**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**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** | **09/27/12** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

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|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 1,215 | 1,204 | 1,224 | 1,376 | *Self Explanatory* |
| **Census Enrollment Load %** | 103.76% | 98.61% | 102.26% | 101.93% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 3,890 | 3,811 | 3,609 | 4,402 | Weekly Student Contact Hours |
| **FTES** | 129.66 | 127.05 | 120.30 | 146.74 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 5.45 | 5.57 | 4.13 | 5.00 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 714 | 684 | 875 | 880 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 3.80 | 3.80 | 1.80 | 2.80 | FTEF from Contract Faculty |
| **Hourly FTEF** | 0.77 | 0.90 | 1.79 | 1.46 | FTEF from Hourly Faculty |
| **Overload FTEF** | 0.88 | 0.88 | 0.53 | 0.74 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 1.65 | 1.77 | 2.33 | 2.20 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 30.22% | 31.79% | 56.36% | 44.00% | 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** | 96.61% | 95.44% | 96.37% | 95.73% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 74.05% | 74.14% | 77.82% | 73.58% | 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% | 76.19% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | - | - | 35.00% | 52.38% | 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 2011-12) |
| **Certificates Awarded:** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **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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| **Total enrollment at census increased by 152 students. Consequently, Read 50, Read 110 and Read 120 continue to be impacted with high enrollment. Over the last reported year, the WSCH has increased by 793 hours as the FTES increased by 26.** **One new contract faculty member was hired beginning Fall 2011 which resulted in a slight increase in the total FTEF. A previous (2010) retirement continues to affect the hourly FTEF plus the Overload FTEF figures. The Reading Services Department is requesting another replacement contract faculty member and will hire additional part time faculty as needed to increase the number of basic skills course offerings due to implementation of the Student Success Recommendations.****Retention rate and success rate for Non-Distance Education Courses were slightly lower as incoming students tested at a much lower level on pre tests in all classes. Distance Education courses experienced excellent growth in both the retention rate and success rate, possibly due to the fact that the courses are now offered at the main campus, where the lab is fully staffed with full-time instructional support assistants and student tutors.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments 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 2011 semester indicated that 87% of Read 50 students showed at least one year's growth in comprehension but only 60% showed at least one year's growth in vocabulary. In Read 110, 85% of students showed at least one year's growth in both areas.****Course SLO assessment (Read 50): Students will demonstrate their ability to read at least 3 books independently. In Read 50, 82% of students read at least 3 books independently.** **Course SLO assessment (Read 110): Students will demonstrate their ability to read at least 4 books independently. In Read 110, 91% of students read at least 4 books independently.****The Reading Services Department does not offer certificates or degrees, so there are no Program SLOs.** |

| **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>) |
| --- |
| **Based on pre/post standardized test scores, Read 110 students are exceeding expectations in growth by more than a year. This is a considerable improvement over the preceding SLO assessment results. This is due in large part to the addition of a full-time faculty member who is very effective in teaching Read 110. Also, all Read 110 instructors placed greater emphasis on student participation in lab. However, while Read 50 students continue to exceed expectations in comprehension growth, they did not demonstrate significant growth in vocabulary scores and did not meet the criterion in that area. After discussion, it became evident that most instructors felt the change in test selection negatively affected post-test scores and results were not indicative of student ability. A return to prior test selection will be implemented in Fall 2012. Also, many incoming Read 50 students tested below the level of literacy on the vocabulary pre-test, indicating a need for more basic vocabulary materials in the reading 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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| **In light of recent research received concerning Strategic Plan Objective 2.3, it is apparent that, while the student success rate in Read 50 is good, the success of students moving through the Read 50/Read 110 sequence needs improvement. Also, incoming students in both Read 50 and Read 110 exhibit much lower pre-test scores than in the last decade. While growth is significant, some students are not likely to make a smooth transition to Read 110. In order to satisfy Student Success Initiative recommendations for providing basic skills instruction in the students' first year, it will be necessary to implement changes in basic skills reading course offerings. Reading Services will submit a renumbering and course review for Read 50 (in the future referred to as Read 49)so that it will better reflect the fact that it is a basic skills non-transferrable course. Two new courses, Read 48 for students reading at or under the 6th grade level, and Read 51 for students who have completed Read 49 and are not yet ready for Read 110, or those who are reading at the 10th through 12 grade level will be created. These courses will be implemented in Fall 2013. A course review of Read 10 and Read 11 will be completed to deal with the repeatability issue.**  |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **All Reading Services course offerings continue to be impacted with enrollment significantly over cap. In order to provide basic skills students with the necessary classes, the following courses will be offered in the Fall 2013 semester: Read 30, Read 48 targeting students reading at 6th grade or under, Read 49 for students reading at 7-10th grade, and Read 51 for students reading from 10-12th grade. Several sections of Read 110 will be offered for students reading at the college level as this is a transferrable course. Reading 120 will be offered for students in critical reading. When the Student Success Intiative Recommendations are implemented requiring that students complete their basic skills courses in the first year of their study, Reading Services will need to expand the offerings of Read 48, 49 and 51. Hopefully funds will be available to do so at that time. When expansion does occur, an additional 100% instructional support assistant will need to be hired for the San Marcos campus to facilitate instruction for the influx of new students. Also, in order to maintain the integrity of the program, a full-time faculty replacement for the 2010 retirement will need to be hired.****At this time, the Curriculum Committee is considering requests for prerequisites in content area classes. The impact on Reading Services basic skills and Read 110 classes will be significant when these prerequisites are in place. The program offerings will increase by at least 25%, requiring more staff and faculty.****Due to the construction at the Escondido campus, Reading Services is not offering reading classes there for the near future. It is hoped that Read 30 and Read 120 will be offered there in the Fall of 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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| **One new contract full time faculty (replacement) position was implemented for Fall 2011. In light of proposed curriculum changes and an eventual increase in basic skills course offerings, an additional full-time faculty (replacement) member well versed in developmental reading pedagogy should be hired by the Fall of 2013 to maintain the integrity of the program and the balance between full and part-time faculty members.** |

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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.*** |
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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?** |
| **a1.**  | **copy machine ( will eventually move to Reading Services Office in new Humanities Bldg)** | **1** | **2.2 & 2.3** | **current copy machine is old and is experiencing regular breakdowns** | **$6,500** | **one time** | **not funded. Due to age the number of breakdowns is increasing leaving the department which depends heavily on printed material without a copier for a significant amount of time.** |
| **a2.**  |  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, 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?** |
| **b1.**  | **Document Cameras (2)****extended maintenance / warranty****4500.00 (tax included)**  | **2** | **2.2 & 2.4** | **The DocuCams are an important lecture tool to aid instructors in presenting material using all learning styles. Would especially support student learning in Read 48, 49, and 51. Would support SLO 1 for Read 49 and 51, as well as SLO 1 &2 for Read 110.** | **4500.00** | **one time** | **possibly funded through Prop M funds. This is a second request for technology that is extremely important for developmental and college level readers** |
| **b2.**  | **Staff Computers and monitors (11****17,820 (tax included))** | **1** | **2.1 & 2.4** | **current computers will be off warranty by May 2013** | **17,820** | **every five years** | **no allocations** |
| **b3.**  |  |  |  |  |  |  |  |
| **b4.**  |  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *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?** |
| **c1.**  | **contemporary paper back books for check out****499.00 (includes tax and shipping** | **2** | **2.2 & 2.4** | **49 and 51 SLO #4 and Read 110 SLO #4. Facilitates independent student novel reading in Read 49, 51,and 110.** | **499.00** | **on-going** | **lottery funds are not sufficient to maintain the paperback library in the Reading Lab** |
| **c2.**  | **lab and class supplies such as: large calendars, paper, pencils, scantrons 499.00 (tax included)** | **1** | **2.2-2.4** | **Provides support for students as they progress through the Reading sequence Strategic Ob. 2.3** | **499.00**  | **on-going** | **unrestricted funds are insufficient to provide all supplies as needed.** |
| **c3.**  | **Nelson Denny Pre/ Post Tests****499.00 (tax included)** | **5** | **2.3** | **Strategic Objective 2.3 tracks students as they progress through the reading sequence. Pre and Post testing is very important to track this progress. Also, SLO #1 in each class requires that students be measured for growth.** | **499.00** | **on-going** | **none** |
| **c4** | **20- Headphones for Reading Lab****420.00 (tax included)** | **3** | **2.2, 2.4** | **To allow students to use material in the lab on an independent basis, learning that material using a variety of learning styles. Facilitates completion of Read 30 SLO#1, Read 49 SLO #1 and #2, Read 115 SLO #1, Read 110 SLO #1 and #2** | **420.00** | **on-going** | **Price increases, durability. Unrestricted funds insufficient for this highly necessary item.** |
| **c5.**  | **Set of classroom hard back dictionaries (30) 499.00 (tax included)** | **4** | **2.2, 2.3, 2.4** | **Class assignments call for dictionary drill instruction in all classes. Facilitates student growth in vocabulary in Read 115, Read 30, Read 48, Read 49, Read 51, and Read 110. See SLO #1 in each class. Allows students to work on a collaborative basis in class.** | **499.00** | **every five years** | **not funded** |

|  **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.**  | **Reader's Edge Software** | **2** | **2.1, 2.2,2.3, and 2.4** | **Facilitates improved student comprehension on technical material. See Read 49, 51, and 110 SLOs #1 and #2. Helps students to move successfully through the reading sequence, Strategic Ob. 2.3** | **5,000** | **on-going for maintenance** | **currently we own 10 stations and it will pass trial later this semester.** |
| **d2.**  | **Software for Reading 48, 49, 51****15,000 (tax included)** | **3** | **2.1,2.2 , 2.3and 2.4** | **Strategic Ob. 2.3 determined that Reading Services will need to create 3 levels of pre-transfer courses, including one course for emergent readers. Additional lab materials will be needed for those new courses.** | **15,000** | **on-going** | **none** |
| **d3.**  | **Printing increases** | **1** | **2.2 & 2.4** | **Creating three new courses will require a 25% increase in printing for Read 48, 49, and 51. This will facilitate completion of SLO #1 in all classes.** | **500.00** | **on-going** | **insufficient unrestricted** |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *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?** |
| **e1.**  | **Re-instate Escondido 35% position** | **3** | **2.1 - 2.5** | **In Fall 2013, Read 30 will be offered at Escondido. Support staff is mandatory to facilitate student success on SLO #1 for Read 30** | **11,000** | **on-going** | **no** |
| **e2.**  | **San Marcos Reading Assistant I** | **2** | **2.1 - 2.5** | **With the increase in the number of students attending reading lab and the increasing diversity of pre-transfer courses this position is needed to facilitate student growth and success in moving through the reading sequence. Will aid students in achieving SLO 1 in Read 30, SLOs 1-3 in Read 48, 49, 51, and Read 110.** |  **30,000** | **on-going** | **no** |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *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?** |
| **f1.**  | **Embedded student hourly tutors in all sections of Read 48 and Read 49. 7 hours weekly each, 3 in class and 4 in lab/small group** | **1** | **2.1-2.5** | **Many students in pre-transfer reading courses need one-on-one and small group instruction in order to meet successfully SLOs 1-3 in Read 48 and 49. Students would have far greater success in moving through the reading sequence with the help of these tutors.** | **$14150** | **on-going** | **As of Fall 2013, no BSI/HSI funding will be available for these tutors as it has in the past. Pre and Post testing has shown a 25% increase in student growth since tutors have been available in the reading classes and lab. Current 230010 unrestricted funds will not cover embedded tutors.** |
| **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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| **It would be very helpful in planning schedules for the future if Reading Services could be updated with 2012-2013 data showing the success of students moving through the Read 50-Read 110 sequence.** |

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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.** |
| **1. Reading Services hired Erin Feld in the Fall of 2012 as a full-time reading instructor.****2. Reading Services participated in Summer Bridge in 2011 and 2012. After 8 hours of instruction in reading, 100% of summer bridge students showed improvement in vocabulary and comprehension skills during the Summer Bridge Program 2012.****3. All courses in the department have SLOs with assessment plans, results, and mapping. Assessment and review is on-going.****4. The total number of Reading Lab visits increased from 11,566 in Fall 2010 to 12,994 in Fall 2011.****5. Overall growth for all students enrolled in reading classes was 2.2 years, exceeding the SLO for growth.****6. Reading Services faculty presented several on and off campus workshops including the PD workshop "Can Your Students Read?" and the workshop "Reading for Writing" at the NCHEA writing conference "I'm not a Writing Instructor (So what can I do about it?)" at CSUSM****7. Reading Services has participated in 11 learning communities over the past three semesters.** |

| **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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| **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*** | **Carla Thomson*Name*** | **Darla Mulder*Name*** |

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

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**