

Annual Program Review Update Form - Spring 2010

I. General Information

Date: 4-Jun-10

Program/Department:

Reading Department/Language Arts Division

Authors of Report:

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II. Status Since Previous Program Review

What significant changes have occurred since the last complete program review? Were those changes based on SLO assessments? How have these changes affected your program? You may also address how these changes affect the following: strategic initiatives, "main areas for improvement", mission statements, or physical/organizational restructuring.

The Reading Department's most notable change since the last program review is the direct and successful implementation of course offerings directed specifically at the groups of underserved students. In our last review, we explained how the success/retention rates for the following groups were not satisfactory: Filipino/a American-

III. SLO Information

Courses in Program	Total courses offered 2010 to Spring 2011	Committed to assess in '09-'10	Committed to assess in '10-'11	SLOAC Completed for at least one SLO	SLOAC Cycle Completed for all SLOs
	SLOs Written				
Percent	3	2	2	0%	0%
	100%	67%	67%		

Full-time Faculty in Program	Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion
	Percent	5	5	4	5
		100%	80%	100%	100%

Part-time Faculty in Program	Total (head ct)	Participated in writing SLOs	Assessed or planning to assess in '09-'10	Planning to assess in '10-'11	Participated in a SLO Reflection & Enhancement Discussion
	Percent	12	2	2	2
		17%	17%	17%	42%

assessment reflection and enhancement phase.

SLOAC Discussion and Analysis: Summarize the discussions and analyses of your program/departments' SLOAC results. The discussions and analyses need not be limited to the information shown in Sections I and II above.

We have completed one full assessment cycle for our critical reading SLO (winter 2010) and our now in the process of completing our second assessment cycle for Vocabulary (spring 2010). We have reflected on our critical reading SLO at a department retreat/workshop where we analyzed culturally responsive readings and teaching practices to better serve our underrepresented students. In addition to researching how effectively our

Suggestions for the SLOAC Discussion & Analysis:

Detailed data supporting some or all of the statistics shown above.

Patterns that emerge or are confirmed when SLO data are viewed, either alone or in combination with other data (such as student ESL placement test results) at the program level.

What your goals were for any of the percentages above, and whether you achieved that goal.

Evidence of value derived from the SLOAC process within your program.

Some of the challenges your faculty continue to face in attempting to hit your program goals with respect to SLOs.

If enhancements/improvements to your program can be implemented within the division's currently existing structures and allocated resources, then consider this update form complete and submit to your division dean. If enhancements/improvements are identified that require ADDITIONAL resources through the Instructional Planning and Budgeting process, then complete Section IV. (see next page).

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IV. Resource Requests: (Use this section ONLY if you have a NEW resource request)

Program/Department: Reading Department

Please submit your top three (or less) choices below in ranked order:

	Cost estimate
Item Name: FTEF for 1 unit Vocabulary Course (minimum 5 per academic term)	\$6,500
Item Name: 	
Item Name: 	

What SLO Assessment findings, if any, support and guide the resource request?	With the critical reading and vocabulary SLO assessments along with a growing international student population in our developmental reading classes, we have discovered that students are in dire need of supplemental instruction of vocabulary in addition to the stand alone reading class (especially with the loss of readiness lab courses).
How will the resource allocation specifically enhance your program's services, activities, processes, etc. to improve student learning and achievement?	Thwarted by their lack of vocabulary, many of our developmental students experience a sharp increase in frustration when reading academic prose, both fiction and nonfiction. In providing our students with more time, skills, instruction and guidance in augmenting their own vocabularies, we envision our students able to achieve a greater level of comprehension and appreciation for the sophisticated texts that they will confront here at De Anza (in their content areas courses) and for the rest of their academic and professional careers.
How will the resource enhance your program with respect to the College mission or Strategic initiatives and/or your program's goals for improvement as stated in your last program review?	Our underserved and underrepresented student populations often shun reading and studying material that is so unfamiliar to them, though these tasks are essential in fortifying their identities as successful learners, not to mention the success they will experience as masterful college readers through vocabulary development and growth.
Other information that may be important to support your request?	Research indicates that reading comprehension is directly related to academic vocabulary acquisition, usage, and familiarity. Please forgive the hackneyed expression, but "Nothing succeeds like success." And our students appear in our courses with a dirth of personal academic success.
If applicable, please describe why you do not have enough funding within your current budget allocation for this request.	The five percent reduction in course offerings initiated in 2009-10.