Instructional Annual Program Review and Planning Update Form Fall 2024

## 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.**

## SUBMISSION:

**Program:**

READING

**Principal Author(s):**

Valerie Tuttle

**Dean:**

Jeanette Rodriguez

**Submission Date:**

11/27/2024 2:37:13 PM

**Author Signature:**

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**Manager Signature:**

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# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/:f:/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

READ DEPARTMENT OVERALL 2023-2024

Overall READ Dept. Success Rates

Asian 82.1% \* (82.8%)

Black 50% (50%)

Latinx 70.8%\* (70.5%)

2 or More 76.2% \* \* (78.9%)

Unknown 87.5% \*\* (90%)

White 74.4%\* (74.4%)

Overall READ Dept. Completion Rates

Asian 82.1% \* (82.8%)

Black 100% \*\* (100%)

Latinx 85.6%\* (85.5%)

2 or More 90.5%\*\* (90.5%)

Unknown 87.5% \*\* (87.5%)

White 89.5% \*\* (89.5%)

\*= Exceeds Campus Standard

\*\*= Exceeds Campus Aspirational Standard

( )= 2022-2023 data

The Reading Department’s 2023-2024 data exceeded the Campus Standard in all demographic groups except for Black students whose Success Rate was at 50%, falling short of the set standard. Completion rates were strong across all groups, with most surpassing the set standard of 74% and approaching or exceeding the aspirational goal of 86.7%. For instance, Asian, Latinx, and White students all had completion rates above 85%, indicating high levels of course retention. The success-completion disparity among Black students suggests that while retention is high, further support is needed to improve their success rates.

READ 142 F 2023-2024

Success Asian 87% \*\* (87.5%)

Black 100% \*\* (100%)

Latinx 72% \* (71.8%)

2 or More 88.2% \*\* (87.5%)

Unknown 85.7% \*\* (87.5%)

White 77.1% \* (77.1%)

Retention/Completion

Asian 95.7% \*\* (95.8%)

Black 100% \*\* (100%)

Latinx 86% \*\* (85.9%)

2 or More 100% \*\* (100%)

Unknown 85.7%\* (87.5%)

White 91.4% \*\* (91.4%)

\*= Exceeds Campus Standard

\*\* = Exceeds Campus Aspirational Standard

( ) = 2022-2023 data

READ 142 F exceeds the standard for the college for both success and retention/completion in all areas of race and ethnicity. In addition, READ 142 F exceeds the college aspiration goals for success for the Latinx and Unknown populations, and exceeds the college aspiration goals for completion for the Black and Unknown populations. The 2023-2024 data for READ 142 F was mostly consistent with the previous year’s results.

We achieved high success and completion rates in READ 142 F, exceeding the college’s set standard for both success and retention, due to several key factors.

1. We continue to implement equitable instructional practices including:

Utilizing a wide range of assessments with flexible due dates ensuring opportunities for students to demonstrate their understanding.

Providing opportunities for group activities that ensure balanced participation and encourage diverse viewpoints.

Ensuring that diverse readings and other materials are available in various formats (e.g., digital, print) that have zero or low costs for the students.

2. We incorporate high impact practices that foster a sense of community and belonging in the class including allowing students time to reflect on their learning process and progress which encourages a growth mindset and resilience. In addition, current Reading faculty are trained Mindfulness educators and incorporate small mindfulness practices into the class to help students manage stress, which research shows improves their focus and persistence.

3. Reading faculty continue to attend professional learning opportunities to learn student-centered and flexible teaching approaches that allow for different learning styles such as discussions, collaborative projects, and the ethical use of A.I.

4. 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 sessions.

5. Faculty maintain regular contact with absent students through friendly reminders emphasizing our availability for support.

6. Feedback to students is provided in a variety of formats, including auditory and written.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

READ 127 F 2023-2024

Success

Asian 60% (60%)

Black 0% (0%)

Latinx 65.8%\* (64.9%)

2 or More 25% (33.3%)

Unknown 100% \*\* (100%)

White 50% (50%)

Completion/Retention

Asian 80%\* (80%)

Black 100% \*\* (100%)

Latinx 84.2%\* (84.2%)

2 or More 50% (66.7%)

Unknown 100% \*\* (100%)

White 75%\* (75%)

\*= Exceeds Campus Standard

\*\* = Exceeds Campus Aspirational Standard

( ) = 2022-2023 data

READ 127 F had some disparities in both success and completion/retention rates when compared to the campus set standards. The success rate for Asian students was 60%, almost meeting the set standard. (62%) Latinx students had a success rate of 65.8%, slightly above the set standard. In contrast, the success rates for Black students (0%), students of two or more races (25%), and White students (50%) were below the set standard, indicating a need for increased support and resources to enhance success outcomes. Retention/completion rates show more positive results in some areas. For example, Black and Unknown students had completion rates of 100%, meeting the aspirational goal of 86.7%. Latinx students had a completion rate of 84.2%, close to the aspirational goal but not quite meeting it. Asian (80%), students of two or more races (50%), and White students (75%) all fell short of the set standard of 74%, highlighting challenges in retaining students from these groups.

The disparities in success and completion rates for our READ 127 F course could be influenced by several factors related to the unique challenges faced by its student population. Many students in READ 127 F are dealing with home-life stressors such as caregiving responsibilities which might impact their ability to maintain consistent engagement with the coursework. In addition, many READ 127 students disclose that they work at full time jobs or have other time-consuming commitments outside of school, which can affect both their retention and success in the course. Lastly, READ 127 F students often struggle with motivation or self-efficacy (per course surveys).

The READ Department is planning to implement the following changes aimed at improving success and retention rates in READ 127 F.

1. Improve flexible deadlines for students.

2. Enhance communication between faculty and students to provide consistent reminders and support.

3. Congratulate small successes with students, giving feedback that emphasizes effort and progress, and framing challenges as opportunities to learn.

4. Develop a resource module inside the Canvas course that includes information on tutoring, mental health counseling, food banks, childcare services, and other local resources and regularly remind students of these resources and how to access them.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

When comparing the 2023-2024 data to the previous year’s review in the 2033-2023 Annual Program Review update, there are only slight variations, indicating consistency in both success and completion rates across most demographics. Notably:

1. Asian Students: Success rates showed a very slight decrease (from 82.8% to 82.1%), and completion rates also had a minimal decline (from 93.1% to 92.9%), though both continue to exceed the campus aspirational standard.

2. Black Students: Success and completion rates remained the same at 50% and 100%, respectively, with completion still surpassing the campus aspirational standard. We continue to strive to improve our success rates for Black students.

3. Latinx Students: Success rates improved slightly from 70.5% to 70.8%, while completion rates remained steady at 85.6%, exceeding the campus standard.

4. Students Identifying as Two or More Races: A minor decline is seen in success rates (from 78.9% to 76.2%), but completion rates remained consistent at 90.5%, meeting the aspirational standard.

5. Unknown: Success rates decreased from 90% to 87.5%, while completion rates remained stable at 87.5%, both still meeting the aspirational standard.

6. White Students: Both success and completion rates remained unchanged at 74.4% and 89.5%, respectively, with completion still meeting the aspirational standard.

# Part 2: Additional Resource Request Reasoning and Support

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

**We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

REQUEST #1: HORNETS TUTORS

The Reading Department is requesting the "continuation" of funding for the hiring of Hornets embedded tutors for our Reading courses next year so that all students who take a READ 142 F course, (which meets a CALGETC requirement) will have the opportunity to access support and assistance during class and through attendance at study sessions. This is a repeated request to emphasize our desire to continue to incorporate embedded tutors into our READ 142 F courses.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2025 comprehensive self-study?**

The Reading Department is requesting continued financial support for Hornets Embedded Tutors on an annual basis to ensure consistent support for our READ 142 F students.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

The continuation of Hornets embedded tutors would allow each student enrolled in a READ 142 F 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.

**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.**

It is personnel-related in the way that Hornets Tutors would need to be hired.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

The Reading Department’s resource request is aligned with Fullerton College’s second Goal: Success for Every Student. 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 the Hornets embedded tutor program consistently helps us address the equity gaps in our classes so that we continue to see above average course success and completion rates.

**For each separate resource request, complete this chart with details of the request:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel |  |
| Facilities |  |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other | 4 tutors per year (in-person sections) @ $3,750 each |
| **Total Requested Amount:** | $15,000/year |

|  |
| --- |
| **Is the funding requested ongoing or one-time funding?**  Ongoing funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)  No |

**For each separate resource request:**

1. **Briefly describe your resource request.**

REQUEST #2: MARKETING/OUTREACH SUPPORT

The Reading Department would like to request a Professional Expert to assist with the marketing and outreach for our Reading courses. We would like to coordinate this request with Fullerton College’s Outreach Department. Additionally, we request a second professional expert, who is a full-time Reading Instructor, to guide and support the Outreach Expert by providing the Outreach Expert with important Reading Department information and updates, and collaborating in developing print and online marketing materials. The Outreach Expert’s responsibilities would include:

1. Creating marketing materials, both paper and digital, to help promote our Reading classes.

2. Creating and maintaining a social media presence on behalf of the Reading Department.

3. Attending campus events to serve as an ambassador for the department.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2025 comprehensive self-study?**

This request for marketing resources needs immediate attention to ensure the Reading Department can effectively inform students that READ 142 now fulfills the critical thinking requirement for CALGETC. By promoting this option, we can help students make informed choices that best support their academic paths, ultimately contributing to the college’s goal of increasing the number of students who earn Associate Degrees, Associate Degrees for Transfer, and Certificates. Securing this support now, rather than waiting for the Fall 2025 comprehensive self-study, aligns with the college’s commitment to helping students achieve their educational and career objectives.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

This resource allocation for Marketing will enhance our department’s outreach through strategic promotion, boosting enrollment and engagement with Reading courses.

**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.**

It is personnel-related in the sense that a Professional Expert would need to be hired.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

This additional resource allocation will enable the Reading Department to effectively market READ 142 F as fulfilling the critical thinking requirement for CALGETC, directly supporting Objective 2: increasing the number of students earning Associate Degrees, Associate Degrees for Transfer, and Certificates. By raising awareness about this new option, we empower students to make strategic course choices that align with their academic goals, facilitating a clearer and more efficient path toward completion. Additionally, early and targeted outreach aligns with Objective 6, helping students streamline their educational journeys. This focused marketing effort will also support students’ timely progression through their academic programs, thereby promoting the college’s broader mission of student success and completion. This request also supports the Reading Department Goals outlined in the 2021 Comprehensive Program Review: Strategic Action Plan #1: Increase student enrollment in Reading courses.

**For each separate resource request, complete this chart with details of the request:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel |  |
| Facilities |  |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other | We’re requesting enough funding to pay the Program Professional Expert for 20 hours per semester, at $20.00 per hour (Project Expert), for two semesters: $800.00 total for the 2025-2026 academic year, plus $240 for benefits for a total of $1040.00. In addition, we request funding for the Professional Expert that guides the Program Professional Expert for 5 hours per semester, at $55.00 per hour : $550.00 total for the 2025-2026 academic year. |
| **Total Requested Amount:** | $1590.00 Total |

|  |
| --- |
| **Is the funding requested ongoing or one-time funding?**  One-time funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)  Yes |

**For each separate resource request:**

1. **Briefly describe your resource request.**

REQUEST #3: SOCIAL ANNOTATION TOOL

A social annotation tool is a digital platform that can be integrated into our course Learning Management System (Canvas) that allows users to highlight, comment, and share their thoughts directly on a text or web page in a collaborative environment. It combines the traditional practice of annotating texts (like highlighting and writing notes in the margins of books) with social interaction, enabling users to engage in discussions about the text in real-time. Social annotation allows students to reflect on their own interpretations of the text while also considering alternative viewpoints. They can revise their initial thoughts after reading others’ comments, which helps in developing a more nuanced understanding. The tools we are interested in purchasing is Hypothes.is.

Link to website: <https://web.hypothes.is/discover-social-annotation/?utm_source=google&utm_medium=cpc&utm_campaign=Search_camp.24/7&utm_term=hypothesis%20social%20annotation&utm_content=706713595648&gad_source=1&gclid=Cj0KCQiAgJa6BhCOARIsAMiL7V-4gEG4CMeiC9XSypZV6CqVVhsTBpX8o6-TXANCYJFSdYEJa-wUFVEaAj3DEALw_wcB>

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2025 comprehensive self-study?**

Allocating additional resources to implement a social annotation program in our critical reading courses now will specifically enhance our program’s services by addressing students' challenges with reading comprehension, engagement, and focus. Research, such as Sonya Gugliara’s article in The Daily Mail (October 2024), highlights that college students, even at elite institutions, struggle to focus on lengthy texts. Gugliara reports that professors are increasingly lowering reading expectations to prevent students from feeling overwhelmed, often due to distractions like social media. Similarly, Alex Barton, in his article in The Telegraph (October 2024), discusses how students from state schools face difficulties in reading longer texts, which poses significant implications for academic success, cultural literacy, and broader societal impacts.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

Our goal is to leverage social annotation as a tool to actively engage students in reading within a collaborative, social context. By integrating this technology, we aim to transform the reading experience from a solitary, often daunting task to an interactive and collaborative process. This is particularly crucial for students who struggle with sustained attention. Through social annotation, students can highlight key passages, share insights, and discuss content both online and in-person, which enhances their ability to critically analyze texts. This not only benefits their performance in our reading courses but also bolsters their engagement and comprehension in other academic subjects at Fullerton College.

**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.**

From the Hypothes.is website: Benefits of Hypothesis Social Annotation:

3-5X Increase in Student Engagement: Hypothesis significantly boosts student interaction with course materials.

18% Boost in Grades: Students can see an average 18% improvement in their grades when using Hypothesis.

32% Increase in Class Retention: Hypothesis helps increase class retention rates by 32%, keeping students engaged and enrolled.

Seamlessly Integrates in Your LMS: Hypothesis is easy to use and seamlessly integrated into your LMS for easy grading and annotation over course content.

Annotate Everywhere: Annotate over any piece of online course content including articles, webpages, YouTube Videos, JSTOR content, Bookshelf by VitalSource eTexts, and more!

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

Allocating resources for a social annotation program will directly support Fullerton College’s mission and strategic initiatives as well as our program’s improvement goals identified in our last self-study. This initiative aligns with Goal 1, Objective 4, which focuses on fostering a sense of belonging. By encouraging collaborative reading and discussion, social annotation creates an inclusive space where students can connect both inside and outside the classroom, thus enhancing their sense of community.

Moreover, this program supports the college’s Core Value of Intellectual Curiosity by transforming passive reading into an active, engaging process. Students will be encouraged to ask questions, explore the readings in depth, and interact with their peers' perspectives, thereby deepening their comprehension and fostering critical thinking skills in a social context.

In line with Goal 2, Objective 7, implementing social annotation can help close the equity gap in student success and retention. When students engage more actively with course materials and collaborate in real-time, they are more likely to stay motivated, improve their understanding, and succeed in their courses. By integrating this tool, we aim to increase student engagement and provide the support needed to enhance retention rates, particularly for students who may face barriers to academic success. This aligns with our program’s commitment to promoting equity and improving student outcomes, as outlined in our previous self-study

**For each separate resource request, complete this chart with details of the request:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel |  |
| Facilities |  |
| Supplies |  |
| Computer Hardware |  |
| Computer Software | $6,000 per year for a yearly license.  (There is also an option for a 3-yr license for $15,000 at a savings of $3,000) |
| Training |  |
| Other |  |
| **Total Requested Amount:** | $6,000 |

|  |
| --- |
| **Is the funding requested ongoing or one-time funding?**  Ongoing funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)  Yes |