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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
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Reading Services Program

Discipline Name
Reading (READ)

Department Chair Name
Leanne Maunu

Division Name
Languages and Literature

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

Discipline Mission statement
The Palomar College Reading Discipline offers a comprehensive series of reading courses for students of diverse origins, needs, abilities, and goals. This Discipline addresses reading needs to close equity gaps and includes readings from a diverse range of cultures and viewpoints. It strives to provide students with the reading and learning skills necessary to foster lifelong learning in the humanities, STEM, social sciences, and vocational areas. Students receive individualized instruction geared toward the development of effective reading skills and critical reading and thinking.

(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 TOP coded as vocational (CTE/CE)?
No

Please list the names and positions of everyone who helped to complete this document.
Katy Farrell
Erin Feld
Tanya Sangret

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
2

Full-time Faculty (FTEF)
2

Part-time faculty (FTEF)
0

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

Additional hourly staff that support this discipline and/or department
None at this time

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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.

How do they align with employer and transfer expectations?
Our course outcomes are part of the General Education program. READ 110 meets the life-long learning GE and CSU transfer requirements. READ 120 meets the critical thinking GE and CSU transfer requirements. All of the courses support the college's GE/ILOs, especially the communication outcome and the creative, critical, and analytical thinking outcome. Additionally, the Discipline meets the community, multicultural/global consciousness and responsibility GE outcome.

Furthermore, our course outcomes support the knowledge, skills, and abilities required for all of our CTE programs.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
NA

How have these factors presented challenges for your program(s)?
NA

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. While reading courses are open to and encouraged for all, students who enroll in READ courses are often encouraged to enroll because their previous coursework or experience indicates a need for significant improvement in the areas of reading comprehension, vocabulary, and learning strategies. Most students enrolled in a reading course assess well below the college reading level on the first day of class. Also, the vast majority of our students identify with disproportionately impacted groups. These factors are all challenges to course success. Also, since we offer developmental level courses, it should be noted that the course success rates for our developmental level courses are significantly lower than the college average.

What is your stretch goal for course success rates?
75.0%

How did you decide upon the goal?
Beginning in summer of 2020, the Discipline began updating our: learning outcomes, curriculum, reading lab programs, materials, delivery methods. We believe these updates will help close equity gaps and address challenges current students face because of AB 705. We are also hoping to pair with disciplines to provide more "just in time" reading support and 110 and/or 120 classes linked to meta majors.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?
We started by changing our course learning outcomes for all classes to make them more consistent with AB 705, transfer-ready, and career needs. We are also using new instruments for the READ 50 and 110 classes to measure course learning outcomes. For READ 120, we have started using the outcomes feature in Canvas to analyze course SLO progress and achievement.

Summarize the major findings of your course outcomes assessments.
For READ 50 and 110, past assessment data did not provide enough meaningful feedback as to where students are specifically succeeding and struggling. Therefore, the discipline has chosen to rewrite the SLOs and change the evaluation methods.

From our READ 120 Spring 2020 assessments, we learned the pedagogical changes we made since 2018 have helped students to achieve the learning outcome focused on choosing and using information sources. We have added more scaffolding and have included library resources and services, including a visit (virtual or f2f) with a reference librarian. The percentage of students meeting the "choosing and using sources" learning outcome jumped from 71% in 2018 to 90% in 2020.

We've also observed that students who participate in READ 120 until the end of the semester meet all of the course learning outcomes. However, it is difficult to identify if those students who drop the course at varying points are doing so because they are struggling to meet one or more of the learning outcomes or for other reasons (probably both). We would like to identify a plan for identifying if and why students might be struggling to meet course outcomes earlier in the course and whether this contributes to students dropping the course. We plan to fold this into our plan for retaining online students program goal since the majority of READ 120 sections are taught online (pre and post COVID).

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

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

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?
Our courses prepare students for all careers and for life skills.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
If you visit the O-Net web site and view the KSAs of any career path, you will find KSAs that address the need for strong reading comprehension and critical thinking skills. From Welding to Accounting to Automotive Technology to Dental Assisting to Mental Health Counselor (just to name a few), reading is included as an ability needed for students to be prepared for the industry when they complete the program. For example, students are expected to have reading abilities like: "Understand written sentences and paragraphs in work related documents," and "the ability to read and understand information and ideas presented in writing."

How does your program help students build these KSA's?
The Discipline introduces academic and vocational texts to teach students how to: improve comprehension, apply content learned, use comprehension and vocabulary skills, and to think critically about texts. These skills will help with students' academic and career success.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word 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?
Yes

Please list any questions and describe what you need to integrate work-based learning.
We have ideas of how to support reading comprehension, vocabulary skills, and critical thinking for our CTE programs. How do we start helping them to incorporate these ideas?

We want to help!

How do you engage with the community to keep them apprised of opportunities in your program?
To the outside community, we actively participate in Palomar outreach events like The House of Humanities, High School Counselors' Conference, Tarde de Familia, etc.

With the Palomar community, we work with DRC and English to promote our courses and to discuss student pathways and curriculum. We participate in the AB705 workgroup and the subcommittee, the Tutoring Committee, The Student Success and Equity Council, and the Title V/ STEM Steering Committee. We have also worked with counselors when considering new curriculum.

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
Improve Success in Online Classes

Is this a new or existing goal?
New

How will you complete this goal?
We will complete this goal by participating in professional development related to online course success. Reading faculty will also share successful practices with colleagues at department meetings. For example, faculty member, Katy Farrell, is participating in the first cohort of the CVC-OEI grant. And, faculty member Erin Feld completed the POCR training and is a Palomar POCR reviewer.

We also plan to assess student learning outcomes earlier in the course so we can intervene and provide more support to students in need.

Outcome(s) expected (qualitative/quantitative)
Expected outcomes: 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 will help with addressing equity gaps.

Expected Goal Completion Date
12/19/2021

Goal 2

Brief Description
Review Course CORs

Is this a new or existing goal?
New

How will you complete this goal?
The CORs for all Reading classes will be reviewed and updated by full-time faculty in Reading.

Outcome(s) expected (qualitative/quantitative)
We will revise and have our CORs approved by the Curriculum Committee.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The classes will be revised to reflect the current student needs in light of AB705 and Guided Pathways. The revisions will help address equity gaps, and can help prepare students for the humanities, STEM, social sciences, and vocational areas.

Expected Goal Completion Date
8/22/2022

Goal 3

Brief Description
Integrate reading instruction into programs and pathways.

Is this a new or existing goal?
New

How will you complete this goal?
Reach out to disciplines and programs at the college to come up with strategies for supporting their students.

Outcome(s) expected (qualitative/quantitative)
We will create curriculum in various instructional formats to help with specific reading skills for specific disciplines and programs.

For example, we could offer curriculum for: reading online, reading for math, reading for social sciences, etc. that helps support student retention and progress through pathways.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
The curriculum will be revised to reflect the current student needs in light of AB705 and Guided Pathways. The new curriculum and instructional format will help address equity gaps, and can help prepare students for the areas like humanities, STEM, social sciences, and vocational areas.

Expected Goal Completion Date
12/17/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
Yes

Technology Request

Technology Request 1

What are you requesting?
Reading Lab Programs

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.
Merit, Newsela, and Quizlet programs licenses.

Our READ 50 and 110 students have required lab as part of the COR, and the programs are used for this lab. Additionally, as we start offering 105, we will use these programs for reading support.

Estimated Amount of Request.
$3,000.00

Will you fund the request through your budget or other sources?
Existing Budget

What PRP plan goal/objective does this request align with?
Goals 1 and 3

What Strategic Plan 2022 Goal:Objective does this request align with?
1:3   2:4

**If you have multiple requests for technology and had
to prioritize, what number would give this? (1 =
Highest)**

**Do you think that your request for technology will require
changes to a facility?**
No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your dean no later than 10/30/2020.*
  - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
  - *The results of the review will be sent to the dean and chair with feedback.*
  - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
    - *Requests for one-time funding will move forward for prioritization.*
    - *Requests that use funding from your department budget may move forward for purchase.*

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
efeld@palomar.edu

Review

Chair Review

Chair Comments
All of the goals and information for the Reading program look excellent, and I appreciate the thoughtful attention that Erin Feld and Katy Farrell put into their courses and program.

Chair Name
Leanne Maunu

Chair Sign Date
10/28/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
The review is detailed and shows how very creative and dynamic the faculty are. There are many new initiatives in the making that sound promising to increase the range of students' needs the discipline can address within the department and beyond.

Areas of Concern, if any:
N/A

Recommendations for improvement:
Illustrate improvements to student success as new courses are introduced with empirical evidence, particularly for DSPS and DI student populations.

Dean Name
Dr. Fabienne S. Chauderlot

Dean Sign Date
11/2/2020

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 and meaningful SLO and assessment analysis; desire to collaborate campus wide, including for purposes of WBL; goal of addressing equity gap through improvement of online instruction/learning; overall strong PRP.

Areas of Concern, if any:

Recommendations for improvement:
work with tutoring college-wide to help build tutoring skills in helping students with reading assignments

Vice President Name
Shayla Sivert

Vice President Sign Date
12/29/2020