

## **DEL MAR COLLEGE PROGRAM REVIEW**

The Reading Program  
2012 – 2013

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## **EXECUTIVE SUMMARY**

### **ASSESSMENT PROCESS FOR ACHIEVING PROGRAM STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION COMPETENCIES**

The Developmental Reading program reviewed its assessment process and analyzed the student learning outcomes to determine whether they are appropriate and comprehensive. The student learning outcomes and assessment process have changed over the last five years. The program reviewed all measures and found them to be common and typical ways to evaluate the student learning outcomes in this discipline. A table of the student learning outcomes from the program review cycle with the outcomes is included. Recommendations made by the program review committee are provided.

### **ASSESSMENT OF PROGRAM OUTCOMES/OBJECTIVES**

The Reading program does not have written program outcomes/objectives; therefore, they are not delineated in the Detailed Assessment Reports from WEAVEonline. However, the Program has made recommendations for measurable program objectives. Recommendations made by the chair, dean, and/or VPI, and the curriculum committee from the previous program review cycle are provided (IPR007). A table of the recommendations and status of the recommendations are included (IPR007).

### **INSTRUCTION-RELATED ACTIVITIES**

Instruction-related activities for both READ 0305: Basic Reading and Comprehension and READ 0306: Intermediate Reading and Comprehension are congruent with the program's mission and student learning outcomes. The reading discipline used a variety of teaching methods. The Reading and Comprehension courses include computer practice using the READ ON program assignments completed in the reading lab. The Reading Lab provides students and the community with a variety of materials to improve reading skills. The Reading faculty participates in professional development opportunities, college-wide committees, and academic advising.

### **CURRICULUM INTEGRATION AND MOBILITY**

The courses offered by the Reading Program support the Del Mar College mission "provide access to quality education, workforce preparation, and lifelong learning fostering student and community success." The Reading Program offers service courses that are closely integrated with the Reading Lab which provides a supervised lab component for both READ 0305: Basic Reading and Comprehension and READ 0306: Intermediate Reading and Comprehension. It is also closely integrated with the ESOL and other developmental education programs.

## **STUDENT EDUCATIONAL INTENT**

The pattern of developmental reading course offerings is appropriate to the needs of developmental students. In regularly scheduled courses, the program offers two levels of developmental instruction to help entering students perform successfully in their chosen academic or occupational fields of study. According to the report prepared by the Office of Strategic Planning and Institutional Research, the typical reading student is more likely to be a Hispanic, freshmen female, under the age of 20 years, a part-time student taking between 10 and 12 hours of classes, and employed. As a long-term goal, nearly 62 percent want to earn a two or four-year degree. Therefore, 62 percent plan to transfer to another college or university. The mission is consistent with the student learning outcomes.

## **EFFECTIVE PERSONNEL UTILIZATION**

Full-time faculty teaching load consist of five classes. Qualified part-time faculty teach additional sections. The reading faculty advise students about their reading classes and majors in department as needed. Reading courses are offered during the fall, spring, and summer semesters. Reading faculty serve on college-wide committees and represent the discipline on the Developmental Education Council. Reading faculty traveled to professional development conferences from 2008-2012. In recent years, travel funds for professional development have not been available. Therefore, all faculty have participated in local and online professional development. The chair meets with the reading faculty in monthly discipline meetings. Action plans are developed as a result of academic assessment.

## **COST EFFECTIVENESS**

The Reading Program is cost effective in that it operates within its budgeted constraints. During the past five years the successful rate of completion (grade C or better) has ranged from 53.4 percent to 67.1 percent for the Fall semesters. The annual enrollment had increased. This increase was reflected in the increase in contact hours and the annual number of classes. In Fall 2012, the Reading program had a full-time-equivalent-student to teaching staff ratio of 17.69 to one, compared to the college-wide average of 16.93 to one and a divisional average of 21.63 to one during the fall 2012 semester. The teaching staff-to-support staff ratio for Reading is 12.62 to one. This is lower than the Division of Arts and Sciences and college-wide. The ratio is actually higher because the Coles Building secretary is also the building coordinator and supports faculty from other departments and divisions. The current budget and inventory for the discipline were included.

## **STRATEGIC ADVANTAGE**

The Del Mar College Reading Program provides a vital service to those students entering college in need of developmental reading. Del Mar College's Reading Program has several strategic advantages over the other courses offered in the surrounding higher education schools that offer

developmental reading courses. Del Mar College Reading program compares to similar programs at the national level as evident by the participants of the program. The program's strengths and weaknesses encompass varied components. The program obtained NADE certification and is continuing data program and instructional program analysis to better strengthen instruction and successful program completers. The reading faculty has close ties within the community by members participating in various community organizations and serving on community committees.

## **RECOMMENDATIONS**

The recommendations for the Reading Program are as follows:

### **Assessment Process for Achieving Program Student Learning Outcomes and General Education Competencies**

Retire SLO #2: Use context to determine meaning of words.

SLO #4: Write Implied Main Ideas: refine the rubric, test and assessment to match the instruction.

Request funding for new faculty and adjunct training and innovative instructional strategies such as “flipping the classroom,” and integrating technology.

Rewrite SLO’s to match those in the ACGM and update WEAVE.

### **Assessment of Program Outcomes/Objectives**

To increase students success by 5% by 2017 in their next college-level course, such English 1301, History 1301 or History 1302, enrolled in the following semester.

To increase passing rate by 5% by 2017 through the development reading course sequence.

To increase persistence rates by 5% by 2017 through the development reading course sequence.

Enter program outcome objectives in to WEAVEonline.

### **Instructional-Related Activities**

Work with Institutional Research to obtain cohort data to study student success in first reading intense college level course.

Create a curriculum that supports the state initiatives, such as the Integrated Reading and Writing (IRW) course.

Provide on-going professional development for all faculty for IRW state mandated initiatives.

Create a curriculum that supports the state initiatives and address the needs of the “bubble” students, such as the Non-Course Based Option (NCBO) course.

Create an Adjunct handbook with the new IRW course and new instructional strategies.

### **Curriculum Integration and Mobility**

Determine the appropriate placement of students using the new TSI assessment and cut-off scores.

Create an assessment chart to share with the college community.

Write course guidelines for the IRW and NCBO courses that will be inserted in the catalog.

### **Student Educational Intent**

Explore course offerings in alternative formats such as hybrid, on-line or eight-week courses.

Provide seminars for students to inform them of the various academic resources that are available to them. Some include Math: the Sine of the Times, student success workshops, and study skills workshops.

Provide professional development for reading instructors to learn various instructional strategies to teach the ESOL student.

### **Effective Personnel Utilization**

Hire another full-time reading faculty member.

### **Strategic Advantage**

Continue close ties with community and college organizations.

Continue the analysis of program data as well as instructional data to make changes to the program



## **CHAPTER ONE**

# **ASSESSMENT PROCESS FOR ACHIEVING PROGRAM STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION COMPETENCIES**

### **REVIEW OF THE ASSESSMENT PROCESS**

Elements to consider are:

#### **1. The completion of each annual Detailed Assessment Report**

These were completed on Weave from 2009-2012.

The Reading student learning outcomes have changed over the past five years, as well as how many were assessed each year. For the previous Program Review years, the reading faculty assessed only one student learning outcome each year. The Townsend Press Final exam was used to measure the student learning outcomes, but only one student learning outcome was the focus each year. Based on the final exam, a student learning outcome such as main idea was selected and various strategies were developed to improve the teaching of that outcome. Reading faculty also assessed vocabulary using teacher-prepared vocabulary unit exams.

In 2008-2009, the Reading faculty expanded the number of student learning outcomes assessed. The Townsend Press Final Exam and the unit vocabulary exams were still used, but 7 SLO's were assessed.

In 2010-2011, the Reading Faculty began to assess the student learning outcome, Implied Main Idea. Faculty developed a rubric which measured the accuracy of the topic, supporting details and implied main idea statement generated by the student. Random student papers were selected from each READ 0306 class.

In 2011-2012 Reading faculty revised the rubric for the student learning outcome, Implied Main Idea. The rubric was used to measure the accuracy of the implied main idea statement as written by the student based on a short, multi-paragraph essay. This rubric proved satisfactory, and it is currently being used.

#### **2. The appropriateness of each program student learning outcome as it relates to the Strategic Plan**

Goal #1 of the Del Mar College Strategic Plan for 2009-2014 is Student Success—assure access and educational excellence for all students.

The seven current student learning outcomes (2010-2012) include use course vocabulary, use of context to determine meaning of words, identify stated main ideas, write implied main ideas, identify author's purpose, recognize relationship among ideas and make inferences. Each of these student learning outcomes support Goal #1, Objective 1.1 of the Del Mar College Strategic Plan for 2009-2014, Quality: Maximize student learning.

When students are able to achieve satisfactory results for each of the assessment measures, (addressed in past and present reading student learning outcomes), they are better able to successfully read, comprehend, and infer material in their college textbooks and pass all of their college classes. This also prepares them to be successful in their future employment.

### **3. Connection of the measure to the program student learning outcomes**

The Program has reviewed all measures and found that all are appropriate ways to evaluate the Reading student learning outcomes. The measures are common and typical. With the exception of one (context clues) all continue to be effective and demonstrate student success. The measure for using context clues should be increased.

The following are the current (2011-2012) Reading student learning outcomes and measures:

#### *#1—Use course vocabulary (SLO#1)*

Measure: Vocabulary Unit exams 1-3 for spring semesters, and Vocabulary Unit exams 4-6 for fall. Students in READ 0306 study five chapters comprising a unit in a selected vocabulary textbook. Various strategies are used in teaching and learning the vocabulary. Students then take a faculty prepared exam covering all five chapters. At the end of the semester, students have completed at least 2 vocabulary units.

By learning a minimum of 100 higher level vocabulary words, students have a better understanding of language appropriate for college level study.

#### *#2—Use context to determine meaning of words (SLO#2)*

Measure: Townsend Press Final Exam: Vocabulary in Context Questions

Students learn four strategies to enable them to learn vocabulary by using the context. The four strategies are: example clues, synonym clues, antonym clues and "sense of the sentence" clues. By using context to determine the appropriate meaning of words, phrases, and statements, students have a better understanding of concepts in their college level textbooks.

#### *#3—Identify stated main ideas (SLO#3)*

Measure: Townsend Press Final Exam: Main Idea Questions

Students practice finding the main idea in exercises, short reading passages and short and long essays. Finding the main idea is a study skill which aids students in comprehension of college level materials.

*#4—Write implied main ideas (SLO#4)*

Measure: Implied Main Idea exam

Students in READ 0306 practice identifying the implied main idea using exercises, short passages and essays. They demonstrate the ability to write an implied main idea from a series of individual paragraphs and a multi-paragraph. Being able to write an implied main idea is a skill that helps students in comprehension of study materials.

*#5—Identify author's purpose (SLO#5)*

Measure: Townsend Press Final Exam: Author's purpose questions

Students in READ 0306 practice identifying the three basic purposes for which an author's writes: information, persuasion and entertainment. Students have a better understanding of why the author is writing, thereby understanding the concepts in their college level textbooks to a higher degree.

*#6—Recognize relationship among ideas (SLO#6)*

Measure: Townsend Press Final Exam: Relationship among ideas questions

In READ 0306 students study 5 patterns of organization: list of items, time order, definition/example, comparison/contrast and cause/effect. By identifying the relationship among ideas in textbooks, students will better understand the organization of the material; thus enabling them to better comprehend and learn the concepts in the college level textbooks.

*#7—Make Inferences (SLO#7)*

Measure: Townsend Press Final Exam: Make inferences and draw conclusions

In READ 0306, students learn to make inferences and draw conclusions in college expository text, and with visual aids/graphs. Students are able to analytically interpret the meaning of concepts in college level textbooks.

#### **4. Realistic and appropriate achievement targets**

For each learning outcome, the achievement target is that 70% of the students will complete the assessment with a score of 70% or higher. Review of the targets and student performance show that this is challenging and appropriate with the exception of SLO # 2—Use context to determine meaning of words. Since we have achieved 80% or better in the past few years, we can eliminate this SLO. The 70% target is appropriate because the courses taught in the Reading

discipline are developmental courses (pre-college level). The rubric used the Townsend Press Exam, and the unit vocabulary exams are based on criteria a teacher would expect students to read in a college level course.

The rubric for implied main idea and the unit vocabulary exams have been revised multiple times to improve the accuracy in assessing the student learning outcomes.

## **5. Connection of the findings to the achievement targets**

Review of the information below that demonstrates the program's record of findings about students meeting the target. Also, review of the chart concisely demonstrates the program's record of students meeting the target (Table 1.1).

*2008-2009*

SLO #1—Achievement target was 70% of the students will correctly answer 70% of the questions on the Unit vocabulary exams.

The target was met in Spring 2009 (70%), but not in Fall 2008 (67%).

SLO #2—Achievement target was 70% of the students will correctly answer at least 70% of the questions relating to Vocabulary in Context on Townsend Press final exam.

Target was met in both Fall 2008 (89%) and Spring 2009 (90%).

SLO #3—Achievement target was 70% of the students will correctly answer at least 70% of the questions relating to Main Idea on Townsend Press final exam.

Target was met both Fall 2008 (70%) and Spring 2009 (78%).

SLO #4—This was not a targeted learning outcome for us in 2008-2009.

SLO #5—Achievement target was 70% of students will correctly answer at least 70% of the questions relating to Author's Purpose and Point of View on Townsend Press final exam.

Target was met both Fall 2008 (78%) and Spring 2009 (81%).

SLO #6—Achievement target was 70% of students will correctly answer at least 70% of the questions relating to Relationships Among Ideas on Townsend Press final exam.

Target was met both Fall 2008 (74%) and Spring 2009 (79%).

SLO #7—Achievement target was 70% of students will correctly answer at least 70% of the questions relating to making inferences and drawing conclusions.

Target was met both Fall 2008 (78%) and Spring 2009 (79%).

*2009-2010*

SLO #1—Achievement target was 70% of the students will correctly answer 70% of the questions on the Unit vocabulary exams.

Target was not met since only 69% of the students met or exceeded the minimum expectations in Fall 2009, and 66% of students met minimum expectations in Spring 2010.

SLO #2—Achievement target was 75% of the students will correctly answer at least 70% of the questions relating to Vocabulary in Context on Townsend Press final exam.

Target was met in both Fall 2009 (89%) and Spring 2010 (89%).

SLO #3—Achievement target was 70.5% of the students will correctly answer at least 70% of the questions relating to Main Idea on Townsend Press final exam.

Target was partially met since in Fall 2009 only 69% of the students met or exceeded the minimum expectations. However, in Spring 2010 70% of the students met or exceeded the minimum target.

SLO #4—Achievement target was 70% of the students will score at least a 2.5 on the rubric showing that students can read several passages and write an implied main ideas for each.

Target was not met since only 40% (16/40) of the students achieved at least a 2.5 on the rubric. This SLO is assessed during Fall semester only.

SLO #5—Achievement target was 70% of students will correctly answer at least 67% of the questions relating to Author's Purpose and Point of View on Townsend Press final exam.

Target was met both Fall 2009 (75%) and Spring 2010 (78%).

SLO #6—Achievement target was 70% of students will correctly answer at least 67% of the questions relating to Relationships Among Ideas on Townsend Press final exam.

Target was met both Fall 2009 (73%) and Spring 2010 (71%).

SLO #7—Achievement target was 70% of students will correctly answer at least 70% of the questions relating to making inferences and drawing conclusions.

Target was met both Fall 2009 (75%) and Spring 2010 (74%).

*2010-2011*

SLO #1—Achievement target was that 70% of the students will correctly answer 70% of the questions on the Unit vocabulary exams.

Target was partially met since 72% of the students met or exceeded the minimum expectations in Fall 2010, but only 67% of students met minimum expectations in Spring 2011.

SLO #2—Achievement target was the 75% of the students will correctly answer at least 70% of the questions relating to Vocabulary in Context on Townsend Press final exam.

Target was met in Fall 2010 (88%). Data was not available for Spring 2011.

SLO #3—Achievement target was 70.5% of the students will correctly answer at least 70% of the questions relating to Main Idea on Townsend Press final exam.

Target was met in Fall 2010; 74% of the students met or exceeded the minimum expectations. Data was not available for Spring 2011.

SLO #4—Achievement target was that 70% of the students will score at least a 2.5 on the rubric showing that students can read several passages and write an implied main idea for each.

Target was not met since only 53% (29/55) of the students achieved at least a 2.5 on the rubric. This SLO is assessed in Fall semester only.

SLO #5—Achievement target was 70% of students will correctly answer at least 67% of the questions relating to Author's Purpose and Point of View on Townsend Press final exam.

Target was met since 75% of students met or exceeded minimum expectations. Data was not available for Spring 2011.

SLO #6—Achievement target was 70% of students will correctly answer at least 67% of the questions relating to Relationships Among Ideas on Townsend Press final exam.

Target was met in Fall 2010 since 75% of the students met or exceeded minimum expectations. Data was not available for Spring 2011.

SLO #7—Achievement target was 70% of students will correctly answer at least 70% of the questions relating to making inferences and drawing conclusions.

Target was met in Fall 2010 since 76% of the students met or exceeded minimum expectations. Data was not available for Spring 2011.

### *2011-2012*

SLO #1-Achievement target was that 70% of the students will correctly answer 70% of the questions on the Unit vocabulary exams.

Target was only partially met since 67% of the students met or exceeded the minimum expectations in Fall 2011. However 71 % of students met or exceeded minimum expectations in Spring 2012.

SLO #2—Achievement target was the 75% of the students will correctly answer at least 70% of the questions relating to Vocabulary in Context on Townsend Press final exam.

Target was met in Fall 2011 since 89% of the students met or exceeded the minimum expectations. Chair made decision to use only Fall data from Townsend Press final exam.

SLO #3—Achievement target was 70.5% of the students will correctly answer at least 70% of the questions relating to Main Idea on Townsend Press final exam.

Target was met since 72% of the students met or exceeded the minimum expectations in Fall 2011. Chair made decision to use only Fall data from Townsend Press final exam.

SLO #4—Achievement target was that 70% of the students will score at least a 2.5 on the rubric showing that students can read several passages and write an implied main idea for each.

Target was not met since only 26% (14/54) of the students achieved at least a 2.5 on the rubric. This SLO is assessed in Fall semester only.

SLO #5—Achievement target was 70% of students will correctly answer at least 67% of the questions relating to Author's Purpose and Point of View on Townsend Press final exam.

Target was met in Fall 2011 since 74% of students met or exceeded minimum expectations. Chair made decision to use only Fall data from Townsend Press final exam.

SLO #6—Achievement target was 70% of students will correctly answer at least 67% of the questions relating to Relationships among ideas on Townsend Press final exam.

Target was met in Fall 2011 since 75% of the students met or exceeded minimum expectations. Chair made decision to use only Fall data from Townsend Press final exam.

SLO #7—Achievement target was 70% of students will correctly answer at least 70% of the questions relating to making inferences and drawing conclusions.

Target was met in Fall 2011 since 77% of the students met or exceeded minimum expectations. Chair made decision to use only Fall data from Townsend Press final exam (Table 1.1).

Table 1.1: Percentage of Students' Scores on Assessments of Student Learning Outcomes

ASSESSMENTS	FALL 2008	FALL 2009	FALL 2010	FALL 2011	SPRING 2012	Fall 2012
SLO #1-USE COURSE VOCABULARY						
MEASURE-UNIT EXAM 1	72% (not available)	72% (189/262)			70% (161/229)	
MEASURE-UNIT EXAM 2	71% (not available)	74% (169/229)			72% (159/208)	
MEASURE-UNIT EXAM 3	59% (not available)	61% (127/208)			No data	
MEASURE-UNIT EXAM 4			72% (213/297)	68% (200/296)		69% (181/262)
MEASURE-UNIT EXAM 5			67% (166/248)	66% (169/257)		66% (152/231)
SLO #2-USE CONTEXT TO DETERMINE MEANING OF WORDS						
MEASURE-FINAL EXAM	89% (182/204)	89% (172/193)	88% (220/250)	89% (178/221)		88% (188/214)
SLO #3-IDENTIFY STATED MAIN IDEAS						



MEASURE-FINAL EXAM	70% (143/204)	69% (133/193)	74% (185/250)	72% (159/221)		69% (148/214)
SLO #4-WRITE IMPLIED MAIN IDEA						
MEASURE-IMPLIED MAIN IDEA EXAM	Not tested	40% (16/40)	53% (29/55)	26% (14/54) (2.75 instead of 2.5)		
SLO #5-IDENTIFY AUTHOR'S PURPOSE						
MEASURE- FINAL EXAM	78% (159/204)	75% (145/193)	75% (188/250)	74% (164/221)		75% (161/214)
SLO #6-RECOGNIZE RELATIONSHIPS AMONG IDEAS						
MEASURE-FINAL EXAM	74% (151/204)	73% (141/193)	75% (188/250)	75% (164/221)		74% (158/214)
SLO #7-MAKE INFERENCES						
MEASURE-FINAL EXAM	78% (159/204)	75% (145/193)	76% (190/250)	77% (170/221)		74% (158/214)

## **INCLUSION OF SAMPLES SIZES IN THE FINDINGS**

Except for the Implied Main Idea (SLO #4), all student scores are reported for assessment. For SLO #4, Implied Main Idea, the sample size ranged from 40-50 students during the Fall semesters. All tenured faculty participate in this assessment.

Although we used a random sampling for our assessment for SLO 4, all students are assessed by their instructors.

2008-2009: The number of students assessed on Townsend Press final exam was not available.

2009-2010: 193 students assessed on Townsend Press final exam.

40 student exams assessed on Implied Main Idea exam.

2010-2011: 250 students assessed on Townsend Press final exam.

55 student exams assessed on Implied Main Idea exam.

2011-2012: 221 students assessed on Townsend Press final exam.

54 student exams assessed on Implied Main Idea exam.

## **DEVELOPMENT, IMPLEMENTATION, AND COMPLETION OF ACTION PLANS FOR ACHIEVEMENT TARGETS NOT MET**

### **Action Plan #1- 2010-2011**

*SLO 1: Learn a minimum of 150 new vocabulary words acquired through context and reference guides.*

Instructors reviewed the strategies for teaching vocabulary including: (1) using practice exercises in vocabulary book; (2) using teacher-prepared review sentences for each unit; (3) spending a portion of each class period working on vocabulary. In addition, the following strategies were developed:

- Vocabulary tutoring was offered in the Reading Lab. Attendance was emphasized by faculty, particularly for students need extra help.
- The order of the chapters were changed so that the less rigorous chapters were done during the Spring semester.
- Only 2 unit exams were required during each semester.
- As a class time activity, instructors implemented additional class practice on the vocabulary words emphasizing the 10 most difficult words in each unit.

*SLO #2: Use context to determine meaning of words. No Action Plan needed.*

*SLO 3: Identify Stated Main Idea.*

Instructors reviewed strategies to teach main idea and implemented the following strategies:

- A new order of teaching the reading skills. Instead of teaching main idea first, instructors began with the two chapters on Relationships Among Ideas. Understanding the variety of organizational patterns that authors use to present material, helps students identify the main idea since organizational pattern is often indicated in a stated main idea.
- Faculty also did more guided practice on main ideas using short paragraphs and short essays in the textbook.
- Some faculty used outlining and mapping of short essays to identify stated main ideas.

*SLO 4: Write implied main idea*

Faculty met and analyzed the implied main idea test, and the practice implied main idea test. The following changes were made:

- Faculty decided that some of the passages were too difficult because they were from articles instead of textbooks, so three of the passages were changed, including the multi-paragraph passage.
- Faculty revised the assessment rubric to focus only on the implied main idea statement and not the topic and supporting details.
- Faculty improved their method of teaching implied main idea by teaching the outline format where topic and major supporting details were identified. From the outline or map, students were better prepared to write an implied main idea.

*SLO 7: Make Inferences*

In an effort to improve student performance even though the target was met, Faculty discussed and implemented the following strategies:

- Faculty increased the number of visuals such as pictures, cartoons and other images used to introduce the concept of making inferences.
- Faculty connected the skill of making inferences to other reading skills such as vocabulary in context and author's tone while discussing practice exercises in the textbook.

## **Action Plan #2 (2011-2012)**

*SLO #1: Learn a minimum of 150 vocabulary words acquired through context and reference guides.*

Instructors continued the implementation of Action Plan #1. Although we didn't meet the target in Fall 2011, we met our target in Spring 2012.

*SLO #4: Write Implied Main Idea*

Faculty and some adjuncts met and discussed instructional additional strategies for teaching implied main idea in July 2012.

- Students were given more in class practice using additional passages from the textbook.
- Faculty began using the graphic organizer, "herringbone."
- All faculty were required to give the practice implied main idea test and to discuss the answers of all passages.

## **REVIEW OF ANALYSIS QUESTIONS AND ANNUAL REPORT**

*What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?*

The seven current student learning outcomes should all receive continued attention as these five areas are essential components which will aid students in successfully completing college level courses and completing their Associates Degree. Assessments show that a majority of reading students have consistently mastered five of the seven student learning outcomes. These student learning outcomes are consistent with important reading skills that students must acquire to effectively read their college textbooks as established by the National Association of Developmental Education.

*Strengths:*

Students have demonstrated that they consistently met the target on five of the seven SLOs.

SLO #2 (context clues) has consistently exceeded the target of 75%.

*Weaknesses:*

Writing implied main ideas remains the biggest challenge although our last assessment showed marked improvement (26% in Fall 2011 and 33% in Fall 2012). However, we still must work on strategies that will improve students' performance on this SLO.

As vocabulary acquisition is very important, we must continue to employ strategies that will help students perform better on the unit exams. We have not met (2009-2010) or partially met, (2011-2012), (2010-2011), (2008-2009) are targets for the past four years. We need to improve students' ability to learn vocabulary.

*How will your assessment be used by the unit to justify professional development, travel, equipment, personnel, facilities, etc?*

The reading courses have a 1-hour lab component. Approximately 29 sections are taught each fall and spring with approximately 450 students. All students must participate in an hour of lab work each week. Up-to-date computers, monitors and software must be maintained in the Reading Lab. The classrooms must also provide excellent technology in the form of computers, screens and document cameras.

In order to provide information on current trends in teaching and learning pertaining to the field of developmental reading, faculty must have access to professional development through attendance at state and national developmental education conferences. Continued participation in this essential aspect of professional development in the discipline is dependent on funding for travel and conferences.

While the school's current budget constraints greatly limit the availability of funds, it does not negate the needs of the reading discipline.

## **PROCESS FOR GENERAL EDUCATION COMPETENCIES**

The instructional Program Review Committee also addresses the connection of program student learning outcomes to the General Education Competencies. The General Education Competencies are college-wide student learning outcomes applicable to all instructional programs and disciplines. The Instructional Program Review Committee reviews the Detailed Assessment Reports to identify the association between the General Education Competencies and the program student learning outcomes. Programs with courses in the Core Curriculum need to clearly show that association and provide evidence of how the program student learning outcomes meet the General Education Competencies shown in WEAVE online under General Education Curriculum Mapping. Programs that do not have courses in the Core Curriculum need to demonstrate how their program student learning outcomes support and reinforce the General Education competencies.

Reading classes are not connected to General Education competencies, but the program's assessment measures are connected to the College's goal to assure access and educational excellence for all students. The assessment measures carried out by the reading program-- the vocabulary exams, the Townsend Press Exam and the implied main idea exam— enhance students' abilities to pursue educational excellence.

## SUMMARY

The student learning outcomes and the assessment process have changed over the past five years. The seven current learning outcomes (2008-2012) include: using course vocabulary, using context to determine meaning of words, identifying stated main ideas, writing implied main ideas, identifying author's purpose, recognizing relationships among ideas, and making inferences. The measures involve an exam with rubric to measure the effectiveness of written implied main ideas, an exam to measure the use of course vocabulary and the standardized exam from Townsend Press to measure the remaining five student learning outcomes. The program has reviewed all measures and found them to be common and typical ways to evaluate the student learning outcomes in this discipline.

Achievement targets for all student learning outcomes were that 70% of student would meet minimum expectations for each outcome. Results varied, but most of the targets were met or partially met during the last five years. Specific SLOs that where the targets (70% or more) were consistently met were: use context to determine meaning of words, identify author's purpose, recognize relationship among ideas, and make inferences. Targets (70%) were partially met in two SLOs: use course vocabulary and identify stated main idea. SLO #4 was assessed beginning in fall 2011. A rubric was developed and a sample size was assessed during fall semesters; however, we have not reached our target for this SLO yet.

Action Plans have been developed, implemented and partially completed for the achievement targets not met: use course vocabulary, identify main idea, and write implied main ideas. Instructors have implemented several instructional strategies in class and as homework assignments dealing with using course vocabulary, identifying main idea and writing implied main ideas. Instructors met to discuss criteria on the implied main idea rubric. Several major changes were made with the result that SLO #4 target is improving, but more work needs to be done. Our inter-rater reliability has improved. The results for SLO#2 have consistently been higher than our target, so we will retire that SLO this year. The rest of the student learning outcomes should receive continued attention as they are skills that are important to a student's college success.

Since our faculty and adjuncts rely on the technology in our classrooms (computer and document camera) for effective teaching we must maintain and update this equipment in a timely manner. Since a lab component to each reading course is required by the state, we must maintain 61 computers and monitors. Students must each complete 16 lessons in the lab for each reading course they take. Because approximately 1000 students use the reading computer lab and classrooms in Fall and Spring semesters, the computers and presentational equipment must be constantly maintained and updated.

Faculty have learned many instructional strategies and assessment methodologies to meet student learning outcomes at the state and national conferences; thus, monetary support for this professional development is essential.

## **RECOMMENDATIONS**

1. Retire SLO #2: Use context to determine meaning of words.
2. SLO #4: Write Implied Main Ideas: refine the rubric, test and assessment to match the instruction.
3. Request funding for new faculty and adjunct training and innovative instructional strategies such as “flipping the classroom,” and integrating technology.
4. Rewrite SLO’s to match those in the ACGM and update WEAVE.

## **CHAPTER TWO**

### **ASSESSMENT OF PROGRAM OUTCOMES/OBJECTIVES**

#### **CONNECTION OF PROGRAM OUTCOMES/OBJECTIVES TO COLLEGE GOALS AND OBJECTIVES**

The Reading Program does not have program outcomes/objectives. However, the student learning outcomes are connected to the College goals and objectives identified in the current Del Mar College Strategic Plan. The Program aligned through Goal 1: Student Success, Objective 1.1 Quality: Maximize student learning.

#### **REVIEW OF ASSESSMENT PROCESS FOR PROGRAM OUTCOMES/OBJECTIVES**

The Reading Program does not have program objectives and outcome. However, the student learning outcomes are documented in the five most recent Detailed Assessment Reports. However, in the 2008-2009 Program Review, there were recommendations made on the IPR 007. (Table 2.1).

1. Mini-mac computers will be purchased and integrated into daily classroom instruction. A full-time retention specialist will work with developmental education programs.
  - Mini-Mac computers have been purchased and installed in rooms 110, 111, 112, and 113. Faculty have integrated the use of the computers through various methods (i.e. power point presentations, use of internet activities).
2. A full-time retention specialist will work with developmental education programs.
  - We do not have a full-time retention specialist working with the Reading Discipline.
3. An instructional plan was developed by faculty and distributed to faculty members at the beginning of each semester.
  - A vocabulary instructional plan has been developed, and distributed, and reviewed at the beginning of each long semester.
4. An alternative final exam for READ 0306 will be developed and implemented.
  - An alternative final exam for READ 0306 has not been developed.
5. Course guidelines will be developed and utilized by faculty.



- Course guidelines have been developed and reviewed at the beginning of the long semesters.
6. Instructors will expand their instruction with technology in a computer-assisted classroom.
    - Faculty members use the reading lab computers to assist reading classes with on-line assignments and quizzes from the Townsend Press web site.
  7. List of historical texts will be provided for faculty members to integrate in instruction.
    - The integration of historical texts has not occurred at this time. However, Reading faculty did meet with the History faculty to discuss reading requirements in the history courses.
  8. A plan will be developed to improve the alignment of the student learning outcomes for ESOL 0241 with the student learning outcomes for READ 0305.
    - A plan has not been developed to improve the alignment of the student learning outcomes for ESOL 0241 with the student learning outcomes for READ 0305.
  9. Assessment levels will appropriately place students in READ 0305 or READ 0306.
    - Assessment levels have not been reviewed due to the changes in the state-mandated testing requirements.
  10. Faculty will analyze student performance through student mobility.
    - This has not been completed due to the attrition of Reading faculty.
  11. An orientation for part-time faculty will be developed and implemented.
    - An orientation for part-time faculty has been developed and implemented. The Reading Discipline coordinator meets with adjuncts at the beginning of each semester and discusses various departmental guidelines (i.e. syllabus, teaching guidelines, reading guidelines).
  12. Departmental syllabus will be completed and utilized by all Reading faculty.
    - A common course syllabus has been completed and used by all faculty.
  13. A common theoretical approach for the reading program will be developed.
    - Through the NADE process the reading department developed a theoretical framework to guide the pedagogical methodologies of the courses.
  14. Faculty will attend a workshop to understand legal issues regarding special service students.

- Faculty attended a college-wide professional development on legal issues regarding special service students and FERPA. Also, during a faculty discipline meeting the special service representative of the college informed faculty about the special education issues.

15. Reading Program will meet NADE certification requirements.

- The Reading Department completed the NADE certification in January 2010 and received the NADE certification in January 2011.

Table 2.1

**STATUS REPORT ON RECOMMENDATIONS**

Program: Reading

Year of Review: 2012-2013

Recommendations from Dean and PVPI	Status Report
<p>1. Clarify what happened in 2006-2007 after a vocabulary textbook was added.</p> <p>2. An action plan for monitoring student success and current instructional methods, including who is responsible for implementation and the timeline, needs to be addressed in the Two-Year Follow-Up Packet.</p> <p>3. Clarify the following:</p> <p>a. How do faculty know students are using 150 new words?</p> <p>b. Does a standardized vocabulary test demonstrate that students are using the new words?</p>	<p>1. Department created common unit exams that were used by all full-time and part-time faculty. Yearly, data was collected and analyzed. Faculty discussed and implemented teaching strategies to improve student achievement.</p> <p>2. Faculty created an action plan for monitoring students' success and current instructional methods, including who is responsible for implementation and the timeline (i.e. vocabulary guidelines, Implied Main Idea teaching strategies, vocabulary unit exams, and graphic organizers). However, it was not addressed in the Two-Year Follow-Up Packet.</p> <p>3a. Faculty knew that students were using the new words through the writing and oral assignments.</p> <p>3b. The vocabulary tests were not standardized, but common. While the common tests do not demonstrate that students were using the new words, it did provide evidence that they know how to use the words in context.</p>

Table 2.1 Continued

<b>Recommendations from Dean and PVPI</b>	<b>Status Report</b>
<p>4. How will the faculty monitor student success and instruction? What is the plan?</p>	<p>4. The faculty analyzed the common vocabulary exams and reading final exam. Then created action plans for instruction to address weaknesses.</p>
<p>5. Explain the level of success of the Supplemental Instruction (SI) sessions in the Two-Year Follow-Up Review.</p>	<p>5. The Supplemental Instruction sessions were not successful. Since the sessions were not required, students did not attend. There SI was not continued for subsequent semesters.</p>
<p>6. Engage the Instructional Research Office in a new study of how well students who were required to take reading classes do in other content courses besides History 1301.</p>	<p>6. Due to the shortage of personnel in the Institutional Research Office, a new study was not feasible to launch to determine the success in other college-level courses besides History 1301.</p>

## **SUMMARY**

The Reading Program outcomes/objectives are connected to the College goals and objectives identified in the current Del Mar College Strategic Plan. The Program is aligned through Goal 1: Student Success, Objective 1.1 Quality: Maximize student learning. The Reading Program does not have written program outcomes/objectives; therefore, they are not delineated in the Detailed Assessment Reports from WEAVEonline. However, the Program has made recommendations for program objectives.

## **RECOMMENDATIONS**

Because there are no findings available for review, the following Program Objectives were recommendations developed by the committee and submitted as a part of the overall program review

1. To increase students success by 5% by 2017 in their next college-level course, such English 1301, History 1301 or History 1302, enrolled in the following semester.
2. To increase passing rate by 5% by 2017 through the development reading course sequence.
3. To increase persistence rates by 5% by 2017 through the development reading course sequence.
4. Enter program outcome objectives in to WEAVEonline.

## CHAPTER THREE

### INSTRUCTION-RELATED ACTIVITIES

#### STUDENT LEARNING ACTIVITIES ARE CONGRUENT WITH THE PROGRAM'S MISSION AND THE STUDENT LEARNING OUTCOMES

The Reading Program's mission is to provide developmental adult literacy and basic skills instruction to help entering students to perform successfully in their chosen academic or occupational fields of study. To support this mission the instructional activities are congruent with the student learning outcomes (Table 3.1).

*Table 3.1: Student Learning Outcomes*

<b>Student Learning Outcomes</b> The learner will be able to:	<b>Instructional Activities</b>	<b>Assessment Measures</b>
Use Course vocabulary	Textbook Assignments Lectures/Discussions Cooperative Group Activities Narrative/expository reading selections and novels	Teacher Made Unit Exams Writing Activities
Use context to determine the meaning of words.	Textbook Assignments Lectures/Discussions Cooperative Group Activities Narrative/expository reading selections and novels	Quizzes Teacher Made Exam Publisher Textbook Exam
Identify the main idea and locate important details.	Textbook Assignments Lectures/Discussions Cooperative Group Activities/Graphic Organizers Narrative/expository reading selections and novels	Quizzes Teacher Made Exam Publisher Textbook Exam
Recognize relationships among ideas in written passages (i.e. addition, time, illustration comparison and contrast, cause and effect, problem solution).	Textbook Assignments Lectures/Discussions Cooperative Group Activities Narrative/expository reading selections and novels	Quizzes Teacher Made Exam Publisher Textbook Exam

*Table 3.1 Continued*

Student Learning Outcome The learner will be able to:	Instructional Activities	Assessment Measures
Identify an author’s overall approach (purpose, point of view, kind of evidence).	Textbook Assignments Lectures/Discussions Cooperative Group Activities Narrative/expository reading selections and novels	Quizzes Teacher Made Exam Publisher Textbook Exam
Make inferences and draw conclusions	Textbook Assignments Lectures/Discussions Cooperative Group Activities Narrative/expository reading selections and novels	Quizzes Teacher Made Exam Publisher Textbook Exam

**TEACHING METHODS**

Instruction for the Reading program courses are conducted in a structured classroom environment where students learn through lectures, discussions, Power Point presentations, cooperative group activities, class projects, question/answer sessions, writing activities, graphic organizers, and practice with narrative/expository reading selections and novels designed to increase proficiency in specific areas of reading. Also included are strategies for improving and expanding vocabulary. In addition, students have an opportunity to use innovative technology to practice and increase reading skills.

**TEXTBOOKS**

Currently, textbooks for READ 0305: Basic Reading and Comprehension include:

Langan, J. (2003). Ten steps to improving college reading skills (4th ed.),

Mariton, NJ: Townsend Press. ISBN:1-59194-004-4

Johnson, B., & Gamer, S. (1999). Advancing vocabulary skills. Mariton, NJ: Townsend Press.

Students use a reading textbook and one vocabulary textbook for READ 0306: Intermediate Reading and Comprehension include:

Langan, J. (2013). Ten steps to advanced college reading skills (2<sup>nd</sup> ed.). Mariton, NJ: Townsend Press. ISBN:978-1-59194-079-1

Johnson, B., & Gamer, S. (1999). Advanced word power. Mariton, NJ: Townsend Press.

## **STUDENT ADVISING OPPORTUNITIES**

The Reading Discipline faculty takes part in advising students in areas such as Associate of Arts in Teaching EC-6 and Associate of Arts in Foreign Languages. Also, the Reading Discipline faculty offers advising opportunities both in and out of the classroom setting.

## **OUTREACH**

The reading lab coordinator provides all students information about the reading resources that available to them through college-wide newsletters, reading web site, and through various events held on campus (i.e. Math the Sine of Times Seminar, Orientations, and Career Days).

## **OTHER INSTRUCTIONAL ACTIVITIES**

The Reading Program is closely integrated with the Reading Lab, which provides vital support to classroom instruction. Both READ 0305 and READ 0306 include a mandatory lab component that is completed in a supervised computer lab located in the Reading Center. Students complete 16 lessons at the appropriate level in Read On, a reading intervention program developed by Steck Vaughn/Harcourt Achieve. The lessons parallel and reinforce skills taught in the reading courses. Reading instructors may also refer struggling students to the Reading Lab for additional tutoring in reading skills and vocabulary acquisition. The Reading Lab provides students with a variety of materials to improve reading skills.

## **GRADE DISTRIBUTION**

READ 0305: Basic Reading and Comprehension and the READ 0306: Intermediate Reading and Comprehension grades are determined through various measures including in-class and out-of-class reading and vocabulary assignments, computer lab assignments, vocabulary unit exams, and a final exam. Course grade distributions were not provided. The overall program grade distributions for the past five Fall semesters have been provided for READ 0305/READ 0306 and Developmental English (Table 3.2).



*Table 3.2 Grade Distribution for READ 0305/READ 0306 and Developmental English*

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	READ	ENG	READ	ENG	READ	ENG	READ	ENG	READ	ENG	READ	ENG
A	10.4	8.8	8.6	11.4	9.1	13.3	11.6	16.6	10	14.6	6.1	13.7
B	19.8	19.2	18.3	18.2	22.7	23.5	26.6	27.4	23.1	26.2	28.2	23.5
C	23.2	24.8	20.6	24.2	19.8	17.4	28.9	27.1	27.1	27.2	25.3	23.3
R	34.9	26.6	20.3	19.8	21.3	23.4	13.3	8.7	23.7	11.6	23.0	23.1
W	11.7	20.7	26.6	26.5	27.6	22.5	19.5	19.8	15.7	19.7	17.5	16.3
Passing	53.4	52.8	47.5	53.8	51.6	54.2	67.1	71.1	60.2	68	59.6	60.5
GPA	2.76	2.70	2.55	2.76	2.77	2.92	2.74	2.85	2.71	2.88	2.68	2.84

*Source: Office of Institutional Research and Effectiveness Program Review Data, 2013.*

**Analysis of these data for Fall 2007 to the Fall 2012 indicate the following:**

*1. Pass Rates*

Data provided by Office of Institutional Research and Effectiveness (OIRE) indicate that students in READ earned grades of A, B or C in the range of 47.5 % - 67.1 % compared to students in developmental English that earned grades of A, B or C in the range of 52.8% - 71.1% % for the Fall 2007 –Fall 2012, which indicates reading students performed slightly below the developmental English students. Reading students’ average grade ranged from 2.55 to 2.77 (on a 4-point scale) compared to an average grade range from 2.70 to 2.92 for all developmental English courses.

*2. Failure Rates*

The failure rate for READ courses ranged from 13.3% to 34.9% for Fall 2007- Fall 2012 compared to failure rate for developmental English courses that ranged from 8.7% to 26.6%.

*3. Withdrawal Rates*

READ courses withdrawal rate ranged from 11.7% to 27.6 % while the withdrawal for the developmental English courses ranged from 16.3% to 26.5%.

The overall program grade distributions for the past five Spring semesters have been provided (Table 3.3).

*Table 3.3 Spring Grade Distribution for Grade Distribution for READ 0305/READ 0306 and Developmental English*

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012	
	READ	ENG	READ	ENG	READ	ENG	READ	ENG	READ	ENG
A	8.6	12.2	1.9	16.3	9.9	12.7	11.7	13.5	4.5	12.2
B	18.3	21.1	18.8	25.8	20.8	24.1	21.5	24.5	22.7	22
C	20.6	22.3	27.4	21.2	18.6	22.1	19.5	18.5	21	18.8
R	36.5	27.1	31.8	17.5	18.1	16.1	19.7	12.9	30.2	18
W	16.1	17	17.1	18.8	32.4	25.1	27.2	30.3	21.2	28.3
Passing	47.5	55.6	48.1	63.3	49.3	58.9	52.7	56.5	48.2	53
GPA	2.75	2.81	2.56	2.92	2.82	2.84	2.84	2.96	2.66	2.88

*Source: Office of Institutional Research and Effectiveness Program Review Data, 2013, p.13*

**Analysis of these data from Fall 2007 to the Fall 2012 indicate the following:**

*1. Pass Rates*

Data provided by Office of Institutional Research and Effectiveness (OIRE) indicate that students in READ earned grades of A, B or C in the range of 47.5% to 52.7% compared to students in developmental English that earned grades of A, B or C in the range from 53% to 63.3% for the spring 2008 - Spring 2012, which indicates reading students performed below the developmental English students. Reading students' average grade ranged from 2.56 to 2.77 (on a 4-point scale) compared to an average grade range from 2.81 to 2.96 for all developmental English courses.

*2. Failure Rates*

The failure rate for READ courses for spring 2008 - spring 2012 ranged from 18.1% to 36.5% compared to failure rate for developmental English courses that ranged from 12.9% to 27.1%.

*3. Withdrawal Rates*

READ courses withdrawal rate ranged from 16.1% to 32.4 % while the withdrawal rate for the developmental English courses ranged from 17% to 30.3%.

**COURSE COMPLETION RATES**

Individual course completion rates for READ 0305: Basic Reading and Comprehension and the READ 0306: Intermediate Reading and Comprehension was not provided.

**OVERALL PROGRAM COMPLETION RATES**

READ 0305: Basic Reading and Comprehension and the READ 0306: Intermediate Reading and Comprehension passing, withdraw, and course completion rate (completed the course with a grade of A,B,C, or R) for the fall and spring semesters for the past five years have been provided (Table 3.3 and Table 3.4).

*Table 3.3: Fall Course Completion Rates for READ 0305/READ 0306 and Developmental English*

	<b>Fall 2007</b>		<b>Fall 2008</b>		<b>Fall 2009</b>		<b>Fall 2010</b>		<b>Fall 2011</b>		<b>Fall 2012</b>	
	READ	ENG	READ	ENG	READ	ENG	READ	ENG	READ	ENG	READ	ENG
Course Completion	88.3	79.4	67.8	73.6	72.9	77.6	80.4	79.8	83.9	79.6	82.6	83.6

*Source: Office of Institutional Research and Effectiveness Program Review Data, 2013*

1. The course completion rates for READ for the Fall semesters ranged from 67.8% to 88.3% compared to the developmental English course completion rates that ranged from 73.6% to 83.6%.

*Table 3.4 Spring Course Completion Rates for READ 0305/READ 0306 and Developmental English*

	Spring 2008		Spring 2009		Spring 2010		Spring 2011		Spring 2012	
	READ	ENG	READ	ENG	READ	ENG	READ	ENG	READ	ENG
Course Completion	84	82.7	79.9	80.8	67.4	75	72.4	69.4	78.4	71

*Source: Office of Institutional Research and Effectiveness Program Review Data, 2013*

1. The course completion rates for READ for the Spring semesters that ranged from 67.4% to 84% compared to the developmental English course completion rates that ranged from 69.4% to 82.7%.

### **SUMMARY**

The reading discipline used a variety of teaching methods. For the past 23 years the Reading Lab has been available to students as instructional support to the classroom. Since 2005, both READ 0305: Basic Reading and Comprehension and the READ 0306: Intermediate Reading and Comprehension courses incorporate a twenty-five percent portion of their course content/grade to include the READ ON assignments completed in the reading lab. Additionally, the personnel in the Reading Lab provide additional tutoring in reading skills and vocabulary acquisition. The Reading Lab provides students and the community with a variety of materials to improve reading skills.

The Reading faculty participated in opportunities that provided students and faculty with information about the reading resources available. The Reading faculty are involved in college-wide committees and participate in advising.

### **RECOMMENDATIONS**

1. Work with Institutional Research to obtain cohort data to study student success in first reading intense college level course.
2. Create a curriculum that supports the state initiatives, such as the Integrated Reading and Writing (IRW) course.
3. Provide on-going professional development for all faculty for IRW state mandated initiatives.
4. Create a curriculum that supports the state initiatives and address the needs of the “bubble” students, such as the Non-Course Based Option (NCBO) course.

5. Create an Adjunct handbook with the new IRW course and new instructional strategies.

## **CHAPTER FOUR**

### **CURRICULUM INTEGRATION AND MOBILITY**

#### **RELATIONSHIPS AMONG THE CURRICULUM OF THE PROGRAM**

The courses offered by the Reading Program support the Del Mar College mission “provides access to quality education, workforce preparation, and lifelong learning fostering student and community success” ([http://www.delmar.edu/mission\\_statement.aspx](http://www.delmar.edu/mission_statement.aspx)).

In support of the Texas Success Initiative (TSI), Del Mar College requires testing for reading, writing and mathematical skills prior to registration to determine student readiness for college-credit courses (<http://www.delmar.edu/reginfo/assess.html>). Students are assessed and placed in one of two developmental reading courses offered by the Reading Program: READ 0305: Basic Reading and Comprehension and READ 0306 Intermediate Reading and Comprehension (Appendix A). Both courses are designed to build on students’ current reading skills and strategies, and to develop the critical reading and thinking processes required by college-level courses. Students placed in READ 0305 complete the course with skill levels required for READ 0306; all students successfully completing READ 0306 have met the developmental requirements in reading.

The Reading Program is closely integrated with the Reading Lab, which provides vital support to classroom instruction. Both READ 0305 and READ 0306 include a mandatory lab component which is completed in a supervised computer lab located in the Reading Lab. Students complete 16 lessons at the appropriate level of Read On!, a reading intervention program developed by Steck Vaughn/Harcourt Achieve. The lessons parallel and reinforce skills taught in the reading courses. Reading instructors may also refer students to the Reading Lab for additional tutoring in skills and vocabulary acquisition. The Reading Lab provides students with a variety of materials to improve reading skills.

#### **CURRICULA OF OTHER PROGRAMS**

The courses offered by the Reading Program are considered to be service courses for almost all other programs at Del Mar College. Students with improved reading skills are better prepared for the substantial academic reading required in credit courses. They should be better able to comprehend and retain information from assigned readings and should be able to analyze and organize information for study and writing assignments.

The Reading Program is closely integrated with other programs at the college, particularly developmental education programs such as English for Speakers of Other Languages (ESOL), English and Math. Students who complete the ESOL courses progress to the reading courses,

where they continue to build reading skills in vocabulary acquisition and in reading and speaking English.

## **TOTAL CURRICULUM OF THE INSTITUTION**

Since reading is a major delivery system for instruction, the Reading Program is closely integrated with all areas of the college curriculum. Strong reading skills are necessary for comprehension, retention and understanding of concepts that are essential in courses offered in the Division of Arts and Sciences and in many college-level occupational programs offered by the Division of Business and Professional and Technology Education.

## **SERVICE COURSES FOR STUDENTS IN OTHER PROGRAMS**

The Reading Program offers two service courses, READ 0305 and READ 0306. Reading provides services to college programs by developing student reading skills to meet the appropriate REM (Reading, English, Math) levels for college-level courses.

## **NUMBER OF STUDENTS PROVIDED TO SERVICE COURSES OFFERED BY OTHER PROGRAMS**

All Del Mar College students are assessed for reading levels upon application to the college and placed in the appropriate course as required. All Reading Program students who successfully complete the required developmental education courses become eligible for college-level credit courses.

## **AVAILABILITY OF RELATED CURRICULUM OPTIONS**

The Reading Program serves students from the ESOL program with the option to continue developing English language skills after they have completed the courses offered by the ESOL Program. Enrolling in READ 0305 and READ 0306 continues to develop reading skills, study skills, and vocabulary acquisition for these students.

The Reading Program is a source of further preparation and skill development for graduates of the Del Mar General Education Development (GED) Program. Students who have received a GED Certificate in lieu of a high school diploma benefit from the reading curriculum as they transition from the GED program into higher education or vocational programs.

## **PREREQUISITES FOR CURRENT REQUIREMENTS**

Del Mar College accepts the THEA, the THEA Quick Test, the ACCUPLACER and the COMPASS tests for reading assessment. SAT scores, ACT scores and TAKS test scores (Texas Assessment of Knowledge and Skills) are also accepted and used to determine placement. The minimum passing standards used by the College to determine readiness for academic course

work are shown on a placement chart published in the online Catalog (<http://www.delmar.edu/catalog/>) and Course Schedule (<http://www.delmar.edu/schedule/>).

The Reading Program places students assessed at a reading level of R1 into READ 0305: Basic Reading and Comprehension. Successful completion of READ 0305 places the student at a reading level of R2 which qualifies the student to enroll in READ 0306 Intermediate Reading and Comprehension. The successful completion of READ 0306 places students at a reading level of R3, which completes the reading course sequence and qualifies students for college level course work.

### **TRANSFER TO OTHER CURRICULA OR COLLEGES/UNIVERSITIES**

Students are considered TSI complete after successfully completing the developmental reading courses. Students who successfully complete READ 0306 may enroll in college level courses at Del Mar College or any college or university.

### **SUMMARY**

The courses offered by the Reading Program support the Del Mar College mission provides access to quality education, workforce preparation, and lifelong learning fostering student and community success.” The Reading Program offers service courses that are closely integrated with the Reading Lab which provides a supervised lab component for both READ 0305 and READ 0306. It is also closely integrated with the ESOL and other developmental education programs. Based on the students’ performance on the THEA, the THEA Quick Test, the ACCUPLACER, and the COMPASS, students are placed in one of the three categories: reading level of R1 (READ 0305), reading level of R2 (READ 0306), or reading level of R3 (college-ready).

### **RECOMMENDATIONS**

1. Determine the appropriate placement of students using the new TSI assessment and cut-off scores.
2. Create an assessment chart to share with the college community.
3. Write course guidelines for the IRW and NCBO courses that will be inserted in the catalog.



## **CHAPTER FIVE**

### **STUDENT EDUCATIONAL INTENT**

#### **PATTERN OF COURSE OFFERINGS**

The pattern of developmental reading course offerings is appropriate to the needs of developmental students. In regularly scheduled courses, the program offers two levels of developmental instruction including READ 0305, and READ 0306. The Reading Program is a service program.

The number of sections offered range from 63 in 2007-2008 to 58 in 2011-2012, a decrease of 7.9 percent. The five-year average is 60 sections per academic year.

The enrollments have increased from 1,046 in 2007-2008 to 1,145 in 2011-2012, an increase of 9.5 percent. The five-year average is 1,136 per academic year.

The average class size has also increased from 16.6 in 2007-2008 to 19.7 in 2011-2012, an increase of 18.9 percent. The five-year average is 18.8 per academic year.

#### **CLASS SCHEDULES RELATED TO STUDENT NEEDS**

Of the students surveyed in Fall 2012, 94.1 percent agree that classes in the subject are scheduled at a time convenient for them, and 92.6 percent reported that required courses in the subject are offered at times when they need them.

#### **RATE OF JOB PLACEMENT**

No data is available about job placement since this is a developmental course.

#### **SUFFICIENT JOB DEMAND IN THE COMMUNITY, REGION AND STATE**

Reading is a vital part of all jobs. The invaluable skills that students develop in reading courses enable them to gain knowledge, develop vocabulary, and communicate with others.

#### **TRANSFER RATE OF STUDENTS TO OTHER COLLEGES OR UNIVERSITIES**

No data is available about the transfer rate to other colleges or universities. However, 62.3 percent of the students surveyed indicated that they plan to transfer (figure 5.2).

#### **STUDENT DEMOGRAPHICS**

The Office of Strategic Planning and Institutional Research (OSPIR) prepared a profile of students enrolled in reading courses in the Fall 2012 semester. They found that the typical

reading student is more likely to be an Hispanic freshman female, under the age of 20 years, a part-time student taking between 10 and 12 hours of classes, and is employed.

### *Gender*

In the Fall 2012 semester, 61.2 percent of all students enrolled in reading classes were female compared to 57.6 percent college-wide (OSPIR p.16).

### *Classification*

Freshmen account for 96.3 percent of students enrolled in reading compared to 66.1 percent college-wide (OSPIR p.16).

### *Age*

Students under twenty years of age make up 39.6 percent of reading students compared to the overall college average of 28.3 percent. The average age of the reading student is 23.1 years old, 1.6 years younger than the college-wide average of 24.7 years old (OSPIR p.16).

### *Race/Ethnic Group/Nationality*

In reading courses, Hispanic students make up 65.7 percent of the enrollment, White or Anglo American students comprise 15 percent, African American students account for 6.7 percent, Asian/Pacific Islander make up 2.4 percent, Native Americans comprise 2.6 percent, and international and others total 7.5 percent.

College-wide, Hispanic students make up 56.7 percent of the enrollment, White students comprise

28.6 percent, African American students account for 3.6 percent, Asian/Pacific Islander make up 1.9 percent, Native Americans comprise 1.7 percent, and international and others total 7.6 percent (OSPIR p.16).

### *Full-Time/Part-Time*

The percentage of part-time students in reading courses increased 7.4 percent from 51.3 percent in 2011 to 58.7 percent in 2012. The college-wide rate is higher with 70.9 percent in 2011 and 70 percent in 2012 (OSPIR p.16).

### *Semester Credit Hours*

Almost 42 percent of reading students take 10-12 credit hours, while only 23.8 percent of college-wide students do. Reading and college-wide credit hours both average 9.5 hours per student (OSPIR p. 16)

### *Employment Status*

In the fall of 2012, almost 71 percent of students were employed. Another 13 percent were seeking employment (Table 5.1)

*Table 5.1 Employment Status*

Employment Status	Percent of students
35 > hours	27.5%
26-35 hours	15.9%
16-25 hours	18.8%
15 < hours	8.7%
Unemployed seeking employment	13.0%
Not currently seeking employment	15.9%

*(OSPIR February, 2012, p.18)*

### **EDUCATIONAL INTENT**

According to the Fall 2012 Student Survey, 44.9 percent of the students enrolled in reading classes indicated their long-term educational goal was to earn a four-year college degree; 17.4 percent said they wanted to earn a two-year college degree; 4.3 percent said they wanted to earn a certificate (OSPIR p. 18).

When asked why they were attending Del Mar College at this time, 30.8 percent reported that they were attending to earn enough credits to transfer to a four-year college. “Gain skills for a new occupation” comprised 27.7 percent, and those wanting to “explore a new career direction” constituted 15.4 percent. Students wanting to “gain skills necessary to retrain, remain current, or advance” comprised 16.9 percent, while 9.2 percent want to “satisfy a personal interest” (OSPIR p.18).

### **DECLARED MAJORS**

Nearly every program offered at Del Mar College was indicated as a major by reading students. However, of the 492 students who enrolled in the Fall 2012 reading classes, 56.5 percent enrolled in Business, Professional and Technology courses suggesting that they opt for a certificate. Arts and Sciences programs comprised 43.5 percent. (OSPIR p.16-17).

## TRANSFER PLANS

Students who successfully complete READ 0306 may enroll in college level courses. Sixty-three percent of students surveyed plan to graduate from Del Mar College with an Associate Degree, and fifteen percent plan to earn a certificate at Del Mar College. Sixty-two percent also plan to transfer to another college or university. Of these students, 75 percent would like to attend schools in Texas. The other 25 percent want to attend another community college, are undecided, or have other plans (OSPIR p.18).

Forty-one percent of the students who plan to transfer identified their choice as Texas A&M University- Corpus Christ. Other transfer destinations identified include the University of Texas at Austin, the University of Texas at San Antonio, Texas A&M University- Kingsville, Texas State University, Texas A&M- College Station, and University of Houston. Eighteen percent are undecided about their transfer destination. (OSPIR Research p.18: Figure 5.2)

### College Transfer Choices

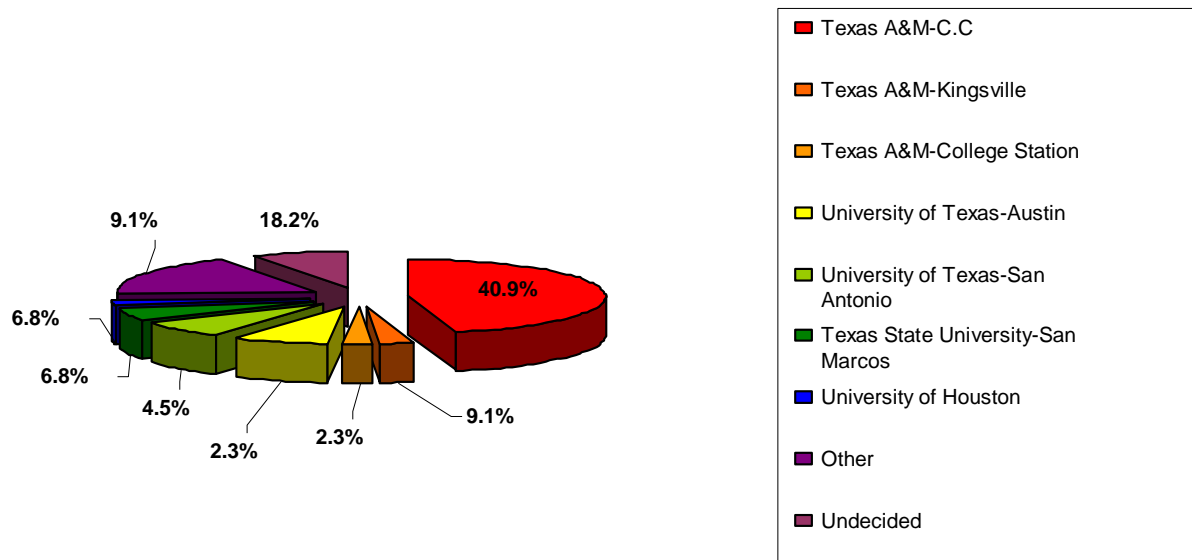


Figure 5.2: College Transfer Choices, (OSPIR, February, 2012, p.18)

## **READING PROGRAM MISSION AND STUDENT LEARNING OUTCOMES**

The mission of the Reading Program is consistent with student learning outcomes. The mission of the program is to provide developmental, adult literacy, and basic skills instruction to help entering students to perform successfully in their chosen academic or occupational fields of study.

### **The Student Learning Outcomes include the following:**

1. Students will learn through context and reference guides and apply 100 words in READ 0306 and 150 words in READ 0306.
2. Students will identify main idea and supporting details in a variety of written materials.
3. Students will identify a writer's purpose, point of view, and intended meaning in a variety of written materials.
4. Students will analyze the relationship among ideas in a variety of written material.
5. Students will use critical reasoning skills to evaluate a variety of written material.
6. Students will apply study skills to textbook assignment.

## **READING PROGRAM SERVES INTENDED AUDIENCE**

The Reading Program provides two levels of developmental courses to help entering students perform successfully in their chosen academic or occupational fields of study.

According to the Fall 2012 Program Review Student Survey Results, 95.6 percent of reading students agreed that their reading comprehension improved as a result of taking the classes. In addition, 95.6 percent agreed that what they learned in their reading classes is what they need to succeed. Almost 99 percent rated the amount of knowledge and learning gained in this subject as average or higher (OSPIR p. 19).

## **READING CLASS HOURS AND STUDENT NEEDS**

During the Fall 2012 semester, 94.1 percent of students stated that reading classes were offered at the times most convenient for them.

## **SUMMARY**

Course offerings have slightly decreased while the enrollment and average class size have increased. The typical reading student is a Hispanic freshman female who is under twenty

years old, a continuing part-time student, and is employed. Hispanic and white students comprise of almost 81 percent of the students enrolled in the reading program. Almost 71 percent of these students are employed. As a long-term goal, nearly 62 percent want to earn a two or four-year degree. Therefore, 62 percent plan to transfer to another college. The mission is consistent with the student learning outcomes. Almost 57 percent of the declared majors are in the fields of Business, Professional and Technology, and 43 percent are in Arts and Sciences. Ninety-two percent of reading students agreed that their reading comprehension improved as a result of taking the courses. In addition, 91 percent agreed that what they learned in their reading courses is what they need to succeed. Almost 96 percent rated the amount of knowledge and learning gained as average or higher. Just over 94 percent of students believe that reading classes are offered at convenient times. The successful completion of READ 0306 allows students to enroll in college-level credit courses.

### **RECOMMENDATIONS:**

1. Explore course offerings in alternative formats such as hybrid, on-line or eight-week courses.
2. Provide seminars for students to inform them of the various academic resources that are available to them. Some include Math: the Sine of the Times, student success workshops, and study skills workshops.
3. Provide professional development for reading instructors to learn various instructional strategies to teach the ESOL student.

## CHAPTER SIX

### EFFECTIVE PERSONNEL UTILIZATION

#### TEACHING LOAD

The number of permanent staff in the Reading Program averaged 4 faculty members who teach five classes each.

During Fall 2012, 492 students enrolled in reading classes. The six-year average for fall enrollment is 556 students. Although it varies a little, there are between 25 and 31 combined sections of reading offered during the Fall and Spring semesters, with 7 sections offered during summer semesters.

During Fall 2012 semester, the reading discipline had a full-time equivalent student-to-teaching-staff ration of 17.69, compared to the college-wide average of 16.93 to one and a divisional average of 21.63 to one.

*TABLE 6.1 FTE Student-to-teaching staff ratio*

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
FTE student-to-teaching-staff ratio						
Reading	20.8	22.0	21.6	17.3	17.3	17.7
Division of Arts and Sciences	23.0	22.8	22.8	21.8	21.7	21.6
College-Wide	17.8	17.7	18.3	17.0	17.4	16.9

*Source: Office of Strategic Planning and Institutional Research 2012*

Over the last five fall semesters, the student-to-teaching ratio and contact hours per FTE faculty in reading were highest in 2008 and lowest in both 2010 and 2011, each having the exact ratio.

#### FULL-TIME FACULTY-TEACHING LOAD

In the past five years, part-time faculty taught approximately 41% of the classes. A full-time load for a faculty member in the Reading Program is five courses per semester.

In addition to their course load, several reading faculty members also receive course release for additional duties that they perform. One faculty member, Dr. Patricia Walter, is serving as the Chair of the Communications, Languages, and Reading Department with a 90% reassignment. Another faculty member, Diana Mareth, has 60% re-assigned time for serving as Reading Lab

coordinator. A faculty member, Diana Mareth, has 20% re-assigned time to serve as discipline representative. (Table 6.2)

*TABLE 6.2: Staffing in reading discipline: Fall semesters 2008-2012*

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	# of Classes taught	% of classes taught	# of classes taught	% of classes taught	# of classes taught	% of classes taught	# of classes taught	% of classes taught	# of classes taught	% of classes taught
Full-time Faculty	26	84%	19	68%	19	66%	13	48%	10	40%
Term Faculty	0	0	0	0	0	0	0	0	6	24%
Part-time	5	16%	9	32%	10	34%	14	52%	9	36%

*Source: Office of Strategic Planning and Institutional Research 2012*

### **Academic Advising Load by Ratio of the number of Declared Majors Compared to the FT Average**

Each faculty member is asked to advise students during the college's advising periods. In addition, faculty members advise and participate in registration immediately prior to the beginning of the Fall and Spring semesters. Faculty also advises students attending college during the summer terms.

Although the Reading Program does not have a major, we advise for students pursuing a teaching degree-- Associate of Arts in Teaching: EC-6 TGEN.AAT. Currently 143 students are declared Associate of Arts in Teaching Generalist majors.

In addition, faculty are trained to advise students for the following majors:

- Associate of Arts in Teaching Bilingual Generalist
- Associate of Arts in Teaching Foreign Languages 8-12
- Associate of Arts in Teaching Special Education EC-12
- Associate of Arts in Foreign Language



## **AVERAGE CLASS SIZE**

The total number of reading classes has decreased 7.9%, from 63 to 60 over the past five years. The annual average class size for the program has remained constant at 17-20 students from 2007-08 to 2011-12. The average class size for Fall 2012 was 19, which is a .95 percent decrease from the average class size of Fall 2008. The five-year average was 18.9 students per class. (Table 6.3)

*TABLE 6.3. Reading Program Average Class size, 2007-2012*

	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	5-year Average
<b>AVERAGE CLASS SIZE</b>	16.6	19.0	19.0	19.8	19.7	18.8

*Source: Office of Strategic Planning and Institutional Research, p. 4*

## **NUMBER OF TIME COURSES ARE OFFERED ANNUALLY**

Reading courses (READ 0305 and READ 0306) are offered during the fall, spring and summer semesters. Classes are offered during the day as well as Monday-Thursday evenings.

## **CURRICULUM DEVELOPMENT WORK**

Both Reading 0305 and Reading 0306 are departmentalized courses. This means that these courses have a departmentalized syllabus specifying course guidelines and requirements. All full-time and adjunct faculty members are expected to meet minimum course requirements in terms of the vocabulary instruction and types of vocabulary exams and final exams administered. This insures that students receive a similar educational experience, regardless of the instructor. All instructors bring their own individuality to their course implementation by utilizing activities, handouts, and exercises of their own choice.

The discipline developed an 8-weeks READ 0306 course which was taught one semester, Fall 2011. This course was successful, and we need to offer it again. Two faculty members piloted two different textbooks for READ 0306. One was piloted during Fall 2011 and the second was piloted during Fall 2012. Neither book was considered adequate for the course. We are still looking. We also looked at some alternative READ 0306 exams, but a new one has not been adopted.

Reading faculty meet regularly to discuss a variety of topics including the results of assessments and the Action Plans needed.

## COLLEGE COMMITTEE ACTIVITIES

Reading faculty are involved in the Developmental Education Council (DEC) at Del Mar College. DEC is actively involved with improving instruction and student services for developmental students. Three tenure-track reading faculty members serve on the council with one faculty member serving as a member of the executive committee for the council. Both faculty serve on the sub-committees of the council with one full-time reading faculty member serving on the Developmental Education Scholarship committee and the other as NADE Coordinator and past DEC Chair.

College Committee Activities: From Fall 2008-Fall 2012, Reading Faculty members were involved in the following college-wide committees:

Patricia Walters: Chair's Council; Chair: Developmental Education Council (DEC) Website/Communication subcommittee, Faculty Development Subcommittee; Faculty Coordinator of QEP (Quality Enhancement Program); POD; Search Committees (Reading, ESOL, FSEM, Math, Administrative Assistant, Communications, Institutional Research)

Diana Mareth: Developmental Education Council (DEC)—Scholarship and By-Laws Subcommittee, Testing & Placement subcommittee; President's Council, Instruction and Student Development (ISD); Assessment of Student Learning; General Education Assessment, Faculty Advising; Search committees: (Math Dept., Title V, Comm., Lang., & Reading); Curriculum Committee; Assessment of Student Learning; Developmental Education Research and Design Team

Mary Ann Williams: Chair's council (Chair); Developmental Education Council (DEC); many search committees; Assessment of Student Learning;

Lynn Sansing: Faculty Council; Developmental Education Research and Design Team; Search Committees: (Reading); Curriculum Committee, Teaching & Learning Center, Academic Standards

All Faculty worked on various DEC subcommittees.

Sub Committees of DEC: Testing and Placement (chair)

Developmental Scholarship & Bylaws

Supplemental Instruction

Faculty Development

Website/Communication

## **PROFESSIONAL DEVELOPMENT**

NADE Self Study: Dr. Patricia Walter, Mary Ann Williams, Yolanda Villarreal, Diana Mareth, Lynn Sansing.

NADE Certification Process and accomplishment: Dr. Patricia Walter, Mary Ann Williams, Yolanda Villarreal, Diana Mareth, Lynn Sansing

QEP (Quality Enhancement Plan): Dr. Patricia Walter

SAC (Southern Association Conference): Dr. Patricia Walter, Mary Ann Williams

NADE Conferences: Dr. Patricia Walter, Diana Mareth, Mary Ann Williams, Lynn Sansing, Yolanda Villarreal

CASP Conferences: Dr. Patricia Walter, Diana Mareth, Mary Ann Williams, Lynn Sansing, Yolanda Villarreal

Assessment Conferences: Diana Mareth

TIDE Conference: Lynn Sansing

TAMUCC/Corpus Christi Reading Conference: Dr. Patricia Walter, Lynn Sansing

## **DEMAND FOR SERVICES FROM OTHER AREAS**

The Reading Discipline uses various student services under the Title V program and the Student Success Center (SSC). The SSC Activities Coordinator is often invited to reading classrooms to discuss strategies in becoming successful college students. Students attend workshops and use tutoring services offered at the Student Success Center.

Faculty refer students to counselors and retention specialists as needed. We have recently been instructed on how to report information for “at-risk” students to the Del Mar College Retention Specialists and are actively involved in the on-going conversation about how to improve the retention of students at Del Mar College.

Most instructors have direct and on-going communication with Disability Services. Some Del Mar students have special needs (from hearing difficulties to learning disabilities) that necessitate special consideration. Student who need this type of assistance and are unfamiliar with the services offered by the Disabilities Office are individually referred. Two specific ways the reading faculty draws upon the resources in the Disability Office are receiving specific suggestions on ways to adapting a course to student’s needs and providing students with the additional time or help needed when taking a test. All reading faculty members and adjuncts include information in their syllabi directing students to the Disability Office if they desire to request accommodations.

## **ADEQUACY OF ADMINISTRATIVE SUPPORT**

The reading discipline is overseen administratively by a department chairperson. The chairperson is present at every discipline and department meeting, is supportive, and keeps the department informed of budgetary needs/constraints. In addition to the department chairperson, the discipline has a discipline representative who is responsible for scheduling, meetings, assessment reporting and additional reading-related administrative duties. The reading discipline housed in the Coles Building has an administrative assistant who is shared with the rest of the department. The Administrative Assistant is also the building coordinator for the Coles Building.

## **ADEQUACY OF TECHNICAL SUPPORT**

In Spring 2004, the reading discipline acquired 32 new computers and monitors for the Reading Lab (CB-121) through a Title V Grant. In addition, the IT department has been instrumental in updating our computers in the Reading Lab, CB-119. We originally had old, second-hand computers. Our IT tech person suggested to the head of IT that we needed better computers, even if they were not new. We did get 20 second-hand computers, but they were better quality than the ones we had. In 2011, we were able to get 32 new PCs for CB-121, and the computers we had in the room were moved to CB-119, so we have newer computers in CB-119 now. We also received 24 new monitors for CB-119.

Mini Mac units and document cameras were purchased for the four reading classrooms in 2009. These Mini Macs consist of a computer with flash drive capabilities, access to the internet as well as a wireless keyboard and mouse. The document cameras consist of a projector and bed for projecting text material. This equipment makes it easy for instructors to utilize different technology in their lectures and class activities. The addition of this technology has greatly enhanced the education of our students, and having this equipment in the classrooms has made it easier for the instructors to integrate technology in their classrooms. IT also makes sure the classroom equipment is in good working condition with new bulbs for the document cameras.

An area of support we feel could be improved is that of building maintenance and cleanliness. The building from day-to-day continues to be messy (bathrooms missing supplies and generally dirty, trash not emptied, classrooms not cleaned, white boards not washed, etc.)

## **ORGANIZATIONAL STRUCTURE**

The reading discipline ensures academic quality and consistency in the program through regular curriculum development. Monthly discipline meetings are held where departmentalized guidelines are established and assessment activities and assessment plans (Action Plans) are made.

The reading discipline also has a discipline representative, Diana Mareth. The discipline representative is in charge of schedules, meetings, and adjunct training and adjunct instructional observations. Ms. Mareth also sees that assessment information is entered into WEAVE.

## **SUMMARY**

The teaching load for full-time reading faculty is five classes. There are currently three full-time faculty members in the Reading Program. In Fall 2013, full-time reading faculty taught 40% of the reading classes with part-time/term faculty teaching 60% of the classes. Reading instructors advise students about their reading classes and majors for the Associate of Arts in Teaching: EC-6 as needed. Reading courses are offered during the fall, spring and summer semesters. Reading faculty serve on College committees and represent the discipline on the Developmental Education council. Reading faculty traveled to professional conferences from 2008-2012. However in recent years, travel funds for professional development have not been as readily available. Despite this, some faculty have paid their own way to some professional conferences. All faculty have participated in local and online professional development. The chair meets with the reading faculty in monthly discipline meetings. Services from the Reading Program are available to ESOL students, FSEM students and the community. Information Technology support is readily available to the instructors, the Reading Lab and reading classrooms. The reading faculty meet monthly with the Chair in discipline meetings. Action plans are developed as a result of academic assessment. Action plans are developed as a result of academic assessment.

## **RECOMMENDATIONS**

Hire another full-time reading faculty member.

## CHAPTER SEVEN

### COST EFFECTIVENESS

#### GRADUATES OR COURSE COMPLETERS

The Reading Program is composed of two developmental courses. The program does not have a major. The Program Review data does not provide any information about the college graduation rates for students who have completed Reading courses. However, according to the Office of Institutional Research and Effectiveness Program Review Data (2012), the successful rate of completion of the reading courses (grade C or better) in fall semesters has ranged from 53.4 percent to 67.1 percent during the period of 2007-2011. The average passing rate is 56% (Table 7.1).

*Table 7.1 Passing Grades by Semester, 2007-2011*

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	5 Year Average
READING	53.4%	48.5%	51.1%	67.1%	60.2%	56%
A&S DIVISION	62.5%	63.2%	64.1%	64.5%	61.4%	63.1%

*Source: Office of Institutional Research and Effectiveness Program Review Data, 2013, p. 13*

#### FULL TIME EQUIVALENT AND HEAD COUNT ENROLLMENT PATTERNS

##### *Headcount*

Annual enrollment in the Reading Program has increased 10.5% over the past five years, with the highest annual enrollment occurring in 2010-2011 at 1,057. The average annual enrollment over the five year period was 1,022 (Table 7.2).

*TABLE 7.2 Reading Program Annual Enrollment, 2007-2011*

	2007-08	2008-2009	2009-2010	2010-2011	2011-2012	5 YEAR AVERAGE
ANNUAL ENROLLMENT	941	1034	1038	1057	1040	1022

*Source: Office of Institutional Research and Effectiveness Program Review Data, 2013 pp. 6- 10*

### **Contact Hours**

Annual contact hour totals in the Reading Program increased by 9.5% from 2007 -2008 to 2011-2012 (Table 7.3).

*TABLE 7.3 Reading Program Contact Hours, 2007-2011*

	2007-08	2008- 2009	2009- 2010	2010- 2011	2011-2012	5 YEAR AVERAGE
CONTACT HOURS	66,944	73,088	74,240	76,032	73,032	72,717

*Source: Office of Institutional Research and Effectiveness Program Review Data, 2013, p. 4*

### **CLASSES/SECTIONS**

The annual number of reading sections per year has slightly declined at -7.9 percent, averaging 60 sections per year over the past five years (Table 7.4).

*TABLE 7.4. Reading Program Sections, 2007-2011*

	2007-08	2008- 2009	2009- 2010	2010- 2011	2011-2012	5 YEAR AVERAGE
SECTIONS	63	60	61	60	58	60

*Source: Office of Institutional Research and Effectiveness Program Review Data, 2013, p. 4*

## CLASS SIZE

The annual class size increased 18.6 percent over the last five years and averaged 18.8 percent (Table 7.5).

TABLE 7.5. Reading Program Class Size, 2007-2011

	2007-08	2008-2009	2009-2010	2010-2011	2011-2012	5 YEAR AVERAGE
CLASS SIZE	16.6	19	19	19.8	19.7	18.8

Source: Office of Institutional Research and Effectiveness Program Review Data, 2013, p. 4

## STUDENT CONTACT HOUR TO FACULTY RATIO

The Reading Program had full-time-equivalent-student to teaching staff ratio of 17.69 to one, compared to the college-wide average of 16.93 to one and a divisional average of 21.63 to one during the fall 2012 semester. However, one full-time faculty member was assigned 90 percent to department chair duties and another was reassigned 80 percent to Reading Lab coordinator and Discipline Representative duties. Also, one of the full-time faculty members deceased leaving one full-time teaching faculty member and five adjunct faculty to cover courses offered.

The contact hours generated per Reading FTE teaching staff in the fall 2012 semester was 4,528 while college-wide the contact hours generated per FTE teaching staff was 4,489 and in the

Division of Arts and Sciences the contact hours generated FTE teaching staff was 5,015 (Table 7.6).



TABLE 7.6 Reading Program Staffing Patterns Fall 2012

STAFFING PATTERN	READING	DIVISION OF ARTS & SCIENCES	COLLEGE-WIDE
Headcount of FT Budgeted Faculty Teaching in Discipline	4	131	263
Headcount of Adjunct Faculty Teaching in Discipline	5	174	287
Headcount of FT Assistant Instructors in Discipline	0	12	15
FTE Teaching Staff	6.70	236.50	451.65
FTE Student-to-Teaching Staff Ratio	17.69	21.63	16.93
Contact Hours per FTE Teaching Staff	4528	5015	4489

Source: Office of Institutional Research and Effectiveness Program Review Data, 2013, p.29

### FACULTY-TO-SUPPORT-STAFF RATIO

The teaching staff-to-support staff ratio for Reading is 12.62 to one. This is lower than the Division of Arts and Sciences and college-wide. The ratio is actually quite a bit higher because the Coles Building secretary is also the building coordinator and supports faculty from other departments and divisions (Table 7.7).

Table 7.7: Teaching staff-to support staff ratio

	READING	DIVISION OF ARTS & SCIENCES	COLLEGE-WIDE
FTE teaching-staff-to support-staff ratio	12.62	21.50	19.64

## **OPERATING BUDGET**

The annual operating budget for the Reading Program during 2007-2008 is outlined in the table below. The table indicates the amount of funds budgeted in each of the categories listed. This is a typical annual budget for the Program (Table 7.8).

Table 7.8: Reading Program Operating Budget, Fiscal Year 2012-2013

OBJECT CODE	DESCRIPTION	BUDGETED AMOUNT
50011	Reading : Fac-FT-Fall&Spr	135,870.00
50012	Reading : Fac-FT-Sum	60,000.00
50021	Reading : Fac-OL-Fall&Spr	20,000.00
50031	Reading : Fac-FT Rel-Fall&Spr	58,766.00
50041	Reading : Fac-Adj-Fall&Spr	77,000.00
50042	Reading : Fac-Subs	3,750.00
50244	Reading : Non-Ex-Other	31,604.00
51011	Reading : FICA	0
51012	Reading : Medicare	0
51101	Reading : TRS-Emplr	0
51102	Reading : TRS-State	0
51104	Reading : ORP-State	0
51105	Reading : ARP-Emplr	0
51202	Reading : Hlth Ins-State	0
51204	Reading : Long Term Disb Ins	0
51205	Reading : Life Ins	0
53101	Reading : Instructional Supplies	6,570.00
55114	Reading : Duplicating	3,000.00
55503	Reading : Telephone	700
Department Total		397,260.00

Source: Del Mar College, FY 2012-2013 Operating Budget Plan, August 31, 2012

## EQUIPMENT AND EQUIPMENT COSTS

The equipment purchased for the Reading Program over the five-year period consisted of audio-visual and computer equipment. The total inventory of equipment typical of the Reading Program is provided (Table 7.9).

TABLE 7.9: Reading Program Inventory, Spring 2013

ITEM	DMC NUMBER	MANUFACTURER	DATE OF PURCHASE	PURCHASE PRICE
PRESENTER - VISUAL PRESENTER AV	55591	ELMO CO. LTD	2/21/2007	1,771.28
PROJECTOR LCD MULTIMEDIA AV	55914	HITACHI	7/16/2007	909
COMPUTER MICRO - MINIDT	58188	APPLE COMPUTER INC	2/24/2009	779
PROJECTOR - DOCUMENT CAMERA AV	55954	ELMO CO., LTD	7/17/2007	1,771.28
PROJECTOR AV	57755	HITACHI	7/16/2008	1,345.00
COMPUTER MICRO - MINIDT	58193	APPLE COMPUTER INC	2/24/2009	779
PROJECTOR LCD MULTIMEDIA AV	55919	HITACHI	7/16/2007	909
PROJECTOR - DOCUMENT CAMERA AV	55955	ELMO CO., LTD	7/17/2007	1,771.28
COMPUTER MICRO - MINIDT	58195	APPLE COMPUTER INC	2/24/2009	779
PROJECTOR LCD MULTIMEDIA AV	55917	HITACHI	7/16/2007	909
PROJECTOR - DOCUMENT CAMERA AV	55956	ELMO CO., LTD	7/17/2007	1,771.28

(continued)

TABLE 7.9 Reading Program Inventory, Spring 2013 (continued)

ITEM	DMC NUMBER	MANUFACTURER	DATE OF PURCHASE	PURCHASE PRICE
COMPUTER MICRO - MINI DT	58196	APPLE COMPUTER INC	2/24/2009	779
PRINTER LASER WORKGROUP NWPR	51840	DELL COMPUTER	4/15/2004	1,042.00
COMPUTER MICRO - MINITOWER DT	51846	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51860	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51901	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51902	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51903	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51904	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51905	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51906	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51907	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51908	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51909	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51910	DELL COMPUTER	4/21/2004	887.12

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COMPUTER MICRO - MINITOWER DT	51911	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51913	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51915	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51916	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51917	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51918	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51919	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51920	DELL COMPUTER	4/21/2004	887.12

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TABLE 7.9 Reading Program Inventory, Spring 2013 (continued)

ITEM	DMC NUMBER	MANUFACTURER	DATE OF PURCHASE	PURCHAS E PRICE
COMPUTER MICRO - MINITOWER DT	51921	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51922	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51923	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51924	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51925	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51926	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51927	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51928	DELL COMPUTER	4/21/2004	887.12
COMPUTER WHITEBOARD AV	58151	HITACHI/STARBO ARD	2/10/2009	1,573.92
PROJECTOR LCD MULTIMEDIA AV	58220	HITACHI	2/2/2009	880.91
COMPUTER MICRO SMALL FORM- SFF DT	60687	HEWLETT PACKARD	8/31/2011	669
CAMERA DIGITAL AV	49486	SONY	8/9/2000	656.77
INTERACTIVE CLASS RESPONSE SYS DP	57842	EINSTRUCTION CORPORATION	8/27/2008	1,825.00
INTERACTIVE CLASS	57843	EINSTRUCTION	8/27/2008	1,825.00

RESPONSE SYS DP		CORPORATION		
PRINTER LASER				
WORKGROUP NWPR	51841	DELL COMPUTER	4/15/2004	1,042.00
COMPUTER MICRO - MINITOWER DT	51900	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51940	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51958	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - SLIM TOWER DT	59550	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59551	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59552	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - MINITOWER DT	51915	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51916	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER	51917	DELL COMPUTER	4/21/2004	887.12

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TABLE 7.9 Reading Program Inventory, Spring 2013 (continued)

ITEM	DMC NUMBER	MANUFACTURER	DATE OF PURCHASE	PURCHASE PRICE
COMPUTER MICRO - MINITOWER DT	51918	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51919	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51920	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51921	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51922	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - MINITOWER DT	51923	DELL COMPUTER	4/21/2004	887.12
COMPUTER MICRO - SLIM TOWER DT	59562	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59563	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59564	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59565	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59566	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59567	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59568	DELL COMPUTER CORP	5/18/2010	691

COMPUTER MICRO - SLIM TOWER DT	59569	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59570	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59571	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59572	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59573	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59574	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59575	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59576	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59577	DELL COMPUTER CORP	5/18/2010	691

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TABLE 7.9: Reading Program Inventory, Spring 2013 (continued)

COMPUTER MICRO - SLIM TOWER DT	59578	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59579	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59580	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO - SLIM TOWER DT	59581	DELL COMPUTER CORP	5/18/2010	691
COMPUTER MICRO DESKTOP DT	50683	DELL COMPUTER CORP	8/1/2002	1,055.58
COMPUTER MICRO ULTRA SFF DT	55253	DELL COMPUTER CORP	11/8/2006	1,217.73
COMPUTER MICRO SMALL FORM-SFF DT	53618	DELL COMPUTER CORP	11/3/2005	1,269.04
COMPUTER MICRO SMALL FORM-SFF DT	53617	DELL COMPUTER CORP	11/3/2005	1,269.04
COMPUTER MICRO SMALL FORM-SFF DT	60686	HEWLETT PACKARD	8/31/2011	669
COMPUTER MICRO ULTRA SFF DT	55252	DELL COMPUTER CORP	11/8/2006	1,217.73
Total for Reading Discipline : 89				80,098.56

*Source: Reading Inventory, Spring 2013*

### *Facilities*

The Reading Programs holds classes in the Solomon Coles Building on the East Campus. The Reading Program uses Rooms 110, 111, 112, and 113.

The Reading Lab is located in the Solomon Coles Building, 119 and 121. The rooms are excellent instructional spaces. The Reading Lab consists of thirty-nine computers and two offices. One of the offices is used for the reading assistants and the other office is used by the reading lab coordinator. The Reading Lab is used to support the instruction in the reading courses.

### **SUMMARY**

The Reading Program is cost effective in that it operates within its budgeted constraints. During the past five years the successful rate of completion (grade C or better) has ranged from 53.4 percent to 67.1 percent for the fall semesters. The annual enrollment had increased 10.5% with an annual enrollment at 941 in fall 2007 to 1040 in fall 2011. The average annual enrollment over the period was 1022. Annual contact hour totals in the Reading Program increased by 9.5% from 2007 -2008 to 2011-2012. The annual number of reading sections per year has slightly declined at -7.9 percent, averaging 60 sections per year over the past five years. The annual class size increased 18.6 percent over the last five years and averaged 18.8 percent.

In Fall 2012 the Reading program had a full-time-equivalent-student to teaching staff ratio of 17.69 to one, compared to the college-wide average of 16.93 to one and a divisional average of 21.63 to one during the fall 2012 semester. However, one was assigned 90 percent to department chair duties and another was reassigned 80 percent to Reading Lab coordinator and Discipline Representative duties. Also, one of the full-time faculty members deceased leaving one full-time teaching staff and five adjunct faculty to cover the majority of the courses offered.

The teaching staff-to-support staff ratio for Reading is 12.62 to one. This is lower than the Division of Arts and Sciences and college-wide. The ratio is actually quite a bit higher because the Coles Building secretary is also the building coordinator and supports faculty from other departments and divisions.

The current budget and inventory for the discipline were included. The Reading program is located in the Coles Building (CB). Reading classes meet in CB110, 111, 112, and 113.

### **RECOMMENDATIONS:**

1. Set up a plan to update computers.
2. Continue to provide adjunct faculty with office space.

## **CHAPTER EIGHT**

### **STRATEGIC ADVANTAGE**

#### **RESPONSE TO COMMUNITY NEED**

The Del Mar College Reading Program provides a vital service to those students entering college in need of developmental reading. The Del Mar College mission states as one of the guiding principles is to “promote the full range of intellectual achievement from basic literacy to successful academic transfer”(http://www.delmar.edu/mission\_statement.aspx). Del Mar College’s Reading Program does precisely this and maintains a strategic advantage in meeting this college and community need.

According to the Academic Excellence Indicator System [AEIS] (Texas Education Agency, 2011-2012), the number of high school students in the Corpus Christi area that achieved proficiency for English Language Arts on the Texas Success Initiative (TSI) - Higher Education Readiness Component decreased 5% in 2012 to 60 percent from 65 percent in 2011. These statistics indicate graduating students within the Corpus Christi and the surrounding areas are in need of developmental reading courses.

The Del Mar College Reading Program provides a crucial need to the students of the community by providing two levels of developmental reading courses: Read 0305: Basic Reading and Comprehension and the Read 0306: Intermediate Reading and Comprehension. The courses seek to develop better critical readers by helping students with comprehension of textbook content and other printed material. Through an orderly study of the reading process and vocabulary skills, students are exiting the program being better able to comprehend, analyze, and apply college written material.

#### **OTHER EDUCATIONAL PROGRAMS**

Surrounding higher education schools offer developmental reading courses.

##### *Coastal Bend College Beeville*

Coastal Bend College offers two levels of developmental reading courses: Developmental Reading I and Developmental Reading II. Five sections of Reading 0311 and three sections of Reading 0322 were offered for Fall 2012. Classes were offered at various times Monday through Thursday. A \$20 lab fee is charged.

##### *Texas A&M University- Corpus Christi (TAMU-CC)*

TAMU-Corpus Christi offers one developmental reading course in Developmental Reading. Five sections of Read 0399 were offered for Fall 2012. In addition, TAMUCC offers a Non-

Course Based Remediation that allows the students self-paced progress towards re-testing only. Students are placed in the class under special circumstances. A \$31 lab fee is charged for all students.

#### *Texas A&M University Kingsville (TAMU-K)*

TAMU- Kingsville offered one level of developmental reading for Fall 2012. Ten sections were offered at various times Monday through Friday. An eight-week course was also offered. They do charge a \$30 lab fee.

Del Mar College's Reading Program has several strategic advantages over the other courses offered in the surrounding higher education institutions that offer developmental reading courses. Del Mar College offers several sections of two levels of developmental reading courses at various times, daytime and evening hours. Del Mar College's full-time faculty have Master and Doctoral degrees in Reading. The Del Mar Reading Lab does not charge an additional fee, whereas the other three schools do.

### **SIMILAR PROGRAMS AT THE NATIONAL LEVEL**

Developmental reading courses are offered throughout the nation in community colleges as well as many universities throughout the nation. Bailey, Jeong, & Cho (2010) surveyed 51 community colleges and found 31% to 39% of students were referred to a developmental reading course.

Del Mar College's first time in-college (FTIC) student enrollees reflect this national trend. Thirty-three percent of the Del Mar College's First Time in College (FTIC) enrollees were placed into developmental reading (Del Mar College Statistical Profile, 2012).

### **PROGRAM COMPARISONS**

An analysis of the National Association of Developmental Education (NADE) conference schedules over the past two years indicates that the Del Mar College Reading Program somewhat compares with similar programs offered by other higher education institutions. While reading programs are concerned with program assessment and student placement assessment, they are also concerned with integrating the higher level of reading and writing courses. Additionally, programs are interested with obtaining NADE certification. Developing learning communities between reading and core courses such as history, sociology, math, developmental writing and the health sciences appear to be on the fore front of developmental reading programs.

The Del Mar College Reading Program has obtained NADE certification. The Program used assessment data to improve instruction by adopting discipline vocabulary testing, final exams, and vocabulary instructional guidelines. Additionally, the Reading faculty has analyzed passing and retention rates to further strengthen departmental grading requirements.

## **PROGRAM STRENGTHS**

The reflected strengths of the Del Mar Office of Strategic Planning and Institutional Research-Fall 2012 student survey data included the following:

### *Reading Courses*

Eighty-two percent of the students would recommend reading classes to friends.

### *Instructors*

Eighty-eight percent of the students agreed that all reading instructors are attentive and concerned about their students. Eighty-five percent of the students rated the quality of instruction as above average.

### *Learning*

Eighty-four percent of the student respondents believe that what they learned in their reading courses will help them succeed in the future. Ninety-six percent believe that their reading comprehension improved as a result of taking a reading class while Ninety-seven percent of the students believe their critical thinking, problem solving and reasoning skills have improved. Eighty-two percent of the students rated the amount of knowledge and learning gained in reading classes as above average.

## **PROGRAM WEAKNESSES**

In the remarks concerning the Reading Program's NADE certification, the reviewers offered several suggestions: 1) to follow the reading students who successfully completed READ 0305/0306 to success in targeted college-level courses, 2) to develop strategies to address the withdrawal rate, 3) to study the success of adjunct faculty rates and compare to that of full time faculty, 4) to measure for growth (pre and posttests) to determine the amount of information gained, and 5) to further disaggregated the data provided to get a complete picture of what is really happening in the data.

## **PROGRAM ACCREDITATION**

The Reading program of Del Mar College has been reviewed by experts in the field and has earned General Certification from the National Association for Developmental Education (NADE). The reviewers were impressed with the appropriateness of the theoretical foundations the program articulated; the thoughtfulness of the analyses of data; and the sound plan for continuing the assessment cycle for continuous program improvement. The program has completed all requirements for Certification as of July 31, 2010. This certification is valid for seven years, from March 1, 2011, to March 1, 2018.

## **TIES WITH COMMUNITY GROUPS/ADVISORY COMMITTEES**

The Del Mar College Reading Program has close ties with several community groups within the Corpus Christi area such as the Corpus Christi Literacy Council, Corpus Christi Reading Association, and Texas A&M University – Corpus Christi (TAMUCC). For example, several reading faculty members are involved with the Corpus Christi Literacy Council and contribute service to fund raising as well as serve as members of the Corpus Christi Literacy Council Board. One faculty member has served as a member of the Corpus Christi Reading Association, which provided members with current research and instructional curriculum in reading. In addition, Del Mar College's Reading Program maintains close ties with TAMUCC. Two faculty members serve on the advisory committee for TAMUCC's annual reading conference.

Additionally, the Del Mar College Reading Program has close ties with the Del Mar College's Developmental Education Council (DEC). The reading faculty are members of the DEC and serve as committee chairs within the Council.

## **SUMMARY**

The Del Mar College Reading Program provides a vital service to those students entering college in need of developmental reading. Del Mar College's Reading Program has several strategic advantages over the other courses offered in the surrounding higher education schools that offer developmental reading courses. Del Mar College Reading program compares to similar programs at the national level as evident by the participants of the program. The program's strengths and weaknesses encompass varied components. The program obtained NADE certification and is continuing data program and instructional program analysis to better strengthen instruction and successful program completers. The reading faculty has close ties within the community by members participating in various community organizations and serving on community committees.

## **RECOMMENDATIONS**

1. Continue close ties with community and college organizations.
2. Continue the analysis of program data as well as instructional data to make changes to the program.



## **APPENDIX A**

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**ASSESSMENT LEVELS CHART**

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	<b>LEVEL 1 DEVELOPMENTAL</b>	<b>LEVEL 2 DEVELOPMENTAL READING</b>	<b>LEVEL 3 COLLEGE</b>
Test	READ 0305 (R1)	READ 0306 (R2)	No READ REQUIRED (R3)
THEA or TASP	100-199	200-229	230+
COMPASS	01-65	66-83	84-100
ACT	0-14	15-18	19+
SAT (V or I)	200-419	420-499	500+
ACCUPLACER	0-65	66-80	81+
TAKS			2200 + and essay of 3 or 4

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## **APPENDIX B**

## **READING LAB COORDINATOR DUTIES**

### **Instructional:**

- Maintain a positive learning environment by upholding Del Mar College and Lab policies.
- Supervise Lab orientations.
- Demonstrate the use of Lab resources.
- Duplicate and store Lab handouts.
- Keep an accurate record of student attendance.
- Facilitate lab assignments provided by instructors of classes.
- Provide students and workers with explanations of topics covered in the lab assignments.
- Serve as a lab assistant when staff is not present.
- Listen to and work to resolve student complaints about the Lab
- Refer students with complaints to the teacher of record.
- Meet regularly with faculty to coordinate lab assignments.
- Inform the teacher of record of any problems with lab assignments.
- Attend discipline meetings.

### **Supervisory:**

- Monitor the needs of the lab in relation to part-time workers.
- Work with the Financial Aid Office in order to procure student workers for the Lab.
- Advertise opportunities for Lab employment.
- Interview prospective part-time workers.
- Consult with Chair and faculty before hiring part-time workers.
- Orient and train lab assistants and work study students.
- Encourage a positive, professional attitude and a responsible work ethic among workers.
- Develop and post a schedule for lab assistants and work study students.
- Keep an accurate record of part-time worker hours.
- Post work hours of coordinator
- Inform Chair of any changes to daily schedule.
- Monitor performance of part-time workers.
- Conduct a written evaluation of part-time workers each semester.
- Maintain a current file of evaluations.
- Serve as mediator in disputes among Lab personnel.
- Hold regular staff meetings.
- Oversee the maintenance of the labs.
- Oversee the appearance of the labs.

### **Administrative:**

- Develop a schedule of orientation sessions for classes.
- Provide reports of lab usage.
- Maintain a current contact information sheet on each part-time worker.
- Keep an accurate record of part-time worker's hours.

## **APPENDIX C**

## RESPONSIBILITIES OF READING DISCIPLINE REPRESENTATIVE

### Administrative:

- Conducts discipline meetings
- Troubleshoots for Chair to smooth departmental activities.
- Develops discipline guidelines.
- Develops and carries out recruiting plans.
- Prepares rotation list for summer school
- Develops preliminary class schedules.
- Develops preliminary budgets for travel.
- Develops preliminary budgets for supplies.
- Develops preliminary budgets for equipment.
- Monitors enrollment.
- Recruits adjunct faculty.
- Schedules adjunct faculty.
- Orients adjunct faculty.
- Observes and evaluates adjunct faculty.
- Coordinates text selections.
- Communicates with bookstores.
- Coordinates software demonstrations and selections.
- Works with Learning Center Supervisor to resolve instructional issues.
- **Coordinates unit plan development.**
- Obtains advising information.
- Monitors and revises degree plans.
- Schedules faculty for advising.
- Schedules faculty for arena registration advising.
- Informs faculty of staff development opportunities.
- Develops list of recommended library acquisitions.
- Identifies building issues and space needs.
- Monitors program reviews.
- Prepares revisions to Del Mar College Catalog.
- Assists Chair to prepare materials for Curriculum Committee.
- Prepares information for discipline web page.
- Other duties as assigned by the Chair.