I. Program Description

A. What is the primary mission of your program (check all that apply):

x	Basic Skills		Cultural and Personal Enrichment
	Transfer	x	Academic Support/Learning Resources
	Career/Technical		

B. Program Description

If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

http://www.research.fhda.edu/factbook/deanzadegrees/dadivisions.htm

CTE programs refer CTE Program Review Addenda reports   *www.deanza.edu/gov/IPBT/resources.html*

1   [   ] # of Certificates of Achievement
[   ] # of Certificates of Achievement-Advanced
[   ] # of AA, AS Degrees

2   If the program serves staff or students in a capacity *other that traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section **II** below:

a.   How many people are served?

[   ] # of Students   [   ] # of Staff
[   ] # of Faculty

b.   Number of employees associated with the program?

[   ] # of Students   [   ] # of Faculty
[   ] # of Staff   [   ] # of Part-Time Faculty

II. Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link):

http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm

1   Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	We have experienced a small reduction in underrepresented populations due to the cuts to classes in 2008-2009. For example, our population of African American, Latino, Filipino and Pacific Islander students increased in 2007-08 during the recruitment and support of these students in our program. However, 5% reductions created a overall decline in all populations of students in 2009-2010 even though we continued to provide courses that targeted underrepresnted students which lead to improvements in success.

2   Trends related to closing the student equity gap relative to college's stated goals: (refer to *http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf*, p16)

Explanation:	The Reading program continues to play a significant role in closing the 5% achievement gap through restructuring curriculum, infusing cultural competency in teaching practices and developing best practices to support underrepresented students. Examples include integrated reading & writing curriculum in LART 200 and LART 211 along with specialized and culturally responsive curriculum in the FYE, San Kofa, Puente, LEAD and Impact AAPI, programs targeting African American, Latino, Filipino, Southeast Asian and Pacific Islander students. Statistics for LART courses (combined reading/writing) show that our efforts are working. Our Asian students have a 91% success rate (which includes underrepresented groups, i.e., Southeast Asian) and our success rates for African Americans increased from 78% to 83%. The success rates for Latino/a students rose from 80% to 84%. We will continue to work toward higher success rates for all underrepresented groups. For example, our success rates for Filipino/a students have a success rate of 87% in our stand alone Reading classes. In Impact AAPI (LART 211) Filipino/a success rates are 98-100%.

3   What progress or achievement has the program made relative to the plans stated in the 2008 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?   See:

http://www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	The Reading program made significant progress in closing the 5% achievement gap among underrepresented students. For example, the success of students of Filipino background increased from 2007/08 78% to 87% in 2009-10. The smaller population of Pacific Islander students improved from 67% - 85% success. Unfortunately, there are no figures for students of Southeast Asian background, another underrepresented group. Success rates for Latino students success rate rose 1% in stand alone readings. However, when Reading is combined with Writing in Puente (LART 211) their success rate is 100%. Because the population of African American students increased during the recruitment of 2008-09 their success improved from 73% to 80%. Due to the decrease in section offerings, their success fell back to 71% in 2009-10. On the other hand, African Americans have succeeded at a higher rate in combined reading/writing in LART courses (83%).

4   Overall enrollment growth or decline of all student populations

Explanation:	The larger category of Asian students has decreased in number by 200 students from 2007-08 to 2009/10 while the population of Filipino students has remained steady at approximately 280. Latino students decreased from 698 to 594. African American students have decreased due to the reduction from 201 to 146; white students have decreased from 535 to 408. Pacific Islanders decreased from 39 students to 27. The only increase has been in Native American populations from 13 to 88.

B.   Did your program implement any curriculum, program reorganization, etc. changes as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program?

Change:	
Explanation:	

C.   Based on the 2008-09 Comprehensive Program Review, Section I.C., "Main Areas of Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

 See: *http://www.deanza.edu/gov/IPBT/program_review_files.html*, "Program Review Reports, 2009"

Explanation:	Our Reading program has focused on assessment targeted at student success in all stand alone reading, FYE, and LART courses. Through the SLO process, we have carefully examined critical reading responses in Read 211 in an effort to better prepare students for their work in English 1A and in their content area courses. In the lowest level of Reading classes, Read 200 and LART 200, we have studied students' reading comprehension and vocabulary acquisition skills. This spring we are planning a department workshop in which part of our work will examine the use of classroom assessment techniques and student surveys for several reading activities. This effort will produce a culture of metacognition within our classrooms and focus our efforts, as teachers, on individual student's success in the classroom. We also will continue to work on cultural competency training and addressing the specific needs of this generation of students. Although we have already achieved success in closing the equity gap between represented and underrepresented students, we continue to move in that direction.

D.   Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics; please see "CTE Program Review Addenda" at:

 www.deanza.edu/gov/IPBT/resources.html

Identify any significant trends that may affect your program relative to:

1   Curriculum content,

2   Future plans for your program e.g. enrollment management plans.

x	No significant change

Impact:	
Explanation:	

E.   *Career Technical Education* (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

x	No significant change

Impact:	
Explanation:	

III **Select IIIA or IIIB below:**

Note instructions and materials for this section can be found at: *https:// www.deanza.edu/slo*

A. For programs whose primarily align to the <u>Institutional Core Competencies, ICCs</u>: attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s)

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

	course-embedded	x	surveys
Other, describe here:			

2 Review the ECMS-SLO Summary Report or SSLO Summary Report *(Division Deans shall be sent that report)*. What percentage of courses that should undergo a SLOAC process are:

	NA	x	complete		in progress		scheduled to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

All of our full time Reading faculty and many part time Reading faculty were engaged in the SLOAC process last year and into Fall quarter, 2010 in these particular venues: Opening Day, Reading Workshop, and our Reading meetings. We had a high level of commitment with our SLOs and in the discussion and research inspired by the process. We will be working on our program level outcomes this quarter and writing new SLOs for both series of courses for 2011/2012.

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result:	Our results indicated that some students still need critical reading practice before enrolling in English 1A. This work will benefit their learning in English 1A and in their content area classes.	plan/enhancement:	Our plan is to develop a series of classroom assessment techniques (rubrics) specifically tailored for activities in the reading/LART classroom. We will instill a sense of metacognitive learning in the classroom leading to a better understanding of critical reading from the student/teacher perspective.
summarize result:	Our results showed that students in stand alone Read 200, LART 200 & Read 200 FYE courses achieve 82% comprehension in reading and vocabulary acquisition, which supports the overall data showing our high student success rate in the lowest level of instruction.	plan/enhancement:	Sharing of best practices, culturally responsive teaching techniques, current research and methodology in the teaching of reading.

B. For programs whose PLOs primarily align to the <u>Strategic Initiatives</u>: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s):

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

	course-embedded	x	surveys

Other, describe here:	

2 Review the ECMS-SLO Summary Report or SSLO Summary Report *(Division Deans shall be sent that report)*. What percentage of courses that should undergo a SLOAC process are:

	NA	x	complete		in progress		scheduled to be assessed

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

see above.

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize result:	in progress	plan/enhancement:	
summarize result:		plan/enhancement:	

Department Summary

IV. **Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.**

See: *http://www.deanza.edu/gov/IPBT/program_review_files.html*, "Program Review Reports, 2009"

V. **Resource requests include: staff, faculty, materials, "B" Budget, faculty refresh, Measure C equipment**

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

	Rank	x	Replace		Growth

Position:	Reading Instructor				
Department:	Reading	Contact person	Kristin Skager	extension	8477

1 Briefly state below how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

Statement:	This is a replacement position that was already approved by IBBT, Winter 2011. The Reading Program is essential for students across the curriculum. It is imperative to maintain this replacement in order to support students in stand alone reading classes, LARTs and FYE classes.

2 Highlight FTE, PT/FTE ratios, and WSCH that support your request below:

Our total FTEF from summer 2010 - Spring 2011 is 8.991. The percentage of full-time instructors is only 39%.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next Comprehensive Program Review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

We will continue to study the retention and success of underrepresented students, and we expect that the new full time reading instructor will provide additional support in programs that greatly need full time presence, i.e., LART and First Year Experience.

B. As applicable, list your requests for:
Materials, "B" Budget, faculty refresh, Measure C equipment
refer to: *http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf*

Please submit materials, "B" Budget, faculty refresh, Measure C equipment, requests below in ranked order: (copy this section as needed.) List 3 here, keep a prioritized list of all items on hand.

1	Rank	x	Replace		Growth
Item Description:		Restoration of reassigned time for Reading Department Chair			
Cost Estimate:					0.1111
Contact person:		Kristin Skager		extension	8477

1   Briefly state below how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

The restoration of lost release time will greatly benefit the work of the department chair in scheduling reading classes, mentoring faculty, and providing support for curriculum development. The restoration of lost release time will help maintain a stronger relationship between reading and other departments in Language Arts and beyond.   Most important, the release time will make it possible to have time to mentor and train faculty in the teaching of developmental and at-risk students.

2   Highlight FTE, PT/FTE ratios and WSCH that support your request below:

The restoration of lost release time will greatly benefit the work of the department chair in scheduling reading classes, mentoring faculty, and providing support for curriculum development. The restoration of lost release time will help maintain a strong department that supports developmental students across the curriculum. The total WSCH for Reading is 10681, 7.77% of the total for Language Arts. The annual FTEF is 8.991.

3   If applicable, discuss PLOAC outcome assessment results that support the program need for this resource below:

4   Please note: It is an expectation that all resource that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource to your program below:

Criteria:

Dean's Summary

VI.   Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

    A.   Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

	Rank		Replace		Growth
Position:					
Department:					
Contact person:				extension	

1   In addition to the Department's rationale and from a <u>dean's perspective</u>, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

2   Address FTE, PT/FTE ratios and WSCH that support your request below:

3   In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

4   It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, <u>as the Dean</u>, may use to assess the effect of this additional staff/faculty position to your program below:

Criteria:

B. As applicable, list your requests for:
    Materials, "B" Budget, faculty refresh, Measure C equipment
    refer to: *http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf*

    Please submit materials, "B" Budget, faculty refresh, Measure C equipment, requests below in ranked order: (copy this section as needed.) List 3 here, keep a prioritized list of all items on hand.

	Rank		Replace		Growth
Item Description:					
Cost Estimate:					
Contact person:				extension:	

1   From a <u>Dean's perspective</u>, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

Rational here:	

2   Highlight FTE, PR/FTE ratios and WSCH that support the request below:

3   If applicable, discuss PLOAC outcome assessment results that support the program need for this resource below:

4   Please note: It is an expectation that all resources that are allocated (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, <u>as a Dean</u>, may use to assess the effect of this additional staff/faculty position to your program below: