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DRAFT

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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION

Division Name

Languages and Literature

Department Name

English, Humanities, and Reading

Microsoft_List_ID

Discipline Name

Reading (READ)

Department Chair Name

Richard Hishmeh

Department Chair email

rhishmeh@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.

(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 NFORMATION: 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

For this past fall semester, what was your Full-time FTEF assigned to teach classes?	**For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)**
1.0	.60

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

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

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 to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

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

Decreased

Was this expected? Please explain.

Though disappointing, it is not unexpected. The initial drop happened from fall 2019 to fall 2020, so that makes sense. Then it went back up before falling in fall 2023. To note in there, Reading is not offering as many classes as in the past, and we have had some that were offered canceled, so first choice classes for students like in-person might have been taken away so they had to take online when they didn't want to take a class that way.

One of the major challenges right now is that we always offered some online classes in Reading, but since the return to in-person classes, students are still mostly just enrolling in the online classes making the in-person classes struggle for enrollment. In spring of 2023, the two in-person classes that were scheduled were canceled due to a lack of enrollment, and in fall of 2023 the two in-

person classes went, but they struggled for enrollment and were at risk of being canceled. Unfortunately, though students might want online classes, it doesn't mean all of them are good at taking online classes, so faculty work hard to try to keep students, but many just disappear.

Another issue that has always existed for READ 50 and 110 is there is a required lab component for the fourth unit in the class. In the past students went to the reading lab and did the required lab work there while logged into the PAT system, but that was an issue for a lot of students who couldn't get to the lab when it was open for a variety of reasons. Now all the lab work is online, but there are still students who do not complete it no matter how many times instructors reach out to them about it to make sure they know they have to do it to have a chance to pass the class. The READ 105 class was written to ultimately replace the READ 110 class so students could get the lifelong learning requirement fulfilled without the lab component, but no matter how many times I have talked about the class to counselors and students, the READ 110 class fills while the READ 105 class struggles for enrollment.

Still navigating the best way to handle things in terms of what to offer and how, but there is a bit of a pause on that while waiting to see what the District will decide on the lifelong learning requirement locally.

I would like to note, the N READ 950 class offered at Camp Pendleton is not reflected in the READ category as it is its own under N READ data heading. In addition, the N READ data is not showing for spring 2023. I also question the data for N READ because it is showing that in fall of 2023, all the students were Hispanic. There are multiple sessions in the fall semester, so I am not sure this is accurate.

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

Increased

Was this expected? Please explain.

After the drop from fall 2019 to 2020, they have gone back up.

Spring 2019 to 2020 also saw a drop. They went back up a little in spring 2021 and 2022, but then down again in spring 2023.

The spring drop is not unexpected as the in-person classes originally offered then were canceled due to a lack of enrollment, so students in them ended up having to take the online versions of classes which was not their first choice instruction method. In addition, spring tends to start with lower enrollment in classes vs fall.

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

Gender   Ethnicity
Age

Gender: What did you find and why do you think gender differences exist? How can you close the gap?

In fall of 2023, there were only 4% more females than males, so I am not sure that is mathematically significant, and that could have to do with there being more females than males in the classes. I am unable to see the total number of students by gender in each class; however, there were 19 more females than males enrolled in classes likely making up the difference.

Age: What did you find and why do you think age differences exist? What do you need to help close the gap?

Fall 2023 19 and under - 97%
Fall 2023 20- 24 - 79%
Fall 2023 - 25 - 49 - 75%

I believe some of this is about offering mostly all online classes. Our students under 19 for sure went through online pandemic schooling that has likely helped them with online class success. Students are given information on time management, online course success tips, computer program use, Canvas guides, etc., so we will need to talk more to decide what else we can provide to help older students with whatever stumbling blocks they are hitting.

Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?

Fall 2023 - Hispanic 85%
Fall 2023 - White - 92%

There were 33 more Hispanic students than White students enrolled, so this could be part of why that difference exists.

I believe for all students no matter the age, gender, ethnicity, etc, if they are taking online classes, they need laptops or desktops to really be successful - the Canvas app does not work the same as the computer version. Unfortunately, in fall 2023 it was noted that all students would get a computer when they start at Palomar, but students still had to fill information out to get them, so students may not have done this and thus might not have gotten a computer they were entitled to. In addition, I had late start classes in fall of 2023, and the website said the computers were no longer available by the time the class was about to begin leaving those students with no chance to get them.

In spring of 2024, students could ask a faculty or staff member to fill out information for them to get emergency funding, but that might not be enough for a computer and their books and supplies since the cap is $250, and if they got the funding before, they can't get it again.

It would be great for students at Palomar to be given a laptop when they start without having to fill out extra forms or get an instructor or staff member to fill out a form for them. If we make the resources easy to access, we can help all students with something simple that could lead to more success.

I am not sure if this is related to the ethnicity difference, but it is something I wanted to mention.

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

We have participated in the Hispanic Service Institution book clubs, and we have taken @One courses on online teaching, accessibility, and other topics. It is something we know still needs work and will continue to seek resources to help students.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")

0. Course SLO Report_ Last Result Date and Action Date for All Course Outcomes.xls
7.5 KB

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

XLS	[2. Last Result, Action, and Follow-up Date for Each Active Course Outcome.xls](#) 6 KB

⬇

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.

Students who work hard are the main reason for successes, I believe. In addition, faculty who work hard and care about their students are what contribute to success in the Reading classes.

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

The in-person class enrollment being so low leading to more students taking online classes, I believe, is a challenge because not every students wants to take online classes, and not all students are good at taking online classes as they require different skills than in-person classes.

I am hoping to be able to work on other ways purposeful reading classes can reach more students to give them the skills they need to be successful in all of their classes and life to meet the reading needs of more students in ways they want to take the classes.

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.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

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.

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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

PROGRAM GOALS

Progress on Prior PRP Goals

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

Click here for previous PRPs with goal information.

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

Improve Success in Online Classes

Goal Status

Ongoing

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

Continuing to participate in professional development related to online courses and talking among the full and part-time faculty teaching classes online.

Prior Year PRP Goal 2

Brief Description

Review Course CORs

Goal Status

Ongoing

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 I will continue to look at and revise Reading 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, I will potentially need to revise courses once final decisions on AB 928 and the lifelong learning requirement which our READ 105 and 110 classes fulfill.

Prior Year PRP Goal 3

Brief Description

Integrate reading instruction into programs and pathways.

Goal Status

Ongoing

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, I will need to see what classes can be offered as is and which need to be revised. After I do that, I can continue outreach to other disciplines to get reading instruction integrated into programs and pathways. However, until the decision is made at Palomar about the lifelong learning requirement, I am just waiting. Our READ 105 and 110 classes are in this category, but there isn't much to do until the District decision is made as there is no point in integrating classes into pathways when those classes might go away.

One of the main ways I want to do this is by starting a Reading Across the Disciplines program modeled after American River College's program. I am in the early stages of getting information and things figured out with this. To me, this will be the primary way to reach many students to help with reading skills so they can be successful in their other classes and beyond.

Prior Year PRP Goal 4

Brief Description

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

Goal Status

Ongoing

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

The critical reading class that exists now, READ 120, is only CSU transferable. A replacement that will fit the requirements for the Cal GETC critical thinking course, READ 205, has local approval and is in the process of state approval. I am unable to do anything with READ 105 and 110 until Palomar makes the decision on lifelong learning and if it will be a requirement or not.

Prior Year PRP Goal 5

Brief Description

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

Goal Status

Ongoing

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

Still need to find out what is happening with the lifelong learning requirement at Palomar to know how the READ 105 and 110 classes may be able to fit into reaching more students.

One way to do this may be with the Reading Across the Disciplines idea mentioned above. Even with changes, these could potentially be .5 - 1 unit classes that count for electives.

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

Do you have any new goals you would like to add?

No

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 Vision Plan 2035.

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?
No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Is your department affected by faculty on reassigned time? If so, please discuss.

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

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 ad 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.

1. 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

Technology Request

Technology Request 1

What are you requesting?

This is where I request funds for the lab programs needed for the required lab components of the READ 50 and 110 classes. The funding for these programs for the 2024-2025 school year has been covered with previous Material Fees that Reading collected in the past, so I do not need to request the money for these programs this year. However, I do want it noted here that I will need to request this money in the next PRP for the 2025 - 2026 school year.

Is this a request to replace technology or is it a request for 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)

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

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

d. Timeline of implementation

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

Do you already have a budget for this request?

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

What Educational Vision Plan 2035 Goal:Objective does this request align with?

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)?

Will you accept partial funding?

No

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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Richard Hishmeh

Date

4/2/2024