



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Languages and Literature

Department Name

English, Humanities, and Reading

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Reading (READ)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Leanne Maunu

Department Chair email

LMaunu@palomar.edu

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

Erin C. Feld, Professor, Reading

Website address for your discipline

<https://www.palomar.edu/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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

Palomar's mission states: "Palomar College respects each of our students' experiences and supports them to achieve academic success." Reading is a fundamental skill needed for students to succeed in their academic careers.

In Values, under Access and Academic Excellence, Reading helps students with succeeding in their education. Not every student is able to read at a college level, so their classes won't be accessible to them without reading support and instruction. We provide students with skills they will need to succeed in the classroom and their daily lives and careers.

Link: [Vision, Mission, and Values](#)

[\(Click here for information on how to create a mission statement.\)](#)

Does your discipline have at least one degree or certificate associated with it?

☐ Yes ☒ No

Are any of your programs TOP coded as vocational (CTE/CE)?

☐ Yes ☒ 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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

76.95%

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

Link: [FTEF Data](#)

5.03%

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Instructional Support Asst III

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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](#). 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

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

Skills taught in the discipline of Reading help students in every GE/ILO area. Without literacy and skills to tackle reading unfamiliar words and texts, students will not be successful in their classes. Our courses have outcomes that include looking at literal comprehension, vocabulary strategies, comprehension strategies, analysis, identifying bias, seeing how evidence is used, analyzing arguments to decide what they agree with and don't agree with, etc. All of these skills lead to better academic reading comprehension. which helps students in any class they are taking.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

READ 50, 110, and 120 are looked at below as they are the three classes taught both in fall and spring of 2021 - 2022.

READ 50: Communication A - Written Written communication: the development and expression of ideas in writing.

- Students who passed the class used for the assessment were able to successfully explain things like the author's topic, main idea, and support used to back-up the main idea.

READ 110: Communication A - Written Written communication: the development and expression of ideas in writing.

- Students who passed the classes for the assessments were able to successfully write about what they were reading and their thoughts and analysis about the topics presented in the readings.

READ 110: Critical A - Critical Thinking: Apply, analyze, synthesize, and/or evaluate information as a guide to belief and action. Practice open-mindedness and the recognize one's own biases and assumptions.

- Students who passed the classes for the assessments were able to apply, analyze, and synthesize, but instructors discussed coming up with other ways to allow students to demonstrate these skills beyond writing which was a pandemic limitation.

READ 110: Critical B - Info Literacy Information literacy: Develop a research question; find, evaluate and ethically use information to satisfy a research question.

- Students who passed the classes for the assessments could do this successfully.

READ 120: Communication A - Written Written communication: the development and expression of ideas in writing.

- All 39 students who passed the course met this outcome. The majority of students exceeded the expectations of this outcome. Three students, while still enrolled, stopped participating in the course and for this reason, they did not meet the outcome.

READ 120: Critical A - Critical Thinking: Apply, analyze, synthesize, and/or evaluate information as a guide to belief and action. Practice open-mindedness and the recognize one's own biases and assumptions.

- All 39 students who passed the course met this outcome. The majority of students exceeded the expectations of this outcome. Three students, while still enrolled, stopped participating in the course and for this reason, they did not meet the outcome.

READ 120: Critical B - Info Literacy Information literacy: Develop a research question; find, evaluate and ethically use information to satisfy a research question.

- All 39 students who passed the course met this outcome. The majority of students exceeded the expectations of this outcome. Three students, while still enrolled, stopped participating in the course and for this reason, they did not meet the outcome.

READ 120: Critical C - Teamwork Teamwork: Apply interpersonal, problem-solving, time management, and other collaboration skills in a team environment

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

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 below a college reading level. Also, the majority of our students identify with disproportionately impacted groups. These factors are all challenges to course success. Also, it should be noted that the drop below 70% mostly happened during the pandemic when classes were all virtual or synchronous on Zoom when students were dealing with many other things at the same time.

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

☐ Increased ☐ Stayed the same ☒ Decreased

Was this expected? Please explain.

Expected. The drop below 70% mostly happened during the pandemic when classes were all virtual or synchronous on Zoom when students were dealing with many other things at the same time. Though many efforts were made by faculty to keep students enrolled, the students were dealing with a lot of other things that (rightfully) put education lower on their list of priorities at the time. In addition, not all students want to take online classes, but there was no other option for them if they wanted to continue taking classes. This means students who would not normally have chosen this modality for courses now only had the option for online learning, and it is certainly not the ideal learning environment for many students.

What is your stretch goal for course success rates?

70.0%

How did you decide upon the goal?

Beginning in summer of 2020, the Discipline began updating our: learning outcomes, curriculum, reading lab programs, materials, and delivery methods. We believe these updates will help close equity gaps and address challenges current students face because of AB 705 now that classes are back to more being offered in-person. 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.

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

☐ Increased ☐ Stayed the same ☒ Decreased

Was this expected? Please explain.

This is expected. I hate to keep blaming the pandemic, but the data shows this is when the drops happened. All classes were offered completely virtual except for the READ 50 class which was synchronous on Zoom, but work was still completely accessed online. Even before the pandemic research shows retention in online classes was lower, so then you put students in the middle of a pandemic and a host of other problems to deal with in their lives and the world, this is not at all surprising. This was also when the lab requirement for READ 50 and 110 went completely online. Though this offers more flexibility for students allowing them to do lab any time of day instead of only times the Reading Lab was open in the past, it also means they no longer had a place to go to do the lab work and have people to help as they worked. Though instructors and a tutor were available to help students, many learners benefited from having the lab with people available to help them as they worked in that moment without having to make appointments.

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

- ☐ When or where (time of day, term, location) ☒ Gender
☒ Age ☒ Ethnicity
☐ Special Pop. (Veteran, foster youth, etc.)

Gender: Why do you think gender differences exist? How can you close the gap?

Females had a higher success rate than males. We are offering classes in person again for all three of our classes: READ 50, 110, and 120. I expect this will help as the numbers started to show significant differences happened in 2020 - 2022. Additionally, the discipline will continue to work on evaluating equity and retention practices. As we get back to in-person classes, it will be important to look at our data to see if things are improving as expected now that students no longer only have online classes as an option. If things are not improving as expected, we will look more into what reasons there might be and how we can fix the causes for this inequity.

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

Younger students had a lower success rate. We are offering classes in person again for all three of our classes: READ 50, 110, and 120. I expect this will help as students when the numbers started to show significant differences happened in 2020 - 2022 when classes were only offered online. Many younger students are still figuring out study and time management skills, so an online class is a challenge for them to navigate the time needed to succeed. Additionally, the discipline will continue to work on evaluating equity and retention practices. As we get back to in-person classes, it will be important to look at our data to see if things are improving as expected. If things are not improving as expected, we will look more into what reasons there might be and how we can fix the causes for this inequity.

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

Hispanic students had lower success and retention rates than white students. We are offering classes in person again for all three of our classes: READ 50, 110, and 120. I expect this will help as students when the numbers started to show significant differences happened in 2020 - 2022 when classes were only offered online. Additionally, the discipline will continue to work on evaluating equity and retention practices. As we get back to in-person classes, it will be important to look at our data to see if things are improving as expected. If things are not improving as expected, we will look more into what reasons there might be and how we can fix the causes for this inequity.

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

☒ Yes ☐ No ☐ N/A

Please share any best practice methods you use for online courses.

All faculty have been trained in teaching online and pick best practices they want to use. We do things like: reach out to students who aren't doing work, we allow revisions, we work to build community, return work quickly with feedback to help with future assignments, respond to student questions quickly, offer office hours, etc.

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 to the current pandemic. One course met synchronously through Zoom. Overall, students who were actively participating in the three offered courses, READ 50, 110 and 120, meet the course learning outcomes. The students who struggle to meet the outcomes are generally those who stop participating in the course activities in asynchronous and/or synchronous classes. This finding strengthens our commitment to our first discipline 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.

Course level SLOs can be accessed through [Nuventive Improve](#)

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

I think the assessments are adequate for thinking about student learning in courses now that we are back to offering classes in person. This will be revisited as we get back to the in person mode of learning to see if anything stands out that we need to address.

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?

The discipline has two new in-person part-time instructors, and we are back to offering a section of all of our classes face-to-face. I believe in person classes alone will help a lot with the outcomes, and we will continue to monitor that to confirm that is helping. If it isn't, we will assess what else we can do to help students more.

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

☒ Yes ☐ No

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.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

READ 50, 110, 120, and in spring 2022 105 will all offer an in person section (and the READ 50 class will only have an in person class). As we came back from the pandemic, we went back to the classes we had offered online vs face-to-face in the past. Before the pandemic we found students were not enrolling in the 8 am classes, so we stopped offering classes at that time. Additionally, with students now wanting more online classes (they were our first classes to fill in fall 2022), for fall of 2022 we decided to make the in-person 110 class a hybrid.

Because READ 50 and 110 have lab requirements, they are harder to do in shorter than 16-week sessions. It is possible as we have offered these classes in the summer in the past, but in summer that is often the only class a student is taking vs during fall or spring when they are usually enrolled in other classes, so we find it best to only offer these as 16-week classes. Additionally, the READ 50 students generally need to work slow and steady, so fewer weeks, though the same amount of hours, would generally not appeal to those students.

However, the READ 120 class can allow for more flexibility with offerings because it does not have a lab requirement. We picked daytime for the in-person, 16 week 120 because that was what has been successful in enrolling students in the past. For the online classes, one is semester length for students who don't want fewer weeks. Then we also offered a second eight week class in the past, but the three instructors who taught that found students seemed to forget they enrolled in the class. For example, in spring of 2021, there were eight students who never logged onto the class on Canvas and did not respond when the instructor reached out to them multiple times by email and through the Canvas Inbox. Therefore, in fall of 2022 we decided to try the late start 12-week class to see if that didn't lose as many students at the start of the class like has happened with the eight-week class. We will assess how that went when deciding on the fall 2023 schedule.

We like having at least one READ 120 class that starts later than the first week of the semester because this is a CSU transferable and GE class. There are often students who decide to enroll late, and the online versions of this class tend to fill quickly. This can open up options for students to potentially enroll or get on a waitlist instead of trying to crash a class after it has started.

Night class enrollment went down drastically and ultimately those classes were all canceled before the pandemic. The one READ 120 class we had at Escondido for years was canceled due to a lack of enrollment the last time we tried to offer it, so for now we are sticking with classes in San Marcos and online.

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

We do not have classes required by other departments.

Does your discipline offer cross-listed courses?

☐ Yes ☒ No

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

We will be facing changes due to AB 928. We have spoken to articulation and are working on figuring out what the discipline will look like in the future. The READ 110 class meets area E for CSU transfer, and this requirement will be eliminated from CSU transfer. Additionally, the READ 120 only meets CSU critical thinking transfer requirements, but with AB 928, to meet this requirement it will likely follow the UC transfer requirement guidelines, so we will need to see about what we can do to change the course to get the new combined CSU/UC transfer for READ 120.

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

This has mainly happened because of changes from the state, so we are keeping up to date with the changes and meeting people on campus who can help us with the information we need to adjust our offerings as needed.

Are there areas you would like to expand?

We know students need reading skills to be successful in college and beyond, so we need help from the school to get our classes and/or our instructors involved in classes in other disciplines to help students with these skills in content area and other classes.

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

Four-year institution and state guidance has changed things for the discipline of Reading a lot in recent years. AB 705, AB 1705, and now AB 928 has changed the way this department is viewed at the College and the changes that we need to make with the help of the College.

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

To answer the next two questions, you will need to review your [program maps](#) and program information in the [College Catalog](#).

Is the content in the program mapper accurate?

☒ Yes ☐ No

Is the content in the catalog accurate?

☐ Yes ☒ No

What needs to be corrected in the catalog?

Degrees missing for Erin C. Feld: Ones there are correct, but the MA and PhD from Claremont Graduate University are not listed.

Katy Farrell is no longer in the Reading discipline.

Page 9 lists extensions for disciplines in Languages and Literature. For Reading it should be x2672

READ 197 has not been offered in the 12 years I have been at Palomar. Not sure if it should still be in the catalog. It has not been deactivated because we have ideas of potentially using it in the future, but it is not in the mix right now.

As we are no longer a department but a discipline in the larger English, Humanities, and Reading Department, we should just be listed as Reading and not Reading Services.

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

☒ Yes ☐ No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

This is always something we talk about with our classes since the readings we do can so easily help us embed diversity in our classes. This can also lead to assignments dealing with diversity issues, so these are discussions we continuously have and that faculty work on incorporating into their classes.

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 O*net Link below) 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.

Link: <https://www.onetonline.org/>

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?

☐ Yes ☒ No

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

☐ Yes ☒ 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 counseling to promote our courses and to discuss student pathways and curriculum. We participate in the AB705 Subcommittee, the Tutoring Committee, and the GE Workgroup (as an Area E representative).

We have 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.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Improve Success in Online Classes

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

We have two part-time faculty members who haven't taught for us for a few years back with us, and one full-time faculty member who taught these classes is not with the discipline anymore. In addition, with more resources on campus open again, and with the world emerging from the pandemic, we will keep assessing to see how the success rates look and will continue working on this goal as needed.

Goal 2

Brief Description

Review Course CORs

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Some revisions have been made, but we will continue to look at and revise our classes to reflect the current student needs in light of AB705, AB 1705, and Guided Pathways. The revisions will continue to help address equity gaps, and can help prepare students for the humanities, STEM, social sciences, and vocational areas.

Additionally, we will need to revise courses once final decisions on AB 928 are made and we know what we will need to do to offer reading classes that will align with this AB.

Goal 3**Brief Description**

Integrate reading instruction into programs and pathways.

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

With AB 928, we will need to see what classes can be offered as is and which need to be revised. After we do that we can continue outreach to other disciplines to get reading instruction integrated into programs and pathways.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

We will continue outreach to see how reading classes and/or instructors can integrate with and help disciplines to teach their students reading and vocabulary skills that will help with their success in academia and their lives beyond education.

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

none

In the previous sections of this PRP, 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.

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

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

Revise courses so they adhere to changes made to what is transferable because of with AB 928.

How will you complete this goal? Include Strategies and Timeline for Implementation.

How: wait to see the final decisions made with AB 928, review requirements, review our classes, see what changes can and should be made so READ 105/110 and 120 can still be offered.

Then we will work on the revisions and go through the process of talking to the articulation officer to see what suggestions there are and to get the revised courses through the process.

See what changes Palomar makes to the GE cycle once AB 928 is finalized.

It is at least a two year cycle to get things CSU and UC approved, so this should be completed so classes can be offered by fall of 2025

Outcome(s) expected (qualitative/quantitative)

Revised courses that students can still take for GE and transferable units and help them with essential reading skills.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

SP Goal 1: STUDENTS: Increase student access, progress, and completion, while decreasing equity gaps. (Guided Pathways: Get on the Path, Stay on the Path)

One way students can show progress that leads to completion is by making sure they have the essential skill of reading that will help them with all of their classes and academic success.

Expected Goal Completion Date

8/18/2025

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☐ Yes ☒ No

Are you requesting AA, CAST for Classified Staff?

☐ Yes ☒ 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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?

☐ Yes ☒ No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for

prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are **STRONGLY** encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☒ Yes ☐ No

Technology Request

Technology Request 1

What are you requesting?

Our READ 50 and 110 students have required lab as part of the COR, and programs that need licenses are used for the lab requirements.

Is this a request to replace technology or is it a request for new technology?

New Technology

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Courses with lab requirements need the lab programs to be funded.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students

c. What are the expected outcomes or impacts of implementation?

Students will be able to complete their lab requirement for the classes, and these programs will help them with their reading and vocabulary skills.

d. Timeline of implementation

We are funded for these programs through spring 2023. We will need to renew our licenses for the school year of 2023 - 2024.

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

Licenses will be about \$3500 for the 2023-2024 school year for licenses for Merit, Newsela, and Quizlet.

Do you already have a budget for this request?

No

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?

- | | | | |
|---|------------------------------|---|------------------------------|
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input checked="" type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input type="checkbox"/> 2:1 | <input type="checkbox"/> 2:2 | <input type="checkbox"/> 2:3 |
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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

None - these are internet-based programs that students and instructors access from the internet.

Will you accept partial funding?

☒ Yes ☐ No

PART 4: FACILITIES REQUESTS

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

☐ Yes ☒ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?

☒ Yes ☐ No

Requests

Item 1

What are you requesting?

Funding for student tutors.

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Since the pandemic we have been unable to have student tutors like we had in the past. Our ISA III has been doing the tutoring, but as we get back to more offered on-campus, we need to hire student tutors to fulfill this need again.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students will benefit from having tutors, and our ISA III can transition out of having this be a main part of her job and go back to doing more of what she was doing before the pandemic.

c. What are the expected outcomes or impacts or implementation?

Having tutors will help with student success.

d. Timeline of implementation

Spring 2023

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

\$4000

Do you already have a budget for this request?

No

What PRP plan goal/objective does this request align with?

1 and 3

What Strategic Plan 2022 Goal/Objective does this request align with?

- | | | | |
|------------------------------|------------------------------|---|------------------------------|
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input checked="" type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4 |
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| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

Will you accept partial funding?

☒ Yes ☐ No

Budget Category

Please upload a copy of the quote, if available.

☒ **I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.**

Enter your email address to receive a copy of the PRP to keep for your records.