



Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Division representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program: **READING**

Division: **HUMANITIES**

Date: **10/31/2023**

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: **Valerie Tuttle**

Printed Name: **Valerie Tuttle**

Date: **10/31/2023**

Dean Signature: 

Printed Name: Kim Orlijan

Date:

11/15/23

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

After August 15, you will be able to access PDF copies of your program's ISS data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. The instruction document will also provide more context about how these standards are calculated. If you have any questions, please reach out to the Office of Institutional Effectiveness at ie@fullcoll.edu.

We exceeded the standard for the college for completion in both READ 127 and READ 142. In fact, our course completion rate for READ 142 improved by 3.7% from the year prior and READ 127 improved by 0.2%. We exceeded the standard for the college for success in READ 142 with an improvement of 4.5% from the prior year.

READ 127 COURSE COMPLETION

Standard	Previous Report	Current Report	
74.1%	80.0%	81.1%	Increase of 1.1%, Above Standard

READ 142 COURSE COMPLETION

Standard	Previous Report	Current Report	
74.1%	85.0%	88.7%	Increase of 3.7%, Above Standard

READ 142 COURSE SUCCESS

Standard	Previous Report	Current Report	
62.0%	71.0%	75.5%	Increase of 5.5%, Above Standard

READ 127 did not meet the course success standard for the campus with a decrease of 9.8% compared to the previous report.

READ 127 COURSE SUCCESS

Standard	Previous Report	Current Report	
62.0%	70.2%	60.4%	Decrease of 9.8%. Below Standard

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

We think we exceed the ISS standards for a few reasons. First, our department conducted more counseling outreach about the content and curriculum of both our READ courses so that they could best advise students who enroll in our courses. Second, our department continues to update curriculum to reflect high impact practices including Implementing continued professional learning and diverse readings into course content. Third, our department has found great success focusing on equity-based grading strategies including emphasis on assignments that focus on improving student learning and flexible due dates. Lastly, embedded tutors through Hornets Tutoring provide students opportunities to foster a sense of community within the classroom and provide additional resources to our students through weekly study sessions and drop-in student hours.

We think the possible reasons READ 127 did not meet the success standard include the fact that many READ 127 students are non-traditional such as those returning to school after a lengthy absence or students who have full time jobs. Students report the course content to be extremely beneficial, however due to time constraints and personal situations they have difficulty completing assignments. To meet ISS, the Reading Department plans to design equity strategies to improve engagement and success in our READ 127 courses with an emphasis on a holistic approach that combines engaging pedagogical strategies, a supportive learning environment, and a commitment to continuous improvement. Additionally, we plan to collaborate with colleagues and seek input from students to discuss any challenges they may be facing.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment? **N/A**

After August 15, you will be able to access PDF copies of your program's ISLO data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. Please reach out to your SLOA representative if you have questions.

2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap? **N/A**

The Reading Department CSLOs don't map to the specific ISLO that is being assessed this year, the Global Awareness ISLO, because we don't offer a degree or certificate.

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

We have one additional resource request.

The Reading Department is requesting the addition of four more embedded tutors for our Reading courses so that all students who take a READ 142 F course will have the opportunity to access support and assistance through attendance at study sessions.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?

Yes, it is imperative that this resource request be processed now. We are currently offering 5 sections of READ 142 F with 3 classes utilizing embedded tutors, and we expect to offer 7 sections next Fall as our enrollment continues to increase with the increasing number of students attending our college.

2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
 - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.

The addition of four embedded tutors would allow each student enrolled in a READ 142 section the opportunity to benefit from the in-class support embedded tutors provide and the out-of-class support provided during study sessions leading to continued improvement in course completion and success rates.

3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

The Reading Department's resource request is aligned with the College Mission Statement in that through the implementation of embedded tutors we will "foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members." Former READ 142 F students often comment how the inclusion of an embedded tutor in the course helped them to have access to the support they needed to be successful students. We believe that along with curriculum changes focused on currency and diversity, course design focused on high-impact practices, and grading equity practices, the embedded tutor program will help us address the equity gaps in our classes so that we continue to see above average course success and completion rates.

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel	4 additional tutors per semester @ \$3,750 each \$15,000/year	Hornets Tutoring
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:	\$15,000 Additional Funding	