

College of San Mateo

Annual Program Review
Submission Date: March 26, 2012
CSM Reading Department

DEPARTMENT OR PROGRAM: College of San Mateo Reading Program

DIVISION: Language Arts Division

“Reading is the most essential basic skill that students need to succeed academically.”*

1. **BRIEF DESCRIPTION OF PROGRAM:**

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 towards helping the college student to read well.

But, it is the Reading Department alone charged with the singular and sole focus of helping students improve their reading skills – and improve their reading skills in every aspect of reading related academic activity: comprehending college-level textbooks, critically thinking, evaluating digital text, reading in test-taking situations, using writing to analyze texts, and writing in response to thoughts formed from readings comprehended. The Reading Department is instrumental in preparing many students for careers such as nursing, fire technology, and administration of justice in addition to preparing students to transfer to four-year colleges/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 reading deficiencies of students who place below college-level reading while strengthening their critical reading and study-reading abilities. The transfer level reading courses address the needs of students who are at, or near, college-level reading. All reading department courses, designed for both Native and Non-Native Speakers of English, are connected to CSM college goals of providing developmental education in language required for the

successful completion of educational goals. In addition, the Reading courses provide skills to enable students to transfer to baccalaureate institutions.

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.

(Section 2) Based on information provided by PRIE for the Read Department, the following are the success and challenges of the elements of the Read Department's Core Program and its Student Success indicators:

Summary of PRIE:

- 1) The WSCH and FTES increased for the Reading Department in 2010-2011.
- 2) LOAD increased quite a bit again in 2010-2011.
- 3) The retention rate had a short decline because students in the reading classes were encouraged to drop instead of receiving non-passing grades for their reading courses.
- 4) The success rate was essentially the same as the previous year and is similar to the success rates of the basic skills courses in other departments and to the success rate of the Language Arts Division as a whole.

GOALS (Section 2, continued)

In the following section the 2009-2010 Program Review Goal Areas are listed, then followed by Successes and Challenges in 2010-2011 for the Goal Areas.

Goal Area A: Improve Student Success: (Successes)

1. Read 825 SLOs were revised to align with national/core common standards in the revised course outline approved by the Committee on Instruction (Goal A, #2)
2. The department discussed, then committed to specific strategies to assist the youngest and highest risk students who are most likely to fail or drop: phoned, emailed, used the early-alert system, and met individually with the students at risk. (Goal A, #3)
3. The Reading Department faculty worked with the LA Dean, English, and ESL faculty to create a space in Bldg. 18 (in the previous Communications Studies Lab) for a working space to be available spring 2012 semester. (Goal A, #4)
4. Both instructors availed themselves to spaces in Bldg. 15, Bldg. 18, the Cafeteria, and Virtual Space to make themselves readily available to students. (Goal A, #5)

5. Faculty discussed common books and committed to using either the book or resource for *Opening Doors* (McGraw-Hill). (Goal A, #6)
6. Faculty made numerous copies of their required texts for READ 825, 830 and 400 available in the college library. In many cases faculty used their own funds to purchase books for students. (Goal A, #7)

Goal Area A: Improve Student Success: (Challenges):

1. At-risk students in Reading classes (as in all Basic Skills courses) continue to be challenged with a myriad of difficulties that interfere with their ability to sustain college attendance, i.e. lack of funds, books/materials, transportation issues, child cares issues, lack of purpose, lack of motivation, lack of self-esteem.
2. Data for our reading classes in this program review cycle do not show any significant retention change, yet our department like our college is not satisfied.
3. In addition to aligning our department goals with the latest research on student success, our department must continually seek and apply the best approaches and practices for the teaching of reading and the intersecting areas our department serves.*

*The Reading Department serves these areas: a)developmental/basic skills student, b) student success and retention that ends in completion, c) the DSPS students, and d) non-native speakers of English.

Goal B: Maintain Reading Program and Enhance Course Offerings (Successes):

1. Flyers for the summer, fall and spring courses were designed, created, and distributed through the time, energy and funds of one faculty member and the CSM Marketing Department. Using the same resources, bookmarks for the department were created and distributed as the first phase of a multi-level campaign to create a Read Department presence throughout the CSM campus and surrounding community. (Goal B, #1)
2. The department continued and expanded the very successful Vocabulary Program for the Redwood City Women's Jail Inmates. The department was awarded funding from the President's Innovation Funds (fall 2011) to purchase the various vocabulary books needed for the program (\$800). (Goal B, #2)
3. The department successfully created and taught its first Read 825 online course. This involved a slight redesign of the course with updated SLO (see Goal A), approval of COI, publicity for the course, enrollment filled for the course, and high-retention and success rate for the course (see data) (Summer 11). (Goal B, #4)
4. The department continues to discuss how lab-only and transfer level reading courses can be delivered in online or hybrid delivery methods. The exploration continues to be fruitful. (Goal B, #5)

5. The department conducted a series of interviews and hired one new adjunct faculty member. (Goal B, #8)
6. The Read/ESL Center online RST materials were updated through funds provided by the college. The requested multimedia projector was not purchased; however the LA Div. Office has made one available for the department's use. Online instruction was successfully supported with a Wacom Tablet, a digital recorder, Adobe e-Learning Suite, and Adobe Connect. (Goal B, #9)
7. Prescriptive Software (McGraw-Hill Connect) was obtained by one faculty member in December of 2011. The program will be piloted for McGraw-Hill by two Read 830 classes in spring 2012 at no cost to the department or college. (Goal B, #10)

Goal B: Maintain Reading Program and Enhance Course Offerings (Challenges):

1. Bring back READ 415.

Reading Across the Disciplines (READ 415) successfully helped students for many years with textbook reading and study-reading methods for courses in various departments such as sociology, political science, biology, art history, nursing, philosophy, psychology, history, etc. However, due to the individual and small group approach at a time of extreme financial difficulties, the college canceled the course. The Reading Department strongly believes that the college should support students by offering the program in its current format. However, faculty members are investigating hybrid or other less expensive methods of offering the course while maintaining the features that made the course successful. (Goal B #6)

2. Our department is concerned about the viability of the Vocabulary for Women in Jail Program due to the changes in lab-only course state regulations. We will continue to work with the Language Arts Division Dean and Vice President of Instruction to be certain the program can continue. (Goal B # 2)
3. Finding the best-qualified adjunct candidates is an ongoing pursuit.

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Goal C: Expand Outreach (Successes):

1. Communication between the Read Department faculty and individual members of the ESL faculty, English faculty, math faculty, speech faculty, nursing faculty, and Learning Center Coordinator continued on an individualized basis. (Goal C, #1)

2. Reading Department faculty expanded communication with counselors in areas such as EOPS, Multicultural, International Students, and Nursing. (Goal C, # 2)
3. Coordination continued with all those involved with the many aspects of executing the Redwood City Jail Vocabulary Program. (Goal C, #4)
4. One faculty member spoke to the regional learning disability specialists. (Goal C, #5)

Goal C: Expand Outreach (Challenges):

1. The Reading Department needs to meet with high school faculty and counselors to discuss ways to better prepare students for the transition to college and enrollment in CSM Reading courses. Because we are a two-person department, this very important aspect is difficult to implement due to time restrictions.

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.

As stated in Section 2, the department was been very successful in meeting a large number of the goals specified in the last program review.

The Reading Department goals that were not successful were addressed in the Challenges section of each of the three Goal Areas in Section 2.

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.).

The Reading Department places priority on the following goals for the next cycle (2011-2012):

1. Work with BSI to have reading classes supported by a counselor. BSI has funded this practice as a pilot in several English classes over two semesters. Since the practice of having BSI students receive integrated counseling is well supported by best-practices research for student success, our department will be asking BSI to support this project for Reading classes.
1. Increase enrollment through multiple efforts. Garner the support of the CSM Marketing and Publicity Department to launch and execute a campaign to make the Read Department a prominent presence on the college and in the community as part of an overall campaign to expand enrollment in the departments' classes.
2. Maintain Read 825 as the only acceptable Read Level 4 ESL Course.

Discuss, as needed, with the ESL Department the research-based opposition for the ESL Department to add an ESL Level 4 Reading class for Non-Native Speakers.

Explain how the current format of ESL Reading Levels 4, 5, & 6 best meet the needs of ESL students on our campus. As needed, obtain support from COL, Vice-President of Instruction, and other instructors.

4. Increase the pool of Reading adjunct instructors. Faculty must conduct interviews – contact – meet with faculty in Reading Departments at Cal State Fullerton, Santa Clara University and adjunct faculty at other colleges in order to expand applicant pool. In addition the full-time faculty must work with District HR for assistance in advertising for adjuncts.
5. Study the current cut scores for Read 825, Read 830, Read 400 and revise as data indicated a revise necessary. Explanation – study the correlation between current cut scores and student success in student success in the each class.
6. Hold department meetings to discuss SLOs for Read 825, Read 830, and Read 400 to examine whether or not the department believes they should be revised.
7. Consider adding and updating materials in the Read/ESL Center for students' TBAs.
8. Discuss assessing additional SLOs in the next cycle.
9. Explore the development of a project for BSI with or without the involvement of another department. Funding will be needed.
10. Participate, if possible, in West Ed's Reading Apprenticeship Program either in the online mode or face-to-face mode. If possible Reading Department will do this in conjunction with one or members of another department. Funding will be needed.
11. Continue development, as possible, webinars/ virtual sessions for use in Read/ESL Center. Software and for online classes. Apple Cinema Display will be helpful.
12. Attend workshops, conferences, and institutions to keep up with best practices in reading at the community college level as well as best practices for the developmental student, student success and retention, and English/Content Area instruction as it relates to the teaching of reading. Funding will be needed.
13. Work with the Dean of Language Arts, Dean of Counseling, and the CSM testing office to update the placement messages for all Reading courses, perhaps adding a few words regarding Reading Courses in the message a student receives for English classes.

14. Explore other delivery options for Reading Department courses such as lab-only courses and READ 400. The department will be responsive and as possible innovative in methods students may use to complete TBAs as allowed if there are changes in the current policy.

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

- **Challenge 1: Increase enrollment in ALL Reading courses during the coming year.**

Addressing Challenge 1:

1. The Reading Department will work with CSM's PR office (with the help of the Research Department) to develop and distribute flyers, provide online advertising, and other measures to provide information, support, and awareness of the importance of CSM Reading courses to the success of students in college.
2. Reading faculty will continue to meet with counselors in various areas of the college, and as possible will meet with division chairs and counseling chairs of the feeder high schools, and the presidents of the feeder PTOs.
3. The Reading faculty will participate in Connect to College in April 2012.
13. The Reading Department will work with the Nursing Department to ensure that counselors are correctly advising potential nursing students to enroll in Reading courses as needed for success in the Nursing Program.
14. Our department will continue to work with the CSM Office of Public Relations and Marketing to increase publicity to students who self-identify as students wanting to major in nursing, students who have failing the TEASE tests, students whose cut scores indicate they need a reading, and ongoing students who have had scores indicating they need a reading class but have yet to take a reading or English class.

Challenge 2: Maintain READ 825 as the only ESL Level 4 Reading Course.

Due to a changing demographic of the students enrolling in their classes, the ESL Department through casual conversation at its monthly meeting brought up the idea adding a Level 4 ESL Read Class to the ESL Department curriculum

The creation of such a course by the ESL Department would (a) directly compete with and take away students currently served by the Read Department's Read 825, (b) add another level of "sheltered/non-mainstreamed classes to the ESL student's list of classes before he/she gets to mainstreamed classes, (c) be in direct conflict with the sound curriculum the ESL Department has prided itself on offering the last 20 years. and (d) be in conflict with research from NCTE, the Gates Foundation, the America Complete organizations, and other studies that our department can provide regarding the need for ESL students to be taking bridge or mainstreamed classes as soon as possible. The ESL department did not mention pursuing the creation of such a course before it began its plan to take the Read 807 Phonics course out of the Reading Department (as previously agreed) and before the announcement of the planned retirement of one of the

two-member Reading Department faculty, and before several of the ESL Department's lower-level courses were cut due to low enrollment.

Addressing Challenge 2:

Our department will provide information to support the counter arguments to an ESL Department Read Level 4 classes (as listed above), and provide further information as needed to counter any other arguments brought up for such a course, including, but not limited to, the historical relationship of the two departments, and how the two departments have served CSM students. Additionally, the Read Department as needed will provide the COI arguments and other support as to why Read 825 should remain the course ESL students continue to take if they need reading at that level, and why a ESL Level 4 course should not be offered to ensure the Read Department's Read 825 course remains the official course for ESL Level 4 students now and in the future.

- **Challenge 3: Faculty Retirement**

One faculty member, half of the Read Department, will leave the college in June 2013 (with one-year of banked units) ending in a full retirement, in June 2014.

- **Addressing Challenge 3:**

In this Program Review, the department is requesting 1 full-time Reading Instructor position to commence in Fall 2013, to teach the 5 classes currently taught by the retiring faculty member and work as a full-time member of the Reading Department to fulfill the many responsibilities every department on this campus is expect to carry out.

- **Challenge 4: Funding for Student Assistants in the Reading/ESL Center**

The funding for student assistants in the Reading/ESL Center has been reduced, yet the staffing needs have not changed and the student salaries as established by the college have increased. In order to have coverage for each hour the Center is open plus double coverage during the Instructional Aide's lunch break, a total of \$14,700.00 is needed each academic year.

Addressing Challenge 4:

The Reading Department will work with the ESL Department and the division dean to ensure that the funds are designated for the Center. The Reading faculty will contact/work with other CSM departments as needed to establish the correct funding for the student assistants.

6. Student Learning Outcomes (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:

The Reading Department will focus on the Read 830, College and Career Reading Course. Among the SLOs for Read 830 the department will focus on its SLO: Inference (SLO # 1B).

The department will use shared and individual quizzes, shared and individual homework assignments, and shared question on the final exam for the course as

assessment strategies. For student reflection, all faculty members will use one question in a near the end of the semester student reflection on being given his or her answer to a beginning –of –the year inference question and an end-of-the year inference question. For Faculty reflection, the instructors will discuss the student responses and reflect on the results as well as the teaching strategies employed. Faculty members will adjust their instruction as appropriate for the following semester. The shared questions for the final exam, and sample inference quiz and homework questions pertain to this SLO will be documented.

Full-Time Faculty Position Requested	Expected Outcomes If Granted and Expected if Not Granted	If applicable, briefly indicated how the requested resources will link to achieving department action steps based on SLO assessment.
1 full-time, tenure-track reading instructor requested	<p>Expected outcomes: the CSM Read Department will be supported by this institution to continue to provide intense instruction for students who need this most critical skill</p> <p>If not granted: This institution will have demonstrated a lack of support to the reading needs of the entering CSM students whose cut scores indicate they need a reading course; the Read Department’s smooth continuity will be disrupted because several adjuncts fragment a department that needs full-time faculty.</p>	All of the CSM Reading Department SLOs are addressed in every single reading class. Adjuncts in such a small department will cause a disruption to the smooth instructional process of the Reading Dept.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on the SLO assessments.
Maintain current staffing for instructional aides	Extremely reduced hours for the Center	Continue current funding.

Hours for student assistants in the Read/ESL Center (10 hours)	If granted, students can be served with the proper help and supervision including late afternoons and Saturday mornings. If not granted, day-to-day Read/Center assistance will be compromised, and lab hours might be in jeopardy. An additional Instructional Aide would need to be hired if adequate funding for student assistants is not provided.	All reading students in the regular reading classes need (and are required by the California State Chancellor’s Office) to participate in the Read/ESL Center to be provided assistance to achieve maximum learning and specifically to master the SLOs for the courses enrolled in.
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**Reading & ESL Center
 Materials/Equipment Request and Resources for Teaching Online**

March 2012

Books		
Books		\$
1. Townsend Press <i>Vocabulary Series</i>		330.00
2. <i>Patterns of Sound</i> (McGraw Hill)		320.00
DVDs		
1. Insight Media (7 Reading/Study Reading DVDs – 5 copies each)		5,500.00
Insertion of Captions		
DVDs currently used – Automatic Sync Technologies (for hearing impaired students)		2,500.00
Software		
Adobe E-learning Suite for Mac (Fig Leaf Software)		599.00 (no shipping – download)

*CSM Reading Department
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Submitted March 26, 2012 for PR Cycle F10 –SP11*

Equipment		
Apple Cinema Display 27" LED Flat		1100.00
Total		10,349.00

Date of this Annual Update for Program Review and Planning evaluation: March 26, 2012

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:

<i>Primary Program Contact Person's Signature</i> <i>(Jamie Marron and Carole Wills)</i>	<i>Date</i> <i>March 26, 2012</i>
<i>Full-time Faculty's Signature</i>	<i>Date</i>
<i>Part-time Faculty's Signature</i> <i>(as appropriate)</i>	<i>Date</i>
<i>Administrator's Signature</i> <i>(as appropriate)</i>	<i>Date</i>
<i>Classified Staff Person's Signature</i> <i>(as appropriate)</i>	<i>Date</i>
<i>Student's Signature</i> <i>(as appropriate)</i>	<i>Date</i>
<i>Dean's Signature</i> <i>Sandra Comerford</i>	<i>Date</i> <i>March 26, 2012</i>

* The State of Basic Skills Instruction in
California Community Colleges
The Academic Senate for California Community Colleges
Adopted April 2000