**PALOMAR COLLEGE®**
Learning for Success

# Program Review & Planning (PRP)

## PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

| | |
|---|---|
| **Discipline Name:** | Reading Services Department |
| **Department Name:** | Reading Services Department |
| **Division Name:** | Languages and Literature |
| | |

**Please list all participants in this Program Review:**

| Name | Position |
|---|---|
| Melinda Carrillo | Chair, Reading Services Department |
| Erin Feld | Associate Professor, Reading |
| Carla Thomson | Associate Professor, Reading |
| Katy Farrell | Associate Professor, Reading |
| Esmeralda Quijada | Adjunct faculty, Reading |
| Karla Stanley | Adjunct faculty, Reading |
| James March | Adjunct faculty, Reading |

| | | | |
|---|---|---|---|
| **Number of Full Time faculty** | 4 | **Number of Part Time Faculty** | 3 |

**Please list the Classified positions (and their FTE) that support this discipline:**

Tanya Sangret, ISA III 100%
Estela Gibson, ISA II 100%
Julie Anguiano, ISA II 100%

**What additional hourly staff support this discipline and/or department:**

hourly/student tutors--5

**Discipline mission statement (click here for information on how to create a mission statement):**

The Palomar College Reading Services Department offers the community a comprehensive developmental/transferrable reading program for students of diverse origins, needs, abilities, and goals. It strives to provide students with the skills necessary to foster lifelong learning through the assimilation of material in the humanities, sciences, mathematics, and vocational areas. Reading Services recognizes that developing stronger reading skills is paramount to student and institutional

success, as reading must develop before all other skills including writing. Therefore, students receive individualized instruction based on intensive diagnosis and geared toward the development of basic skills, critical reading skills, and effective reading skills. This instruction will foster success in pursuing general education, career and technical training, and transfer readiness, promoting the positive self concept necessary to contribute as individuals in an ever-changing global community.

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**List any new degrees and certificates offered within this discipline since your last comprehensive review:**

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**Discipline Level Data: https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx**

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## PART 2: PROGRAM REFLECTION

**1. Program Analysis:**

**Reflect upon and provide an analysis of your summary data.**

Reading Services saw an increase of over 100 students during Fall 2016 to a total of 1395 students. This was impressive considering that 4 classes were cut before the release of the fall schedule. The overall fill rate was 99.22%, which was the strongest fill rate since Fall 2012. Weekly student contact hours (WSCH) totalled 4737.23, the largest in 6 years and 780.54 more than last year. Both FTES (150.69) and FTEF (5.60) were the second largest totals in 6 years, up significantly from last year. WSCH/FTEF was 845.31, the highest since Fall 2012, up 12.32 from last year. Full time FTEF (3.80) was the largest since Fall 2013 and up 1.0 from last year. Hourly FTEF (.83) dropped slightly (-.17) from last year due to the loss of classes before the fall began. Overload FTEF (.97) remained essentially the same. Part time FTEF (1.80) dropped slightly (-.15) from last year. Part time total FTEF (32.19) was the lowest in 6 years. Fall 2016 was a strong semester for Reading Services, with an excellent efficiency rating and very strong fill rate. Upon examination of the individualized data by courses, Read 51 experienced the strongest fill rate (107.30%), followed by Read 49 (106.25%), Read 110 (97.32%), and Read 120 (77.22%). The fill rate for Read 120 was negatively affected by the low fill rate (52%) of the evening Read 120 class offered at the Escondido campus. Day classes continue to experience a very high fill rate, while night class enrollment has declined significantly. Examination of student success rates show that our overall success rate is 73.7%, up .9% from last year and the highest in 6 years. A breakdown of the success rate shows that face-to-face courses have an overall success rate of 75.2%, up .2% from last year and the highest in 6 years. However, the Distance Ed (DE) success rate, while up an impressive 5.2% from last year, still remains below the college average of 61.3% at 59.7%. The overall retention rate for the department is at 91.6%, down 1.7% from last year, but still the second best rate since 2013. The breakdown of the retention rate for the department shows that the retention rate for face-to-face courses is 92.7%, down 2% from last year but the second best rate since 2011. The DE retention rate is 80.6%, down 1.1% from last year. The Student Achievement data indicates that Reading Services has an overall success rate of 73.7%, higher than the college average (70.91%). The overall retention rate is 91.6%, which is only slightly higher than the college average of 91.5%. The retention and success rates for the department indicate that students experience significantly more success and retention in face-to-face classes than in DE classes. While it is very common for this to occur due to the nature of DE courses and the lack of student preparation/motivation to complete those courses, the department needs to continue to encourage on-line instructors to participate in professional development to improve their delivery of DE courses in both Read 110 and Read 120.

**2. Standards:**

**ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.**

**Discipline Level Course Success Rate:**
   A.  **The College's institutional standard for course success rate is 70%.**

| B. Review your discipline's course success rates over the past five years. |
| --- |
| C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success |

| Standard for Discipline Course Success Rate: | 70% |
| --- | --- |

| **Why?** |
| --- |
| This is a reasonable course success rate considering the number of DE offerings and the strong focus on basic skills classes, which make up almost 40% of the program. |

## 3. Program Update:

| **Describe your proudest moments or achievements related to student success and outcomes.** |
| --- |
| The 2015-2016 school year showed a decline in enrollment for Reading Services, which was reversed this year. In fact, data shows that the department showed an overall enrollment growth of more than 7% and a fill rate (99.22%), which was the strongest since 2012. This was primarily due to the commitment of all members of the department--faculty and classified staff alike--to provide both inreach and outreach to make certain that we serve as many Palomar College students as possible. Also, SLO assessment results indicate that students are meeting and exceeding SLO criteria for success in even stronger numbers in all classes except Read 32. But, perhaps our proudest moments involve students who were originally enrolled in our reading classes, transferred to four year colleges, and achieved graduation, both in Bachelor's and Master's degree programs. Jacalyn Reyes, Cheyne Nelson, and Sandra Lind all achieved their Bachelor's degrees and continued to work as tutors in our program. Last but not least, Reading Services hired Esmeralda Quijada, who was enrolled as an undergrad in our reading program and graduated from CSU Fullerton with her Master's degree in Education/Reading, as an adjunct faculty for the department. She is now teaching for us on a part time basis. We are very proud of her and our program! |

## 4. Program Improvement:

| **What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.** |
| --- |
| Reading Services will be working on the development of non-credit basic skills courses in reading and language arts, which will be offered at various sites including Camp Pendleton. We will also examine enrollment management strategies such as examining scheduling blocks in other departments to make certain that our scheduled classes do not conflict with courses in the natural sciences, English, mathematics, etc., in order to create a more efficient schedule. DE instructors will form a work group to ascertain the reasons for lower success and retention rates and ways to improve them and, therefore, student success. Reading Services will also continue to provide inreach to English classes in order to maintain our strong fill rates and continue to serve Palomar College students. |

## 5. Unanticipated Factors:

| **Have there been any unanticipated factors that have affected the progress of your previous plan?** |
| --- |
| Multiple Measures have presented a major challenge to referring students correctly to reading classes and have adversely affected our enrollment. Reading Services will need to continue working with both new and continuing students to make certain that they are correctly placed in reading classes. Also, due to new legislation concerning the offering of basic skills as non-credit courses, the department will need to rework curriculum to provide a non-credit reading class, which can be offered on the main campus, as well as satellites such as Camp Pendleton. |

## 6. SLOACs:

| **Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/** |
| --- |

In Fall 2016, we assessed all SLOs for lab classes (Read 31, 49, 51, and 110), specifically growth in vocabulary and comprehension, as well as the number of books read by students on an independent reading basis (only in 49, 51, and 110). We assessed READ 32 SLOs in Spring 2017. Growth in vocabulary and comprehension was measured by standardized reading tests (The Nelson Denny Reading Test for 49, 51, and 110, and the TABE test for Read 31). The number of novels read on an independent basis for each student was provided the instructor. The results of those assessments were as follows:

READ 31 Vocabulary growth of 6 months (70% criteria) 88% achieved that growth. Comprehension growth of six months(70% criteria) 87% achieved that growth.

READ 32 Vocabulary growth of 6 months (70% criteria) 44% achieved that growth. Comprehension growth of six months(70% criteria) 64% achieved that growth.

READ 49 Vocabulary growth of one year (70% criteria) 92% achieved that growth. Comprehension growth of one year (70% criteria) 93% achieved that growth. 3 independent novels (70% criteria) 93% read 3 novels.

READ 51 Vocabulary growth of one year (70% criteria) 81% achieved that growth. Comprehension growth of one year (70% criteria) 80% achieved that growth. 4 independent novels (70%) criteria) 79% read 4 books.

READ 110 Vocabulary growth of one year (80% criteria) 87% achieved that growth. Comprehension growth of one year (80% criteria) 86% achieved that growth. 4 independent novels (80% criteria) 93% read at least 4 books.

The department looks at assessment results in a department meeting every semester and discusses the implications of those results. For instance, we found that students in READ 32 did not achieve the SLO criterion set by the department for vocabulary and reading comprehension growth. We are continuing to meet and discuss the validity of these SLOs for Read 31 and 32, as well as to examine the pedagogy used in the courses, and the programs used to support students in the lab portion of those classes. In these on-going discussions, we have decided that providing more embedded tutors in class sessions to facilitate one-to-one instruction for the most basic developmental students must remain a goal, even though funding for those tutors may provide a challenge. This would mean approximately 10 additional hours weekly of hourly or student tutors with experience in tutoring basic skills in reading. We have also decided that we may need to revisit the SLOs for 31 and 32 to make them more specific rather than focus on overall growth. We will need to provide SLO assessments for those classes to examine the quality of support programs provided for students in lab (Reading Horizons, RFUs, etc.). It should be noted that one of our most valuable lab programs for basic skills students, READ ON, is no longer working well with our operating system, so we must search for a replacement. This is definitely having an impact on student success in Read 32. This would be a resource provided by Palomar, possibly through BSI.

Due to the change in the College assessment process from standardized testing and sole use of multiple measures to place students in reading classes, we will need to form strong contacts with AEBG staff at the local high schools, as well as counselors at those schools, in order to continue strong enrollment in basic skills courses. This will require contact information, which will necessitate at least 10 hours of our ISA III's time. This will put a strain on the lab coverage until it is accomplished.

## PART 3: PROGRAM GOALS

**1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .**

| Goal | Completed | Ongoing | No longer a goal |
|---|---|---|---|
| 1.Re-establish our fully function Reading Lab in the the Humanities Building. | X | | |
| 2. SLOs will be assessed and revised for all courses currently offered in Reading Services. | | X | |
| 3.Expand our tutoring program to provide embedded tutors for all basic skills classes. | | | X |
| 4. Search for ways to serve more students and instructors in content area classes. | | X | |

**2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):**

| Goal #1 | |
|---|---|
| **Program or discipline goal** | SLOs, especially those in Read 31 and 32, will be assessed and revised. |
| **Strategies for implementation** | Assess SLOs and revise them through department discussion. |
| **Timeline for implementation** | November 2017 |
| **Outcome(s) expected (qualitative/quantitative)** | More measurable SLOs to assess student improvement. |

| Goal #2 | |
|---|---|
| **Program or discipline goal** | Search for ways to serve more students and instructors in content area classes. |
| **Strategies for implementation** | Conduct a needs assessment by contacting department chairs throughout the campus. |
| **Timeline for implementation** | Spring 2018 |
| **Outcome(s) expected (qualitative/quantitative)** | Activities developed to aid students and instructors throughout campus, such as readability studies, workshops, etc. |

| Goal #3 | |
|---|---|
| **Program or discipline goal** | Development of new curriculum and/or revisions to current curriculum to provide non-credit classes in reading and language arts for basic skills students. |
| **Strategies for implementation** | Work closely with the English Department faculty to create curriculum. |
| **Timeline for implementation** | Spring and Summer 2018 |
| **Outcome(s) expected (qualitative/quantitative)** | Non-credit courses offered at Camp Pendleton and at the San Marcos Campus to serve basic skills students. |

## PART 4: FEEDBACK AND FOLLOW-UP

**This section is for confirming completion and providing feedback.**

| Confirmation of Completion by Department Chair | |
|---|---|
| **Department Chair** | Melinda Carrillo |
| **Date** | 11/28/2017 |

**\*Please email your Dean to inform them that the PRP has been completed and is ready for their review**

| Reviewed by Dean | |
|---|---|
| **Reviewer(s)** | Shayla Sivert |

| Date | 11/25/17 |
|---|---|

### 1. Strengths and successes of the discipline as evidenced by the data and analysis:

Reading continues to offer strong support to basic skills and transfer-level courses.  The faculty has worked successfully with Life Sciences to integrate reading skills into science curriculum; they also offer skillshops that serve students across Palomar.

### 2. Areas of Concern, if any:

Reading too has been impacted by the changes to assessment and the requirements of AEBG.  Prior to this, Reading's assessment had really taken hold and a strong schedule was solidly in place.  Now we're having to rethink these. Finding qualified part-time faculty continues to be a challenge as well.

### 3. Recommendations for improvement:

Increased training for faculty and students involved in online classes (as mentioned above) to help with expectations and retention.

Development of non-credit curriculum to address DRC and basic skills needs (also mentioned above).

**\*Please email your VP to inform them that the PRP has been completed and is ready for their review**

| | |
|---|---|
| **Reviewed by Vice President** | |
| **Reviewer(s)** | Jack S. Kahn Ph.D. |
| **Date** | 1/13/18 |

### 1. Strengths and successes of the discipline as evidenced by the data and analysis:

1.   The program analysis section is impressive both in the summary and the results!! Incredibly good summary, use of data and analysis.  Thank you!!
2.   I really enjoyed the proudest moments- always best to hear the student successes!
3.   Appreciate your openness to continue to look at enrollment improvements even given your successes.
4.   Multiple measures certainly has had impact on several areas- thank you for the frank summary.
5.   The SLO section is amazing.  This is a model PRP- you included everything in the rubric and more- used data appropriately, analyzed information, and reflected on the program.  Using the results to discuss and improve pedagogy is exactly our mission- thank you thank you.  Gold star!
6.   Goals make sense.
Great annual summary- great use of data, analysis, and action-oriented responses.

### 2. Areas of Concern, if any:

### 3. Recommendations for improvement: