the past four years, 2011-2014. The department currently utilizes room 1410, 801C as much as we can, but are in need of more lab space to continue to meet the course demand. [See attached lab documents for 2011-2014 fall semesters]

---

**3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)**

Based on your analysis in 2.1 through 2.6, answer the following questions:

**3.1** What are the strengths of your program?

1. The Basic Skills Initiative has provided the Reading Department the opportunity to take a leadership role on Fullerton College campus.
  - 1.1. Participation in the Basic Skills Graduate Student Internship Program
  - 1.2. Participation in ESP [Entering Scholars Program] in READ 36, READ 56, READ 96, and expanding to READ 142, and offering students direct counseling participation, and course tutoring.

- 1.3. Piloting READ 99 Acceleration course which provides a student with the opportunity to skip subsequent basic skills course(s) and move directly into a college transfer level critical reading and thinking course, READ 142.
  - 1.4. Direct outreach to campus resources: Health Center, DSS, Counseling, Transfer Center, and more
  - 1.5. Participation in TAP is growing with more sections being offered in READ 56, READ 96, and READ 142
  - 1.6. Participation in SI coordination and training
2. Faculty conduct READ 142 Weekly Arranged Lab Hour (WALH) workshops.
- 2.1. Active Reading
  - 2.2. Computer use in Inspiration as a tool to guide critical thinking
  - 2.3. Fallacies in reasoning
  - 2.4. Vocabulary development and acquisition strategies
3. Faculty work directly with transfer students in a Weekly Arranged Lab Hour for READ 142. Faculty assist students who need help with difficult course concepts.
  4. Faculty work with basic skills students in both the classroom and an individualized lab setting.
  5. Faculty conduct campus basic skills workshops for reading strategy development.
  6. Faculty work together to update SLO assessment.
  7. Faculty offer training opportunities for adjunct faculty: Lab assignments, course project development, SLO assessment, course assignments, computer programs and other technologies used in courses and labs, etc.
  8. Faculty are involved in determining budgeting needs within the department and division and are involved in the decision making on how funds are spent.
  9. The Reading Department is involved in redesigning course curriculum for both active and inactive courses.
  10. Faculty participate in as well as provide professional growth opportunities on campus.

**3.2. *What are the weaknesses of your program?***

1. Reading Department faculty are spread too thin.
  - 1.1. Serve on numerous campus committees, division committees, department committees, and participation in campus governance, and numerous other responsibilities
  - 1.2. The Reading Department needs to hire additional full-time faculty to help throughout the department, division, and campus
  - 1.3. The Reading Department is working beyond the traditional 40 hour work week to meet campus/program, division, and department needs
2. The Reading Department would like more research to be conducted on student success.
3. The Reading Department does not have adequate access to the computer Reading lab space for basic skills courses.
4. The Reading Department struggles to find qualified adjunct instructors.
5. The Reading Department struggles to train adjunct instructors in the unique combination of classroom instruction integrated with a lab component.

### 3.3 What opportunities exist for your program?

There are many opportunities that exist within the college:

1. The Reading Department would like to continue our commitment to being a dynamic resource for Fullerton College.
  - 1.1. Offer more Reading adjunct faculty workshops
  - 1.2. Offer a greater variety of READ 142 WALH workshops
  - 1.3. Offer a variety of student workshops for Incite and SDSI students
  - 1.4. Provide reading support for content area instructors across campus
  - 1.5. Continue our commitment to working with basic skills students
  - 1.6. Continue to increase our participation in special programs i.e. TAP, ESP, Basic Skills Graduate Student Internship program, etc.
  - 1.7. Continue our commitment to the Habits of Mind initiative
  - 1.8. Continue our commitment to pilot and eventually offer an accelerated reading course
  - 1.9. Continue to develop and revise courses to meet the ever-changing demands of reading students
2. The Reading Department would like to expand our course offerings to include content area reading support for other departments on campus.
  - 2.1. The Reading Department is currently developing a study skills course to be paired with specific content area courses
  - 2.2. The Reading Department would like to work with other content area faculty to create learning communities for reading support
  - 2.3. The Reading Department would like to continue to have our reading courses added to other content area courses as recommended classes
  - 2.4. Reading faculty who participate in TAP/ESP would like to maintain continuity with other TAP/ESP instructors outside the reading department
3. The Reading Department would like to increase availability to our courses.
  - 3.1. The Reading Department would like to offer more sections to include students who are unable to register for reading courses. For example, in the fall 2014, 270 students who attempted to register for READ 96 and 75 students who attempted to register for READ 56 were unable to. The Reading Department would like to increase the number of course offerings in READ 96 and READ 56 to help meet the high demand for these courses.
  - 3.2. The Reading Department would like to increase all our course offerings
  - 3.3. The Reading Department would like to investigate the possibility of offering late start classes in order to pilot them in the near future.

### 3.4 *What challenges exist for your program?*

1. Even though reading department course offerings have increased, the reading department continues to fall short of meeting student demand for more reading courses.
2. Increased reading department course offerings have led to increased need for access to reading labs, which are integral to the department's course offerings. Access to labs continues to be a challenge for our department.
3. Due to increased reading course offerings, it has been a challenge to find qualified adjunct instructors.
4. Due to increased reading course offerings, the number of adjunct reading instructors has increased, and many newly hired adjunct faculty are also new to community college teaching. Many of these instructors require intensive training in reading pedagogy. To meet this challenge, full-time faculty are mentoring two or three faculty each semester. Though helpful, this strategy is not fully effective to meet the extensive needs of newly hired adjunct faculty, while simultaneously requiring full-time faculty to devote much time and effort toward assisting these faculty, oftentimes, one-to-one. This situation is challenging due to the increased obligation for full-time faculty and the ineffectiveness in meeting the needs of adjunct faculty, and thereby our students.
5. Due to increased course offerings, the number of adjunct reading instructors has increased, and those newly hired adjunct faculty are often unfamiliar with the unique combination of class instruction combined with a lab component. Although the department has greatly increased the lab trainings, the department still struggles to quickly get instructors prepared for the lab component of the basic skills classes.
6. Due to the difficulty with scheduling reading courses with limited lab availability, many adjunct reading faculty have their course preparation change from semester to semester. As a result, adjunct faculty rarely have the opportunity to improve their course curriculum before being switched to another course offering. This challenge nets inferior classroom instruction and high adjunct turnover.
7. Due to the limited number of full-time reading faculty, full-time instructors find it challenging to meet the demands of committee, department, division, campus and district obligations and commitments. Full-time faculty are overcommitted and find themselves spread thin, attempting to meet many responsibilities but doing few as well as they would like.
8. Increasing campus/program needs, such as FC Program Review, require faculty to work beyond the scope of the traditional 40-hour work week in order to meet the professional demands of completing such tasks. Under such circumstances, maintaining a positive morale within the department is a challenge. Please refer to **TABLE D** above.
9. Increased reading department course offerings and faculty leadership in special programs have created a challenge within the department. Though the reading department is highly invested in and committed to the student success philosophy of these programs, many full-time faculty are involved in both teaching and leadership within more than one program, and sometimes up to three programs. These programs require a comprehensive approach, including elements of tutoring and/or supplementary instruction, faculty meetings, counseling, curriculum development, special interventions, and/or program celebrations. Due to the comprehensive nature of these basic skills programs, full-time faculty are challenged to meet the programmatic demands, especially when involved in several programs. Simple challenges exist, such as

overlapping meetings, and more complex challenges exist, such as faculty stress (compassion fatigue/burnout, etc.) due to the high intensity required in programs of this nature.

#### 4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	<i>Program Student Learning Outcomes (PSLOs)</i>	<i>Date Assessment Completed</i>	<i>Date(s) Data Analyzed</i>	<i>Date(s) Data Used For Improvement</i>	<i>Number of Cycles Completed</i>
1.	Communication: Students will be able to apply the principles of language and rational thought to communicate effectively.	12/30/2012 5/16/2014	December 2012 August 2014	Fall, 2012 Spring, 2014	1
2.	Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.	12/30/2012 5/16/2014	December 2012 August 2014	Fall, 2012 Spring, 2014	1
3.	Global Awareness: Students will be able to demonstrate an understanding of the world.	12/30/2012 5/16/2014	December 2012 August 2014	Fall, 2012 Spring, 2014	1

**4.2 Assessment: Complete the expandable table below.**

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. Communication: Students will be able to apply the principles of language and rational thought to communicate effectively.	Vocabulary Assessment Essay Annotation Comprehension Questions Project Completion/ Presentation	The Reading Department analyzed and averaged the results of the SLOs as follows: READ 36: 73% READ 56: 92% READ 96: 92% READ 142: 90%	2012 results for READ 36 ranged from 63-83% success. Fall 2014 results will be collected and analyzed for student success. 2014 results for READ 56: 92% avg. students met the SLO outcome. There was a range of -1%- +4% increase in student success Fall 2012 READ 96 assessments scores ranged from 88-96% success. New scores will be collected and analyzed spring 2015. Fall 2012 READ 142 assessment scores were 90% and new scores will be analyzed fall 2015.
2. Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.	Vocabulary Assessment Essay Annotation Comprehension Questions Project Completion/ Presentation	The Reading Department analyzed and averaged the results of the SLOs as follows: READ 36: 73% READ 56: 92% READ 96: 92% READ 142: 90%	2012 results for READ 36 ranged from 63-83% success. Fall 2014 results will be collected and analyzed for student success. 2014 results for READ 56: 92% avg. students met the SLO outcome. There was a range of -1%- +4% increase in student success Fall 2012 READ 96

			assessments scores ranged from 88-96% success. New scores will be collected and analyzed spring 2015. Fall 2012 READ 142 assessment scores were 90% and new scores will be analyzed fall 2015.
3.Global Awareness: Students will be able to demonstrate an understanding of the world.	Vocabulary Assessment Essay Annotation Comprehension Questions Project Completion/ Presentation	The Reading Department analyzed and averaged the results of the SLOs as follows: READ 36: 73% READ 56: 92% READ 96: 92% READ 142: 90%	2012 results for READ 36 ranged from 63-83% success. Fall 2014 results will be collected and analyzed for student success. 2014 results for READ 56: 92% avg. students met the SLO outcome. There was a range of -1%- +4% increase in student success Fall 2012 READ 96 assessments scores ranged from 88-96% success. New scores will be collected and analyzed spring 2015. Fall 2012 READ 142 assessment scores were 90% and new scores will be analyzed Fall 2015.

**4.3** *What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.*

The Reading Department has a calendar of dates in which the completed cycle of assessments is known by the entire faculty.

The department has completed one loop of assessments and is currently 25% through a second assessment loop. A completed second assessment cycle will loop at the end of 2015. The assessment documents, essays, exams, vocabulary strategy exams, annotations, projects, and grading rubrics are collected, scored, disaggregated, discussed within the department, and reported to the division SLO coordinator and Dean. At each assessment collection, the department discusses the results and revises assessment procedures as needed.

#### **4.4** *How has assessment of program level SLOs led to improvements in student learning and achievement?*

SLO development has led the department to redesign the exit exam process and to eliminate out-dated assessments and introduce new assessments that are authentic to the reading process.

#### **4.5** *How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?*

The Reading Department, for accreditation purposes, is not a campus program. The Reading Department, however, does contribute to students' graduation and degree achievement in all campus programs students are enrolled in. Students work to complete the reading requirement of Fullerton College. The students who complete the reading sequence meet the graduation requirement for Reading and/or the transfer critical thinking requirement. SLO's have allowed the Reading Department to update assessments, communicate results, and make necessary adjustments to the courses at each cycle.

#### **4.6** *What challenges remain to make your program level SLOAs more effective?*

1. Finding the time and creating opportunities for the Reading Department full-time faculty to communicate with adjunct faculty on a regular basis about the changing demands of the department.
2. Increasing lab accessibility is necessary for a growing department to schedule student lab access.
3. Increasing/developing additional hybrid sections of courses to meet student demand of course access for students
4. Full-time Instructional assistants working in 801C and 1410 labs are vital to continued support of department goals.
5. Hiring full-time faculty to meet the growth demands within the department.

### **5.0 Evaluation of Progress Toward Previous Goals/SAP's** *(Future program review templates for this section will identify "previous goals" as "previous strategic action plans"-- SAP's.)*

#### **5.1** *List the goals from your last self-study/program review.*

##### A. Immediate Short-Term Plans (1-2 years)

1. Drawing from analysis identify activities the program needs to engage in to modify the program in the short term
  - Hire full-time faculty (to replace retirees).
  - Continue to assess department goals and SLOs.
  - Introducing more project-based curriculum.
  - Maintain our liaison with the basic skills group and implementing plans to meet the needs of our students (success, retention, etc.).
  - Continue to provide professional development opportunities for adjunct faculty.
  - Continue to participate in the Graduate Student Intern Program.
  - Continue to improve the relevancy and currency of lab materials.
  - Research what other local community college reading labs are doing.
  - Offer Read 96 as a hybrid course and a completely online course
  - Offer more sections of reading courses to meet student demand.

2. Identify any needed resources
  - Full-time faculty
  - Full-time lab staff in 1410 reading lab
  - Increased access to a second reading lab to accommodate student demand for courses.
  - Staff development days to connect and dialog with other community college reading programs in the area.
  - Reading Department retreat.
  - Software – research/find/support classroom and lab instruction.
  - Greater access to individual student computer stations.
  - Continued support for once per semester planning meetings.

B. Long-Term Goals (3-5 years)

1. Drawing from analysis of program, identify program needs.
  - Finish SLO assessments in 5 years.
  - Investigate ways to make study skills courses more successful.
  - Continue to provide professional development opportunities for adjunct faculty.
  - Continue to participate in the Graduate Student Intern Program.
  - Continue to participate in the Transfer Achievement Program.
  - Reinstate sections of Read 142 online.
  - Revamp 127 course.
  - Increase our outreach and marketing.
  - Develop curriculum in order to offer Read 96 online.

**5.2 Describe the level of success and/or progress achieved in the goals listed above.**

1. Department hired one full-time faculty member in 2013. The department is currently implementing a hiring committee for an additional full-time hire.
2. The department completed one full loop of SLO assessments, revised reporting forms, and revised assessments.
3. All full-time instructors use project-based curriculum in at least one course.
4. The department has increased its level of participation in all basic skills programs, and based on our current KPI scores can attribute success and retention rates to several factors: 1. The unique integration of classroom and lab instruction. This method of instruction with supplemental and guided, hands-on individual instruction is making students more successful [as indicated by the KPI scores of lower *fill rates* and lower *enrollments* in recent years] 2. However, the fluctuating success rates within our own department also reflects that our adjunct faculty need to be better equipped to teach in this unique program which presents greater demands on them to learn both the curriculum and lab programs. The department recognizes the need for adjunct training and began regular adjunct training in the Fall of 2013.
5. The department has developed professional development for adjunct faculty.
6. The department continues to participate in the Graduate Internship Program every semester that Reading graduate students are available to participate.

7. The department has increased efforts to update lab software for our students. Both the Humanities Budget Committee, and The Academic Skills Center have provided funds to purchase software, but more materials are needed to update hard copy materials as well.
8. Reading faculty visited neighboring college reading labs at Chaffee College and Saddleback College.
9. The dept. increased offerings of READ 142, and is developing READ 96 hybrid course.
10. The dept. has increased the number of course offerings.
11. The dept. is currently piloting an accelerated reading curriculum in four sections of Read 56.
12. The dept. is piloting a Read 99 course for curriculum committee approval.
13. The dept. is revamping READ 27 and READ 127.

**5.3** *How did you measure the level of success and/or progress achieved in the goals listed above?*

1. Action Plans and Goals were reviewed within the department, updating our progress and guiding our needs.
2. The department has added more sections of courses allowing students more access.
3. Basic Skills research data has been used to address course and program needs.
4. New and continuing adjunct instructors have had numerous opportunities for professional development -- adjunct feedback is used to adjust trainings and address concerns.
5. All adjunct instructors have full-time faculty mentors.
6. Increased involvement by reading faculty in the campus basic skills agenda.
7. All full-time faculty are involved with one or more basic skills program offerings.
8. Increased offerings of READ 142 as a hybrid course has improved student access, and the dept. has seen increased retention and success rates for these courses.
9. READ 27 and READ 127 are currently being revised in curricunet.
10. Faculty have participated in staff development opportunities in online teaching. Success and retention rates are improving since staff development improvements in online teaching have been implemented.
11. New pedagogical approaches were utilized in READ 142 hybrid courses and will subsequently be administered in the development of new hybrid reading courses.

**5.4** *Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.*

The quality of our program was improved by the extensive professional development adjunct reading faculty received. Additionally, increasing full-time faculty in the department greatly assisted student access and increased Weekly Student Content Hours with full-time faculty. SLO-Assessments have helped guide reading instruction. Reading faculty have used the data from these assessments to improve classroom instruction, lab activities, and critical thinking projects. According to the department KPI data, student retention and success rates are increasing. The retention rates were: Fall 2009--81%, Fall 2010 --81%, Fall 2011--82%, Fall 2012--87%, and Fall 2013--85%. The success rates were: Fall 2009--66%, Fall 2010--70%, Fall 2011--71%, Fall 2012--75%, and Fall 2013--73%.

**5.5** *In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?*

Hiring new full-time faculty has helped contribute to the quality of our program. Full-time faculty are dedicated to the consistent and ever changing needs of the department and its student demographics. The department is growing toward acceptable full-time faculty to weekly student contact ratios. Additionally, basic skills funding and Fullerton College staff development have offered numerous opportunities for full-time and adjunct Reading faculty. Reading Department faculty have attended conferences and brought back information that was shared with the Humanities Division and Reading Department, and developed into lesson plans to enhance the curriculum and motivate students.

**5.6** *If funds were not allocated in the last review cycle, how did it impact your program?* NA

**6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]**

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP. SAPs for this three-year cycle:

<b>STRATEGIC ACTION PLAN # 1</b>		
Describe Strategic Action Plan: (formerly called short-term goal)	Hire full-time faculty	
List College goal/objective the plan meets:	College Goal #:1 Objective #:1,2,3,4,5  College Goal #:2 Objective #:2,3,4	
Describe the SAP: (Include persons responsible and timeframe.)	The numerous reasons outlined in this PR explain the necessity of hiring more full-time faculty for the Reading Department. The added faculty will support campus student success goals, division goals, and department goals. Responsible persons: 1) The Reading Department; 2) Humanities Division; 3) Fullerton College	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased success and retention rates, increase course offerings	
What specific aspects of this SAP can be accomplished without additional financial resources?	None	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$63,000	Fullerton College
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		

Training		
Other		
<b>Total Requested Amount</b>		63,000

<b>STRATEGIC ACTION PLAN # 2</b>		
Describe Strategic Action Plan: (formerly called short-term goal)	Continue to develop reading department adjunct and full-time training to address achievement gap	
List College goal/objective the plan meets:	College Goal #:1 Objective #:1,2,3,4,5  College Goal #:2 Objective #:2,3,4	
Describe the SAP: (Include persons responsible and timeframe.)	<p>Faculty training will be developed that focuses on pedagogies shown to reduce the achievement gap.</p> <p>The faculty training will consist of modules in areas, such as the following:</p> <ul style="list-style-type: none"> <li>● Instructional strategies shown to reduce achievement gaps (active and collaborative learning)</li> <li>● Just-in-time remediation techniques</li> <li>● Digital literacy pedagogies</li> <li>● Educational technologies</li> <li>● Reading laboratory pedagogy</li> <li>● Student-learning outcome-based instruction and assessment</li> <li>● Social-emotional learning, including Habits of Mind and growth mindset pedagogies</li> <li>● Project-based learning methodologies</li> <li>● Vocabulary instruction</li> </ul> <p>The summer training would result in a cadre of instructors who are prepared to use instructional methods shown to increase student success and</p>	

	<p>retention while reducing the achievement gap. Also, the training will instill a commitment to the value of ongoing professional learning to enable the faculty to meet the needs of basic skills students while reducing and/or eliminating the achievement gap.</p> <p>The department will develop the modules over a 3-year time period, rolling out new modules each semester/year.</p> <p>The reading department will be responsible for this SAP.</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased success and retention rates; decrease/elimination of the achievement gap; increase in fill rates; increased course offerings; reduced adjunct turnover	
What specific aspects of this SAP can be accomplished without additional financial resources?	None	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
<b>Type of Resource</b>	<b>Requested Dollar Amount</b>	<b>Potential Funding Source</b>
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training	\$11,850 X3 years funding	Student Equity Fullerton College Staff Development See attachment for detailed breakdown per

		year
Other		
<b>Total Requested Amount</b>		\$35,550

STRATEGIC ACTION PLAN # 3		
Describe Strategic Action Plan: (formerly called short-term goal)	Continue to increase the department association with basic skills and transfer course program offerings: TAP, ESP, Graduate Internship, SI, SDSI, and INCITE	
List College goal/objective the plan meets:	College Goal #:1 Objective #:1,2,3,4,5  College Goal #:2 Objective #:1,2,3,4  College Goal #:3 Objective #:1,2	
Describe the SAP: (Include persons responsible and timeframe.)	Increased involvement will require more section offerings of Reading courses to be designated TAP, ESP, and Basic Skills. Lab space will be a priority in opening classroom space. A required element to this SAP is acquiring class sets of laptops to be used in the classroom eliminating the need for lab space.  The Reading Department is responsible for this SAP	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase in student success and retention. Increase in accessibility. A decrease in the achievement gap.	
What specific aspects of this SAP can be accomplished without additional financial resources?	The costs will depend largely on the campus continued participation in the Basic Skills Initiative	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	Class-sets of laptop computers with all logistical support, including mobile, secured, charging, storage carts, and service support will be purchased.	
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		

Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	Continued funding through the Basic Skills Office And the Basic Skills Initiative	

## 7.0 Long Term Plans

*Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)*

1. Develop a comprehensive professional development program for adjunct faculty to bring them in line with the philosophical foundations and pedagogical practices of the Reading Department. This training will include the acceleration, digital literacy and intertextuality pedagogies, just-in-time remediation strategies, habits of mind, project-based learning methodologies, reading lab pedagogy and Student Learning Outcome based assessment and learning.
2. Our department has a mentoring system in place that all full-time faculty mentor two to three adjunct faculty year round. We plan to strengthen the design of this mentoring program over the next 2 years.
3. Offer READ 96 as a hybrid course to increase student access to the course and to increase utilization of classroom space.
4. Increase the number of course offerings within the department including hybrid courses. As the program expands its course offerings, the need for additional lab space will increase.
5. Purchase class-sets of laptop computers with all ancillary support to use in the classrooms freeing up lab space to expand the Reading program.
6. Update and revamp the curriculum for READ 127 to focus on digital literacy.
7. Develop the Read 27 course to be a study skills supplemental course for other content areas. This will require working collaboratively with various departments across campus. Preliminary plans have been made to work with the math and printing departments.
8. Expand our course offerings of accelerated reading. Currently, we are piloting an accelerated course at the Read 56 level. The Acceleration Committee within the department are developing the curriculum and members of the committee are in the first semester of piloting four (4) sections of the accelerated course. Over the next two to four years, we will expand the number of sections that are accelerated, and train faculty members in accelerated pedagogy. The dept. will work collaboratively with the English and ESL Depts. to share ideas about acceleration within our division. The dept. will hold bi-annual meetings with participating departments.
9. Evaluate course SLOs and respond to assessment data on a yearly basis.
10. Hire additional full- time faculty to meet the growing demands of the department.
11. Expand our participation and leadership in campus-wide student success initiatives/programs such as: the Graduate Internship Program, TAP, SI, ESP, INCITE, Student Success, Student Equity, and Acceleration. The full-time faculty in the Reading Department are taking on active leadership roles within these campus-wide programs. The department will be positioned to add its voice to the

problems facing this campus and take a dynamic role in the implementation of potential solutions. The department's involvement will continue in this capacity in the foreseeable future. Faculty have offered reading workshops in the INCIte and SDSI Programs. We would like to explore the option of partnering more with the Academic Skills Center and offering additional workshops over the next three years.

12. Expand READ 142 hybrid offerings. We currently offer two sections of hybrid Read 142 each semester, and will expand these offerings over the next two years. Department full-time faculty have been involved in continuous staff development opportunities in order to develop a more effective online teaching approaches. The department would like to increase offerings of hybrid courses in READ 96 and READ 142. The faculty members who have completed the UCI Online Teaching Certificate will provide mentoring to other faculty within the department who express interest in teaching online. Their expertise may be utilized campus wide in offering some staff development workshops over the next few years.
13. Continue to participate and to integrate Habits of Mind into our courses. Many faculty within the department have participated in campus Habits of Mind workshops and staff development opportunities. In the next year, faculty plan to attend conferences and additional training in Habits of Mind.
14. Continue participation in national organizations that promote reading instruction at the community college level. Full-time faculty have served as the President and Past President of California Chapter of College Reading and Learning Association. Full-time faculty will continue in this leadership role in the organization over the next year. The entire department hosted a South Orange County meeting of reading faculty to promote awareness of issues related to the future of reading programs in the state. Over the next four years, the department will continue to be involved with CRLA. They will be involved with feedback on faculty input groups for the California Assessment Initiative for the statewide assessment instrument. Full-time reading faculty have attended the NADE conferences over the past few years, and many faculty have expressed interest in attending this conference in the future.
15. Offer Humanities 101 courses in the next year. Full-time faculty have written the curriculum for a Humanities 101 course that introduces new students to the demands and rigor of the humanities curriculum. The course should prepare students to be successful in the courses offered within our division. We will take a leadership role in teaching these courses beginning summer of 2015.

## **8.0 Self-Study Summary**

*This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.*

The Reading Department currently offers four courses: READ 36-Basic Reading, READ 56-Developmental Reading, READ 96-Preparation for College Reading, and READ 142- College Reading: Logical Analysis and Evaluation. Over the past three years the department demand for more sections has increased at all levels. Additionally, the department's increased participation in student success programs has added to this demand for Reading basic skills sections. The Reading Department plans to increase the number of sections offered and renovate the study skills infused Read 27 and Read 127. As the department expands its course offerings, its need for lab space will expand also [see appendix]. Currently, the reading department utilizes the 1410 lab and 801C from 7:00am to 9:00pm Monday through Friday, and the Reading Department has limited access to 801C. Each semester it is a scheduling issue for the department coordinator to undertake. Having a class-set

of laptop computers within the classroom is one way to alleviate the need for additional lab space. Providing more lab access would be another way to increase lab space access for courses.

Our full-time faculty are stretched to their limits with the participation in multiple programs, mentoring several faculty and teaching many courses. Our prominence on campus and in leadership programs is at our core values; therefore, we hope to: offer more sections, and hire more full-time faculty in order to maintain this level of commitment. We will hire a full-time faculty member in 2015, but hope to hire additional faculty in the years to come.

The Reading Department has moved from 11 to 20 adjunct faculty teaching within our department over the past 4 years [see appendix]. The need for department-level adjunct training, and maintaining current class size, is necessary for increasing quality instruction, course success, and course retention. Since all of our full-time faculty teach in TAP or ESP which are basic skills courses, there are more transfer-level courses (Read 142) taught by adjunct faculty. There is a disproportionate amount of Read 142 sections taught by adjunct. The remedy for this is to hire additional full-time faculty.

## Appendix

- A. Data Sheets
  - 1. KPI Report
  - 2. Reading Lab Daily Room and Course assignments for 2011-2014
  - 3. Student Equity Action Plan: Reading Faculty Training to Address Achievement Gap
- B. Courses Offered in Program [College Catalogue]
- C. Reading Department Faculty

KEY PERFORMANCE INDICATOR REPORT 2013 - 2014  
Reading



Key Performance Indicator	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
	Su	Fa	An	Su	Fa	An	Su	Fa	An	Su	Fa	An	Su	Fa	An
Course Information															
Courses Offered	2	3	4	5	2	5	4	5	2	4	4	4	2	4	4
Sections Offered	3	56	44	103	2	54	42	98	2	47	45	94	2	50	53
Student Information															
Major															
New Majors															
Enrollments	61	1,410	1,113	2,584	57	1,308	1,028	2,391	48	1,174	1,068	2,290	54	1,210	1,138
FTEs	8	212	170	389	8	203	158	369	7	184	164	354	8	181	168
WSCH	235	6,351	5,093	11,679	238	6,083	4,735	11,056	513	5,465	4,859	10,837	565	5,982	5,559
Program Resources															
FTE Faculty	0.8	14.4	11.6	26.7	0.5	13.0	10.1	23.6	0.5	12.8	12.1	25.4	0.5	13.5	14.3
Program Efficiency															
Ave Section Size	20.3	25.2	25.3	25.1	28.5	24.2	24.5	24.4	24.0	25.0	23.7	24.4	27.0	24.2	21.5
Fill Rate (Census)	81%	104%	104%	103%	114%	101%	103%	102%	96%	104%	99%	102%	108%	109%	93%
WSCH per FTEF	313	441	441	457	477	468	471	469	1,066	428	402	427	1,107	442	389
Program Outcomes															
Degrees Awarded															
Certificates Awarded															
Transfers															
Course Retention Rates															
Overall	95%	81%	75%	78%	84%	81%	79%	80%	83%	82%	79%	81%	93%	87%	83%
Females	94%	84%	83%	84%	88%	84%	82%	83%	90%	88%	82%	85%	90%	88%	88%
Males	96%	77%	66%	73%	79%	78%	77%	79%	78%	77%	76%	76%	90%	85%	82%
African American	100%	76%	70%	71%	50%	76%	61%	69%	100%	66%	72%	68%	100%	81%	83%
Asian American	100%	85%	82%	84%	100%	86%	82%	85%	80%	87%	87%	87%	100%	90%	88%
Filipino	89%	78%	78%	84%	50%	88%	87%	86%	79%	80%	80%	86%	100%	91%	87%
Hispanic/Latino	85%	80%	75%	78%	79%	81%	80%	80%	79%	82%	79%	80%	90%	86%	85%
Native American	85%	45%	45%	67%	100%	88%	67%	80%	70%	70%	63%	67%	89%	89%	88%
Other Non-White	50%	80%	63%	70%	100%	83%	88%	87%	100%	100%	100%	100%	100%	100%	100%
Pacific Islander	100%	80%	100%	88%	100%	100%	50%	71%	0%	100%	60%	70%	93%	85%	80%
White	96%	80%	73%	78%	88%	80%	79%	80%	100%	84%	78%	82%	100%	89%	88%
Unknown	100%	87%	77%	82%	100%	82%	72%	78%	75%	79%	80%	79%	100%	72%	80%
Course Success Rates															
Overall	85%	66%	62%	69%	84%	70%	67%	69%	77%	71%	67%	70%	91%	79%	73%
Females	89%	71%	70%	71%	88%	74%	71%	73%	81%	77%	73%	75%	92%	81%	79%
Males	80%	59%	54%	57%	79%	65%	61%	64%	74%	69%	62%	64%	90%	69%	61%
African American	100%	51%	53%	54%	50%	49%	43%	46%	100%	45%	61%	54%	100%	60%	65%
Asian American	100%	73%	74%	75%	100%	76%	72%	79%	60%	81%	81%	80%	100%	81%	69%
Filipino	78%	78%	78%	78%	50%	74%	73%	73%	50%	71%	76%	76%	100%	83%	80%
Hispanic/Latino	90%	63%	59%	62%	79%	69%	65%	67%	71%	70%	66%	68%	86%	74%	72%
Native American	69%	27%	27%	50%	100%	75%	67%	73%	60%	50%	56%	56%	60%	78%	78%
Other Non-White	0%	70%	50%	53%	100%	50%	88%	73%	0%	100%	100%	67%	100%	100%	100%
Pacific Islander	100%	66%	50%	63%	100%	80%	38%	57%	0%	100%	60%	70%	100%	80%	80%
White	80%	67%	64%	60%	88%	71%	71%	72%	100%	74%	68%	72%	93%	79%	74%
Unknown	100%	67%	67%	67%	100%	74%	68%	72%	75%	71%	70%	71%	100%	67%	74%

Prepared by the Office of Institutional Research and Planning

Updated August 22, 2014

Fall 2011

November 2, 2011

# MONDAY

1410 Reading Lab			
IA	Hrly	Hours	INSTR-CLASS-CRN
		7:00 AM	
		7:30 AM	
L I N D A		8:00 AM	SH 96 11147
		8:30 AM	
		9:00 AM	KE 36 11112
		9:30 AM	
C H U C K		10:00 AM	HE 96 11154
		10:30 AM	
		11:00 AM	SH 56 12919 TAP 11133
		11:30 AM	
		12:00 PM	PI 56 11135
		12:30 PM	
		1:00 PM	
J E F F		1:30 PM	GA 56 11142
		2:00 PM	
C H U C K		2:30 PM	Takimoto 36 11116
		3:00 PM	
		3:30 PM	PI 56 11864
		4:00 PM	
		4:30 PM	
		5:00 PM	
		5:30 PM	
V Y T R A M	D i e n C W S	6:00 PM	Botta 36 11120
		6:30 PM	
		7:00 PM	Hoover 56 11145
		7:30 PM	
		8:00 PM	Priest 96 11159
		8:30 PM	
		9:00 PM	

Skills Center 801C			
Hours	INSTR-CLASS-CRN	IA	Hrly
Note: Please check the Outlook 801C Calendar for Additional Daily Scheduled Events			
7:30 AM			
8:00 AM			
8:30 AM			
9:00 AM			
9:30 AM			
10:00 AM			
10:30 AM	RO 36 11863		
11:00 AM			
11:30 AM			
12:00 PM			
12:30 PM			
1:00 PM	HE 96 12035		
1:30 PM			
2:00 PM	HU 96 12262		
2:30 PM			
3:00 PM			
3:30 PM			
4:00 PM			
4:30 PM			
5:00 PM			
5:30 PM	Incite Program		
6:00 PM			D A V I D H
6:30 PM			
7:00 PM			
7:30 PM			
8:00 PM			
8:30 PM			
9:00 PM			

Skills Center WAL Hours				
Hours	INSTR	IA	Hrly	INSTR
	Reading			ESL
9:00 AM	Piazza	D A V I D		Rosen
9:30 AM				
10:00 AM	Hughes	L I N D A		Hui
10:30 AM				
11:00 AM				
11:30 AM				
12:00 PM	Rodine	C O R Y		Lynch
12:30 PM				
1:00 PM				
1:30 PM				
2:00 PM				
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM				
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				
7:30 PM				
8:00 PM				
8:30 PM				
9:00 PM				





# THURSDAY

1410 Reading Lab				
IA	Hrly	Hours	INSTR-CLASS-CRN	
L I N D A		7:00 AM	Dravigne-Lehman 36 11113	
		7:30 AM		
	D I A N E		8:00 AM	Dalgoff 96 11152
			8:30 AM	
			9:00 AM	Chapman 56 12666
	9:30 AM			
		10:00 AM		
		10:30 AM		
C H		11:00 AM	KE 36 11115	
		11:30 AM		
		12:00 PM		
		12:30 PM		
		1:00 PM		
		1:30 PM		
		2:00 PM		
		2:30 PM		
		3:00 PM		
		3:30 PM		
		4:00 PM		
		4:30 PM		
		5:00 PM		
		5:30 PM		
		6:00 PM		
		6:30 PM		
		7:00 PM		
		7:30 PM		
		8:00 PM		
		8:30 PM		
		9:00 PM		

Skills Center 801C			
Hours	INSTR-CLASS-CRN	IA	Hrly
Note: Please check the Outlook 801C Calendar for Additional Daily Scheduled Events			
7:30 AM			
8:00 AM			
8:30 AM			
9:00 AM			
9:30 AM	GA 56 11131		
10:00 AM			
10:30 AM	SH 56 11128		
11:00 AM			
11:30 AM			
12:00 PM			
12:30 PM			
1:00 PM			
1:30 PM	SH 56 11138		
2:00 PM	Incite Program		
2:30 PM			
3:00 PM			
3:30 PM			
4:00 PM			
4:30 PM			
5:00 PM			
5:30 PM			
6:00 PM			
6:30 PM			
7:00 PM			
7:30 PM			
8:00 PM			
8:30 PM			
9:00 PM			

Skills Center WAL Hours				
Hours	INSTR	IA	Hrly	INSTR
	Reading			ESL
9:00 AM	Piazza	D C	M E G A N	Rosen
9:30 AM				
10:00 AM	Chapman	J E F F		Hui
10:30 AM				
11:00 AM				
11:30 AM				
12:00 PM	Garcia	C M		Johnson
12:30 PM				
1:00 PM	Piazza	C H U C K		Portman
1:30 PM				
2:00 PM				
2:30 PM	Takimoto	C O R Y  Z O I L A	H O O M A N	Donigan
3:00 PM				
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM				
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				
7:30 PM				
8:00 PM				
8:30 PM				
9:00 PM				

# FRIDAY

Skills Center 801C			
Hours	INSTR-CLASS-CRN	IA	Hrly
Note: Please check the Outlook 801C Calendar for Additional Daily Scheduled Events			
7:30 AM			
8:00 AM			
8:30 AM			
9:00 AM			
9:30 AM			
10:00 AM			
10:30 AM			
11:00 AM			
11:30 AM			
12:00 PM			
12:30 PM			
1:00 PM			
1:30 PM			
2:00 PM			

Skills Center WAL Hours				
Hours	INSTR	IA	Hrly	INSTR
	Reading			ESL
9:00 AM				
9:30 AM				
10:00 AM	Hughes	Z	KAYLA	Gaitatjis
10:30 AM		O		
11:00 AM		I		
11:30 AM		L		
12:00 PM		A		
12:30 PM		C		
1:00 PM		H		
1:30 PM		U		
2:00 PM		C		

# MONDAY

1410 Reading Lab			
IA	Hrly	Hours	INSTR-CLASS-CRN
		7:00 AM	
		7:30 AM	
L M		8:00 AM	SH 56 13211/12312
		8:30 AM	8:15-9:10 am
		9:00 AM	
		9:30 AM	
		10:00 AM	
		10:30 AM	
		11:00 AM	
C H		11:30 AM	KE 36 12271
		12:00 PM	11:45 am-12:40 pm
		12:30 PM	
		1:00 PM	
J P		1:30 PM	GA 56 12318
		2:00 PM	1:40-2:35 pm
		2:30 PM	
		3:00 PM	
		3:30 PM	
		4:00 PM	
C H U C K		4:30 PM	PI 56 12315
		5:00 PM	4:35-5:30 pm
		5:30 PM	
		6:00 PM	Botta 36 12272
		6:30 PM	6:10-7:05 pm
		7:00 PM	
		7:30 PM	
		8:00 PM	
		8:30 PM	
		9:00 PM	

Skills Center 801C			
Hours	INSTR-CLASS-CRN	IA	Hrly
Note: Please check the Outlook 801C Calendar for Additional Daily Scheduled Events			
7:30 AM			
8:00 AM			
8:30 AM			
9:00 AM			
9:30 AM			
10:00 AM			
10:30 AM			
11:00 AM			
11:30 AM			V y t r a m
12:00 PM			
12:30 PM			
1:00 PM			
1:30 PM			
2:00 PM			
2:30 PM			
3:00 PM	Incite Program		
3:30 PM			
4:00 PM			
4:30 PM			
5:00 PM			
5:30 PM			
6:00 PM			V y t r a m
6:30 PM			
7:00 PM			
7:30 PM			
8:00 PM			
8:30 PM			
9:00 PM			

Skills Center WAL Hours					
Hours	INSTR	IA	Hrly	INSTR	
	Reading			ESL	
8:40-9:50 AM	Piazza			Rosen	
9:50-11:55 AM	Garcia			Donigan	
11:55 AM-2:00 PM	Hughes			Boddula	
2:00 PM					
2:30 PM					
3:00 PM					
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM					
6:30 PM					
7:00 PM					
7:30 PM					
8:00 PM					
8:30 PM					
9:00 PM					

# TUESDAY

1410 Reading Lab			
IA	Hrly	Hours	INSTR CLASS CRN#
L I N D A		7:00 AM	RO 96 12325 7-7:55 am
		7:30 AM	
		8:00 AM	GA 56 12316 8:15-9:10 am
		8:30 AM	
		9:00 AM	
		9:30 AM	KE 36 12311 9:20-10:15 am
C H U C K		10:00 AM	
		10:30 AM	SH 56 12317 10:25-11:20 am
		11:00 AM	
		11:30 AM	
		12:00 PM	RO 36 12310 12:05-1:00 pm
J P		12:30 PM	
		1:00 PM	
		1:30 PM	Takimoto 56 12319 1:45-2:40 pm
	2:00 PM		
	2:30 PM		
	3:00 PM		
	3:30 PM		
	4:00 PM		
	4:30 PM		
C H U C K		5:00 PM	SH 96 12331 5-5:55 pm
		5:30 PM	
		6:00 PM	Hoover 56 12320 6:10-7:05 pm
		6:30 PM	
	7:00 PM		
	7:30 PM		
	8:00 PM		
	8:30 PM		
	9:00 PM		

Skills Center 801C			
Hours	INSTR CLASS CRN#	IA	Hrly
Note: Please check the Outlook 801C Calendar for Additional Daily Scheduled Events			
7:30 AM			
8:00 AM			
8:30 AM			
9:00 AM			
9:30 AM	HE 96 12326 9:20-10:15 am		
10:00 AM			
10:30 AM			
11:00 AM			
11:30 AM	HU 96 13215/12328 11:45 am-12:40		D a v i d H
12:00 PM			
12:30 PM			
1:00 PM			
1:30 PM			
2:00 PM			
2:30 PM			
3:00 PM	Incite Program		
3:30 PM			
4:00 PM			
4:30 PM			
5:00 PM			
5:30 PM			
6:00 PM			
6:30 PM			
7:00 PM			
7:30 PM			
8:00 PM			
8:30 PM			
9:00 PM			

Skills Center WAL Hours				
Hours	INSTR	IA	Hrly	INSTR
	Reading			ESL
8:40-9:50 AM	Piazza			Rosen
9:50-11:55 AM	Rodine			Portman
11:55 AM-2:00 PM	Henderson			Donigan
2:00 PM				
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM				
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				
7:30 PM				
8:00 PM				
8:30 PM				
9:00 PM				





# FRIDAY

1410 Reading Lab			
	IA	Hrly	Hours
			7:00 AM
			7:30 AM
			8:00 AM
			8:30 AM
			9:00 AM
			9:30 AM
C H U C K			10:00 AM
			10:30 AM
			11:00 AM
			11:30 AM
			12:00 PM
J e f f			12:30 PM
			1:00 PM
			1:30 PM
			2:00 PM
			2:30 PM
			3:00 PM
			3:30 PM
			4:00 PM

Skills Center				
	NORTH Lab	801C		
Hours	INSTR-CLASS-CRN	IA	Hrly	
7:00 AM	Dravigne-Lehman 36 12269 7-9:05 am			V y t r a m
7:30 AM				
8:00 AM				
8:30 AM				
9:00 AM	RO 96 13212/ 12322 8:45-10 am			
9:30 AM				
10:00 AM				
10:30 AM				
11:00 AM		Flores-Olson 96 12334 11:15-12:10		
11:30 AM				
12:00 PM				
12:30 PM				
1:00 PM				
1:30 PM				
2:00 PM		Mitchell 56 12314 1:30-3:35 pm		
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				

Skills Center WAL Hours				
Hours	INSTR	IA	Hrly	INSTR
	Reading			ESL
9:00 AM				
9:30 AM				
10 AM-1:10 PM	Piazza			Gaitatjis
1:15 PM				
1:30 PM				
2:00 PM				
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				



# MONDAY

1410 Reading Lab			
IA	Hrly	Hours	INSTR-CLASS-CRN
L I N D A		7:00 AM	RO 36 12059 7-7:55 am
		7:30 AM	
		8:00 AM	HU 56 12098/14051 8:05-9 am
		8:30 AM	
C H U C K		9:00 AM	SH 56 12792/14050 9:10-10:05 am
		9:30 AM	
		10:00 AM	Henderson 96 12793 10:15-11:10 am
		10:30 AM	
		11:00 AM	
J E F F		11:30 AM	Mitchell 36 12060 11:20-12:15
		12:00 PM	
		12:30 PM	PI 56 12099 12:25-1:20 pm
		1:00 PM	
C H		1:30 PM	PI 56 12100 1:30-2:25 pm
		2:00 PM	
		2:30 PM	RO 36 12061 2:35-3:30 pm
L M		3:00 PM	
		3:30 PM	
		4:00 PM	SH 56 14000 4:10-5:05 pm
D C		4:30 PM	
		5:00 PM	
		5:30 PM	
		6:00 PM	Hoover 56 12104 5:55-6:50 pm
		6:30 PM	
	7:00 PM		
	7:30 PM		
	8:00 PM		
	8:30 PM		

Skills Center				
Hours	NORTH Lab	801C		Hrly
7:00 AM				
7:30 AM				
8:00 AM				
8:30 AM				
9:00 AM				
9:30 AM				
10:00 AM				
10:30 AM				
11:00 AM				
11:30 AM		BO 36 12097 11:20-12:15		
12:00 PM				
12:30 PM				
1:00 PM				
1:30 PM				
2:00 PM				
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				
4:30 PM	Dravigne- Lehman 96 12109 4:30-5:25 pm			
5:00 PM				
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				
7:30 PM				
8:00 PM	Shah 96 12110 8:10-9:05 pm			
8:30 PM				

Skills Center WAL Hours				
Hours	INSTR		INSTR	
	Reading			
8:45-10:05 AM	PIAZZA		ESL	
10:05 AM-12:05 PM	RODINE		HUI	9:30-11:30 am
12:05-2:05 PM	HENDERSON		DONIGAN	11:30 AM-1:30 PM
2:00 PM			ROSEN	1:30-2:50 PM
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM				
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				
7:30 PM				
8:00 PM				
8:30 PM				

Justification for moving Labs in 801C :  
 Duplication of services during staff shortages  
 Monday night only one Classified staff is working and make-up testing hours are available.

Staff Work Schedules:  
 Linda (4/10) M-Th 6:45 am-5:15 pm. Linda opens 1410  
 Chuck (9/4) M open SC 7:15 am-7pm, T & Th 9 am-7 pm; W 8 am-4:15 pm; leave early for Mon; Fri 8 am-12 noon.  
 Jeff M-F 8:45 am-5:15 pm  
 Cory (4/10) T-F 7 am-5:30 pm; (Working in the Tutoring Center 9 am-5:30 pm. T-Th; Fri 10 am-2 pm until Deb returns from Maternity Leave)  
 David increased to 100% (9/4) until Deb returns from Maternity Leave. M&T 11:45 am-9:15 pm, W&Th 11:15 am-8:45 pm; Fri 9 am-1 pm;  
 Zoila increased to 75% until Deb returns from Maternity Leave. M 8:45 am-5:15 pm (Working in Tutoring Center); T 4:15-9:15 pm; W&Th 3:45-8:45 pm; Fri 9 am-4:30 pm

# TUESDAY

1410 Reading Lab			
IA	Hrly	Hours	INSTR CLASS CRN#
L I N D A		7:00 AM	RO 96 12107 7-7:55 am
		7:30 AM	
		8:00 AM	BO 36 12096 8:05-9 am
		8:30 AM	
C H U C K		9:00 AM	GA 56 12102 9:10-10:05 am
		9:30 AM	
		10:00 AM	
		10:30 AM	RO 96 12112 10:25-11:20 am
	11:00 AM		
C H		12:00 PM	KE 36 13325 12:00-12:55 pm
		12:30 PM	
		1:00 PM	
		1:30 PM	
	2:00 PM		
C H U C K		2:30 PM	Takimoto 96 12115 2:35-3:30 pm
		3:00 PM	
		3:30 PM	Love-Gonzalez 56 12105 3:40-4:35 pm
		4:00 PM	
		4:30 PM	Mitchell 36 13326 4:45-5:40 pm
		5:00 PM	
		5:30 PM	
		6:00 PM	Botta 36 12062 5:50-6:45 pm
Z R		7:00 PM	Loya 56 12101 7-7:55 pm
		7:30 PM	
		8:00 PM	
	8:30 PM		

Skills Center				
Hours	NORTH Lab	801C	Hrly	Hrly
7:00 AM				
7:30 AM				
8:00 AM				
8:30 AM		SH 56 12103 8:35-9:30 am		
9:00 AM				
9:30 AM				
10:00 AM				
10:30 AM				
11:00 AM				
11:30 AM				
12:00 PM		RO 96 12113/14053 11:45-12:40		
12:30 PM				
1:00 PM				
1:30 PM				
2:00 PM				
2:30 PM				
3:00 PM	Wellness Study Hour			
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM				
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				
7:30 PM				
8:00 PM		Takimoto 96 12116 8:15-9:10 pm		
8:30 PM				

Skills Center WAL Hours				
Hours	INSTR	Hrly	INSTR	
8:45-10:05 AM	KEMP		ESL	
10:05-12:05 PM	SHIER		LYNCH	9:30-11:30 am
12:05 AM-2:05 PM	HUGHES		JOHNSON	11:30 AM-1:30 PM
2:00 PM			DONIGAN	1:30-2:50 PM
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM				
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				
7:30 PM				
8:00 PM				
8:30 PM				

Justification for moving Labs in 801C :  
 Duplication of services during staff shortages  
 Tuesday night make-up testing hours are available. If Labs are in both areas, this leaves only one classified staff to do testing.

# WEDNESDAY

1410 Reading Lab			
IA	Hrly	Hours	INSTR-CLASS-CRN
L I N D A		7:00 AM	RO 36 12059 7-7:55 am
		7:30 AM	
		8:00 AM	HU 56 12098/14051 8:05-9 am
		8:30 AM	
C H U C K		9:00 AM	SH 56 12792/14050 9:10-10:05 am
		9:30 AM	
		10:00 AM	SH 96 12040 10:15-11:10 am
		10:30 AM	
		11:00 AM	
		11:30 AM	Mitchell 36 12060 11:20-12:15
J E F F		12:30 PM	PI 56 12099 12:25-1:20 pm
		1:00 PM	
		1:30 PM	PI 56 12100 1:30-2:25 pm
		2:00 PM	
C H		2:30 PM	RO 36 12061 2:35-3:30 pm
		3:00 PM	
		3:30 PM	
L M		4:00 PM	SH 56 14000 4:10-5:05 pm
		4:30 PM	
		5:00 PM	
		5:30 PM	
D C		6:00 PM	Hoover 56 12104 5:55-6:50 pm
		6:30 PM	
		7:00 PM	
		7:30 PM	
		8:00 PM	
		8:30 PM	

Skills Center				
Hours	NORTH Lab	801C	Hrly	Hrly
7:00 AM				
7:30 AM				
8:00 AM				
8:30 AM				
9:00 AM				
9:30 AM		Wellness Study Hour		
10:00 AM				
10:30 AM				
11:00 AM				
11:30 AM		BO 36 12097 11:20-12:15		
12:00 PM				
12:30 PM				
1:00 PM				
1:30 PM				
2:00 PM		HU 96 12039 1:55-2:50		
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM				
5:30 PM		Incite Program		
6:00 PM				
6:30 PM				
7:00 PM				
7:30 PM				
8:00 PM				
8:30 PM				

Skills Center WAL Hours				
Hours	INSTR		Hrly	INSTR
	Reading			
8:45-10:05 AM	PIAZZA			ESL
10:05 AM-12:05 PM	RODINE			HUI 9:30-11:30 am
12:05 AM-2:05 PM	HENDERSON			DONIGAN 11:30 AM-1:30 PM
2:05-4:00 pm	KEMP			ROSEN 1:30-2:50 PM
4:00-7:00 pm	HANNAH			CAIN 2:50-4:50 PM
7:00 PM				BODDULA 4:50-6:50 PM
7:30 PM				
8:00 PM				
8:30 PM				





# MONDAY

1410 Reading Lab			
IA	Hrly	Hours	INSTR-CLASS-CRN
L i n d a		7:00 AM	KE 36 11867 7:15-8:05 am
		7:30 AM	
		8:00 AM	BO 96 11908 8:15-9:05 am
		8:30 AM	
		9:00 AM	SH 56 14401/13442 9:15-10:05 am
		10:00 AM	
C h u c k		10:30 AM	Rucker 36 12875 10:45-11:35 am
		11:00 AM	
		11:30 AM	HU 96 13443 11:45 am-12:35 pm
		12:00 PM	
		12:30 PM	RO 56 11902 12:45-1:35 pm
		1:00 PM	
		1:30 PM	
		2:00 PM	
J P		2:30 PM	Letcher 36 11870 2:25-3:15 pm
		3:00 PM	
		3:30 PM	
L M		4:00 PM	HU 56 13904 4:00-4:50 pm
		4:30 PM	
C H		5:00 PM	Loya 96 11913 5:15-6:05 pm
		5:30 PM	
		6:00 PM	
		6:30 PM	
H o o m a n		7:00 PM	Botta 56 13396 7-7:50 pm
		7:30 PM	
		8:00 PM	
		8:30 PM	Loya 96 11850 8:25-9:15 pm
		9:00 PM	

David close SC then walk over to 1410

**Zoila Off**

Skills Center				
Hours	NORTH Lab	801C		Hrly
7:00 AM				
7:30 AM				
8:00 AM				
8:30 AM				
9:00 AM		HU 56 14402/13442 8:55-9:45 am		V y t r a m
9:30 AM				
10:00 AM				
10:30 AM				
11:00 AM		Chapman 36 11868 10:55-11:45 am		
11:30 AM				
12:00 PM				
12:30 PM		PI 56 11903 12:35-1:25 pm		
1:00 PM				
1:30 PM				
2:00 PM		GA 56 11901 2:15-3:05 pm		
2:30 PM				
3:00 PM	SH 96 12461 3:15-4:05			H o o m a n
3:30 PM				
4:00 PM				
4:30 PM	Cosmo Study Hall			
5:00 PM				
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				
7:30 PM				
8:00 PM				
8:30 PM				

Skills Center WAL Hours				
Hours	INSTR		INSTR	
	Reading			
8:45-10:05 AM	PIAZZA		ESL	
10:05 AM-12:05 PM	GARCIA		GAITATJIS	9:30-11:30 am
12:05-2:05 PM	SHIER		DONIGAN	11:30 AM-1:30 PM
2:00 PM			CAIN	1:30-2:50 PM
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM				
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				
7:30 PM				
8:00 PM				
8:30 PM				

Semester	Number of 36, 56 & 96 Reading Labs in 1410 and 801C
Fall 2014 (41 + 3 TAP)	43  (7 more labs this fall-additional staffing needed)
Spring 2014	36
Fall 2013	36
Spring 2013	30
Fall 2012	30
Spring 2012	30

Staff Work Schedules:

Linda (4/10) M-Th 6:45 am-5:15 pm. Linda opens 1410  
 Chuck (4/10) M open SC 7:00 am-6pm, T & Th 8:00 am-7:00 pm; W 8:00 am-6:15 pm; Fri Off  
 Jeff M-F 9:00 am-5:30 pm  
 Cory (4/10) T-F 7 am-5:30 pm  
 David 75% Fall 2014 M 1:30-9:30 pm; T,W,Th 12:45-8:45 pm; Fri Off  
 Zoila 50% M Off; T 4:15-9:15 pm; W & Th 3:45-8:45 pm; Fri 10:00 am-3:00 pm

# TUESDAY

1410 Reading Lab			
IA	Hrly	Hours	INSTR CLASS CRN#
L i n d a		7:00 AM	RO 56 11907
		7:30 AM	7:15-8:05 am
		8:00 AM	HE 96 12463
		8:30 AM	8:15-9:05 am
C h u c k		9:00 AM	Dravigne 36 11897
		9:30 AM	9:15-10:05 am
		10:00 AM	
		10:30 AM	GA 56 12893
C T		11:00 AM	10:45-11:35 am
		11:30 AM	HU 96 14387/11914
		12:00 PM	11:45 am-12:35 pm
		12:30 PM	Shaw 56 11900
C h u c k		1:00 PM	12:45-1:35 pm
		1:30 PM	
		2:00 PM	Dravigne 36 14272
		2:30 PM	2:15-3:05 pm
		3:00 PM	Vakil-Jessop 96 11849
		3:30 PM	3:15-4:05 pm
		4:00 PM	Aburas 56 13441
		4:30 PM	4:15-5:05 pm
		5:00 PM	
		5:30 PM	BO 96 14275
Z o i l i a		6:00 PM	5:30-6:20 pm
		6:30 PM	
		7:00 PM	Botta 36 11869
		7:30 PM	7-7:50 pm
		8:00 PM	Base 96 11911
		8:30 PM	8:15-9:05 pm

Skills Center				
Hours	NORTH Lab	801C	Hrly	Hrly
7:00 AM				
7:30 AM				
8:00 AM				
8:30 AM				
9:00 AM		PI 56 12460		
9:30 AM		8:55-9:45 am		
10:00 AM				
10:30 AM				
11:00 AM		KE 36 11898		
11:30 AM		10:55-11:45		
12:00 PM				
12:30 PM		SH 56 11905		
1:00 PM		12:35-1:25		
1:30 PM		Mitchell 56 11899		
2:00 PM		1:35-2:25		
2:30 PM		Allen 56 13905		
3:00 PM		2:35-3:25		
3:30 PM				
4:00 PM				
4:30 PM	Cosmo Study Hall			
5:00 PM				
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				
7:30 PM				
8:00 PM				
8:30 PM				

Skills Center WAL Hours				
Hours	INSTR	Hrly	INSTR	
	Reading			
8:45-10:05 AM	HUGHES		ESL	
10:05-12:05 PM	RODINE		ROSEN	9:30-11:30 am
12:05 AM-2:05 PM	Henderson		DONIGAN	11:30 AM-1:30 PM
2:00 PM			CAIN	1:30-2:50 PM
2:30 PM				
3:00 PM				
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM				
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				
7:30 PM				
8:00 PM				
8:30 PM				

# WEDNESDAY

1410 Reading Lab			
IA	Hrly	Hours	INSTR-CLASS-CRN
C o r y		7:00 AM	KE 36 11867
		7:30 AM	7:15-8:05 am
		8:00 AM	RO 96
		8:30 AM	11912/14384
		8:15-9:05 am	
	9:00 AM	SH 56	
	9:30 AM	14401/13442	
		9:15-10:05 am	
		10:00 AM	
L i n d a		10:30 AM	Rucker 36
		11:00 AM	12875
		11:30 AM	RO 96 13345
		12:00 PM	11:45 am-12:35 pm
		12:30 PM	RO 56 11902
	1:00 PM	12:45-1:35 pm	
		1:30 PM	
		2:00 PM	
J P		2:30 PM	Letcher 36
		3:00 PM	11870
		3:30 PM	2:25-3:15 pm
L M		4:00 PM	HU 56 13904
		4:30 PM	4:00-4:50 pm
C H		5:00 PM	Base 96 14273
		5:30 PM	5:15-6:05 pm
		6:00 PM	
		6:30 PM	
D C		7:00 PM	Botta 56 13396
		7:30 PM	7-7:50 pm
		8:00 PM	
		8:30 PM	

Skills Center				
Hours	NORTH Lab	801C	Hrly	Hrly
7:00 AM				
7:30 AM				
8:00 AM				
8:30 AM				
9:00 AM		HU 56		K r y s t a l  H o o m a n
9:30 AM		14402/13442		
10:00 AM		8:55-9:45 am		
10:30 AM				
11:00 AM				
11:30 AM		Chapman 36	11:45	
12:00 PM		11868		
12:30 PM		PI 56		
1:00 PM		11903		
1:30 PM		12:35-1:25 pm		
2:00 PM		GA 56		
2:30 PM		11901		
3:00 PM		2:15-3:05 pm		
3:30 PM				
4:00 PM				
4:30 PM				
5:00 PM				
5:30 PM				
6:00 PM				
6:30 PM				
7:00 PM				
7:30 PM				
8:00 PM				
8:30 PM				

Skills Center WAL Hours				
Hours	INSTR	Hrly	INSTR	
	<b>Reading</b>			
8:45-10:05 AM	PIAZZA		ESL	
10:05 AM-12:05 PM	GARCIA		GAITATJIS	9:30-11:30 am
12:05 AM-2:05 PM	SHIER		DONIGAN	11:30 AM-1:30 PM
2:05-4:00 pm	KEMP		CAIN	1:30-2:50 PM
4:00-7:00 pm	BOGAN		HUI	2:50-4:50 PM
			CAIN	4:50-6:50 PM
7:00 PM				
7:30 PM				
8:00 PM				
8:30 PM				





**Student Equity Action Plan: Reading Department**

Program: Staff Development  
 Academic Year: 2014-15

Action
<p>Reading 99 (Accelerated Preparation for College Reading: Logical Analysis/Evaluation) Training available to full-time and adjunct instructors.</p> <ul style="list-style-type: none"> <li>• During spring 2015, the planning process for faculty acceleration training will take place.</li> <li>• In the summer of 2015, a faculty cohort will be trained to teach Reading 99. This initial cohort will consist of approximately 10 faculty.</li> <li>• The faculty training will consist of modules in the areas, such as the following:                             <ol style="list-style-type: none"> <li>1. Acceleration pedagogy</li> <li>2. Just-in-time Remediation techniques</li> <li>3. Digital literacy pedagogies</li> <li>4. Reading laboratory pedagogy</li> <li>5. Intertextuality pedagogy</li> <li>6. Student Learning Outcome-based instruction and assessment</li> <li>7. Social-emotional learning, including Habits of Mind and Growth Mindset pedagogies</li> <li>8. Instructional strategies shown to reduce achievement gaps (active and collaborative learning, etc.)</li> <li>9. Project-based learning methodologies</li> </ol> </li> <li>• Faculty training will also include pre-training reading and preparation, action plans, and teaching observations and analysis.</li> </ul>

<b>Budget/Resources</b>	<p>\$20,000</p> <ul style="list-style-type: none"> <li>• Stipends for planning the acceleration training</li> <li>• Stipends for training leaders and participants</li> <li>• Catering for meetings</li> <li>• A binder of materials for the participants</li> <li>• Supplies for the training sessions</li> </ul>
<b>Responsibility</b>	<p>Reading 99 committee members  BSI Director  BSI Coordinator</p>
<b>Timeframe</b>	<p>Winter 2015  Summer 2015</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• The training would result in a cadre of instructors who are prepared to teach Reading 99 to enable us to scale up Reading 99 offerings</li> <li>• The training would allow for an increased number of students who complete basic skills reading in a shorter timeframe compared to their peers in the regular developmental sequence</li> <li>• Data from the RP group show that achievement gaps for college level English are eliminated for Latino students who complete accelerated developmental English courses. These English courses include substantive reading instruction, so one can assume that the same outcomes would be likely within the discipline of reading.</li> <li>• Data from the RP group show that students who enter college writing via an accelerated pathway are 2.5 times more likely to successfully complete the transfer level course. One can assume that this outcome would be likely within the field of reading.</li> <li>• Participants will develop instructional strategies that support student success and have been shown to eliminate the achievement gap.  The training will instill a commitment to the value of ongoing professional learning to enable the faculty to meet the needs of basic skills students while reducing and/or eliminating the achievement gap.</li> </ul>

## Reading (READ)

Office: Bldg 500, Room 522-O  
714.992.7036

Dean: Dan Willoughby

Website: [www.humanities.fullcoll.edu](http://www.humanities.fullcoll.edu)

### **READ 027 F Basic Study Skills (3)**

Pass/No Pass only

Three hours lecture and one hour lab per week. This course is designed to help students with limited academic backgrounds experience college success by overcoming college anxiety and by taking responsibility for their college experience. This course offers intensive practice and guidance in campus orientation, organizing, note taking, textbook mastery and test-taking.

### **READ 036 F Basic Reading (3)**

Pass/No Pass only

Three hours lecture and two hours lab per week. This course is designed for native speakers of English who require instruction in basic reading. The course includes such areas as word recognition, literal comprehension, vocabulary development, and study techniques. The course accommodates the wide range of individual adult literacy needs.

### **READ 056 F Developmental Reading (3)**

Pass/No Pass only

**Prerequisite:** READ 036 F or recommended score on the reading placement test

Three hours lecture and two hours lab per week. Recommended for students whose reading placement test scores indicate a substantial need for reading improvement. This course introduces students to several skills in reading such as main idea, relevance of detail, vocabulary in context, and inference building to enable greater success in college courses.

### **READ 096 F Preparation for College Reading (3)**

Letter Grade or Pass/No Pass option

**Prerequisite:** READ 056 F or recommended score on the reading placement test

Three hours lecture and one hour lab per week. This course will prepare students for the demands of college reading and vocabulary in various academic subjects. Content area reading, essays, and journal articles will be critically analyzed with an emphasis placed on fundamental comprehension reading skills, both general and academic vocabulary enhancement, study skills strategies, and principles of study reading. Written summaries and demonstration of organizational structure of reading materials will be required.

### **READ 127 F College Study Skills (2)**

Letter Grade or Pass/No Pass option

**Prerequisite:** READ 096 F or recommended score on the reading placement test

Two hours lecture and one hour lab per week. The goal of the course is to learn strategies needed to succeed in college and in life. Topics include evaluation of goals, motivation, learning styles, diet, nutrition and exercise, stress management and time management. Strategies for success will include campus and community resources, techniques for active learning, concentration, memory, peak hours of learning and collaborative learning. Listening, note-taking, effective textbook reading, test preparation and test-taking skills are developed.

(CSU) (Degree Credit)

**READ 133 F Rapid Reading (3)**

Letter Grade or Pass/No Pass option

**Prerequisite:** READ 096 F with a grade of "C" or better **or** recommended score on the reading placement test

Three hours lecture per week. Group and individual instruction is designed to improve reading rate and flexibility for students reading at college level. Instruction will focus on purposeful, active, efficient comprehension at higher reading speeds, and vocabulary development.

(CSU) (Degree Credit)

**READ 142 F College Reading: Logical Analysis and Evaluation (3)**

Letter Grade or Pass/No Pass option

**Prerequisite:** READ 096 F with a grade of "C" or better **or** recommended score on the reading placement test

Three hours lecture and one hour lab per week. This course offers the student the opportunity to increase critical reading ability, vocabulary, and reading speed. Emphasis is placed on learning the strategies necessary to analyze and evaluate the validity and logic of written communication.

(CSU) (Degree Credit) AA GE, CSU GE

**READ 165 F Advanced Vocabulary for Power Reading (3)**

Letter Grade or Pass/No Pass option

**Prerequisite:** READ 096 F with a grade of "C" or better **or** recommended score on the reading placement test

Three hours lecture per week. The course improves reading comprehension and communication skills through the acquisition of advanced vocabulary. The emphasis will be on receptive and expressive language, critical/analytical college reading, etymology, roots, affixes, denotative and connotative meanings, appropriate usage and the development of language awareness and appreciation to insure lifelong vocabulary growth.

(CSU) (Degree Credit)

**Reading Department Faculty**

***Full-Time***

Mary Bogan  
Amy Garcia  
Angela Henderson  
Deidre Hughes  
Darnell Kemp  
Stephanie Piazza  
Jeff Rodine  
Carol Shier

***Adjunct Faculty***

Jasmine Aburas  
Morenike Adebayo-Ige  
Andrea Alercon  
Tammy Allen  
Melissa Base  
Bonnie Bicksler  
Valerie Botta  
Joanne Chapman  
Mary Dalgoff  
Katrina Dravigine-Lehman  
Marjan Keramati-Sheikholeslami  
Sunita Lacy  
Annette Letcher  
Henry Loya  
Lisa McKinley  
Jennifer Mitchell  
Kimberly Mundala  
Nancy Rucker  
Carole Shaw  
Carolee Vakil-Jessop

**Division Deans' or appropriate Immediate Management Supervisor (IMS)  
Response Page**

*I concur with the findings contained in this Program Review.*

*I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

*Area of exception:*

---

---

---

---

*I do not concur with the findings contained in this Program Review (include a narrative exception):*

---

---

---

---