



Program Review and Planning 2019-2020

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
2019-2020

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Reading Services Program

Discipline Name
Reading (READ)

Department Chair Name
Melinda D. 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 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 strong 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 Reading Services Department
Carla Thomson, Associate professor, Reading
Erin Feld, Associate Professor, Reading
Katy Farrell, Associate professor, Reading
Tanya Sangret, ISA III
Estela Gibson, ISA II
Julie Anguiano, ISA II

Full-time faculty (FTEF)

4

Part-time faculty (FTEF)

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 75%

Additional hourly staff that support this discipline and/or department

4 student tutors support the department embedded both in the classroom and in lab for approximately 35 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.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

All courses currently offered in Reading Services (READ 50, READ 110, and READ 120) are directly mapped to Goal #1 Communication, both written and visual as all courses enforce new reading strategies including improved eye movements, fluency, vocabulary, and comprehension. Students read technical materials and novels, then respond in writing with comments and analysis. The courses are also mapped

to Goal #3 Creative, Critical, and Analytical Thinking in all areas as students build information literacy through assignments and a strong connection to the library, increase teamwork and problem solving skills through group reading/writing assignments, and examine critical thinking skills, especially in READ 110 and READ 120. READ 120 meets the college's critical thinking GE requirement and transfers as a CSU critical thinking requirement. Goal #4 is supported by our reading classes through the examination of diverse reading materials focusing on various cultures, as well as the introduction to ethical reasoning and civic involvement through specialized readings.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

Results of course outcomes assessments in all areas indicate that students are meeting our goals of increased communication skills, critical thinking and analysis, as well as increased awareness of multicultural reading material, ethical reasoning, and civic involvement.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

Our WSCH/FTEF for the past five years has remained very high (830 in 2014-15 to 744 in 2018-19), especially in relation to the WSCH/FTEF for the College at 545.44 WSH/FTEF. Also, our fill rates remain high--90% in 2014-15 to 93% in 2018-19. Enrollment has dropped significantly, though, over the past five years from 1462 students in 2014-15 to 847 students in 2018-19. This was expected with the advent of AB 705 and the removal of most basic skills classes.

What factors have influenced your efficiency trends?

While Reading Services remains highly efficient, enrollment has dropped significantly over the past five years. This is due, in part, to the advent of AB 705, which required colleges to remove most basic skills classes, encouraging students to enroll in our transferrable classes--READ 110 and READ 120--which are impacted. Unfortunately, many students then felt that they could proceed without instruction in technical reading. Also, the statewide removal of assessment leaves students uncertain of whether they need reading instruction or not. Student success rates in content area classes will possibly be affected by the lack of reading support for basic skills students.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

The non-credit classes, N READ 949 and 931 did not fill in Fall 2018 and were cancelled. This could be due in part to financial aid and/or other program requirements like the Promise Program which discourage students from enrolling in non-credit courses, regardless of their need for remediation. Non-credit classes in the future will be offered in connection to other programs such as the VDF or Camp Pendleton to increase their enrollment and provide needed developmental instruction to those students. Due to the influence of AB 705, we have increased the number of offerings of READ 110 and READ 120, and lowered the number of offerings of our one-level below transfer class, READ 50. However, in Fall 2019, the READ 50 offerings had a 100%+ fill rate, so Reading Services will need to make certain that we are continuing to serve the needs of students who require developmental instruction in reading in order to succeed in

college-level content area classes.

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. Due to the changes in curriculum in order for Reading Services to be compliant with AB 705, including the elimination of all but one level of developmental instruction, many students enroll in transfer-level reading courses where they are often unable to succeed. Although we have provided strong peer tutoring for these students, their success is not guaranteed.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?

Decreased

Was this expected?

Reading Services' course success rates have decreased from 70% in 2014-15 to 67% in 2018-19. While not desirable, it is not entirely unexpected as many students are enrolling in transfer-level classes (READ 110 and READ 120) without the necessary preparation to do so. Also, as per the Administration's request, we have moved to more on-line and hybrid courses to make enrollment easier for students. For instance, in READ 120, we have completely changed the delivery of the program from 5 face-to-face classes with 2 on-line offerings to two face-to-face classes with 6 on-line offerings. The success rate for READ 120 when offered face-to-face is 89% (an increase of 10% from 2014-15) while the on-line offerings success rate is 59% (a decrease of 13% since 2014-15). The face-to-face retention rate is 98%, while the on-line retention rate is 88%. Also, with the elimination of developmental courses designed to prepare students for transfer-level reading, many students are unprepared to achieve success in READ 110. With tutoring, face-to-face students are more likely to cope with this roadblock than on-line students, which is supported by our 73% success rate for face-to-face READ 110 classes as opposed to 57% for hybrid READ 110 classes.

What is your Stretch goal for COURSE success rates?

75.0%

How did you decide upon the goal?

Reading Services did achieve a 74% overall success rate of 74% in 2016-2017, and it is not unreasonable to assume that we could achieve an even higher rate with embedded tutoring and changes in curriculum to make our courses more accessible to students and more supportive of content area classes in Guided Pathways. We will need to examine our on-line offerings to determine how we might increase the overall success rate in on-line READ 120 courses and the hybrid READ 110 courses.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

While our retention rate remained the same (90%) in 2018-2019 as it was in 2014-15, we did have a significant increase in retention in 2015-16 to 93%. Regardless, our retention rate is excellent, due to our strong peer tutoring program, individualized tutoring/assistance from our highly skilled ISAs, and line of sight lab supervision by instructors to facilitate student learning. We did expect our retention rate to remain steady due to these factors.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Age
Ethnicity
Gender

Gender: Why do you think gender differences exist? What do you need to help close the gap?

Female students in all classes tend to have a higher success rate (70%) than males (62%), while the retention rate for both remains consistent at 90%. While it is true that female students are more likely to schedule appointments to work with tutors in our lab, we will need to provide increased support in both reading and study skills for our male students.

Age: Why do you think age differences exist? What do you need to help close the gap?

Reading Services is most successful (70%) with students aged 20 to 24, slightly less successful (67%) with students aged 25 to 49, and the least successful (65%) with students aged 19 and under. While it is true that the younger students are less prepared in study and reading skills to take our transfer-level courses, we will need to discuss this phenomenon as a department to see how it might improve. Certainly a strong focus on helping students improve their study skills would be very effective. Also, it should be noted that many of our younger (freshmen) students in the past came to us from Summer Bridge, where they developed stronger reading and writing skills, and received a strong introduction to the college learning atmosphere. In the absence of Summer Bridge, instructors in Reading will need to provide college preparation strategies to all students in their courses.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

Students in the Reading Services Program make up a very diverse population. Asian (88%), white (72%), and students of multi-ethnicity (75%) have the strongest success rates. Hispanic (64%) and Black or African American students (64%) remain at a lower success rate and clearly need increased availability of embedded tutors and line-of-sight instructors in both the class and lab.

Are there differences in success/retention between on-campus and online courses?

Yes

Do you have any best practice methods you use for online courses to share with the community?

As our on-line READ 120 courses and hybrid READ 110 courses have a much lower success rate (58%) than our on-campus courses (70%) the Department will need to examine the on-line courses more

thoroughly for strengths and weaknesses, and create more professional development opportunities for our instructors to improve their success rates. It is true that college-wide students in on-campus classes have a greater success rate (70%) than on-line students (64%).

Please explain.

Faculty teaching READ 110 and READ 120 online will be involved in professional development opportunities offered on campus to improve pedagogy and course development in order to increase the success rate of online students.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

SLOs concerning vocabulary and comprehension growth, as well as independent reading assessments are measured each fall in all sections. The results are then entered in TRACDAT and then discussed in the next department meeting. Course assessment in READ 120 is coordinated by the instructors and each SLO is scheduled to be assessed every other year. SLOs 1 and 2 will need to be assessed in Spring 2020.

How have you improved course-level assessment methods since the last PRP?

Course level assessment methods are basically the same as Spring 2019. Reading Services' course-level assessment methods have depended on pre/post testing to determine growth in vocabulary and comprehension. We will continue to use that assessment method as it is important for placement in our programs and referral to additional courses in the department. However, we are currently brainstorming creative assessment methods to determine Read 50 and Read 110 students' competency in a variety of skills in reading, such as the ability to assimilate technical reading material, to find and distinguish between topic and main idea, to recognize rhetorical modes, and distinguish between fact and opinion. In Read 120, student competency in critical thinking strategies 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.

As READ 49 and READ 51 will no longer be offered and will be replaced by READ 50, which will be offered in Fall 2019 in order to bring Reading Services into compliance with AB 705, our pertinent examination of outcomes assessments should concern READ 110 and READ 120. In READ 110, students exceed the criteria for comprehension growth and independent reading by over 6%. However, the growth in vocabulary fell below the criteria by 3%. In Read 120, only SLO #3 was measured (the others should be measured in Spring 2020). SLO #3 requires that students will demonstrate their ability to collect, organize, and evaluate relevant evidence necessary to make decisions, solve problems and/or develop convincing, supported, and well-founded conclusions on issues of current relevance. 71.2% of students met or exceeded the criteria for this outcome. An additional 20.9% of student nearly met this outcome.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?

Clearly, using pre/post standardized testing in vocabulary to measure growth leaves us with the question as to WHY students do not meet the criteria. Could it be that students who self select are sometimes misplaced in transfer-level reading classes and struggle to deal with vocabulary at a very high level? Could it be that those students would benefit from embedded tutors in transfer-level courses to achieve their goals? Perhaps the pre/post testing in vocabulary does not take into account the currency of the vocabulary included on said test and that vocabulary measured is not relevant to students in reading contemporary technical reading material. In READ 120, many students struggle with writing skills and find the completion of technical writing to be extremely difficult.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

Increased focus on the mastery of technical vocabulary in READ 110 will be important to aid students in attaining the necessary growth to meet our criteria. Providing embedded tutors for students reading and writing below transfer level who are enrolled in READ 110 and READ 120 will help support those students in achieving their goals.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

Reading Services is not a program, consequently there are no program outcomes.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

Reading Services examines the scheduling practices of departments whose students would benefit from support in reading technical material to attempt to limit conflicts in scheduling. Classes are typically scheduled on Mondays/Wednesdays or Tuesday/Thursdays in both the morning and afternoon to provide working students the ability to take the course and work later in the day. This is also effective for students involved in sports programs who need to practice in the afternoons.

How do you work with other departments that require your course(s) for program completion?

While other programs do not require our courses for their program completion, we work closely with them in Guided Pathways and the Completion Academy to provide support for students in their classes so that they are better able to read technically with strong analysis.

Does your discipline offer cross-listed courses?

No

Are there curriculum concerns that need to be resolved in your department? What are they?

READ 105 should be offered as part of Guided Pathways as soon as it receives CSU approval. In order to provide support for students who need to receive reading instruction while limiting the number of units it takes them to complete, a one unit course in academic reading strategies with different forms of presentation (4X4, late start, 8 week) should be developed and scheduled after consulting programs that would recommend the class for their students.

How is the potential need for program/course deactivation addressed by the department?

READ 30, 31, 32, 49, and READ 51 will need to be deactivated in Spring 2020 to bring Reading Services into compliance with AB 705.

Is your department pursuing non credit or not-for credit options at this time?

Yes

Are there areas you would like to expand?

Our non-credit courses (N READ 931, 932, and 949) will need to be better marketed to students who cannot solve their reading deficiencies in one semester of READ 50. This will be especially necessary to serve DRC, ESL, and transition students. It is important to note that local Adult Education programs do not offer courses in improving reading skills, so students cannot be referred to those programs. Our non-credit program must be expanded and supported by the institution to prevent low-end readers from falling through the cracks.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

Basic skills students who wish to enroll in non-credit or READ 50 courses typically experience less success dealing with on-line classes. We do not offer those classes on line. READ 120 presently and READ 105 in the future can be effective using both on-line and face-to-face presentations. We need to be certain that we provide significant support for students taking those courses on-line as success and retention levels for on-line courses are significantly lower than face-to-face courses, especially in reading.

Describe other data and/or information that you have considered as part of the evaluation of your program

In light of AB 705, we look for guidance from the Chancellor's office and examine other community colleges to determine how they provide reading instruction without impacting student equity or neglect those students who cannot function effectively in academic reading situations without support.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Students who complete our Reading Services classes, especially READ 110 and READ 120, often seek out teacher education training upon transferring to four year college like CSUSM. Several of our students apply to work as embedded tutors in our classes and in the Reading Lab once they have completed our transfer-level courses. One student in particular, Esmeralda Quijada, completed all of our courses, transferred to CSUSM where she obtained her B.A. Degree and her Master's Degree in Education/Reading and is now teaching as an adjunct faculty for the Reading Services Department.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed

above? (click examples in the link above to get ideas)

Students preparing to transfer to a teaching program in Reading first need to develop exceptional reading skills in the areas of vocabulary and comprehension of both literature and technical reading material. They also need to be well-versed in study skills, especially when dealing with textbooks and technical reading material. They also need to be able to share their knowledge with others, especially in a group situation.

How does your program help students build these KSA's?

Our reading classes focus on providing students with strong individualized reading and study skills, and encourage students to share them with others through collaborative learning. Our tutoring program prepares students to share their knowledge of vocabulary, comprehension, and study skills with their peers as both embedded and one-on-one or small group tutors.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

Reading Service staff and faculty members are active participants in the community, especially in working with partnerships developed with local high schools. For the past two years, Melinda Carrillo has attended partnership meetings with local high school teachers in all content areas in order to facilitate bridging the gap for students between high school and Palomar College. We also actively participate in Palomar outreach events like The House of Humanities, High School Counselors' Conference, Tarde de Familia, etc. We are in regular contact with high school counselors and English instructors in order to encourage their students to attend Palomar College and enroll in reading courses as freshmen to prepare them for college success.

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?

Existing

Goal Status

Ongoing

How will you complete this goal?

Reading Services has begun the preparation for this study by contacting the Bookstore and various interested departments to obtain copies of texts currently used in entry level courses. ISAs in Reading Services will complete readability studies of those texts and provide the grade-level reading information to the individual departments on campus.

Outcome(s) expected (qualitative/quantitative)

Entry level courses in Natural Sciences and Social sciences will receive readability studies during Spring 2020 and Fall 2020.

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 courses 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

12/16/2021

Goal 2

Brief Description

Providing tutoring in reading textbooks and technical material for Palomar College students in the Reading Lab.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

This program has been implemented and is on-going.

Outcome(s) expected (qualitative/quantitative)

Students receiving tutoring will enroll in N BASC 904 so that tutoring hours will be documented through the PAT system. Evaluations of tutoring sessions would be requested of all students receiving the service.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

It would provide support for GE courses and those in metamajors, increasing student success and completion. It would also foster lifelong learning.

Expected Goal Completion Date

5/21/2021

Goal 3

Brief Description

Creation of a one unit credit support class in academic/technical reading for students enrolled in courses offered in Guided Pathways and The Completion Academy

Is this a new or existing goal?

New

How will you complete this goal?

Instructional faculty in Reading Services will collaborate in the development of this course and submit it to Curriculum.

Outcome(s) expected (qualitative/quantitative)

This course will support students in various content area classes offered through Guided Pathways and metamajors. Students will be more successful in those courses as they will be able to assimilate technical material with greater accuracy.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This course will be offered in varying time frames in order to facilitate the needs of student scheduling (4 week, 4X4, late start, etc.). This will provide students with greater success in their academic reading and content area classes and facilitate their ultimate success in careers where strong reading skills are a necessity. The class will help students in Guided Pathways to remain on a pathway to success.

Expected Goal Completion Date

4/30/2021

Goal 4**Brief Description**

Course Review of READ 110

Is this a new or existing goal?

Existing

Goal Status

Ongoing

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.

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

4/30/2020

Goal 5**Brief Description**

Improve success rates of online courses, including READ 110 and READ 120.

Is this a new or existing goal?

New

How will you complete this goal?

We will complete this goal by participating in professional developmental opportunities available on campus. We will also continue with individual instructor self-assessment of online courses.

Outcome(s) expected (qualitative/quantitative)

There will be an increase in the percentage of students successfully completing online versions of READ 110 and READ 120.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with the department mission statement in that the outcome will show increased student success in online courses, thereby providing students with improved ability to transfer to four year institutions and increased lifelong learning. Increased student success in online reading courses will provide support necessary to help students stay on the path to success in Guided Pathways.

Expected Goal Completion Date

12/17/2021

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

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?

No

Are there processes that need to be examined to ensure we are being the most efficient with funding?

No

Are there ongoing needs in your department budget that you currently do not have the resources for?

No

Do you have non-general fund sources of funding?

No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?

No

Review

Chair Review

Chair Comments

This Comprehensive Program Review is complete.

Chair Name

Melinda Carrillo

Chair Sign Date

11/1/2019

Dean Review

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

Very clear and well written mission statement. Despite declining enrollment, efficiency rates are high with close monitoring. Makes sense to change course offerings due to AB705. Reading has been working hard in Completion Academy to offer services and has expanded tutoring to all students.

Areas of Concern, if any:

Non-credit enrollment is low and there may be issues partnering with CPPEN as military students often cannot take classes that not required. I am concerned that if the one unit Reading support class is not part of a certificate or degree program that there may be enrollment challenges.

Recommendations for improvement:

Agree with need to examine online class student success rates to try and improve them. This is important as the discipline is interested in offering 4-week online classes. I recommend that the online courses are reviewed against the CVC-OEI Course Design Rubric and that all online Reading instructors have online teaching training - @One is a great option and counts for PD hours.

Dean Name

Pearl Ly

Dean Sign Date

12/18/2019

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

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

Strong success rates and retention and efficiency overall. I appreciate the creative ideas to implement subject matter.

Areas of Concern, if any:

Will need to continue to re-imagine this discipline given all the changes at the state etc.

Recommendations for improvement:

Vice President Name

Jack S. Kahn Ph.D.

Vice President Sign Date

2/26/2020