**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2010-11**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Reading** | **03/11/2011** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2011)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2010 data are as of 1/30/2011 |  |
|  |  | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Definitions** | |
| **Enrollment at Census** | | 1,217 | 1,259 | 1,254 | 1,282 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 100.33% | 107.51% | 102.70% | 107.10% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 3,744 | 3,890 | 3,811 | 3,609 | Weekly Student Contact Hours | |
| **FTES** | | 124.81 | 129.66 | 127.05 | 120.30 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 5.57 | 5.45 | 5.57 | 4.13 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 672 | 714 | 684 | 875 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 3.80 | 3.80 | 3.80 | 1.80 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 0.90 | 0.77 | 0.90 | 1.79 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 0.88 | 0.88 | 0.88 | 0.53 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 1.77 | 1.65 | 1.77 | 2.33 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 31.79% | 30.22% | 31.79% | 56.36% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 94.81% | 96.61% | 95.44% | 96.51% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 72.91% | 74.05% | 74.14% | 77.93% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | - | - | - | 55.00% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | - | - | - | 35.00% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | - | - | - | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2010-11) | |
| **Certificates Awarded:** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |
| **- Under 18 Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |
| **- 18 or More Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Enrollment continued to excede cap by over 7%. Read 50, Read 110 and Read 120 continue to be impacted with high enrollment. Over the last four years, the WSCH has decreased as has the FTES. This is due to the reduction in class offerings as requested by the division dean due to budget restraints. Each class cut (Read 120 and Ed 200) had experienced peak enrollments. Also, Read 5 was eliminated in the Fall 2010 due to staffing.**  **Due to the retirement of two faculty members (50% of contract faculty), total FTEF, full-time FTEF, and overload FTEF declined. As the Reading Department hired five new part time faculty for Fall 2010, the part-time total FTEF increased by over 25%. The Reading Department is interviewing for a replacement full time position for Fall 2011, which will increase total FTEF. Reading Services is requesting another replacement contract faculty member for 2012-2013 and will hire additional part time faculty as needed to increase Read 50/Read 110 offerings. This will require increased ADA coordination effort, which will require that the current position increase from 75% to 100%.**  **Retention rate and success rate for Non-Distance Education Courses remain high. The Read 110 hybrid Internet class has a lower retention, growth and success rate which should improve with the requested reinstatment of the 30% classified lab aide position.**  **Reading Services is implementing an increase in both Read 50 and Read 110 offerings in cooperation with the English Department, which has recommended that English 100 students have achieved a Read 110 entry level before taking English 100. An additional full time contract faculty member & increase in the current 75% ADA position to 100% will be necessary to implement this.** |

| **I. B. Please summarize the findings of a Course or Program SLO assessment conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **Course SLO assessment: Students will demonstrate at least one year's growth as measured by pre/post testing using the Nelson Denny Reading Test. (criterion = 80% of students.) Pre/post assessment using the Nelson Denny Reading Test during the Fall 2010 semester indicated that 86% of Read 50 students showed at least one year's growth which exceeded the Course SLO by 6%. However, in Read 110, only 74% of students showed at least one year's growth.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **Based on pre/post standardized test scores, Read 50 students are exceeding expectations in growth. However, Read 110 students failed to meet the criterion of 80% showing one years' growth. After discussion, it was determined that the lower growth rate in Read 110 can be partially attributed to the reduced number of classes staffed by contract faculty members. Due to 50% retirement (2 of 4) of full time contract faculty, the department needed to hire five new part time faculty, most of whom were given Read 110 classes to teach. It would be beneficial to hire replacement contract faculty for those retirees so that a higher percentage of full time contract faculty would teach Read 110. All Read 110 faculty need to increase their focus on student participation in the lab.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **Read 50 is extremely important in providing basic skill instruction mandated by Title 5. Read 110, Read 115, and Read 120 are CSU transferrable courses.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Beginning in the spring semester 2011, the Reading Servcies Department added one Read 50 section to the schedule and will offer one more in the Fall of 2011. It should be noted that all courses are impacted at this time. The Reading Services and English Department are discussing a recommendation in the catalog that students successfully complete Read 50 or demonstrate a Read 110 entry Reading level before taking English 100 or above.**  **By Spring 2012, two additional Read 50 and Read 110 classes will be offered, as will one more section of Read 120**  **In the Fall of 2012, Reading Services at the Escondido campus will implement a Read 50 course to accompany the hybrid Read 110 and the Read 30 class. By Fall 2012, five additional Read 50 sections, four additional Read 110 sections, and two additional Read 120 sections should be offered.**  **Reading Services has initiated a scheduling pattern in which each Read 50 section will correspond by time and day with a Read 110 section. This will facilitate moving students who have been incorrectly placed by prior assessment in either section.**  **This increase in offerings will require that Reading Services add computer assisted instruction available to Read 50 and Read 110 and implement scheduled reading lab hours. This will require that the current ADA position move immediately from 75% to 100% and require an additional 100% lab assistant position at the San Marcos Campus by Fall 2013.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **The Reading Services Department is currently interviewing for a full time faculty position (replacement) effective Fall 2011. It is also necessary to hire an additional full time faculty (replacement) position by Fall 2012 to maintain the integrity of the program and the balance between full and part-time faculty members. The 50% increase in offerings by Spring 2013 will mandate one additional full-time faculty member.** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** |  |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |  |
| **a3.** | **SRA Reading Lab 3A & 3B** | **1** | **2.2 & 2.4** | **This resource is to update current programs used that are over 25 years old. This material would facilitate student's growth in comprehension and vocabulary to support Read 30 SLO #1, Read 50 SLO #1, and Read 110 SLO 's # 1 & #2. The effectiveness of this equipment will be measured by the percent of students successfully completing these SLO's.** | **$1048.89** | **one time** | **no** |
| **a4.** |  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** | **1 computer** | **3** | **2.1 & 2.4** | **One computer's warranty expires by May, 2011, thus needs replacing.** | **< $1,000** | **on-going with warranty expiring** | **unknown** |
| **b2.** | **PAT System to track Reading Lab hours (badge/bar code scanner reading device and dedicated PC)** | **1** | **2.2 & 2.4** | **A more efficient way to track, assess, and maintain records of student lab hours for Read 30, 50 & Read 110. Will allow us to track, and analyze student progress through completion of lab hours.** | **$1700** | **one-time** |  |
| **b3.** | **2- Docu-cams** | **2** | **2.2 & 2.4** | **This equipment will allow students to demonstrate their growth in reading materials in all genres. This would facilitate student completion of Read 30 SLO #1, Read 50 SLO #1, #2., and #3, Read 110 SLO # 1, #2, and #3, Read 120 SLO #1, #2, and #3, and Read 115 SLO #1, #2, and #3.** | **$5,000.** | **one time** | **2** |
| **b4.** | **(2) Printers**  **One in RC-1 (lab) to replace HP 4100 N**  **One in RC-8 to replace HP 4250N** |  | **2.1** | **The existing printer is constantly breaking down and warranty has expired.  This printer is used for instrutional handouts.** | **$1600.00** | **One-time** | **no** |
| **b5.** |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** | **20 regular-Headphones for Reading Lab**  **10 SRA HEADPHONES KOSS ur-18 FOR HEARING IMPAIRED** | **1** | | **2.2, 2.4** | | **To allow students to progress through material on independent basis and further their completion of vocabulary and comprehension material. Facilitates completion of Read 30 SLO #1, Read 50 SLO # 1 and #2, Read 110 SLO # 1 and #2, Read 115 SLO #1. Headphones have a limited life**  **.** | | **$700.00** | | **on-going** | | **no.** | |
| **c2.** | **10-Dictionaries hardback, up-to-date** | **2** | | **2.2, 2.4** | | **To facilitate student growth in vocabulary to facilitate their completion of Read 30 SLO#1, Read 50 SLO #1, Read 110 SLO #1, and Read 115 SLO #1.** | | **$250.00** | | **one-time** | | **no** | |
| **c3.** | **Paperback Books for Reading Lab Library** | **3** | | **2.2, 2.4** | | **To replace and add to existing books in RC lab. Facilitates completion of Read 50 SLO #4 and Read 110 SLO #4.** | | **$500.00** | | **on-going** | | **no** | |
| **c4** | **50-Kindle e-books** | **4** | | **2.2 and 2.4** | | **To make current novels available on Kindles in Reading Lab. Will facilitate students' completion of Read 50 SLO #4 and Read 110 SLO #4.** | | **$500.00** | | **on-going** | | **block grant and last year's PRP funding determination.** | |
| **c5.** |  |  | |  | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
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| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** | **Printing** | **1** | | **2.2 and 2.4** | | **Adding three more classes creates the increased amount of 12% cost for student hand-out material. Read 50 SLO #1, #2, and #3 , Read 110, SLO #1, #2, and #3, and Read 120 SLO's #1-#3.** | | **$550.00** | | **on-going** | | **no, not the increase** | |
| **d2.** | **ACE Reader (20 computers)** | **2** | | **2.1, 2.2, and 2.4** | | **Will complete Ace Reader availability for computers in Reading Lab. Facilitates student completion of Read 50 SLO#1, Read 110 SLO #1.** | | **$1100** | | **on-going** | | **block grant and last year's PRP funding determination.** | |
| **d3.** |  |  | |  | |  | |  | |  | |  | |
| **d4.** |  |  | |  | |  | |  | |  | |  | |
| **d5.** |  |  | |  | |  | |  | |  | |  | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** | **ADA to 100%** | **1** | | **2.1 - 2.5** | | **Due to the current and future growth of the Reading Services Department and the increase in the amount of paperwork to be completed to implement Research and Planning, the department requires 25% more hours daily from the ADA position. All SLO's, tracking of lab hours, preparation of material requires a great deal of support from the ADA. Current workload of 75% is not sufficient to maintain the integrity of the program.** | | **$12,000 per year** | | **on-going** | | **75% is currently unrestricted. We were to place this request on the PRP** | |
| **e2.** | **Additional 100% Instructional Aide for lab - 11 month** | **3** | | **2.1 - 2.5** | | **With the increase of the number of part-time faculty and course offerings, as well as the number of students attending the reading lab, this position is needed to facilitate student growth and achievement on Read 30 SLO #1, Read 50 SLO's # 1-#3, and Read 110 SLO's #1-#3.** | | **$30,000.00** | |  | | **no** | |
| **e3.** | **Re-instate 30% Escondido Classified Lab Aide 10-month** | **2** | | **2.1 - 2.5** | | **Distance learning success rate would increase with additional support staff. Read 30 SLO #1, Read 110 SLO's #1, #2, #3 would be achieved with greater success.** | | **$11,000 per year** | |  | | **no** | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** | **Four Basic Skills/Learning Community Tutors at 28-30 hours per week** | **1** | | **2.1 - 2.5** | | **Learning Community success depends on tutors who assist students and instructor with the community curriculum.** | | **$9,500** | | **on-going** | | **BSI/HSI**  **Eventually BSI/HSI funding will not be available and these positions will be needed to be assimilated into college budget.** | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **Research and Planning will need to provide data to help us complete Strategic Plan 2.2 and continue to assess the completion of our SLO's and Department review.** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **\* New Part Time Faculty collaborated and presented successful PD workshop titled "Students and Textbooks: Strategies for Success."**  **\*All SLO's have been updated and assessed. One SLO cycle each for Read 30, Read 50, Read 115, and Read 110 will be completed by April 30, 2011.**  **\* All Courses continue to be impacted. Additional Read 50 and Read 110 courses appear on Fall 2012 schedule.**  **\* All SLO's have been mapped to GE outcomes. One SLO cycle each for Read 10, Read 11, and Read 120 will be completed by May 1, 2012.**  **\* The number of learning communities including reading courses has doubled. For the first time Read 110 will collaborate with a psychology course during the Spring 2012 semester.**  **\* Reading Services collaborated with the Math Department and Research and Planning to research, write, and submit a new STEM grant for Fall, 2013. Palomar College was recently awarded $850,000.00 yearly for five years to assist Basic Skills students in successfully completing A.S. degrees in science, math, engineering and technology.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **N/A** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Melinda Carrillo *Name*** | **Darla Mulder *Name*** | **Leah Lampro *Name*** |

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| --- | --- | --- |
| **Estela Gibson *Name*** | **Julie Anguiano *Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than March 11**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by March 18**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by March 18**