

# Instructional Program Review Four Column Report

## Program Review - Reading

**Mission Statement:** In the tradition of general education, the discipline endeavors to prepare students for intellectual and cultural awareness, critical and independent thought, and self-reliance. We equip our students with the academic skills to attain their goals in higher, occupational, and continuing education; workforce development; and personal enrichment.

**Has mission statement changed since last review?:** No

**Align your discipline mission to college mission:** 1. challenges, and empowers our diverse, multicultural community of learners to realize their goals;

**Semester submitted:** Fall 2015

**Major developments and changes:** The number of full-time faculty members has changed from two to one. The loss of half of the discipline was due to retirement.

The discipline developed and implemented compressed fast-track Reading 81/Reading 82 and Reading 82/Reading 83 sections.

The discipline has written a Course Outline of Record for a new accelerated reading class, which is now pending approval.

**Year One Objectives:** Implement an accelerated reading course.

**Status of Year One Objectives:** New

**Year Two Objectives:** In a methodical and thoughtful manner, expand offerings of the accelerated reading course.

**Status of Year Two Objectives:** New

**Year Three Objectives:** Expand sections of the transferable critical reading course, Reading 4.

**Status of Year Three Objectives:** New

**Year Four Objectives:** Continue to develop, promote, and assess opportunities for authentic reading instruction.

**Status of Year Four Objectives:** New

<i>List Program Objectives or Data</i>	<i>Describe Objectives or Data</i>	<i>Evaluation of Objective and/or Data Analysis</i>	<i>Action Plans</i>						
<p><b>Success Rates by Course for Ethnicity, Age and Gender</b> - Analyze course success rates by Ethnicity, Age and Gender</p> <p><b>Objective Status:</b> Ongoing</p> <p><b>Type:</b> Data Analysis</p>	<p><b>Direct: Institutional Research or Other Data</b> - The data is the success rates for 2009-2014, disaggregated by ethnicity, age, and gender.</p> <p><b>Performance Target :</b> The target is to create, implement, and assess the newly created accelerated reading course. More specific performance targets can then be set.</p>	<p><b>Report Submitted:</b> 2015 - 2016 (Fall 2015)</p> <p><b>Performance Target Met:</b> In progress</p> <p>READING 81</p> <p>The overall success rates for REA 81 are as follows:</p> <table> <tr> <td>2009-12</td> <td>between 72-73%</td> </tr> <tr> <td>2012-13</td> <td>89.2%</td> </tr> <tr> <td>2013-14</td> <td>77.9%</td> </tr> </table>	2009-12	between 72-73%	2012-13	89.2%	2013-14	77.9%	<p><b>Action Plan:</b> The discipline will create and promote an accelerated reading course not only to improve student retention and success in reading courses but to move students more efficiently through the developmental education pipeline. (09/29/2015)</p>
2009-12	between 72-73%								
2012-13	89.2%								
2013-14	77.9%								

*List Program Objectives or Data*

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When the data is disaggregated by ethnicity, the success rates of all groups except African-American students are similar or higher than the overall success rates. The success rates for African-American students are as follows:

2009-10 60.4%  
2010-11 56.5%  
2011-12 62.9%  
2012-13 72.5%  
2013-14 59.8%

When the data is disaggregated by age, only students in the 50 or older group have consistently lower success rates from 2009-2014:

2009-10 75%  
2010-11 66.7%  
2011-12 54.5%  
2012-13 66.7%  
2013-14 68.8%

When the data is disaggregated by gender, the success rates of male and female students are within 3 percentage points of each other except for 2012-13:

Females 94.5%  
Males 79.7%

#### READING 82

The overall success rates for REA 82 are as follows:

2009-10 75.6%  
2010-11 67.1%  
2011-12 68.2%  
2012-13 85.7%  
2013-14 78.8%

When the data is disaggregated by ethnicity, the success rates of all groups except African-American students are similar or higher than the overall success rates. The success

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rates for African-American students are as follows:

2009-10 62.7%  
2010-11 44.4%  
2011-12 72%  
2012-13 93.5%  
2013-14 66.7%

When the data is disaggregated by age, students from the following age groups have consistently lower success rates than the average from 2009-2014:

20-24  
35-39  
40-49

When the data is disaggregated by gender, the success rates of male and female students are within 8 percentage points of each other except for 2009-10:

Females 82.4%  
Males 64.4%

READING 83

The overall success rates for REA 83 are as follows:

2009-10 65.2%  
2010-11 71.8%  
2011-12 81.5%  
2012-13 77.2%  
2013-14 67.9%

When the data is disaggregated by ethnicity, the success rates of all groups except African-American students are similar or higher than the overall success rates. The success rates for African-American students are as follows:

2009-10 47.5%  
2010-11 62.2%  
2011-12 78%  
2012-13 70.7%

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		<p>2013-14 68.5%</p> <p>When the data is disaggregated by age, students from the following age groups have consistently lower success rates than the average from 2009-2014:</p> <p>20-24 35-39 40-49 50 or older</p> <p>When the data is disaggregated by gender, the success rates of male students are consistently lower than female students by 6-13 percentage points:</p> <p>2009-10 Females 68.5% / Males 59.5% 2010-11 Females 77.1% / Males 64.6% 2011-12 Females 85.5% / Males 74% 2012-13 Females 79.6% / Males 73.8% 2013-14 Females 71.9% / Males 63.1%</p> <p>Based on the data, the clearest pattern to emerge is that African-American students are not as successful in the reading courses. This is the only group to consistently have lower success rates in all three of our core reading courses. This, of course, leads to two key questions: 1) Why? and 2) What can we, as a discipline, do? This pattern of lower success rates is mirrored in other basic skills courses, so that Student Equity has made improving student success for our African-American students (as well as other target groups) in developmental education a priority. We believe that offering and expanding accelerated developmental education courses as well as creating a First Year Experience program will increase student retention and success.</p> <p>(06/09/2015)</p>	

**Increase Student Access to Reading**

<i>List Program Objectives or Data</i>	<i>Describe Objectives or Data</i>	<i>Evaluation of Objective and/or Data Analysis</i>	<i>Action Plans</i>
<p><b>Classes</b> - To reinstate reading sections that were cut  <b>Objective Status:</b> Completed  <b>Type:</b> Class sections  <b>Start Date:</b> 01/06/2014</p>	<p><b>Schedule of Classes</b> - Sections that were cut during the state budget crisis have since been added back to the schedule of classes.  <b>Performance Target :</b> The target is to reinstate cut sections. In particular, all reading sections in the winter were cut, so these sections need to be reinstated.</p>	<p><b>Report Submitted:</b> 2015 - 2016 (Fall 2015)  <b>Performance Target Met:</b> Yes  Sections of reading courses that were cut during the state budget crisis have since been added back to the schedule of classes.</p> <p>Number of Sections:</p> <p>2011-2012  Summer 3  Fall 12  Winter 0  Spring 8</p> <p>2012-2013  Summer 3  Fall 11  Winter 0  Spring 8</p> <p>2013-2014  Summer 3  Fall 11  Winter 6  Spring 10</p> <p>2014-2015  Summer 4  Fall 17  Winter 5  Spring 15 (06/09/2015)</p>	<p><b>Action Plan:</b> The discipline will maintain the current level of sections and expand as needed. (09/29/2015)</p>
<p><b>Create a Reading (Developmental Education) Laboratory Classroom</b> - To designate a reading (and/or developmental education) laboratory classroom to facilitate scheduling and increase student access to technology and other resources, including a</p>	<p><b>Indirect: Interviews/Focus Group</b> - A designated laboratory classroom, that may be connected to a reading center, needs to be created to provide students access to resources to improve reading skills and strategies.</p>	<p><b>Report Submitted:</b> 2015 - 2016 (Fall 2015)  <b>Performance Target Met:</b> In progress  The discipline has struggled for years to find sufficient laboratory space to schedule courses. Most of our classes have been scheduled in PSC 8 and any available computer laboratory classroom in HM. Unfortunately, the laptop cart in PSC 8 has presented numerous challenges over the years.</p>	<p><b>Action Plan:</b> The discipline will evaluate the needs of students and the discipline to determine how additional resources for reading development, such as a reading center, might be developed or incorporated with</p>

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<p>reading paraprofessional  <b>Objective Status:</b> Ongoing  <b>Type:</b> Facilities, Other types of Objectives</p>	<p><b>Performance Target :</b> A laboratory classroom with sufficient and adequate computers needs to be created and utilized to schedule lab for reading classes.</p>	<p>These laptops are about a decade old, are often not functional, and can no longer support the needs of classes and students. Furthermore, the students who are most in need of access and proximity to college services and resources have been relegated to the buildings farthest from these services and resources.</p> <p>A designated reading laboratory space is needed in order to schedule reading courses. This space needs new desktop computers to meet the pedagogical needs of these courses. Because these computers will be used throughout the day, laptop computers, which need to be recharged between classes, would not be practical. Consequently, special furniture is needed to house these desktop computer. PSC 18 provides an ideal model for furniture that houses desktop computers but still allows for a classroom space that provides flexibility for various activities. This space could be utilized by more than the reading discipline.</p> <p>In the past, the reading discipline has requested a designated open access reading center for students to have increased access to materials, resources, tutors, instructors, and a reading paraprofessional to facilitate the development of reading skills and strategies. Although the college has had a Writing and Reading Center, most resources were geared towards students enrolled in English. Furthermore, the reading paraprofessional is only available during the mornings, which means that students enrolled in afternoon and evening courses have no access to her. Because at least half of reading sections are scheduled in the afternoon or evening, meeting this objective would mean an increase of at least 50% in student access to these resources. At this time, this objective is in flux due to many changes in the department. There is no longer a designated Writing and Reading Center as labs for English classes are now scheduled in classrooms. The English discipline has created a Writing Center, but reading development has not been incorporated into this space, and it isn't clear whether it will be. We also are no longer promoting reading ILA. It remains to be seen how this</p>	<p>the Writing Center or the reading laboratory classroom.  (09/29/2015)</p>

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objective may evolve or combine with a designated laboratory space.

At this time, this objective is in flux due to many changes in the department. There is no longer a designated Writing and Reading Center as labs are now scheduled in classrooms. We also are no longer promoting reading ILA. It remains to be seen how this part of the objective may evolve.

Since this section was written, a designated lab classroom space has been designated for reading and ESL classes. We now schedule the lab portion of these classes in HM 221. (06/09/2015)

**Schedule Reading Sections More Efficiently** - To offer sufficient sections of the three core reading classes at various times in the schedule to meet student demand  
**Objective Status:** Ongoing  
**Type:** Class sections

**Schedule of Classes** - The course schedule will demonstrate that each of the core reading classes (REA 81, 82, and 83) are offered in the morning, afternoon, and evening on different days.  
**Performance Target** : The target is to schedule Reading 81, Reading 82, and Reading 83 so that they are available to students at various times and on various days.

**Report Submitted:** 2015 - 2016 (Fall 2015)  
**Performance Target Met:** Yes  
This goal has largely been met though the discipline/department continues to work each semester to make sure that we schedule to meet students' needs. All of the three core reading courses are offered throughout the day, on different days, and in a variety of formats (i.e. face-to-face, hybrid and online). (06/09/2015)

**Action Plan:** The discipline will continue to schedule sections to meet students' needs. (09/29/2015)

**Create an Accelerated Reading Course** - To develop and implement an accelerated reading course to increase student retention and success rates as well as increase the number of students completing the reading competency requirement  
**Objective Status:** New  
**Type:** Curriculum

**Student Success** - A growing body of data supports the acceleration model of remediation. The discipline will create an accelerated reading course to support student success and movement through development education.  
**Performance Target** : The target is to begin offering the accelerated reading course in Fall 2016.

**Report Submitted:** 2015 - 2016 (Fall 2015)  
**Performance Target Met:** In progress  
Studies show that large numbers of students disappear before making meaningful progress in college, and the more layers of remedial coursework students must take, the lower their completion of college-level math and English. Studies also show significantly better outcomes among students enrolled in accelerated models of remediation. The reading discipline is currently creating an accelerated reading course that would allow students to complete developmental reading in one semester. We hope to begin

**Action Plan:** The discipline will get approval for the newly developed accelerated course in order to begin offering sections in Fall 2016. (09/29/2015)

List Program Objectives or Data	Describe Objectives or Data	Evaluation of Objective and/or Data Analysis	Action Plans
<p><b>Hire Full-Time Reading Faculty Member</b> - To hire a second full-time reading faculty member to meet the growing needs of the reading discipline and students enrolled in reading courses</p> <p><b>Objective Status:</b> New</p> <p><b>Type:</b> Other types of Objectives</p>	<p>The reading discipline has a significant need for additional full-time faculty members.</p> <p><b>Performance Target :</b> The target is to hire another tenure-track full-time reading faculty member for Fall 2016.</p>	<p>offering this class in Spring 2016. (06/09/2015)</p> <p><b>Report Submitted:</b> 2015 - 2016 (Fall 2015)</p> <p><b>Performance Target Met:</b> In progress</p> <p>The discipline needs to hire an additional full-time, tenure-track reading faculty member.</p> <p>There is currently only one reading faculty member who currently has a 0.4 reassign. In Spring 2015, 87.5% of the reading classes are being taught by part-time faculty; this is a significant percentage of courses.</p> <p>The sole reading faculty member participates on committees, work groups, etc. related to basic skills, student equity, student success, assessment/placement, acceleration, etc. The discipline is also expanding its course offerings, including a transfer-level critical reading course and an accelerated reading course. A second faculty member would facilitate in meeting all these various needs and demands.</p> <p>Reading is not on the list of the five new full-time faculty hires for 2015-16. It is unclear if and when another full-time reading faculty member will be hired. (06/09/2015)</p>	<p><b>Action Plan:</b> The reading discipline will continue to advocate for hiring another full-time tenure-track reading faculty member. (09/29/2015)</p>
<p><b>Summary of SLO Assessment for 2015 Four-Year Reports</b> - Status of SLO Assessment</p> <p><b>Objective Status:</b> Ongoing</p> <p><b>Type:</b> Assessment</p>	<p><b>SLO Assessments</b> - Referring to the "IPR-Report on Assessment" in Ad Hoc Reports, review the SLO Assessment Result Dates to ensure that all SLOs have been assessed in 2012 or later. In narrative form, please describe your progress in assessing your courses and programs over the last four years. Include information about the ways in which you are using assessment results to improve teaching and learning in your courses and/or programs.</p> <p><b>Performance Target :</b> (1) All SLOs have an Assessment Result Date of</p>	<p><b>Report Submitted:</b> 2015 - 2016 (Fall 2015)</p> <p><b>Performance Target Met:</b> Yes</p> <p>Yes, all SLOs have an assessment result date of 2012 or later. The discipline has used assessment results not only to discuss teaching and learning in our courses but also to analyze the effectiveness and clarity of the SLOs themselves. (09/29/2015)</p>	<p><b>Action Plan:</b> We will continue to assess SLOs and use assessment results to improve teaching and learning. (09/29/2015)</p> <p><b>Action Plan Number: 1</b></p>

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	<p>2012 or later.            (2) Assessment results are used to improve teaching and learning in your courses and/or programs.</p>		
<p><b>Summary of Curriculum Status for 2015 Four-Year Report</b> - Status of Course Outlines of Record (CORs)  <b>Objective Status:</b> Ongoing  <b>Type:</b> Curriculum</p>	<p><b>CurricUNET</b> - A major part of the program review process is to complete a thorough review of the Course Outlines of Record (CORs). Referring to the "IPR - Report on CORs and Course Offering/Rotation" in Ad Hoc Reports, review the COR dates to ensure that all CORs are dated 2010 or later. (To make changes to the IPR-Report on CORs, you must return to Course SLO Assessment.)</p> <p><b>Performance Target :</b> All Course Outlines of Record have a date of 2010 or later.</p>	<p><b>Report Submitted:</b> 2015 - 2016 (Fall 2015)  <b>Performance Target Met:</b> Yes            All Course Outlines of Record have a date of 2010 or later. (09/29/2015)</p>	<p><b>Action Plan:</b> The discipline will continue to review and update the Course Outlines of Records. (09/29/2015)</p>
<p><b>Successful Completion Analysis for 2015 Four-Year Report</b> - Analysis of data on success (2003-2014)  <b>Objective Status:</b> Ongoing  <b>Type:</b> Data Analysis</p>	<p><b>Direct: Institutional Research or Other Data</b> - Referring to the data in your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in success that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document.</p> <p><b>Performance Target :</b> At a minimum, the reading discipline aims for a 70% success rate, so we need to look at additional data in 2015-16 in order to have a meaningful discussion on why success rates fell below 70% in 2014-15.</p>	<p><b>Report Submitted:</b> 2015 - 2016 (Fall 2015)  <b>Performance Target Met:</b> Yes            The discipline's completion rates from 2011 through 2014 are above the college's rates.</p> <p>2011            MVC 71.6%            Reading 73.6%</p> <p>2012            MVC 71.6%            Reading 82.7%</p> <p>2013            MVC 70.2%            Reading 73.0%</p> <p>2014</p>	<p><b>Action Plan:</b> Additional data from subsequent years are needed to determine if this is a trend or an anomaly in 2014. (09/29/2015)</p>

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MVC 68.2%  
Reading 69.0%

The success rates fell in 2014 across the college. It is unclear at this time what might have caused this drop. Additional data from subsequent years are needed to determine if this is a trend or an anomaly in 2014. (09/29/2015)

**Retention Analysis for 2015 Four-Year Report** - Analysis of data on retention (2003-2014)  
**Objective Status:** Ongoing  
**Type:** Data Analysis

**Direct: Institutional Research or Other Data** - Referring to the data in your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in retention that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document.  
**Performance Target :** The reading discipline demonstrates high retention rates, so our target is to continue to maintain retention rates of 85% or higher.

**Report Submitted:** 2015 - 2016 (Fall 2015)  
**Performance Target Met:** Yes  
The discipline's retention rates from 2011 through 2013 are above the college's rates; in 2014, the discipline's retention rate was below the college's rate.

**Action Plan:** The discipline will continue to look at retention rates in 2015 and beyond to determine what trends, if any, can be seen within the discipline. (09/29/2015)

2011  
MVC 86.6%  
Reading 90.0%

2012  
MVC 87.0%  
Reading 91.7%

2013  
MVC 87.1%  
Reading 88.4%

2014  
MVC 85.0%  
Reading 81.7%

It's unclear at this time whether the decrease in the retention rate in 2014 is an anomaly or a trend. The discipline needs data from subsequent years to draw meaningful conclusions. (09/29/2015)

**Enrollment Analysis for 2015 Four-Year Report** - Analysis of data on

**Direct: Institutional Research or Other Data** - Referring to the data in

**Report Submitted:** 2015 - 2016 (Fall 2015)  
**Performance Target Met:** Yes

**Action Plan:** Even though enrollment has increased, it is

<i>List Program Objectives or Data</i>	<i>Describe Objectives or Data</i>	<i>Evaluation of Objective and/or Data Analysis</i>	<i>Action Plans</i>								
<p>enrollment (2003-2014)  <b>Objective Status:</b> Ongoing  <b>Type:</b> Data Analysis</p>	<p>your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in enrollment that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document.  <b>Performance Target :</b> There is no target yet as additional information is needed to determine if more sections need to and can be created.</p>	<p>Enrollment in reading courses increased during 2011 through 2014.</p> <table border="1"> <tr><td>2011</td><td>401</td></tr> <tr><td>2012</td><td>399</td></tr> <tr><td>2013</td><td>440</td></tr> <tr><td>2014</td><td>464</td></tr> </table> <p>The discipline was able expand its offerings during 2013-2014 and reinstate the section that were cut during the budget crisis in previous years. (09/29/2015)</p>	2011	401	2012	399	2013	440	2014	464	<p>clear from looking at waitlists data that more sections of reading are needed. For example, even though there were more sections of reading courses in 2013 compared to 2012, the waitlists were still significantly higher in 2013. The discipline will look at expanding offerings to meet students' needs.</p> <p>Waitlists  2012 266  2013 404 (09/29/2015)</p>
2011	401										
2012	399										
2013	440										
2014	464										

<p><b>Efficiency Analysis for 2015 Four-Year Report</b> - Analysis of data on efficiency (2010-2014)  <b>Objective Status:</b> Ongoing  <b>Type:</b> Data Analysis</p>	<p><b>Direct: Institutional Research or Other Data</b> - Referring to the data in your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in efficiency that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document.  <b>Performance Target :</b> The State target for efficiency is 525. Compare your discipline/program's efficiency levels to this State benchmark, including (if applicable) a discussion of course enrollment limitations that may not allow you to achieve the benchmark.</p>	<p><b>Report Submitted:</b> 2015 - 2016 (Fall 2015)  <b>Performance Target Met:</b> Yes  The reading discipline's efficiency was above the target of 525 in 2012 (577.04) and 2013 (567.55). In 2014, efficiency fell to 471.28. We believe this was because we offered a fast-track Reading 81/Reading 82 sequence for the first time. Because of issues in registering students and informing students about how this fast-track sequence worked, very few students completed Reading 81 the first eight weeks and then registered for Reading 82 the second eight weeks. Therefore, Reading 82 had ten students registered.  The discipline's average efficiency from 2011 through 2014 is 528.72. (09/29/2015)</p>	<p><b>Action Plan:</b> The discipline will continue to look at enrollment to meet the target efficiency of 525. (09/29/2015)</p>
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## IPR - Report on Assessment with SLO Status

Course ID	Course Name	SLO Name	SLO Status	Assessment Result Date
REA-4	Critical Reading	1	Active	09/15/2015
		10		09/15/2015
		11		09/15/2015
		12		09/15/2015
		13		09/15/2015
		14		09/15/2015
		2		09/15/2015
		3		09/15/2015
		4		09/15/2015
		5		09/15/2015
		6		09/15/2015
		7		09/15/2015
		8		09/15/2015
		9		09/15/2015
REA-81	Reading, Level I	1	Active	09/15/2014
		2	Active	09/15/2014
		3	Active	09/15/2014
		4	Active	05/21/2015
		5	Active	06/09/2015
REA-82	Reading, Level II	1	Active	09/03/2014
		2	Active	09/05/2014
		3	Active	09/05/2014
		4	Active	09/30/2014
		5	Active	10/16/2014
REA-83	Reading, Level III	1	Active	09/05/2014
		2	Active	04/27/2011
		2	Active	09/15/2014
		3	Active	09/15/2014
		4	Active	01/22/2015
REA-86	Reading Strategies-Textbooks	5	Active	09/15/2014
		1	Active	09/15/2015
		2	Active	09/15/2015
		3	Active	09/15/2015

Course ID	Course Name	SLO Name	SLO Status	Assessment Result Date
		4	Active	09/15/2015
		5	Active	09/15/2015
		6	Active	09/15/2015
		7	Active	09/15/2015

## IPR - Report on CORs and Course Offering/Rotation with Notes and SLO Status

Course ID	Course Name	SLO Status	Official date of COR in CurricUNET	COR Notes	Course Offering and Rotation Plan
REA-4	Critical Reading		05/30/2013		This course has not yet been offered at MVC, but we hope to be able to begin offering it in Fall 2016.
REA-4	Critical Reading	Active	05/30/2013		This course has not yet been offered at MVC, but we hope to be able to begin offering it in Fall 2016.
REA-81	Reading, Level I	Active	01/20/2015		This course is offered in the summer, fall, winter, and spring.
REA-82	Reading, Level II	Active	01/20/2015		This course is offered in the summer, fall, winter, and spring.
REA-83	Reading, Level III	Active	01/20/2015		This course is offered in the summer, fall, winter, and spring.
REA-86	Reading Strategies-Textbooks	Active	10/04/2012		This course has not yet been offered at MVC, but we hope to be able to begin offering it in Fall 2016. (Active)