

*The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.*

~Academic Senate for California Community Colleges

## **INSTRUCTIONS**

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

(For information about program review cycles, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage: [http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php))

### **Resources for Supporting Documentation:**

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

### **Next Steps:**

All *Annual* and *Comprehensive Program Review and Planning* reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar*. (See: [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php).)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

Diana Bennett, Academic Senate President, [bennettd@smccd.edu](mailto:bennettd@smccd.edu)  
Susan Estes, Vice President of Instruction, [estes@smccd.edu](mailto:estes@smccd.edu)  
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John Sewart, Dean (PRIE), [sewart@smccd.edu](mailto:sewart@smccd.edu)

**DEPARTMENT OR PROGRAM: Reading Department Fall 2008-Spring 2009**  
(completed in March 2010)

**DIVISION: Language Arts**

**1. BRIEF DESCRIPTION OF PROGRAM:**

The College of San Mateo Reading Program offers and an array of courses designed to help the student improve his/her reading students:

**Fall 2008**

	Section Numbers
21 sections	
412 at Census	
317 Actual	
Read 400 Academic Textbook Reading	1
Read 412 College-Level Individualized Reading Improvement*	1
Read 415 Reading Across the Disciplines*	1
Read 454 College-Level Vocabulary Improvement I*	2
Read 455 College-Level Vocabulary Improvement II*	2
Read 807 Basic Phonics for Non-Native Students	0
Read 808 Basic Phonics Skills	0
Read 812 Individualized Reading Improvement*	1
Read 814 Basic Spelling Mastery*	1
Read 815 Advanced Spelling Mastery*	1
Read 825 Introduction to College Reading	3
Read 830 College and Career Reading	4
Read 852 Vocabulary Improvement I*	2
Read 853 Vocabulary Improvement II*	2

\*indicates lab course

**Spring 2009**

	Section Numbers
19 sections	
345 at Census	
249 Actual	
Read 400 Academic Textbook Reading	1
Read 412 College-Level Individualized Reading Improvement*	1
Read 415 Reading Across the Disciplines*	2
Read 454 College-Level Vocabulary Improvement I*	1
Read 455 College-Level Vocabulary Improvement II*	1
Read 807 Basic Phonics for Non-Native Students	1
Read 808 Basic Phonics Skills	1
Read 812 Individualized Reading Improvement*	1

Read 814 Basic Spelling Mastery*	1
Read 815 Advanced Spelling Mastery*	1
Read 825 Introduction to College Reading	3
Read 830 College and Career Reading	3
Read 852 Vocabulary Improvement I*	1
Read 853 Vocabulary Improvement II*	1

\*indicates lab course

2. Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

**Key Successes and Challenges based on**

**(a) Core Program and Student Success Indicators**

Overall:

The Reading Department Program and Success Indicators indicate that our course enrollment, retention, and success are basically stable.

Our overall rates are somewhat lower than the college average because 70% of our courses are not transferable. Our student population generally has a lower success rate and has more socioeconomic issues that have a greater impact on their drop rates.

Enrollment: (1) minor fluctuations since 2006-7  
(2) 2006 – 804 students divided by 23 sections = 34.9 students per section  
(3) 2008 757 students divided by 21 sections = 36 students  
Our department is serving more students per section although enrollments are lower.  
2007 – lost 3 sections of reading  
2008 – lost 2 sections of reading

WSCH: Was a little lower in 2008-9 because section added was a lab-only class with fewer units of credit for enrolled students.

FTES: Went down because WSCH went down

FTEF: Lower in 2008-9 because Carole Wills used banked units for Spring 2009 semester while recovering from double knee replacement. Adjunct faculty members were hired to teach several of the courses for Carole. Also, fewer sections were offered than in 2006-7.

LOAD Lower in 2008-9 because of fewer sections and Carole's use of banked units for Spring 2009 semester/increased adjunct faculty.

Retention: Slight decline in 3 years = 3% drop  
Retention rate 2008-9 = 77%

College-wide retention rate = 84% according to John Sewart  
Our retention rate is 7% below that of college average, yet  
40% of our students are basic skills students who generally  
do not do as well as higher-level students at CSM  
Spring retention is lower than fall..... a common situation at CSM

Success:       \*Average basic skills success at CSM = 60%  
                  \*College-wide average success at CSM = 70% according to John Sewart  
                  \*Reading Department success for 2008-9 = 65% ....which is  
                  better than the basic skills average at CSM and only 5% less  
                  than the college-wide average success.  
                  \*According to John Sewart, our department success in 2008-9 was higher  
                  than any other basic skills courses except career courses.  
                  \*2008-9 Reading Department success increased a little from  
                  the previous 2 years.

### **Demographics and Successful Course Completion Rates:**

- Pacific Islanders (71%), Asians (70%), Filipinos (87%), and 'Other' (70%) had the highest rates of success in the reading courses. Blacks (54%), Hispanics (59%), and Native Americans (50%) had lower rates of success.
  - Approximately 2/3 of the students were female.
  - 48% of the students were 24 years old or younger.
  - 40% of the students were 30 years old or older.
- Note: Because of the large number/percentage of unrecorded gender and age listings, the data for percentage success is not accurate to use.

### **Other Factors Affecting Successful Course Completion Rates:**

Based on our own experiences, we have found that many of the non-ESL and non-Generation X students who place into READ 825 and 830 have documented learning disabilities, yet many refuse to use the support services of the college. As a result, they often drop out or fail the courses.

Additional problems and challenges that limit the success of our students include: a need for DSPS (LD) testing, childcare problems, homelessness, family problems, financial problems, inability to get textbooks and materials within the first three weeks of the semester, and a complete lack of awareness of how a college class works.

### **Key Successes and Challenges based on**

#### **(b) Goals stated in 2007-2008 Program Review**

\*Many of our goals for 2008-9 were not feasible because of major budget cuts at the college. Several of the goals would have provided more access for students to reading courses at various levels, in the evenings and online, and at our Half Moon Bay lab. If our goals had been reached, our enrollment numbers would also have increased.

**Six challenges mentioned in the previous Program Review are the same as those for the upcoming year:**

- (1) The department needs to expand the offerings for Read 825, Read 830, and Read 400, and Read 415.**
- (2) Read 830 and Read 825 should *both* be offered in the evening each semester.**
- (3) The department needs to continually updating its adjunct pool.**
- (4) We do not have adequate room in the Reading/ESL Center to conference with Read 415 students.**
- (5) We hope to expand RAD (Reading Across the Disciplines).**
- (6) Restore and increase the FLCS for the reading faculty in the Reading/ESL Center.**

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

#### **Successes Above and Beyond Goals:**

- (1) ITS replaced 36 computers in the Reading & ESL Center because the warranty coverage had ended.
- (2) Jamie Marron's online section of READ 830 has been offered since fall 2009.
- (3) Pat Youngblood and Carole Wills wrote a Trustee's Grant (to continue developing online materials to replace AVT in the lab) that was approved in spring 2010.

\*Many of our goals for 2008-9 were not feasible because of major budget cuts at the college. These include:

(1) Offer a full range of reading lab courses in the CSM Coastside Lab with adequate reading instructor coverage and instructional aides. **Due to funding problems, the lab is currently closed and the Coastside location may be closed.**

(2) Expand Read 415. **Due to limited funding, the college will no longer offer Read 415 as of fall 2010. The Nursing Department will pay for a section of the course for the fall 2010 semester.**

(3) Expand online offerings (pilot) to Read 825. **Because of the limited number of reading courses currently offered because of funding problems, it is not feasible to offer a pilot online READ 825 course at this time.**

(4) Consider being a part of a team (within BSI) to participate in the Reading Apprenticeship Program (West ED). In addition, work with content area faculty in teaching circles/integrative learning project. **Lack of available funding for such projects and limited faculty time and funding have made this goal unrealistic.**

(5) Continue some involvement in Learning Communities, WAC, and BSI as can be accommodated with so few members in our department. **Due to budget constraints, both WAC and the Learning Communities have been canceled. BSI continues to receive state funding; both full-time faculty continue to be involved in BSI at CSM.**

(6) Return Read 807/808 to being offered every fall and spring semester. **Budget constraints prevent this from happening. READ 807/808 continues to be offered only in the fall semester. Close to 50 students tried to enroll in the courses for the spring 2010 semester.**

(7) Continue work on getting more materials/support online especially in the Reading & ESL Center. **RST Level 2 was not finished. Recent funding will allow the project to be finished by next fall.**

**Successes:**

**\*Goal # 6:** Continue work on getting more materials/support online especially in the Reading & ESL Center.

**Progress Made:**

**(a) Reading Skills Tutorial Level 1 online has been used for a semester and is currently being evaluated and updated.**

**(b) Successfully received funding for the project from a Trustee's Grant ( January 2010) and from the Nursing (Spring 2010) to develop RST Level 2 so it will be ready for use during the fall 2010 semester.**

**(c) 2-3 chapters per book for lab assignments will soon be available online for student access.**

**Goal # 7 – Make the Redwood City Women's Jail Vocabulary Program fully supported and staffed by CSM representatives.**

**Progress Made:**

**(a) All sections of the women's jail except for Choices (one of the programs for women in the jail) have been fully staffed by a CSM representative for the past year; Choices was only partially staffed until March 2010.**

**(b) As of March 2010, Choices is now fully staffed and supported.**

**(c) An account was established in the nonprofit district foundation that created a fund from which to purchase the vocabulary books needed for the women in the jail. Presentations and flyers helped "spread the word" about the tax-free fund and provided money needed to purchase books. Ongoing PR will hopefully keep enough funds to purchase books as needed.**

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).
- (1) Maintain current level of instructional aide staff and hours in addition to the current (spring 2010) student assistant funding in the Reading & ESL Center.
  - (2) Maintain current level of FLCs for the lab; if additional funding is available, increase the FLCs.
  - (3) Maintain current course offering in the lab with only minor adjustments.
  - (4) Continue to streamline HBA and lab-only courses in the Reading & ESL Center so that the staff time is more evenly split between HBA and lab-only courses.
  - (5) Maintain course offerings for READ 825, 830, 400, and 807/808 in the fall, spring, and summer semesters.
  - (6) Maintain fall and spring semester funding for READ 415 from the Nursing Department.
  - (7) Look at ways to improve the success rates of Hispanic, Black, and Native American students. Pilot one or more ways to help the students.
  - (8) If funding improves, offer
    - (a) READ 415 each semester in addition to a section funded by the Nursing Department,
    - (b) READ 830 again as an evening course in the spring semester without removing a day section,
    - (c) READ 807/808 in both the fall and spring semesters,
    - (d) a pilot online READ 825,
    - (e) READ 405 again as the number of higher-level readers increases at CSM, possibly as an online course, and
    - (f) Add more FLCs in the Reading & ESL Center.
  - (9) Consider increasing the prerequisites and/or raising the reading placement test scores for READ 400 to ensure that the students are correctly prepared for the course.
  - (10) Interview and hire more reading faculty for the pool and to teach a course in the fall 2010 semester.
  - (11) Monitor and work with the ESL Department to ensure that (a) ESL students continue to enroll in Tuesday/Thursday reading courses for Levels 4-6 (b) ESL students use the Reading & ESL Center on Tuesdays and Thursdays.
  - (12) Update all course outlines by the end of 2010.
  - (13) Communicate with faculty and learning disability specialists at local high schools to discuss creating smoother transitions to college for the basic skills-level students who enroll in reading courses after graduating from high school.
  - (14) Review the reading course referrals for the reading placement results at Canada and Skyline to ensure that the information is updated and correct.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

**Many of the following are dependent on funding. If the budget continues to be tight, those items will have to wait.**

**If further cuts are made to the budget for the instructional aides, faculty, and student assistants in the Reading & ESL Center, the great support that the lab provides to the students will be severely compromised.**

1. The department needs more sections of reading courses, especially in the evening.
2. READ 415 has had a high rate of success and needs to be reinstated as a regular department course, also with a space (conference room) for faculty to meet with students since the Reading & ESL Center does not have room for the course.
3. Our department is spread very thin because we have only two full-time members.
4. In line with the college's Master Ed Plan, the reading courses should be expanded to accommodate the huge population of students who qualify for reading courses.
5. Students who need LD testing and resource support will probably not get help due to major funding cuts in that program. Currently (spring 2010), students who have been referred for LD testing must wait until fall semester to get tested. As a result, they cannot access books on tape or other support resources they need for this current semester. There are so many students waiting for testing for the fall 2010 semester, that there may not be any openings for the testing until the spring 2011 semester.
6. Tutoring for basic skills students in reading courses is not offered at CSM. Some students, especially the less confident, weaker students and the LD students definitely need that support to help them be successful. Also, students of certain ethnicities are more successful if they have a room (such as a tutoring center) in which they can do their homework and have someone available to help them as needed.
7. The "Other Factors Affecting Successful Course Completion Rates" listed above in Question # 2 are definitely critical issues that affect student success. We are not sure what the college can or will do to help students with these issues.

6. **STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

- a. Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle. **All SLOs have been assessed for this academic year for READ 400, 415, 825 and 830. READ 807 /808 will have all SLOs assessed for Spring 2010 and all SLOs for those two courses were last assessed for the spring 2009 semester. Exams, reflection papers, lab assignments, and in-class written assignments were used to assess the SLOs. We analyzed the data (hard copy) during department meetings and SLO discussion meetings. The data will be posted in the near future on the TracDat website.**
- b. Student services areas: TBD



7. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

*(Data resources: Educational Master Plan, 2008, Institutional Priorities, 2008-2011, College Index, 2009-2010, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)*

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.\* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

\*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving

		<b>department action steps based on SLO assessment.</b>
<b>Item: Headsets for computers</b> <b>Number: 40</b> <b>Vendor: Amazon.com</b> <b>Unit price: 20.00 &amp; tax</b> <b>Total Cost: 870.00</b> <b>Status*: replacement</b>	Many students have difficulty now because the headsets are so bad. This greatly impacts the ESL students, especially those enrolled in conversation and phonics courses.	Input text here.

<b>Resources Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
<b>Item: Bookcases</b> <b>Number: 3</b> <b>Vendor: Office Depot</b> <b>Unit price: (Carole Wills – has list)</b> <b>Total Cost: \$305.00</b> <b>Status*: new</b>	Currently, many books and materials are stacked in piles on the floor because we do not have enough bookshelves. The lab will be disorganized and look messy without these.	

<b>Item: DVDs</b> <b>Number: estimated 20-25</b> <b>Vendor: Insight Media</b> <b>Unit price: (Carole Wills – has list)</b> <b>Total Cost: 2,995.00</b> <b>Status*: new</b>	Many of our students were born and raised in a world of visual technology. As a result, we have found it helpful to provide visual models (via DVDs or ipods) before the students apply the strategies to their readings. Students have responded very positively to the DVDs currently offered in the lab.
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\*Status = New, Upgrade, Replacement, Maintenance or Repair.

## 8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team as appropriate:

Primary program contact person:

Phone and email address:

Full-time faculty:

Part-time faculty:

Administrators:

Classified staff:

Students:

**Carole Wills/Jamie Marron**

**3-25-10**

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*Primary Program Contact Person's Signature*

*Date*

**Jamie Marron/Carole Wills**

**3-25-10**

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*Full-time Faculty's Signature*

*Date*

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*Part-time Faculty's Signature*

*Date*

**(as appropriate)**

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*Administrator's Signature*

*Date*

**(as appropriate)**

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*Classified Staff Person's Signature*

*Date*

**(as appropriate)**

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*Student's Signature*

*Date*

**(as appropriate)**

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*Dean's Signature*

*Date*

**Annual Program Review  
RESOURCES FOR SUPPORTING DOCUMENTATION**

This section contains a listing of sources for data and key documents referred to in this *Annual Update* along with other resources. Contact information for relevant people is also included.

**Academic Senate**

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: [csmacademicsenate@smccd.edu](mailto:csmacademicsenate@smccd.edu)

Diana Bennett, President, [bennettd@smccd.edu](mailto:bennettd@smccd.edu), (650) 358-6769

**College Catalogs and College Class Schedules are archived online:**

<http://collegeofsanmateo.edu/schedule/archive.asp>

**Course Outlines are found at:**

<http://collegeofsanmateo.edu/articulation/outlines.asp>

**Committee on Instruction**

<http://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, [demsetz@smccd.edu](mailto:demsetz@smccd.edu), (650) 574-6617.

**Program Review Resources** (includes forms, data, and completed program reviews for both instructional and student services program review)

*Core Program and Student Success Indicators* (see links for "Quantitative Data for Instructional Programs")

*Distance Education Program Review Data*

*Glossary of Terms for Program Review*

*Listing of Programs Receiving Program Review Data from PRIE*

*Rotation Schedule for Instructional Program Review, 2008-2014*

[http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php)

**Office of Planning, Research, and Institutional Effectiveness (PRIE)**

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, [sewart@smccd.edu](mailto:sewart@smccd.edu), (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, [mcconnell@smccd.edu](mailto:mcconnell@smccd.edu), (650)574-6699

**At PRIE Website:**

*College Index, 2009-2010*, [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Comprehensive Listing of Indicators and Measures, 2009-2010*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Division/Department Workplans, Spring 2009 (only)*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Educational Master Plan, 2008*, <http://collegeofsanmateo.edu/prie/emp.php>

*Institutional Priorities, 2008-2011*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

**Student Learning Outcomes (SLOs) website:**

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, [gainesf@smccd.edu](mailto:gainesf@smccd.edu), (650)574-6183