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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Languages and Literature

Department Name

English

Department Chair Name

Leanne Maunu

Discipline Name

Reading (READ)

Department Chair email

LMaunu@palomar.edu

Please list the names and positions of everyone who helped to complete this document.

Katy Farrell, Associate Professor

Erin Feld, Associate Professor

Tanya Sangret, ISA III

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

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) [Permanent Faculty and Staff Count](#)

2) [FTEF LINK](#)

How many permanent or full-time faculty support your discipline (program)?

2

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

2

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

2

List the classified and other permanent staff positions that support this discipline.

ISA III, 12 months, 100%

List additional hourly staff that support this discipline and/or department

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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?

NA

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

NA

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

NA

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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 STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

Our last round of course SLO assessments were administered to courses offered online due the the current pandemic. Overall, students who are actively participating in the three currently offered courses, READ 50, 110 and 120, are meeting the course learning outcomes. The students who struggle to meet the outcomes are those who stop participating in the course activities, asynchronous and/or synchronous. This finding strengthens our commitment to our first program goal, to improve success and retention in online courses. We discuss the actions that we have taken to address retention and achievement of SLOs in the goals section of this PRP.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

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

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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? 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-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?

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 VI/STEM Steering Committee.

We have also worked with counselors and other departments when considering new curriculum.

We also have informational booths or give presentations for Palomar Promise students, the Week of Welcome, Palomar Preview Days, Plenary, and events at the Rancho Bernardo and Fallbrook centers

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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description

Improve Success in Online Classes

Is this a new or existing goal?

Existing

Goal Status

Ongoing

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, participated in the first cohort of the CVC-OEI grant and completed two @One courses: Humanizing Online Learning and Equity and Diversity in Online Teaching and Learning. She is also part of the Fall 2021 Palomar Diversity and Curriculum cohort.

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 50, 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

12/16/2022

Goal 2

Brief Description

Review Course CORs

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

In fall 2021 we launched course reviews for READ 110, 120, 197, and we deactivated 47.

We review READ 50 and 105 by fall 2022.

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

12/16/2022

Goal 3**Brief Description**

Integrate reading instruction into programs and pathways.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Reach out to disciplines and programs at the college to come up with strategies for supporting their students.

One step towards this is that in spring 2022 there will be a pilot of the READ 105 class that will be geared towards students taking statistics classes because these classes are required for graduation/transfer, and these are classes that AB 705 has impacted. After this pilot, we would like to increase offerings of the READ 105 class to reach more students in various programs and pathways.

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.

We will measure the success rates of those who take both READ 105 and statistics for the quantitative outcomes.

We hope to start offering more sections of READ 105 to help more students in classes impacted by AB705.

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

5/26/2023

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 fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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.

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 in those classes.

Estimated Amount of Request.

\$3,000.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

Do you already have a budget for this request, or will you need additional funds?

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 11/19/2021.*
 - *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.*

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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