Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file.   ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	**Reading Department**	
Program Mission Statement:	Our mission is to prepare students at the basic skill levels for college level reading comprehension, including but not limited to, textual analysis, critical thinking and beyond. Our students encompass every aspect of diversity: cultural, ethnic, class, race, and gender. Many are also at-risk, below the economic poverty line, and disabled. We believe reading is the basis for learning in all disciplines and that success in our classes will aid in closing the equity gap; reading serves as a vital and necessary contribution towards social justice. We believe in a curriculum that supports diversity. We believe it is our responsibility to enter the classroom with cultural competency. Our mission is congruent with the college mission because our students exit our classes with the following core competencies: communication and expression, information literacy, global, cultural, social, and environment awareness and critical thinking.	
What is the primary mission of your program?	Basic Skills and overall preparation for college classes	
Choose a secondary mission of your program.	n/a	
Number of Certificates of Achievement Awarded	n/a	

Number Certif of Achievement-Advanced awarded:	n/a	
Number AA and/or AS Degrees awarded:	n/a	
==Academic Services== and LR: # Faculty Served		
==Academic Services== and LR: # Student Served		
==Academic Services== and LR: # Staff Served		
# Faculty Employees	8.44 total FTEF including part-time and full-time faculty members. One faculty position was recently eliminated.	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees		
# Part-time Faculty Employees	4.77 FTEF for part-time employees	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees		
II.A-Growth and Decline of targeted student populations	The elimination of the Readiness program (effective 2010-2011) has caused the overall population of the Reading program to sharply decrease	

<table>
<tr><td></td><td>by approximately 40% for that year. Similarly, the targeted population has declined from 1,244 to 730 students. However, the population percentage of targeted students increased 1%, in relation to the not targeted population. Another factor possibly impacting the targeted population is the change in classification of students' ethnicity.

In addition to affecting the numbers of students enrolled in the Reading program, the elimination of the Readiness component has also affected the success rates, as those Readiness sections were included in the calculations of the success rates in the years 2009-2010 and prior. For this reason, we will not compare our data to previous years since the Readiness elimination renders the data not equivalent, and moots the purpose of comparison or trend analysis. We will regard 2010-2011 as our base year for which to compare future years' data.

We also suspect that the reduction in student services such as Counseling, EOPS, OTI and other services have also negatively impacted our students' success, particularly our targeted groups since they are the most vulnerable and therefore any impact is more dramatic.

The overall success rates for targeted students increased from 80% to 84%, a 4% change, across the two years 2008-2009 and 2009-2010. For 2010-2011, the success rate is 75%, which reflects the elimination of the Readiness Lab.

For 2010-2011, the Latino students' success rate is 76%, and the Filipino student success rate is 79%, which are very high success rates. This may be due to culturally relevant curricula and the LARTs designed for targeted student populations. The success rate of Black students is at 62%, and at Pacific Islanders 35%. Again, we will use these as a baseline to examine the data in future years.</td><td></td></tr>
<tr><td>Trends in equity gap:</td><td>In the two sets of previous years (2008-2009 to 2009-2010), the equity gap decreased from 10% to 3%, a reduction of 7% in one year. The current equity gap for 2010-2011 is 5%, and as mentioned before, cannot be compared to the previous two years for trend analysis.

The Reading department has made concerted efforts, which have resulted in the equity gap decrease. These efforts have focused on expanding course offerings to targeted populations, in form of linked</td><td>Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16.
<mark>Briefly address why this has occurred.</mark></td></tr>
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<table>
<tr><td></td><td>courses. Examples include integrating Reading and Writing curriculum in LART 200 and LART 211, culturally responsive curriculum such as social justice themes in SanKofa (targets African Ancestry students), Puente (for Latino students), IMPACT AAPI (for Asian-American and Pacific Islander students) and First Year Experience (students who may be first in family to attend college). All programs support targeted populations, and typically recruit from the lowest performing schools in the Bay area. Such programs focus to build community, support students through counseling, tutoring, mentoring using a culturally relevant pedagogical philosophy. Students become agents of their own change.

The Reading Department continues to serves as the base in working with other divisions and departments in closing the achievement gap. We have restructured curriculum, infused cultural competency in teaching practices and developed best practices to support underrepresented students and at risk students. These marginalized students are now entering universities such as UC Berkeley, Santa Clara University, and San Jose State University. This is a particularly important achievement given the recent intense competition to be accepted to a UC and/or a CSU.

However, for the 2010-2011 year, we must consider the state of the economy when examining the targeted student population data, as these students and their families are especially vulnerable to the effects of the recession. For example, missed attendance, skipped assignments, and employment requirements interfere with their scholastic endeavors.</td><td></td></tr>
<tr><td>Closing the student equity gap:</td><td>The Reading department has long been aware of the high proportion of under-represented students in our courses. As such, our department has held workshops focusing on cultural competency and teaching strategies; hired faculty who are knowledgeable in effectively scaffolding lessons and utilizing pedagogy based on the most recent theory and research; and participate in professional development activities beyond the college. Notably, faculty in our department organized and coordinated a conference for Reading faculty across Northern California (the NorCal College Reading Association), which both our Full-Time and Part-Time faculty presented in and attended. Both the keynote speakers and break-out sessions focused on theory and pedagogy, supported by the latest research, designed for at risk students.</td><td>What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? <mark>See IPBT website for past program review documentation.</mark>
If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.</td></tr>
</table>

	The Reading department also works with other programs on campus, that provide student support, such as the Writing Reading Center, the Skills and Tutorial Center, and Counseling department, as well as the Assessment office (to ensure proper placement). Given the increase in success across the 2008-2010 years, these special courses for targeted student populations appear to be having a positive impact. The success rate for LART courses (combined Reading and Writing) are above 85%, in PUENTE success rates are above 90%, for FYE success rates are above 82%. According to research from our Institutional Research Office, Reading classes serve as a base and direct link to increased success in Writing/English classes. All programs mentioned implement a counter narrative used to aid students to identify, relate to and motivate textual analysis, critical thinking and civic engagement. Despite our best efforts, the recession and the concomitant decrease in the number of reading sections offered have diminished the success rates of these targeted student populations.	
Overall growth/decline in # students:	The overall population for the Reading program has declined by about 40% due to the elimination of the Readiness program, effective 2010-2011. The student numbers declined from 3,790 to 2,172, which is a loss of 1,618 students. As mentioned above, the elimination of the Readiness lab renders moot the comparison of this year's data to previous years. In the future, we will use the 2010-2011 data as a baseline. In the previous two years, the population remained relatively stable, with an increase of 33 students from 2008-2009 (3,777 students) to 2009-2010 (3,790 students). In 2008-2009 and 2009-10 success rates were 87% and 86%, which mirrored the previous rates of the past 10+ years. In 2010-2011 our success rate is at 78%. This is due to the closure of the Readiness Lab, which is the only factor that explains such an unprecedented drop in success of this magnitude. The Readiness Lab provided crucial support and instruction to all developmental Reading students, including those who struggle. Additional reasons may also be the decline in FTEF in the department, and to the economic factors affecting students.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by		Address program changes implemented as a response to changes in

internal/external regulations		College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)
Progress in "Main Areas of Improvement"	Our Reading program continues to focus on assessment targeted at student success in all stand-alone Reading, FYE, SanKofa and LART classes. In 2010, the Reading department completed a SLOAC for the Read 200 course. In this cycle we discussed strengths and weaknesses of our targeted populations, as revealed by the assessment of our course outcomes, to develop more explicit teaching strategies. This year, through our SLO process, we are focusing on critical thinking as well as vocabulary acquisition in the Read 211 classes. These assessments will measure critical analysis while also developing textual analysis skills that will support and serve our students in all college classes. We will also assess and examine vocabulary acquisition skills. Reading instructors created two assessments, along with newly created rubrics to measure outcomes. We plan to report and discuss findings at an upcoming June Reading meeting. We also continue to work on culturally relevant curriculum through in-house best practices.	Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.
CTE Programs: Impact of External Trends:		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.
CTE Programs: Advisory Board Input:		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.
IV. A Budget Trends		Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with Budget, please ask your Division Dean to give you the information.
Enrollment Trends		Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students.

		If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.
V. A -Faculty Position Needed	In the fall of 2010, we had 5 full-time positions. Currently, in 2011-2012, we are operating with a full-time staff of 3 (one full-time faculty member is on medical leave with no leave replacement). In Winter 2011, IPBT approved a full-time Reading Instructor hire. This position was eliminated in Fall 2012 due to budget constraints and demands at the recommendation of IPBT. It is now formally considered a growth position.	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed		A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
Justification for Faculty/Staff Positions:	The Reading Department's 3 full-time faculty leave us with minimal resources to serve our targeted populations. Reading is central to all classes offered at the college. Assessment statistics indicate that over 85% of our overall student population needs to take Reading classes. Research consistently proves that students' success rates increase if they take a Reading class prior to enrolling in English and/or any other content area course (LaManque 2008). In the Spring 2012 quarter, all of our current stand-alone reading classes had a full waitlist (15 students), illustrating the need to offer more Reading classes. Yet we were unable to offer additional sections. Obtaining this eliminated position is critical to student success, and it is imperative to support our programs that serve marginalized at-risk populations, such as IMPACT AAPI, FYE, Puente, SanKofa and LARTs. There is more than enough need and demand to justify a FT hire in an areas that is so critical to student success.	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.
Equipment Request		A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity		Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (e.g. wireless access,

		hardwire access, electric, water or heat sources . . .)
Equipment Justification		Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request		Name type of facility or infrastructure items needed. Renovation vs. new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification		Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
B Budget Augmentation		How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?\n\nIf you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".
Staff Development Needs	The assessment that led to the request for increasing the department chair's reassigned time has been that the chair can no longer balance the workload, but rather has to choose among the competing needs of: scheduling, hiring and evaluating PT faculty, reviewing curriculum and work on course-level SLOs, PLOs, and APRUs. Restoration of reassigned release time for the Reading Department Chair is crucial to the scheduling of all Reading classes, mentoring faculty, internal assessments, administrative department duties and responsibilities, support for curriculum development including SLO, PLO planning and implementation. Reassigned time will allow the chair to lead efforts in promoting cultural competency for working with at-risk students.	What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
SLOAC and PLOAC summary	Both full-time and part-time Reading faculty participated in the April 27 Convocation. The Convocation served as a forum to address two proposed SLO's for our Read 211 course; the critique of readings as well	What did you learn from your SLOAC and PLOAC activities this year?

	as vocabulary acquisition. This is a collaborative project involving most Reading faculty. Specifically, we have begun to examine the use of critical text reading through a specially designed exercise that will eventually be measured with a newly created rubric to assess the outcomes. The SLO and PLO work day provided an opportunity for continual collaborative projects.	
Future plans	An additional faculty member will allow the Reading department to: • Provide a stable presence to meet and assist students outside of class time, while helping them connect to existing student support services on campus. • Increase the diversity of the department faculty to better meet needs of our varied student populations. • Bring fresh perspectives to addressing curricular and student challenges posed by the economic crisis. • Share and contribute to the department efforts in developing and reviewing curricula, teaching in team-taught courses (LinC, LART, Puente, SanKofa, FYE), and working with other departments/programs on campus. • Contribute to, and share, the extra work generated by SLOs, PLOs, and now yearly Program Review Updates. Increased reassigned time for the department chair will allow the department chair to better plan and lead the department in completing the SLO, PLO, APRU duties, which have significantly increased in the past few years. Additionally, it will allow the chair to lead efforts in: faculty professional development; projects working with the division, other departments and programs; mentor part-time faculty.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
<mark>Prepared by:</mark>	Anne Argyriou, Reading Instructor, 864-5340 Susan Yoes, Reading Instructor, 864-5789	
<mark>Submitted by:</mark>	Veronica Acevedo Avila, Reading Department Chair, 864-8582, avilaveronica@fhda.edu	