

Reading Department

2019 Program Review

MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

Program Analysis

Internal Strengths

1. What strengths does the analysis of student data reveal?

Retention and success rates (at approximately 81% and 68% respectively in 2017-2018 and 82% and 67% in 2018-2019) are on par with the Literature and Language Arts Division as well as with college-wide averages.

2. Are there specific aspects of the program that are exemplary or could serve as a model?

Reading classes contribute to students success across disciplines by preparing students for college level critical reading. Online course offerings have increased (a goal from our 2017 Program Review) to better accommodate student schedules. We have developed an innovative instructional model with the ENGL 100READ 901 learning community to better support student success in transfer-level English. We have demonstrated willingness to experiment with various modes and schedules of instruction to better serve students via online instruction, late-start courses, compressed course offerings, themed courses, and the ENGL 100READ 901 co-requisite.

3. What do others see as the program's strengths?

Student feedback remains positive, specifically in the areas of vocabulary and reading strategy development. Feedback from faculty remains positive in reference to students development of vocabulary and spelling skills as well as critical reading skills that benefit them in their courses.

4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?

Although we do not have program learning outcomes, with respect to course learning outcomes, 83% of students overall meet expectations.

Internal Weaknesses

5. What gaps are observed by reviewing the student data?

Success rates for African-American and Hispanic males are below average success rates for the department. (Total enrollment for African American male students, however, is usually low compared to other student populations, so numbers are somewhat sporadic.)

6. What disproportionate gaps need to be addressed?

We would like to increase our retention and success rates to be above college-wide averages. We would like to increase the success rates of our African-American and Hispanic male students, in particular.

7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)

We are considering adding late-start spelling and/or reading classes to accommodate the scheduling and skill needs of students. We have launched and are continuing to develop the new, READ 901 to meet the needs of students under A.B. 705.

8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?

Students with disabilities meet expectations for SLOs (relating to ISLOs) at lower percentages than students without disabilities (69-71% to 87-89% respectively). We are considering updating and revising Course Learning Outcomes for Reading 184.

External Opportunities

9. Where are potential opportunities for expansion, improvement, or new program development?

Communicating the purpose and benefit of Reading courses with the Counseling Department to support appropriate student placement Supporting students in accelerated English courses through non-credit Reading classes (Reading 901 already in process) Dual enrollment Hosting a book-drive and/or family literacy night to promote books and reading cross-generationally as well as to provide for integration of students home and school lives Including a service learning component to various sections of Reading 184; perhaps partnering with Learning Quest, Stanislaus Public Libraries, and/or StanReads

10. What are some industry or disciplinary trends that could enhance the program?

Increased attention to the affective domain in the classroom Expanding Integrated Reading and Writing course minimum qualifications to include Reading instructors Developing noncredit modules to support students reading in various disciplines; courses could be combined to create a certificated sequence

External Threats

11. How are changing resources, technology, employer, or transfer requirements affecting the program’s ability to serve students?

Decreasing enrollment as a result of A.B. 705 Difficulty meeting faculty load (especially for adjunct instructors) Limited personnel with only three full-time faculty members to lead various program development initiatives Ultimately denied attempts to develop a course on reading for future teachers

12. What are some current industry or disciplinary trends that could have a negative impact on the program?

Increased focus on limiting students total units Re-structuring of the English course sequence in which Reading courses are not linked as co-requisites

13. What other obstacles does the program face?

New legislation with A.B. 705 that de-emphasizes remedial coursework

Goal Setting and Activities

Goals

Program Goal	Mission Alignment	Area of Focus
1. Increase the average retention and success rates of African- American and Hispanic male students by 2 percentage points each (i.e.A-A ret: 54.5%/ A-A suc: 35%; H ret: 86% / H suc: 66%).	Equity	Curriculum
2. Explore and implement Dual Enrollment for READ 184.	Equity	Program Design
3. Continue to develop and refine READ 901 as a support for self-placing students in ENGL 100.	Programs / Services based on Scholarship of Teaching and Learning	Pedagogy

Activities

Activities	In Support of Goal #	Outcome or Deliverable
1. Implement curriculum that is relevant to	Goal #1	1. Increase the number of ethnically and racially diverse authors and characters in chosen texts.

students lives

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| 2. Attend to the affective domain | Goal #3 | 2. Implement course activities designed to build community and foster positive emotion and motivation in the learning environment. |
| 3. Initiate outreach to area high schools | Goal #2 | 3. Work with the Dean of Instruction and Student Learning as well as high school administrators to develop Dual Enrollment offerings for READ 184. |
| 4. Increase advertising of Reading courses and outreach to students. | Goal #2 | 4. Make use of posters on campus as well as explore possibility of strategically placing banners in high school athletic fields, etc. |

Resource Requests

Category	Request	Activity #	Estimated Cost
Prof. Devel.	College Reading and Learning Association or other conference participation	1	3000
Equipment	A Webcam for office computer for online instructor	2	100
Facilities	Additional Computer Lab	1	NA