Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Reading Services Department

Discipline Name
Reading (READ)

Department Chair Name
Melinda Carrillo

Division Name
Languages and Literature

Website address for your discipline
https://www2.palomar.edu/pages/reading/

Discipline 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.

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

Does your discipline have at least one degree or certificate associated with it?
No

Are any of your programs vocational (CTE/CE)?
No

Please list the names and positions of everyone who helped to complete this document.
Melinda Carrillo, Chair
Carla Thomson, faculty
Erin Feld, faculty
Katy Farrell, faculty
Tanya Sangret, ISA III
Estela Gibson, ISA II
Julie Anguiano, ISA II

Full-time faculty (FTEF)	**Part-time faculty (FTEF)**
4	2

Classified & other staff positions that support this discipline
Tanya Sangret, ISA III 12 months 100%
Estela Gibson, ISA II 11 months 100%
Julie Anguiano, ISA II 11 months 100%

Additional hourly staff that support this discipline and/or department
5 hourly employees and student tutors embedded both in the classroom and in lab for approximately 40 hours per week.

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate

- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)

- [CSU GE Requirements](#)

- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?
70.0%

Why did you choose this standard?
It is aligned with the College's institutional standard. Also, given the changes in curriculum required for Reading Services to be compliant with AB 705, 70% is a reasonable goal as students of all levels enroll in transfer-level courses like READ 110 and READ 120 because Read 50 is the only credit course below transfer level still available to students.

What is your Stretch goal for COURSE success rates?
73.0%

How did you decide upon the goal?
We feel that, once the new curriculum is in place and students receive more accurate placement advice for reading classes through counseling, the department, and assessment, this is a reasonable goal. Due to changes caused by compliance with AB 705, our curriculum has changed drastically and our student enrollment has been affected by placement that is not always accurate. Examining success and retention rates for READ 49 and READ 51 is not valuable at this point as these courses will be deactivated and replaced by READ 50, which has not been offered for several years. Non-credit courses N READ 949, N READ 931, and N READ 932 will give basic skills students the opportunity to build college-level skills in reading without affecting their unit cap. READ 105 will provide students with support in reading to make their pathway through GE requirements and classes in their majors more successful. Examining success and retention rates in READ 120 indicates that students in both face to face and on-line classes are exceeding our goal of 70% by +6%. However, examining success and retention rates in READ 110, indicates a drop in success from 72% to 64%. This may be due in large part to student placement that is dependent upon multiple measures, based on success in English in high school as reading instruction per se is not offered in high schools. Multiple measures is not always accurate to place students and those who feel misplaced often drop.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?
For some time, course-level assessment methods in Reading have depended on pre/post testing to determine growth in vocabulary and comprehension. We are still using pre/post testing but have begun to rewrite outcomes to include creative assessment methods to determine the students' competency in a variety of skills in reading, especially in READ 110, READ 50, and READ 120. Student competency in a critical thinking strategy might be measured by embedded test questions, demonstrations of techniques in projects, or by oral presentations. The increased use of rubrics for assessment has contributed to

successful measurement of critical thinking skills, vocabulary growth, and comprehension development at all levels of student ability.

Summarize the major findings of your course outcomes assessments.
The results of course outcomes assessments in Fall 2018 indicate that READ 49 and READ 51 students met and exceeded criteria for their SLOs by an impressive percentage (16-21 percent in READ 49 and 9-12 percent in READ 51). However, these courses are being deactivated and replaced with N READ 949 and READ 50 respectively to bring Reading Service into compliance with AB 705, so they will not be assessed again and will be deactivated, hopefully, this spring. Due to the use of the CASAS test in READ 31, we were not able to assess the SLO as the CASAS test does not measure growth by months. However, this class, along with READ 32, will also be deactivated and replaced with non-credit classes. We will use additional assessment methods in the non-credit classes that do not include standardized tests. These are being generated by the instructors in the department who will be teaching those course. Read 120 was assessed in Fall 2018, but results are still being compiled. The READ 110 assessment varied in success with comprehension growth and number of books read on an independent basis exceeding the criteria by 6% but vocabulary growth falling below criteria by 3%. This may be due to the number of students opting to enroll in READ 110 solely based on multiple measures, which may provide inaccurate placement for some students. More creative assessment measures will be developed by the department to deal with growth in vocabulary and comprehension and may provide a more accurate measure of growth than outdated standardized tests.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year SMART goals for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic plan.

Please list all discipline goals for this three-year planning cycle. Click here for previous PRPs and goal information.

Goals

Goal 1

Brief Description
Readability Study Campus Wide

Is this a new or existing goal?
New

How will you complete this goal?
Reading Services will connect with the bookstore to obtain copies of current textbooks used in entry-level courses like Biology 100. The Reading Services staff will complete readability studies on two departments' textbooks as a pilot program and make the results available to the respective department chairs and faculty involved. This will expand to other departments as it is feasible.

Outcome(s) expected (qualitative/quantitative)
1. All entry-level courses on campus will eventually receive information regarding the readability level of

their textbooks. This would be measure quantitatively.

2. When Reading Services communicates the results to departments, it will also include suggestions for dealing with the discrepancy between readability of reading material and student skill level in reading technical material. This will be measured quantitatively.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
By providing this information to departments and instructors, Reading Services will be able to foster lifelong learning in content areas for students by making them aware of the need for developing skills that will help them to read technical material. It will also provide support for student success in completing GE requirements and classes in their major, as well as support classes and workshops to aid students in reading high level textbooks for those courses.

Expected Goal Completion Date
10/5/2020

Goal 2

Brief Description
Provide tutoring in reading textbooks and technical material for all Palomar College students in the Reading Lab.

Is this a new or existing goal?
New

How will you complete this goal?
Reading Services will be in contact with all department chairs/directors to inform them of opening the Reading Lab to all students on campus. Eventually, this service could be provided through the TLCs at satellite campuses.

Outcome(s) expected (qualitative/quantitative)
Tutoring sessions would be monitored by Reading Services staff and hours spent tutoring will be recorded through the use of the PAT system. Evaluations of tutoring sessions would be requested of all students receiving the service. (qualitative)

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This would provide support for GE courses and courses in metamajors, increasing student success and completion. It would also foster life long learning.

Expected Goal Completion Date
12/9/2019

Goal 3

Brief Description
Course review of READ 110.

Is this a new or existing goal?
New

How will you complete this goal?

The COR for READ 110 will be reviewed and updated by full-time instructional faculty in the Reading Services Department.

Outcome(s) expected (qualitative/quantitative)
The course will be reviewed, updated, and presented to the Curriculum Committee. (quantitative)

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
This review will provide currency for both instructors and students and help increase student success and support.

Expected Goal Completion Date
9/9/2019

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?
No

Are you requesting additional Staff, CAST or AA?
No