

Program Review and Analysis

Part I Outcomes

1. **What are the Student Learning Outcomes (SLOs) and Institutional-Level Outcomes (“Core Four”) of the program? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.**

Outcome(s)	Qualitative Measure(s)	Quantitative Measure(s)
Recognize and critically analyze explicit and implicit ideas and their support in college-level texts. Critically analyze both expository and fictional texts.	Discussions, quizzes, exams, essays, notes, student formulations of questions for reading	Quizzes, exams, essays, standardized tests Communication (a,b,c,d) Critical Thinking (a,c,,d) Global awareness (b) Personal responsibility (a)
Recognize and identify English vocabulary forms, structure and functions, including denotation, connotation, figurative language in both fiction and expository texts.	Discussions, quizzes, exams, essays, Notes, student generated questions	Same as above
Identify and explicate various text structures, elements of English vocabulary, and reading competencies	Same as above	Same as above
		Measure adequacy of student access to the Reading Program by comparing the number of students who have below college-level skills to the number of spaces available in English 320 and our reading courses. Measure adequacy of student access to college-level reading classes by comparing number of students who need to meet the reading requirement. (SCC Assessment score data)

2. **The specific SCC Strategic Direction and Goal(s) supported by this program:**

Part II Analysis

1. **Identify and explain the trends in:**

Enrollment— Data states -22% compared to -46% previously (This makes no sense because lab data is not being counted.)

Retention— 84%. Retention is excellent for a largely remedial population

Fill rate—86%.

Other Factors— Reading lab instruction is not included in this data. Also numbers of course sections have decreased because there are not reading faculty to teach additional sections.

Often students are not advised that they need a reading class until after the final date to add courses. Many students think that retaking the SCC assessment test will substitute for enrolling in a reading class. Only one reading class (Analytical Reading, English 62) is required and that course can be exempt if students score a 95 on the SCC assessment test (also the prerequisite is a composition course or an inadequate reading test score on the SCC assessment test).

Outcome Data— Our students who pass our classes continue to demonstrate significantly improved reading skills (comparison of pre and post scores in various reading tests).

2. How do the above trends relate to the factors and outcomes identified during the last review?

a. The data is not correct and is incomplete. Again, labs are not included. All reading teachers teach in the labs, so data is not accurate.

No summer courses were taught, for example, last summer.

English 320 (again a lab course) is not listed and has been downsized considerably.

b.

c.

Part III Conclusions and Recommendations

1. What are the major accomplishments of the program during the past **four years?**

Reading has excellent retention and given the largely remedial population. It is known that remedial students do not persist in courses, yet our reading classes are retaining students fairly well.

Reading courses are difficult to fill because most are not mandatory. Students are passing other courses, despite their remedial status in reading, so it is difficult for students to realize that they need to enroll in reading courses. Nevertheless, we fill our reading classes due to continued work with counselors, constant advertising of the courses and individual advising from faculty.

We will be involved with the EAP program on campus and work more closely with high schools to ensure that students enroll in reading courses when they enter SCC.

We have been appraising various standardized tests and are currently appraising the new Accuplacer Diagnostics as a possible diagnostic exam for assessing students into remedial classes. These tests might allow us to identify student weaknesses in comprehension with greater accuracy.

We continue to examine various community college reading program practices in an effort to continually evaluate our own program.

We continue to keep up on reading theory literature.

2. Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness? Explain.

The reading program cannot expand until administrative decisions have been made to expand open entry access to the program and to redesign the existing “English lab,” wherein some reading is taught. Currently, approximately 40 students only can take advantage to open access reading instruction—instruction that approximately 85% of SCC’s student population can benefit from. What used to be the Reading Lab program, is now an English lab that serves two composition courses primarily. As a result, independent reading instruction has been severely curtailed and students have no program to be referred to after the first few weeks of instruction each semester.

Additional reading courses cannot be added to the curriculum unless they are required courses as students do not voluntarily enroll in reading courses.

Institutional commitment to reading must be established before the program can expand. Scheduling of classes is critical in order to serve our students most effectively and we have scheduled some reading classes at all Centers.

Additional reading faculty are needed to expand numbers of sections of the existing program and competent college reading faculty are difficult to recruit. Given the current economic situation, Reading should focus on keeping the existing enrollment stable and increasing the reading lab enrollment opportunities. We continue to refine our program and monitor the quality of our instruction in all Reading courses and the independent Reading Lab.