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Palomar College – Institutional Review and Planning
Instructional Programs

Purpose of Institutional 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.)

Department: Reading

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Instructional Discipline Reviewed   **2007-08**

1.   3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	1,130	1,106	1,162	*Self Explanatory*
Census Enrollment Load %	99.74%	97.10%	102.02%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	3,242	3,387	3,308	Weekly Student Contact Hours
FTES	108.06	112.89	110.28	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	5.07	5.28	5.32	Total Full-Time Equivalent Faculty
WSCH/FTEF	639	641	622	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	3.80	3.80	3.80	FTEF from Contract Faculty
Hourly FTEF	0.40	0.60	0.65	FTEF from Hourly Faculty
Overload FTEF	0.88	0.88	0.88	FTEF from Contract Faculty Overload
Part-Time FTEF	1.27	1.48	1.52	Hourly FTEF + Overload FTEF
Part-Time FTEF %	25.06%	28.02%	28.58%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	92.62%	95.93%	95.59%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	71.59%	71.54%	68.65%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	-	-	-	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	Total number of Certificates awarded for the Full Academic Year
** - Under 18 Units**	-	-	-	Total number of Certificates awarded for the Full Academic Year
** - 18 or More Units**	-	-	-	Total number of Certificates awarded for the Full Academic Year

2.   Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Census enrollment and retention rate are very strong for Reading Services. Because of the Basic Skills Initiative and Palomar's Early Acceptance Program, we should add classes, but with our current lab and classroom connection, we are at capacity. At this time, part-time Reading 50 & 110 faculty are not compensated for the three hours each week that the students are required to be in the lab.   At some point, we will have to compensate for lab unit pay. Although additional reading learners are most welcome, we are at full lab capacity during prime time hours. We are concerned about the deteriorating paint, carpeting and the staff workroom in the Reading Center building. We need additional reading support staff in Escondido. We successfully offered our Education 200 (Careers in

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Teaching) class for the first time this Spring 2008 semester. It is being taught by a part-time faculty member from Cal State University, San Marcos.

3. **Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:**

PLAN – 2007-08	Progress – 2008-09
a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.) We successfully offered our Education 200 course in the Spring 2008. This course will have its first fall offering in 2008. Cal State San Marcos has articulated the class and has assisted Palomar in selecting a faculty member to teach it. This Education 200 class transfers as an upper division course to Cal State San Marcos. (This is precedent setting!)	**-The Education 200 course continues to show a sustained enrollment and it would be possible to offer 1 additional section if the college wants to increase enrollment. A number of Cal State students enroll in this class at P.C. due to our lower enrollment fee. This class continues to transfer to Cal State University, San Marcos as an upper division course.** **-Reading 120 is bursting at the seams! We could easily offer two additional sections of this class.**
b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.) Reading class offerings are maximized during prime time hours. In order to expand our offerings, we will need another classroom that feeds into a larger lab. We are concerned about continuing to fill our part-time teaching positions with competent reading faculty. The three hour lab commitment for each Reading 50 and 110 class offering is becoming a concern. We do not compensate part-time reading faculty for the weekly three hour lab requirement. To keep pace with Palomar College's increasing commitment to developmental education and basic skills, we will need to increase our developmental class offerings in the future. The three year quantitative data may not include the Reading 30 positive attendance sections with increased enrollments at both the San Marcos campus and Escondido campus sites this past year. The Education Program will continue to grow and need additional part- time faculty.	**-Basic Skills/Title V will put additional pressure to increase the number of Reading 50 class sections. We continue to have the same concerns expressed in 2007-08. The department is turning away more students than ever before.** **-This past year, we eliminated 1 fall San Marcos Reading 120 section and 1 Escondido summer Reading 30 section to meet reductions suggested by our Division Dean.** **-We have closed the San Marcos Reading Center on Thursday evenings due to budget reductions.** **-The Escondido Academic Skills Center has had a severe reduction in lab hours due to projected re-modeling of the ESC 500 building & limited space due to shared usage of the ESC-101 & ESC-102 labs by other departments.** **-Starting in the Fall 2009 semester, we plan to increase our participation in Learning Communities. We offered one Fall 2008 Reading 50 course paired with an English 10 class. We project offering three Reading 50 course paired with English, Counseling and Math classes for the upcoming Fall 2009 Semester.**

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4.   Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
a. Equipment/Technology – block grant funds, VTEA, other resources, etc. We foresee that the future academic software market offering will require improved hardware capability. Our intention is to stay abreast and equipped to meet student interest. We need a new copier and telephone system. We will need new software for Reading 30, 50, 110 and 115 class sections. New print programs (i.e. RFU & novels) are necessary. We will have to continue maintenance contracts for: 1. Read On! 2. Passkey 3 Copier and Duplo	**-We have received a new copier & phone system.** **-We have held back ordering materials due to the 25% reduction in our supply accounts.** **- We still need to convert the Reading Professor software program (out of print) to a P.C. format (to be completed by I.S.) (est. cost: unknown)** **-Continue our existing maintenance contracts for Read On! & Passkey software programs & copier & Duplo machines (currently in our budget)** **-Replace Unabridged & Collegiate level dictionaries (est. cost: $150)** **-Install a new computer in RC-2B (Carla Thomson's office) (est. cost: $1,000)** **-Purchase the ACE Reader Software Network Version for the San Marcos Reading Center (est. cost: $1,800)** **-Order 3 to 5 Kindles (E books & 1or 2 newspaper subscriptions) (est. cost: $2,000)** **-Replace TABE tests (booklets & answer sheets) (est. cost: $400)** **-Copy Quantum, Advanced Analogies, Reading & Thinking & Reading & Reasoning programs to C.D's (eliminate diskettes) (to be completed by I.S.) (est. cost: unknown)** **-Purchase a new box of RFU Senior cards (est. cost: $450)** **-Purchase a new Scantron machine (est. cost: $1,500)** **-Purchase 3-6 sets of texts (put on reserve in RC-1 lab) (est. cost: $175)** **-Purchase 3-6 sets of texts (put on reserve in ESC library) (est. cost: $175)** **-Reserve at least 6-8 computers for Reading students in the new TLC at the Escondido Center.** **-Purchase 1 camcorder (est. cost: $350)**
b. Budget – budget development process, one-time funds, grants, etc. We need a new budget chart field for the Education Program.	**-Obtain a budget chart field for the Education Program** **-Increase the printing budget (est. cost: $500)** **-Replace three vertical filing cabinets in RC-8 (est. cost: $450)**

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c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc. We need to paint carpet and deep clean the entire Reading Center building. In addition, we need a white board, a new LCD data projector and a new computer in the RC-3 classroom. We need a second classroom adjacent to the center's lab. We need to integrate our program into the proposed new Escondido Learning Center.	**-The same as listed in the 2007-08 plan** **-We look forward to integrating our program at the Escondido Center into the new TLC.**
d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years We may need replacement faculty within 3 to 5 years. Increased enrollment and emphasis on basic skills will likely require additional class sections and additional part time faculty.	**-We will need to replace 1 or 2 full-time reading faculty members in the next couple of years due to possible retirements.** **- Increased enrollment will require additional full-time or part-time faculty.**
e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. We need to increase hourly instruction support. We will continue to assist increased student usage of the lab with part time instructional assistants. We would like to have a half-time technical support assistant (Calvin Lew) back under the Reading Program's supervision. In either the Escondido campus Academic Skills Center or the new learning center, hire a full-time Instructional Support Assistant who is shared by selected departments using that facility.	**-The same as listed in the 2007-08 plan** **-Additional instructional hourly support is necessary during the first month of each semester.** **-We look forward to working with a new full-time Instructional Support Assistant in the TLC at the Escondido Center.** **-We still need 12 hours per week of student or instructional assistant support in Escondido, exclusively for Reading students.**
f. Other	

5.   **Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.**

Our reading course directly affects "Student Success." As the campus works to improve student retention, it must be remembered that a learner's reading ability and improved study skills correlate with an improved college learning experience. Please note our Census Enrollment Load and Retention Rate.

6.   **Student Learning Outcome progress:**
   a.   **Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

We assess students' growth in reading, vocabulary and comprehension in all Reading 50 and 110 classes using standardized pre testing and post testing comparisons.

   b. **Discuss a learning outcome that is observable yet difficult to measure.**

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It is difficult to measure a learner's enjoyment of reading. This is observed via anecdotal records, reading autobiographies, teacher made affective measurement devices in addition to tracking the circulation of paperback novels.

7.   Describe a discipline accomplishment that you want to share with the college community.

Our new Education course offering (which transfers into CSUSM as an upper level course) is a noteworthy accomplishment.
The developmental reading course enrollment is up for the 2007 year.
The "Cross Course Tutorial Program" (where Reading 110 learners assist students enrolled in Reading 5 and Reading 30 classes) is a model for a service learning/mentoring program which is offered within the Palomar College community.
Our English 10 Outreach Project, primarily offered in the Fall semester, has increased our enrollment for the Spring semester.

8.   Are there other resources (including data) that you need to complete your discipline review and planning?

Internally, we survey our learners as to which communities they represent. We need more work in tracking learners and working with the high schools. We need more information from Research and Planning about the projected influx of second language learners. We have successfully implemented an English 10 Outreach Program. We need data from Research and Planning to substantiate the sustained effort. We would like to see a review of the success of learners who complete Reading 50 and 110 classes. Additional work with CSUSM will be necessary to determine the number of Education 200 students who matriculate to the university and eventually become teachers.

9.   For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

N/A

10.   Other comments, recommendations:

An interesting process! Due to one of our full-time professors being out on medical leave for the first six weeks of this semester, this information was not shared in open staff meetings. The report was shared both individually and in small groups to gain input from everyone.

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Please identify faculty and staff who participated in the development of the reviewer's planning:

Stan Levy   **Leah Lampro, Estela Gibson**

Carla Thomson, Sue Musgrove   **Julie Anguiano, Darla Mulder**

Department Chair/Designee Discipline Review and Signature   **Date**

Division Dean Review and Signature   **Date**

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Please identify faculty and staff who participated in the development of the reviewer's <u>progress/status report</u> - Input Names Here:

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