

This Annual update is due on March 25th of each year that your three-year Program review and planning document is not due. Please email a copy of this to you Division dean, the VP of Instruction and the Academic Senate President.

1. What is the name of your Department and/or Division?

Read Department
Language Arts Divison

2. List the names of everyone who participated in developing this annual update.

Jamie Marron and Carole Wills

Because Carole Wills has been out for medical reasons this semester, this report is compromised by her absence. We have a two- member department. Though Carole Wills has seen this report she has been unable to have enough time to give adequate input: therefore the report should be viewed through this handicap.

3. Based on the elements in your Annual Update Data Sheet (Provided by IRP to your dean) and goals stated in your most recent Program Review, please identify any key successes and challenges.

What follows addresses what has been achieved since the Program Review submitted Fall 2007.

Top successes by the department in general

Established (limited) use of the successful Reading Plus materials in the Center.
Established an online Red 830 course.
Made progress in SLO assessment/reflection.

The following specific categories refer to the Fall 2007 Program Review Document

Enrollment Management

Successes

Goal 1

No cut to sections of Read 825.

Goal 2

The departments expanded Read 415 by one section (paid for by the Nursing Department as of successful collaboration between the Reading and Nursing Departments).

Goal 3

Read 830 was offered in Summer 2008 and will be offered in Summer 2009.

Goal 4

Currently, the department has three adjunct faculty teaching. While we would like to offer more sections of our courses, we are pleased that we have new adjunct hires, three (3) since Fall 2007.

Goal 5

As of Fall 2009 the ESL and Reading Departments will have successfully resolved course-scheduling conflicts between the two departments.

Goal 6

We are successfully offering Read 830 online, Spring 2009.

Goal 7

We did contact the institutions named. See Goal 4.

Involvement across campus

Successes

Two adjunct and one full-time faculty implemented either eCollege or WebAccess with reading courses.

Goal 1, Goal 2, Goal 3, Goal 4, and Goal 6 were all addressed during the fall of 2008 by the full-time faculty participation.

By Arrangement Assignments and Lab

Successes

Goal 2

The department successfully completed this goal

Goal 5

We received funding and replaced one computer

Goal 6

We developed and began implementation of online materials for Read 412.

Top challenges by the department in general

The department needs to expand the offerings for Read 825, Read 830, and Read 400, and Read 415.

Read 830 and Read 825 should *both* be offered each semester in the evening.

The department needs to continually updating its adjunct pool.

AVT replacement materials for the Center should be finished.

Reading Plus needs to be expanded.

Some of our computers needed to be replaced and more (40) will soon need to be replaced.

We do not have adequate room in the Reading/ESL Center to conference with Read 415 students.

We hope to expand RAD (Reading Across the Disciplines).

Restore and increase the FLCS for the reading faculty in the Reading/ESL Center.

Restore and expand the vocabulary for the Redwood City Women –in—Prison Project.

4. 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 reason.

1. The department has developed, assessed, and evaluated SLOS for all reading courses except Read 807/809. Read 807/809 will be finished by end of 2009.
2. The department will have assessed and evaluated all SLOS for all offered reading courses by end of the academic year 2008-2009.
3. Many of the department's course outlines have been updated, but a few are remaining. The remaining ones should be completed by the end of Fall 2009.

5. 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. 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.
2. Offer a full range of reading lab courses in the CSM Coastside Lab with adequate reading instructor coverage and instructional aides.
3. Expand Read 415.
4. Expand online offerings (pilot) to Read 825.
5. Continue some involvement in Learning Communities, WAC, and BSI as can be accommodated with so few members in our department.
6. Continue work on getting more materials /support online especially in the Reading/ESL Centers.
7. Turn the Redwood City Women's Prison Vocabulary Program into a fully-supported and staffed program.
8. Return Read 807/808 to being offered every fall and spring semester.

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

1. The department needs more sections especially in the evening.
2. The computers need to be replaced (40 in the Reading/ESL Center).
3. Reading Plus needs to be expanded.
4. All course outlines must be updated by the end of 2009.
5. Our department is spread very thin because we have only two full-time members.

We expect ITS to replace the Center's computers.

The department will look for sources of funding to expand Reading Plus.
 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.

7 Student Learning Outcome and Assessment focus for this year:

- a. Academic areas: Identify at least one course SLO in on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

See number 4 above.
 Assessment strategies: homework, final exams, student reflection logs/assignments.
 Reflection/documents: faculty discussion,/analysis documentation of that discussion/analysis (pertaining to data received).

9. Student services areas: TBD

Input text here.

10. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS (*Data resources: Educational Master Plan, 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.

- *Status = New, Upgrade, Replacement, Maintenance or Repair.*

For 3/25/09

The table below reflects the information in our 11/08 update.

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 department action steps based on SLO assessment.
Item: New books to be scanned Number: 18 Vendor: Mc Graw Hill Publishers Unit price: (Carole Wills – has list) Total Cost: \$310.00 Status*: New	More students can work on lab materials, and students at the new Half Moon Bay lab will have access to these materials.	

** Status = New, Upgrade, Replacement, Maintenance or Repair.*

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 department action steps based on SLO assessment.
Item: Books (new and used) Number: approx. 70 Vendor: Amazon.com Unit price: (Carole Wills – has list) Total Cost: est. 4,600.00 Status*: maintenance	More students can work on lab materials, and students at the new Half Moon Bay lab will have access to these materials.	

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 department action steps based on SLO assessment.
Item: Headsets for computers Number: 40 Vendor: Amazon.com Unit price: 20.00 & tax Total Cost: 870.00 Status*: replacement	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.	

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 department action steps based on SLO assessment.
Item: Bookcases	Currently, many books and materials	

Number: 3 Vendor: Office Depot Unit price: (Carole Wills – has list) Total Cost: \$305.00 Status*: new	are stacked in piles on the floor because we do not have enough bookshelves. The lab will be disorganized and look messy without these.	
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 department action steps based on SLO assessment.
Item: Computerized reading program Number: 6 licenses Vendor: Reading Plus Unit price: 750.00 Total Cost: 4930.00 Status*: new	We want all of our students to have access to this, but must limit who can work on this program in the lab because we do not have enough licenses. Also, because of the popularity of the program, we probably could increase our lab enrollment if we had more access.	
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 department action steps based on SLO assessment.
Item: DVDs Number: estimated 20-25 Vendor: Insight Media Unit price: (Carole Wills – has list) Total Cost: 2,995.00 Status*: new	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.	
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 department action steps based on SLO assessment.

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 Jamie Marron (marron@smccd.edu)

March 25, 2009

Primary faculty contact

Date

Additional faculty

Date

Additional faculty

Date

