College of San Mateo

Program Review Submission

2014-2015 Instructional Program Review

Program Name: **Reading**
Program Contact: **Marron, Jamie**
Academic Year: **2014-2015**
Status: **Submitted for review**
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1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements**, **Institutional Priorities, 2013/14-2015/16**, **5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

The CSM Reading Program supports all academic courses at the College of San Mateo. Students enrolled in reading courses are offered direct and intense reading instruction through the course offering of three reading courses and four lab-only courses. The courses span below-level to transfer level.

According to The State of Basic Skills Instruction in California Community Colleges, adopted by the Academic Senate in April 2000 for California Community Colleges:

"Reading is the most essential basic skill that students need to succeed academically."

Reading is a skill that is required in every aspect of a college student's course of study. Nearly every division and every single course within each division at the College of San Mateo directs a component of its focus toward helping the CSM college student to read well.

Our department maintains a singular focus of helping students to improve their reading skills in every aspect of academic activity. This includes comprehending college-level textbooks, thinking critically, evaluating digital texts, taking tests, using writing to analyze texts, and writing in response to thoughts provoked by readings. The Reading Department is instrumental in preparing students for careers such as nursing, fire technology, and administration of justice, and also prepares students to transfer to four-year universities.

The curriculum of the College of San Mateo's Reading Department includes both developmental-level and transfer-level courses. The developmental/basics skills reading courses address the needs of students who place below college-level reading, while strengthening their critical reading and study abilities. The transfer- level reading courses address the needs of students who will transfer to four-year universities. The entire CSM Reading Program's curriculum covers TBA courses at three levels and LOC (lab-only classes) for individualized work in either comprehension or only vocabulary. The CSM Read/ESL Center in Bldg. 18-101 supports the LOC classes.

Our courses help achieve the goals stated in the College Mission and Diversity statements in that we are serving the "diverse, educational, economic, social and cultural   needs of the community" and providing Basic Skills instruction and transfer-level preparation. The Reading Department courses fulfill the Institutional Priorities Objectives of "1) academic success of all students" with regard to preparing students for one of the most vital skills of needed for nearly courses offered at the college and with regard to course completion, retention and persistence, The Reading Department courses also "2) promoting academic excellence"   in that it is difficult for any student to achieve academic excellence without the ability to read well.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses offered by the program. Identify trends and discuss areas in need of improvement.

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Our assessment cycle is to assess one or more SLOS in each skill level every year for Read 825, Read 830, and Read 400. In the LOC, lab-only classes, our assessment cycle has been to assess every third year.

The department deviated from this cycle in 2013-2014 because the full-time instructor's teacher made assessment tests were discounted. In addition with the hiring of two new reading adjunct, new to the college and new to teaching at community college the process needed to be simplified. Assessments were made in every course. The standards were met for every SLO assessed.

The department SLOs results indicated a high-level of pass for all assessed SLOS throughout all the courses.

Analysis of the results

The Read 825, Read 830 and Read 400 courses have too many SLOS with too many options for how to assess them. With new adjunct faculty rotating through the department, the SLOS need to be singular s, concisely written with clearly assigned assessment methods. During academic year 2015-2015 new course outlines will be submitted (see Plans) that will redefine SLOS and their assessment methods and rectify this this situation.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

The Reading Program doesn't have PSLOS since we are not a GE program.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

The Reading Program doesn't have PSLOS since we are not a GE program.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

> The Reading Program doesn't have PSLOS since we are not a degree program.

5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

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B. Student Success Indicators

1. Review **Student Success and Core Program Indicators** and discuss any differences in student success indicators across demographic variables. Also refer to the **College Index** and other relevant sections of the **Educational Master Plan: Update, 2012**, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to **ARCC** data.

Table 1: Success Indicators for All Students in the Reading Program

	READ	READ	READ	READ	READ	LA Div	College
	2009-10	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2013-14**	**2013-14**
Success%	**63**	**63.1**	**65.6**	**69.8**	**66.3**	**68.4%**	70.2%
Retention%	**76.8**	**73.2**	**74.7**	**79**	**76.9**	**81.9%**	84.1%
Withdraw%	**23**	**26.8**	**25.3**	**21**	**23.1**	**18.1%**	15.9%

SOURCE: PRIE.

For 2013–2014, the Reading Program showed a slight decrease in its rate of Success, down 3.5% (yet an improvement of 3.2% over 2011–2012). Its rate of Retention dropped slightly by 2.1 %. The rate of Withdrawal showed a decrease (down 4.3% from 2011– 2012). Each indicator has shown a very small increase since 2009-10 but largely remains static. During 2013 - 2014 the Reading Department was lower in all success indicators than the LA Div and the College. (See additional factors.)

In 2013-2014 our female students succeeded   at 5% higher rate than our male students. The category of "other" students had the highest success rate of 100 percent, followed by our Filipino students with 85.4 percent, followed by our Asian students with a success rate of 72.1%.

Our Black students decreased in their success rate (down from 67.3% to 54.2%) and their withdrawal rate showed an decrease (down from 24.5 percent to 12.5 percents).

Retention rates increased, just barely, by .9% points from 2012-2013 of 79%.
The overall success rate for reading classes was 65.9% in 2011-2012, 69.8% in 2012-2013, and 66.3% in 2013-2014.

The success indicators for each ethic groups and their success is as follows:

Asians students changed from (numbers) 104, to 119, to 68 from 2011-2013. This could be due to international students enrolling in an ESL Read class instead of Read 825. Their success rates were 76.9 %(2011-2012) to 76.5% (2012-2013) to72.1% (2013-2014).

Black students changed from (numbers) 68, to 49, to 24 from 2011-2013. Their success rate went from 51.5% (2011-2012), 67.3% (2012-2013), to 54.2% (2013-2014), which reflects an increase of 2.7% from 2011, even though it was a dip from 2012.

Filipino students changed from (numbers) 52 to 48 to 38 from 2011-2013. Their success rate went from 61.5% (2011-2012) to 85.4% (2012-2013) to 71.1% (2013-2014).

Hispanic students changed from (numbers) 232, to 189 to 153. Their success rates were 60.8% (2011-2012) 65.6% (2012-2013) to 62.7% (2013-2014).

Native American students changed from (numbers) 4, to 1, to 0. Their success rates were 100% (2011-2012) to 100% (2012-2013) to zero (zero students).

Pacific Islanders students changed from numbers 25, to 19, to 11 students. Their success rates 88% (2011-2012) to 63.2% (2012-2013), 72.7% (2013-2014).

White students changed from (numbers) 123, to 111, to 75 from 2011-2013. Their success rates were 69.9% (2011-2012) to 64% (2012-2013) to 62.7% (2013-2014).

Other students changed from (numbers) 72, to 70, to 63 (2011-2013). Their success rates were 56.9% (2011-2012) 57.1% (2012-2013) 68.3%(2013-2014),Unrecorded category of students changed from (numbers) 44, to 83 to 10. Their success rates were 81.8% (2011-2012) 81.9% (2012-2013) to 100 (2013-2014

Caveats/Trends

The number of students who place into a reading class via the results of college placement test remains consistent (about 20%). The number of students succeeding, retaining, and withdrawing remains nearly the same. The numbers of Black students successful completing the courses has continued to decline and is worrisome.

The all numbers reflected herein are consistent with basic skills course the Read Department is not satisfied with the rates of this cycle for retention, success and withdrawal.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to **Delivery Mode Course Comparison**.

Table 2: Success and Retention Rates for Read 825 and the Whole College (distance delivery)				
Fall 2011-2013	Read 825 Distance	Read 825 On-campus	College Distance	College On-campus

No. of Sections	1	8	246	554
No. of Enrollments	21	221	7,531	18,963
Success	61.9	76	62.5	64.7
Retention	81,0	81.9	79.2	83.1

Table 3: Success and Retention Rates for Read 830 and the Whole College (distance delivery)

Fall 2011-2013	Read 830 Distance	Read 830 On-campus	College Distance	College On-campus
No. of Sections	1	9	246	554
No. of Enrollments	72	258	7,531	18,963
Success	59.7	70.2	62.5	64.7
Retention	73.6	78.3	79.2	83.1

The traditional reading courses maintained an increase in Success rate over the online versions. This was consistent with the Language Arts Division and the College and the trend nation-wide for online sections.

Read 825 (Introduction to College Reading) which has been online for the last four years. For this cycle it had a Success rate of 61.9% which was lower by 16.3 percentage points than the Success rate for the face-to-face version of this course. The Retention rate of 81.0 percent was lower 5.5 percentage points than the Retention rate for the face-to-face version of the course. Nevertheless, these rates are comparable to the Success and Retention rates for the whole college (see Table 2, below).

Read 830 (College and Career Reading) which has been online for the last five years. For this cycle it had a Success rate of 59.9% which was lower by 7.2 percentage points than the Success rate for the face-to-face version of this course. And, this was of 3.7 percentage points over the previous year. The Retention rate of 73.6 percent was lower 4.7 percentage points than the Retention rate for the face-to-face version of the course, 80.3 percent. Nevertheless, these rates are comparable to the Success and Retention rates for the whole college (see Table 2, below).

Trends

Enrollment/success/retention in the online reading classes remains fairly consistent with years past. The department is continually striving to increase student success and retention in its online course offerings.

The current full-time instructor who teaches the online classes is being trained by the OEI (Online Education Initiative) to be a course reviewer. The training and insight she will derive from this training will help her further refine the reading online course offering.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the **Student Success and Core Program Indicators** (LOAD, Full-time and Part-time

FTEF, etc.)

Trends

1. The number of students scoring a "recommended placement" into a reading class has not declined.

Table 4 Percentage of students taking the CSM Read Placement Test and placing into a Read class (divided by Census period)

	2/4/2013 - 9/9/2013	9/9/2013- 2/3/2014	2/3/2014- 9/7/2014	9/8/2014- 2/7/15
Percent who took placement test who scored into a Basic Skills Read Class.(825 or 830)	22%	21%	20%	12%

	2/4/2013 - 9/9/2013	9/9/2013- 2/3/2014	2/3/2014- 9/7/2014	9/8/2014- 2/7/15
Percent who took placement test who scores into recommended Read 400 or Read 412 class	42%	36%	35%	24%

Source: Joyce Feimer and Shell Chen (SMCCD IT)

2. Efficiency has decreased in terms of load. For example in 2010-011 the LOAD was 609.9 (above the state standard of 526 hours. During the 2013-2014 cycle teaching load decreased   to   405.9. See Table 5 below.

Table 5: Efficiency Indicator for the Reading Program

	Read	Read	Read	Read	LA Div	College
Indicator	2010-2011	Fall 2011-2012	2012-2013	2013-2014	13-14	13-14
Enrollment/Duplicate	762	724	689	442	8826	48469

Head Count						
Weekly Contact Hours (WSCH)	2403.6	2323.7	2289.5	1461.3	3706.1	196039.9
Full-Time Equivalent Student (FTES)	80.1	77.5	76.3	48.7	1253.4	6534.7
LOAD Weekly Student Contact Hours/Full-Time Equivalent Faculty (WISCH/FTEF)	600.9	544.6	528.4	405.9	427.3	504.3

3. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

1. We lost one FT faculty due to retirement Though the retirement was not official until June of 2014, the employee had been on leave for the previous year. The loss of the FT position means that students lack the support a FT instructor can provide (the standard weekly office hours; time to develop new curriculum and work with other programs on campus such as First Year Initiative, Pathways to Success, familiarity with student resources). The workload for the remaining one (1) FT faculty member has increased by 20-30%/ All normal department tasks, carried out by entire departments, fall to this one person such as screening, interviewing, mentoring, and evaluating adjunct faculty, co-coordination of the Read/ESL Center, Center meeting, Learning Center meetings, Distance Ed meetings, Basic Skills Initiative meetings, coordination and tracking of SLOS, and Program Review duties.

2. New faculty during the 2013-2014 cycle were new to the college and new to community college teaching. While the faculty members were quite qualified, their newness may have had an impact on the success indicators of 2013-2014. The lack of funds to pay adjuncts to meet for department business and mentoring made it more difficult to smooth the way for the newly hired adjncts.

3. The ESL department started offering an ESL reading course that directly competes for the many of the same student demographic as Read 825. This

4. Newly-implemented college programs that help incoming freshman such as Pathway to Success and Umoja now enroll students that prior to those programs existence the students might have enrolled a Read course.

5. With only one full-time instructor and rotating adjuncts (who are not paid to attend any type of meetings) the challenge to implement a 21st century vision for the CSM Reading Program is great.

5.   Reading is not a course students wish to take even though such a large number of the college's entering students place into a reading

class - consistently around 20%.

6. The implementation of AB86 has caused the department to commence collaboration with the San Mateo Adult School.

7. Students entering a nursing program receiving funds from the CA State Chancellor's office must take the TEAS test. Students who prepare for that test take reading courses, students who fail that test take reading classes, and students who fail out of the CSM nursing program take reading classes.

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4. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Results of Program Review submitted in March 2014:

1. Coordinate with CSM Nursing Program to help ensure the success of nursing students.

Outcome: The Reading Department participated in the Nursing Program's orientation for incoming students. Two joint meeting were held between the director of nursing and the faculty (full-time and two adjuncts) and the Read/ESL full-time instructional aide. The nursing director and the instructor-of-record for Read LOC courses and the instructor for Read 400 communicate regularly about the progress nursing students enrolled in reading classes for remediation.

2. Meet with DSPS to obtain factual information about how to help the lowest scoring students to succeed and/or make appropriate progress.

Outcome: The Read Dept and the Read/ESL Instructional Aides met twice with DSPS (counselor and the learning specialist) and twice with the Program Services Coordinator (one of those times was with the faculty of the San Mateo Adult School). Ongoing conversations continue about how to best delivery instruction for the students enrolled in Read LOC classes. We are exploring ways to help these students be success with more direct assistance from faculty and staff in the Read/ESL Center. We will be working with the dean to see if the current laws/regs regarding lab-only classes allow for any creativity in how those courses are delivered.

3. Work with one ambassador to publicize the reading program and its classes.

Outcome: The Read Program has the support of Publicity and Marketing, but does not have its own dedicated ambassador. There is a strong need for the Read Program to be advocated for. As mentioned elsewhere the opportunity for the college's (IPC, Div of Academic Support, Vice-President of Instruction, and Dean of Language Arts) direct support to the CSM Read Program is missed.

4. Participate in on campus and off campus professional development activities. If possible, research new materials and conference such as CRLA (College Reading and Learning Association, Internation Reading Association, and conferences sponsored by the National Council of Teacher of English, 3CSN, and Basic Skills Initiative.

Outcome: Faculty, full-time and adjunct, and the full-time instructional aide participated in on campus activities sponsored by BSI, DIAG, CSM Cares, and continued its participation in Reading Apprenticeship. However, the task that any department must accomplish by a team of people fall to one full-time instructor making attending offcampus conferences very difficutl.

5. Continue RA work in the classes and as possible continue with Read Dept.RA focus meeting.

Outcome: The two new adjuncts enrolled in the RA Online Course. The use of RA strategies continued in all reading courses. However, due to conflicts of schedules and responsibilities formal Read Department meetings could not be held. Funds are needed to pay adjuncts and to pay an instructor (to oversee the Read/ESL instructor while the Read/ESL instructional aides meet with Read faculty) in order for these meetings to happen.

6. Add to the reading adjunct pool to be ready for any sudden resignations of current adjuncts.

Outcome: Applicants were screened, interviewed, and two new adjuncts were hired in August of 2014. This process is ongoing.The full-time instructor worked with faculty from the other two colleges and the district academic senate to change the minimum quals for reading instructors. This change should make it slightly easier to find excellent potential instructors for reading classes.

7. Obtain training online instruction training for adjunct faculty so that other reading faculty (in addition to the current full-time faculty member) are prepared to teach the online reading courses. This did not happen. Adjuncts, with no assurance of a position for a continuing semester, have little motivation to seek out online instruction. And, the STOT program offered for instructors usually has a waiting list.

However, one of the newly-hired reading adjunct is trained in teaching online. And, the full-time instructor has been invited to participate in the OEI's training to be a course reviewer for online courses (has completed the first segment of this training - 1 full day). Both factors will help raise the quality of continuing online reading classes.

8. Research new materials and software for the TBA courses and the LOC courses. Do this through conferences, webinars, and networking.

Outcome: The full-times instructor participated in webinars for publisher materials and open-source materials. As a result more open-source materials will be utilized. For the LOC courses, the turn-over of adjunct faculty made it impossible to attempt this. However, in the future the full-time instructional aide and the Read Dept faculty intend to participate in conferences so further exploration of both materials and methods for improving student instruction/success in the Read/ESL Center (as related to the Read Dept. courses) will be achieved.

9. Participate in professional organization (for reading, English, developmental education, and student success).

 Outcome: As stated above, the demands of department tasks did not allow for participation in off-campus conferences. Memberships to IRA and CRLA helped the Read faculty and full-time instructional aide have a common dialogue. However, lack of funds to pay for even the briefest of meeting between adjuncts, full-time instructor and Read/ESL Center instructional aides hampered this.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements**, **Institutional Priorities, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators.
[**Note**: Specific plans to be implemented in the next year should be entered in C of the Planning section.
CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

The Reading Department is committed to delivering high quality reading instruction founded on recent research while maintaining high academic standards in a supportive and engaging environment to the reading students.

The Department has gone through dramatic change over the last two years with the retirement of a long-time faculty member, the hiring of new adjuncts (and hiring their replacements when they went on to full-time position), and a change in materials used in the Read/ESL Center.

The Department envisions its courses being updated to reflect the current research on the teaching of reading through the integration of writing and having all reading students utilize Reading Apprenticeship strategies. We seek to revitalize our courses and search out the best methods to deliver instruction included accelerated classes, and "portable" reading courses that can adhere to discipline courses.

Program Vision

Historically, over three decades in fact, the College of San Mateo has long and strong commitment to offering intensive reading instruction to its students through its support to its Reading Department. The need for that instruction remains clear and remains a priority to this college as shown by its support to the Reading Apprenticeship effort on this campus.

Over the years the research on reading instruction has yielded compelling studies supporting that reading instruction needs to be integrated with writing. Similarly, research has told us that the more below-level courses a student "must" take the more likely he/she is to not obtain an A.A. degree or a Certificate degree as those "gate-keeper" courses (not just reading, but lower-level English and math classes) become, for many students obstacles instead of helpers to the path to success. Some studies indicate students whose scores would indicate they cannot succeed in a transfer-level course actually do as well in such a course without taking a basic skills reading course. And, as has always been the case, enrolling in a reading class is not appealing to post secondary students. Many students are unaware of just how poorly they read. And, students find it uncomfortable to have to take a "reading class" when in college. In the times we live in, counselors and all college faculty and staff are encouraged to help the student get through to end (graduate) in the shortest path possible because the research tell us that shortest route will tend to make sure the students actually get to that end (graduation). In sum, there are a multitude of factors baring down on the question *"How can the College of San Mateo and the CSM Reading Program best meet the reading needs of its students?* What follows addresses this question for the time requested in the prompt of the next three-five years, first in a general way, then in specific steps.

The Reading Program's Vision in Steps

1) Emphasis on integrated reading and writing within each reading course

The department will update its course outlines for Read 825, Read 830, and Read 400 to reflect the research and best practices of teaching reading integrated with writing. These new outlines will be different from the English Department's offerings in that the SLOS will focus on reading, not writing. The English instructor must ensure the passing student can write essays to a standard. The instructor of a reading class will be required to use instructional methods that integrated reading with writing, but the SLOS will center on reading.

2). Integrate reading courses with   discipline courses - Development of "portable reading courses'

The updated course outlines will be "portable" reading courses that can adhere to an Electronics class, a History class, a Biology class, etc. Students need to see the purpose in their reading. While there is a place for the stand-alone reading class within the community college so that the adult learner who wants intensive reading assistance with a highly-trained reading instructor can get it, the number of students who will or even can (due to their prescribed educational plan for the shortest route/their schedules/their funds/their attitude towards such a class) is limited. (Again, the actually numbers of student needing such a stand-along class are not in short supply.) Therefore, the department courses must make them "transferable" to discipline courses. For example, the Electronic instructor could have all of his/her students enrolled in a Read 830 course where the reading instructor teaches the vocabulary, concepts, critical thinking, test-taking related to that Electronics course.

3. The updated course outlines will have hybrid and flipped options to help accommodate students' schedules.

For the Read 400 course the above option must make the course deliverable in creative ways such as meeting on one Saturday, and several late afternoons or evenings in addition to the online instruction to make the course more easily doable for the nursing students.

New models for delivering courses

Over time the Read Department must create additional methods for delivering its courses.. Few courses need an accelerated model more than reading classes. While research is not entirely conclusive regarding acceleration models, for a reading student rejecting 16 weeks of three-days a week of reading instruction, the accelerated class makes so much since. (Yet, at the present time, with only one full-time instructor participating in developmental education/3CSN/etc conferences, planning out an accelerated curriculum as a stand-alone reading class that is geared for the potentiality of adhering to a discipline class is simply not doable, but it is imperative.)

4. Receive active and strong from the college

The College of San Mateo infrastructure including the IPC, Vice-President of Instruction, Program Services Coordinator, Dean of Counseling, Dean of Academic Support Services, Dean of Language Arts, the Division of Marketing and Publicity will support the CSM Reading Program as one of the vital avenues for students to receive academic support. Because of the factors mentioned above the reading program can be shunted aside as a forgotten program, yet the college is dedicated to the success of its students and a large percentage of these students need help with their reading. Because at the present time the reading program consists of one instructor and a smaller number of classes than in the past, the CSM Read Program does not have an easily available voice or face at the table. For example, inexplicably the CSM Read Program is not listed as an Academic Support Program - and, at least for publicity purposes, should be since its courses are not required and support every single academic endeavor at this college. Similarly, the CSM Read Program is not a part of the First Year Success Program. And, while Publicity and Marketing is most supportive to the program and has designed marketing materials, all of those materials have been paid for by the full-time instructor. Avenues for active publicity support will be given to the CSM reading program multifaceted methods.

When dialogues occur about student success and what the college is doing to address student whether there is a representative from the CSM Reading Department present or not, the college infrastructure will, in this vision for the short and long-term, keep a presence on CSM Reading Department and fit it into those plans.

a) Hold meetings between full-time faculty, adjunct faculty, and instructional aides)) for read part of Read/ESL Center). Since adjuncts are not paid by the college/district to attend meetings funding is needed.

(also in C of Planning Section).

b) As possible, attend professional Reading/English/Developmental Ed/Basic Skills/Student Success and related conferences to seek out latest materials, technologies, best practices and network to continue to be current with what we are doing in our reading classes and in the

read part of the Read/ESL Center. (also in C of Planning Section).

c) Obtain ongoing training for use of technology for classroom use and for preparation of classroom activities through Lynda.com, webinars, conferences, use of the instructional designer at CSM.

d) (Long-term) Examine best ways to use the reading program/classes to help CSM students succeed. The department is committed to some classes remaining as the current stand-alone model. There are few places an adult can obtain direct, intense reading instruction. CSM provides reading courses for that purpose. The department has implemented online courses with success similar to other colleges. The department (as mentioned elsewhere) would like to offer some options to students for doing their work in the Read/ESL Center courses (partly in the center and However, The department is also committed   to examining additional models of using the reading courses and expertise of the reading faculty.

*Research and explore the creation and offering of reading classes in conjunction with nursing classes.

*Research and explore the creation and offering of a Read 400, courses designed for nursing students, in an online or hybrid format.

*Research and explore the creation and offering of an accelerated reading class.

* Research and explore having a counselor tied to each reading class.

Obstacle to the implementation of all of the above

All of the above steps involve going to conferences, participating in discussions, and extensive planning. With only one full-time faculty member in the department and changing adjuncts the critical time needed to research and develop any of these ideas must be addressed through the college's support of hiring an additional full-time tenure-track reading instructor.

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

The CSM Reading Program is an exiting time of transition to updating and improving our program.

1. The department places a high priority on collaborating first, and foremost, with the reading team (full-time, and part-time reading instructors and the (read) instructional aides of the Read/ESL Center. Funded professional develop time for full-time, adjunct, and instructional aides to work together to "practice" the implementation of Reading Apprenticeship strategies, norm rubrics, and dialog, and collaboration with each other and faculty in other disciplines would be a vital ingredient in helping our department be successful.

2. Conferences/webinars/meetings on modes of delivery both online, blended, accelerated, etc.

3. Membership in professional organizations related to the teaching of reading, writing, student success, online teaching, students Basic Skills.

4. Training via the online Reading Apprenticeship course for any newly-hired reading instructors.

5. Obtain ongoing training for use of technology for classroom use and for preparation of classroom activities through Lynda.com, webinars, conferences, use of the instructional designer at CSM.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

 *. Direct assistance with the professionals involved with professional development to help the department obtain professional development funds for collaboration time and for participation in professional conferences.

* Continue the collaboration in already place with Program Services, the Learning Center, the Nursing Program, Electronic Techonology faculty and various disciplines (especially with discipline involvement in Read Dept RA focus meetings).

*Receive support from the LA Dean, the Dean of Academic Support the Vice-President of Instruction, the director of Program Services, and the dept of Publicity and Marketing to continually include and support the CSM Reading Program.

*) Receive assistance, as needed from the CSM instructional designer to work with reading faculty and (read) instructional aides to develop video lessons for the Center.

* Publicity and Marketing. Continue to utilize their assistance in updating publicity materials. Consider having one ambassador assigned to the reading program. Have ambassadors tour the Read/ESL Center and be oriented to the entire CSM Reading Program.

 The Reading Program needs direct assistance getting the courses and the program publicized with the objective of increasing enrollment. This requires time, communications, and funds.

* Obtain clarification and possible assistance on allowed creative use of online activities for reading courses in the Read/ESL Center as rules have shifted over recent years. Some Read LOC courses are better suited to allowing students to do some of their work off-site and or online. Gain specific information about how other centers on campus use online or remote for student work.

* Update Read 825, Read 830 and Read 400 by the end of 2016. SLOs in those courses are mulit-faceted and cumbersome. SLOs need to be succinct so that the assessments render meaningful data.

* Explore ways to help students address improve their performance on multiple-choice exams. Examine where the intensive instruction should be targeted. For example, would workshops or a lab course be helpful. Research and examine how to better address this need.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

Faculty

We need to hire a full-time tenure-track reading instructor.There was one retirement in 2014.

There will be a second retirement within five years.

Equipment and Technology

-Document cameras in classrooms reading instructors use. (Note: We have been informed that these are forthcoming.)

-Document camera and setup in backroom of Read/ESL Center

For read courses in the Read/ESL Center (covered in the Read/ESL Program Review) a document camera, large monitor, and warehouse setup need to be installed in the back room for conferencing with reading students and faculty in RA meetings. This was submitted in the Read/ESL Center Program Review.

Instructional Materials

Instructional Materials for use with students

How to Read A Book - 5 copies.

Mentioned in Read/ESL Program Rev

Reading Plus for 15 cost varies depending on if for 1 year or 3 years $1755.00

Price mentioned herein is with a 10% discount

$58.50/student/year of $117.00/3 years

Professional Materials

1 copy Reading Apprenticeship Books for new faculty.

Classified Staff

Facilities

C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

Plan 1 Develop new updated course outlines for Read 825, Read 830, and Read 400. Simplify SLOS, integrate writing into the curriculum, integrate RA strategies as part of the SLOs and their assessments, and develop the courses so they can be delivered in various formats.

Plan 1 Actions

a. Funding needed to have the assistance of adjunct faculty on these courses.

b. Time needed to work on these courses and explore avenues of delivery,

Plan 1 Outcomes

Courses are approved through COI, courses with new SLOS are implemented

Plan 2 Hold regular meetings with adjunct reading faculty and (read) instructional aides to focus on using hands-on Reading Apprenticeship with nearly all reading students. And, use these meeting also for decisions about TBA and the development of better ways to meet the needs of the LOC students.

Plan 2 Actions

Funding needed to have time for adjuncts to meet and have a full-time instructor substitute for the instructional aides as they work with the Read Dept faculty.

Plan 2 Outcome

New assignments/rubrics/and an ongoing dialogue.

Plan 3. Discuss/explore and decide if TBA should be attached to Read courses.

Plan 3 Action

Short-term consider doing a pilot-year of no TBA before the new course **outlines go into effect. Discuss and decide.**

Plan 3 Outcome

This will depend on whether or not this decision is implemented.

4. Obtain a full-time reading instructor.

Plan 4 Action

Put position request forward.

Plan 4 Outcome

The new reading instructor is hired.

Plan 5 . Have all members of the Read Department and related instructional aides participate in professional conferences to bring back ideas for instructional methods/materials/modes of delivery.

Plan 5 Action

Department members and instructional aides seek professional development support to participate in conferences such as distance education, developmental education, student success, professional reading conferences, professional writing conferences, best practices, reading apprenticeship, acceleration models, etc. Specifically any newly-hired reading instructor (adjunct or full-time) needs professional development support to, at the **minimum, take the RA Online Class offered by West Ed.**

Plan 5 Outcome

A cohesive department that is unified behind best practices being delivered by instructors in the classrooms and by faculty and instructional aides use of materials with students in the lab.

6. Continue collaboration with CSM Adult School on the development of their reading courses and with the CSM Community Ed program on its development of a TEAS prep class.

Plan 5 Action

On going meetings.

Plan 5 Outcome

New courses.

Plan 8 Work with one ambassador to publicize the reading program and its classes.

Plan 8 Action

Have one person assigned to help with publicity. Seek small amount of **funding for promo materials.**

Plan 8 Outcome

Increased enrollments.

Plan 9 Participate in on campus and off campus professional development activities. If possible research new materials and software at conferences such as College Reading and Learning Association, International Reading Association, and conferences sponsored by National Council of Teachers of English, 3Csn, and Basic Skills Initiative. Student Success, Developmental **Education, Online Teaching.**

Plan 9 Action

Seek out professional development opportunities and have all members of the reading team, as possible, participate.

Plan 9 Outcome

Increased shared knowledge about the state-of-the art materials and best practices.

Plan 10 Continue RA work in the classes and as possible continue with Read Dept. RA focus meetings.

Plan 10 Action

Funding needed as above.

Plan 10 Outcome

Collaborative meetings.

Plan 11 Add to the reading adjunct pool to be ready for any sudden resignations of current faculty.

Plan 11 Action

Screen applicants. Set up interviews through the LA Div, interview applicants with the LA Dean, and select qualified applicants to be in the pool.

Plan 11 Outcome

Increase applicant pool ready to instruct in a reading classroom.

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5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty
NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	**Number of positions**
Full-time tenure-track reading instructor	1

Equipment and Technology

Description	Cost
N/A Note - Reading instructors need document cameras in their classroom and in the Read/ESL Center. None are requested here as we have been informed they will be installed shortly in the classroom. The one for the Read/ESL was requested in the Read/ESL Program Review.	

Instructional Material

Description	Cost

Description	Cost
3 CRLA memberships @ $70.00 each per year	College Reading and Lear Association
http://crla.net/membership/index.htm	
U	
I	
A	

Classified Staff

Description	Cost

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost
N/A	

6. Program Maintenance

A. Course Outline Updates

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website** for **course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines.
Career and Technical Education courses must be updated every two years.

Read 825 - December 2015

Read 830 - December 2015

Read 830 - December 2015

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)   **Date of next review/update**

Jamie Marron   by December 2015

C. SLO Assessment Contacts

Faculty contact(s)   **Date of next review/update**

Jamie Marron   February 2016