



# Fullerton College

## Self-study for Reading Program

2025

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### Section 1: Introduction

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1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Reading Department at Fullerton College provides a critical foundation for student success by offering courses that develop college-level literacy, analytical reading, and critical thinking skills. Our program serves a diverse student population, many of whom face academic challenges, by equipping them with the tools to engage deeply with complex texts, evaluate arguments, and apply critical reading skills across disciplines. Courses in Reading fulfill both general education and transfer requirements, making them essential to student progress toward degrees and certificates. By offering a general education course that meets the CalGETC Critical Thinking requirement, we provide students with transferable skills essential for success in advanced coursework across disciplines.

The Reading Department directly supports the College's mission to prepare students for successful transfer, degree attainment, and lifelong learning. Our curriculum promotes equity, access, and persistence by meeting students where they are and providing two clear entry points for skill development: READ 127 builds foundational college literacy and reading

comprehension skills, while READ 142 advances critical reading and thinking abilities and fulfills CalGETC's Critical Thinking requirement. Through intentional pedagogy that integrates culturally responsive teaching, active learning, and scaffolded instruction, the program supports student achievement, retention, and completion while preparing learners to be thoughtful, engaged participants in their academic and civic communities.

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## **Section 2: Students**

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### **2.1 Student Demographics and Enrollment Trends**

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

#### **Demographic Groups with the Most Enrollments**

Over the last four academic years, Hispanic/Latino students have consistently represented the majority of enrollments in Reading courses, holding steady at 57–58% of the student population. The next largest groups are White students (14–16%) and Asian students (13%), both of which have remained relatively stable. Students who identify as two or more races account for about 8–9% of enrollments.

By gender, female students make up the majority, with 60–63% of course enrollments between 2021–22 and 2024–25. Male students represent 34–35%, and students reporting unknown gender identities have grown slightly from 3% in 2021–22 to 5% in 2024–25.

#### **Underrepresented Student Groups**

Several groups remain underrepresented in the Reading Department compared to the overall college population. Black or African American students comprise only 3% of enrollments, while American Indian/Alaska Native and Native Hawaiian/Pacific Islander students each represent 0% across the last four years. Male students also remain underrepresented compared to female students, creating a consistent gender imbalance.

#### **Changes in Demographic Profile Over the Last Four Years**

The demographic profile of the Reading Department has been relatively stable. Hispanic/Latino students consistently account for 57–58% of enrollments, showing a slight increase from earlier years. White student representation declined modestly from 16% in

2021–22 to 14% in 2024–25, while Asian students held steady at 13%. Black/African American enrollment remained constant at 3%. Gender distribution has also been consistent, though female enrollments remain substantially higher, and the proportion of students reporting “unknown” gender increased from 3% to 5%.

### **Future Considerations**

While the Reading Department successfully reaches a large number of Hispanic/Latino students, there are opportunities to strengthen equity by increasing enrollment among Black/African American students, Native students, Pacific Islanders, and male students, who remain consistently underrepresented. Targeted outreach, collaboration with student support programs such as Umoja, and continued attention to culturally responsive pedagogy could help address these gaps by strengthening connection, belonging, and academic confidence among disproportionately impacted students.

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2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

**The Reading Department offers two courses: READ 127: College Literacy Skills (2-units CSU transferable) and READ 142: Logical Analysis and Evaluation (3-units, CalGETC Area 1B)**

### **Course-Level Enrollment Trends for READ 142**

Enrollment in READ 142 has shown moderate fluctuations over the past five years. In 2020–21, the course enrolled 370 students, but numbers declined sharply in 2021–22 (193 students), reflecting a pandemic-era dip in overall enrollments and shifting student course-taking patterns. Since then, the course has steadily rebounded, with enrollments rising to 247 in 2022–23, peaking at 318 in 2023–24, and leveling at 305 in 2024–25.

By ethnicity, READ 142 serves a highly diverse student population, with Latina/o/x/e students consistently the largest group (63–73% across five years). White students (11–17%) and Asian students (7–13%) make up the next largest groups, while Black/African American enrollment remains low (0–3%). Representation of students identifying as two or more races has ranged from 4–7%, and American Indian/Alaska Native and Pacific Islander students appear only rarely.

By gender, enrollments have consistently been majority female (59–63%), with male students comprising 34–38%. Students reporting unknown gender identities account for a smaller but gradually increasing proportion, growing from 3% in 2020–21 to 5% in 2024–25.

### **Changes and Possible Explanations**

Overall, READ 142 enrollment trends reflect both external and institutional influences. The sharp decline in 2021–22 was likely due to the pandemic’s disruption of enrollment patterns, as well as the challenges students faced balancing academic work with personal responsibilities. The steady recovery in subsequent years suggests that the course continues to fill an important general education requirement, particularly since READ 142 fulfills CalGETC Area 1B (Critical Thinking), making it a transferable and attractive option for students across disciplines. Stability in the demographic profile, especially the strong representation of Latina/o/x/e students, also reflects the college’s overall enrollment makeup. The modest but steady participation of other groups, alongside persistent underrepresentation of Black/African American, Native, and Pacific Islander students, points to areas where targeted outreach and student support could help broaden access.

### **Course-Level Enrollment Trends for READ 127**

Over the past five academic years, enrollment in READ 127 (College Literacy Skills) has remained relatively modest, with total annual enrollments ranging from a low of 32 students in 2020–21 to a high of 53 students in 2022–23. Enrollment dipped slightly in 2023–24 (45 students) and 2024–25 (48 students) but has remained fairly steady overall after the pandemic-related decline in 2020–21.

By ethnicity, the vast majority of students enrolled in READ 127 identify as Latina/o/x/e, consistently making up the largest proportion of the class (between 47% and 75% across the five years). Smaller but steady groups include White students (8–20%), Asian students (3–18%), and Black/African American students (2–13%). Students from underrepresented groups such as American Indian/Alaska Native and Pacific Islander appear only rarely in the data.

By gender, enrollments show a consistent majority of female students (60–75%), with male students ranging from 22–38%. A small but visible number of students report their gender as “unknown,” ranging from 2–6% of enrollments.

### **Changes and Possible Explanations**

Overall, READ 127 enrollment has been stable but remains relatively low. Enrollment reached its lowest point during the height of the pandemic, when many students postponed or reduced their course loads. With the implementation of AB 705, READ 127 now serves a more specific group of students who either place directly into the course or choose it for targeted academic literacy support. The consistently high proportion of Latina/o/x/e students suggests that the course effectively reaches this population; however, lower representation among other student groups may indicate limited awareness of the course or competing academic priorities. Despite broader changes in placement and Guided Pathways structures, READ 127 continues to fill at a steady rate, demonstrating an ongoing need for academic reading and literacy instruction among both incoming and continuing students.

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3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

When planning our course offerings, the Reading Department prioritizes meeting the needs of our diverse student population. Before each semester, we analyze enrollment trends in our department and across the Humanities Division to see which courses, times, and modalities (in-person, online, and hybrid) students are choosing most. We also review past enrollment patterns to identify when and how students are best able to access our courses. In collaboration with the Division Dean, we adjust offerings so that students have options that fit their schedules, whether they are balancing work, family, or full-time study. This process allows us to ensure that students can enroll in the courses they need in ways that support their success, equity, and timely completion of their academic goals.

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## 2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

### **READ 142**

Over the past five years, READ 142 (Logical Analysis and Evaluation) has demonstrated steady improvement in student achievement. Overall course success rates have consistently surpassed the college's institutional set standard of 62%, **rising** from 69% in 2020–21 to 76–77% in 2023–24 and 2024–25. These outcomes show strong progress toward the college's stretch goal of 80%, indicating that students are increasingly successful in completing this transfer-level critical thinking course.

### **READ 127**

Over the past five years, student achievement in READ 127 (College Literacy Skills) has shown promising improvement, reflecting the program's ongoing efforts to support student persistence and success. Course success rates have fluctuated in response to changing learning conditions, beginning at a low of 28% in 2020–21 during the height of the pandemic, then rising sharply to 70% in 2021–22. While rates dipped to 60% in 2022–23 and 58% in 2023–24, they rebounded to 65% in 2024–25, suggesting renewed stabilization and the

positive impact of instructional adjustments such as using no-cost texts, expanded student support, and increased focus on equity-minded practices.

To continue our forward progress with student success rates, the Reading Department plans to implement several intentional interventions. One priority is to pilot a short-term (8-week) READ 142 course option to provide students with greater flexibility while maintaining the structure and engagement of in-person learning. This option will help meet the needs of students balancing work, family, and academic responsibilities while expanding access to academic reading and critical thinking instruction.

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

### **READ 142**

When disaggregated by ethnicity, success rates highlight both strengths and equity gaps. Asian students (82–88%) and White students (77–82%) consistently outperform the department average. Latina/o/x/e students, who make up the majority of enrollments, have steadily improved from 56% in 2020–21 to 73% in 2024–25, moving closer to parity with the overall course average. However, Black/African American students remain below average, with success rates ranging from 54–67%, indicating a persistent equity gap that requires targeted support.

By modality, students in in-person sections of READ 142 achieve significantly higher success rates (83–86%) than those in online sections (71%), suggesting that face-to-face instruction provides stronger support for success in this reading-intensive and critical thinking–focused course.

### **Possible Factors Affecting Success Rates in READ 142**

Differences in READ 142 success rates across student groups and course modalities can be attributed to several interconnected factors. Success rates have been consistently higher in in-person sections (83–86%) compared to online sections (71%), reflecting how online learning can present challenges for students who face technology barriers, lack quiet study spaces, or rely on face-to-face interaction and immediate feedback. In addition, cultural relevance and engagement play an important role in persistence and achievement; when course readings and assignments do not fully reflect students' diverse cultural and social experiences, some may find it harder to connect with the material. Finally, a significant proportion of READ 142 students balance work, caregiving, and financial responsibilities, factors that can disproportionately affect completion rates among certain student groups. Together, these influences highlight the need for continued equity-minded strategies, culturally responsive

curriculum design, and flexible learning options to support all learners' success.

### **READ 127**

When disaggregated by gender, female students consistently outperform their male counterparts. For example, in 2024–25, the success rate for female students was 64%, compared to 53% for male students. Students identifying as “unknown” gender are a small portion of the population but show more variable outcomes.

By ethnicity, Latina/o/x/e students, who make up the majority of READ 127 enrollments, generally mirror the overall course trends, with notable improvements during years when overall success rates were highest. However, success rates for other racial/ethnic groups vary widely due to smaller enrollment numbers, which can exaggerate year-to-year swings.

### **Possible Factors Affecting Success Rates in READ 127**

The fluctuations in READ 127 success rates could be attributed to several factors:

- Success rates were lowest at the onset of the pandemic, when many students faced external challenges that impacted course completion.
- With relatively low course enrollments, year-to-year percentages are sensitive to small shifts in student performance, especially within disaggregated groups.
- The spike in success in 2022–23 suggests that pedagogical adjustments and improved student supports impacted outcomes.
- Male students and some underrepresented groups continue to show lower success rates, pointing to ongoing equity challenges that need intentional intervention.

### **To address these inequities, the Reading Department will be discussing the following intentional interventions:**

1. Expand In-Person Opportunities and Flexible Learning Opportunities
  - Increase the number of in-person sections to support students who achieve better in a classroom setting.
  - Expand the variety of course formats including late-start and 8-week options to meet diverse student needs and improve access and completion
2. Embed Academic Support
  - Build in structured peer review and collaborative reading activities through the use of the Hypothesis Social Annotation tool to provide ongoing feedback. (SAP #1)
  - Review assignments for accessibility and Universal Design Principles (SAP #2)

### 3. Culturally Responsive Curriculum

- Continue to review texts, topics, and assignments that reflect the lived experiences and cultural backgrounds of Latina/o/x/e and Black students.
- Continue to use real-world issues and media examples that connect directly to students' identities and communities.

### 4. Equity-Minded Teaching Practices

- Use low-stakes, scaffolded assessments to build confidence before high-stakes tasks.
- Incorporate growth-mindset and self-compassion practices to normalize struggle as part of the learning process.  
Targeted Outreach and Early Alerts
- Use the early-alert system provided in Starfish to provide timely, personalized follow-up.

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3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

The Reading Department does not offer degrees or certificates, so there are no completion data to report.

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4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

The Reading Department does not offer degrees or certificates, so time-to-completion data and comparisons across student groups are not applicable.

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## 2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

The Reading Department maintains a consistent and reflective process for defining, assessing, and analyzing student learning outcomes (SLOs). Our department currently assesses at the course level (CSLOs) and does not have program-level SLOs (PSLOs). Each CSLO is directly aligned with specific course assignments, such as essays, reading analyses, or reflection activities, that provide meaningful data on student performance. After almost every semester, faculty gather data on each CSLO across all course sections. Once the data is collected, the department collaboratively reviews the results during department meetings to identify patterns of student achievement and areas for improvement. The results of these assessments are then used to inform course and program enhancements. For example, when data reveals that students struggle with a particular outcome, faculty may revise assignments, increase scaffolding, or implement new instructional strategies to strengthen those skills.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

The CSLO data was not available at the time of this writing.

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## **Section 3: Other Areas of Program Effectiveness**

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1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Since the last program review, the most substantial curriculum work in the Reading Department has centered on READ 142 (Logical Analysis and Evaluation). All sections of this course recently went through a comprehensive revision process. These changes reflect faculty commitment to continuous improvement and responsiveness to student needs.

Key Updates:

- Greater scaffolding of skills, multiple types of assessment with more emphasis on formative, lower-stakes assignments to build student confidence and mastery
- Increased in-class support from instructors during written assessments
- More interactive and collaborative learning activities

- Multi-modal projects that connect directly to students' lives and experiences
  - Integration of current best practices in critical thinking instruction, including attention to the ethical and equitable use of AI
  - READ 142 has been actively incorporated into the Teacher Pathway and Administrative Justice Programs through Spring 2025, broadening its interdisciplinary reach.
  - Faculty participation in a year-long training program through San Francisco State University, resulting in equivalency for an MA in English and a certificate in Reading and Writing instruction, which informed course restructuring.
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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

Students in READ 142 courses engage in experiential learning through collaborative projects centered on themes of education and social justice. Each semester, students in both in-person and online sections work in groups to explore complex issues, drawing on significant readings and conducting research using Fullerton College's library resources. One signature project asks students to research a societal need such as housing insecurity, mental health access, or environmental sustainability, and create a group presentation explaining why that issue is important and why a specific non-profit organization addressing it deserves funding support. These projects are embedded into the curriculum and supported through synchronous class discussions and asynchronous online discussion boards, ensuring accessibility across different course formats. Through these activities, students deepen their understanding by investigating real-world topics, questioning societal structures, and presenting their findings to the class. This approach not only strengthens research and critical thinking skills but also fosters a sense of community, civic awareness, and shared inquiry among students.

In READ 127, students engage in experiential learning activities designed to help them apply and deepen their academic literacy and critical reading skills in meaningful, real-world contexts. The READ 127 experience integrates principles from Guided Pathways and the First Year Experience (FYE) program, encouraging students to connect their coursework to personal goals, community engagement, and a sense of belonging within college life. Through reflective writing and discussions centered on texts that explore belonging, purpose, and mindfulness, students learn to think critically about their experiences and develop strategies for academic and personal growth. These activities foster persistence, self-awareness, and confidence: key outcomes that align with the college's mission to support equity and student success.

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3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

The Reading Department's curriculum, particularly READ 142, has been shaped by several statewide initiatives and policy changes that impact transfer and general education pathways. In alignment with California's push toward equity and streamlined transfer, the course utilizes Open Educational Resources (OER) and a diverse range of no-cost texts to support accessible and inclusive learning. The implementation of CalGETC, which consolidates CSU GE and IGETC into a single general education pattern which began this Fall 2025, will further influence course alignment and transferability. Additionally, the Common Course Numbering initiative under AB 1111 mandates standardized course numbers across all California community colleges, simplifying the transfer process and reducing excess credit accumulation. The Reading Department is currently evaluating how this statewide alignment may affect its course numbering in future curriculum cycles.

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## **Section 4: Faculty and Staff**

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### **4.1 Population and Demographics**

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

The Reading Department is a very small program staffed by a limited number of full-time faculty and no part-time faculty. Currently, all faculty members identify as White, which does not reflect the racial and ethnic diversity of our student population. While our department is not growing and we do not anticipate the need to hire additional faculty at this time, we recognize the importance of representation and cultural responsiveness. To address this, we remain committed to equity-minded teaching practices, ongoing professional development in culturally responsive pedagogy, and the intentional selection of course materials and instructional approaches that reflect and affirm the diverse identities and lived experiences of our students.

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2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Staffing in the Reading Department has remained stable since Fall 2021. One full-time faculty

member transitioned to the MIND Department, but overall instructional capacity has been maintained.

An English faculty member with prior Reading experience taught READ courses during the summer session, ensuring uninterrupted course offerings and continuity for students.

This staffing consistency has allowed the department to maintain strong collaboration among faculty, which is essential for implementing and assessing Strategic Action Plans.

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## 4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

Our department discussions have focused on how to balance academic “rigor” with “compassion” in ways that acknowledge students’ diverse backgrounds and barriers, ensuring that all students have equitable opportunities to achieve completion and success in our courses. We regularly discuss and share strategies such as flexibility with due dates, transparent grading criteria through rubrics, and providing multiple ways for students to demonstrate mastery. Faculty also examine how attendance and participation policies affect students who work full-time, care for family members, or face technology barriers, particularly in online sections.

In recent semesters, faculty have been involved in an expansion of alternative grading practices, including participation in a research and discussion group focused on equitable assessment. This collaboration has encouraged reflection on grading structures that promote mastery learning and reduce inequitable outcomes. Additionally, faculty in the department have contributed to First-Year Experience (FYE) efforts.

In addition, READ 142 faculty continue to evolve course assignments to reflect current social, cultural, and global conversations. These updates provide students with opportunities to engage critically with meaningful topics, fostering both academic relevance and personal connection.

Finally, the department is transitioning to no-cost Open Educational Resource (OER) materials to remove financial barriers, and we continue to discuss strategies for connecting students with campus resources such as the Writing Center, EOPS, and the Transfer Center.

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2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

READ 142 was recently revised to include more scaffolding, interactive activities, formative low-stakes assessments, and in-class teacher support as a result of faculty dialogue on equitable grading and assessment.

In READ 127, faculty have adopted flexible late work policies and transparent grading rubrics to better serve students developing foundational literacy skills.

Across the department, faculty have integrated collaborative assignments, culturally responsive readings, and discussions on the ethical use of AI to make coursework more inclusive and relevant. In addition, department conversations have reinforced our commitment to connecting students with campus support services and promoting a sense of belonging within academic spaces. As a result, we have made it standard practice to highlight the Writing Center, EOPS, and the Transfer Center in class communications and course syllabi.

Looking ahead, the department plans to continue expanding professional development in areas such as Universal Design for Learning (UDL), AI literacy, and culturally responsive pedagogy to ensure equity remains central to classroom practices and student learning outcomes.

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3. What additional areas of professional development could help your faculty and staff engage in this work?

Since the landscape of higher education is constantly changing, these are our recommendations for future professional development.

- Teaching critical thinking and reading in the age of AI, including ethical use and integration into assignments
- Inclusive communication practices for engaging students of varied cultural, linguistic, and neurodiverse backgrounds
- Designing lessons that deepen understanding and retention and make content more inclusive and accessible
- Creating interactive pathways for learners to explore at their own pace

We have created one of our Strategic Action Plans based on exploring these areas of

professional development.

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## Section 5: Program Planning

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### 5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

#### **SAP #1: Increase Enrollment in READ Courses**

The Reading Department tirelessly works on increasing enrollment. A professional promotional video was produced for READ 142 F to highlight the course's relevance to critical thinking and transfer success. The video has been shared through the Humanities Division website and through presentations to the counseling department. To strengthen enrollment pipelines, the department has collaborated with key campus programs, including the Teacher Pathways Program and the Administration of Justice Program. Faculty have attended Pathways Orientations and End-of-Year Celebrations. In addition, faculty are present at campus-wide tabling events including Fullerton College Family Night, visit ENGL 110 courses to let ESL students know about our courses, amongst other on-campus activities to promote our classes. The department anticipates collaborating with the Humanities Division's social media liaison to expand outreach efforts and increase community awareness of Reading course offerings.

As part of efforts to expand enrollment and strengthen interdepartmental collaboration, READ 127 F was approved as one of the elective courses applicable toward the ESL Certificate of Proficiency in Academic English. This integration increases visibility of the course among multilingual students and provides a clear pathway for those seeking to advance academic reading and literacy skills. The collaboration between the Reading and ESL departments supports equitable access, aligns with college goals for cross-disciplinary partnerships, and promotes smoother transitions for students progressing from ESL to college-level coursework.

Looking ahead, to increase enrollment, the department would like to pilot late-start sections of both READ 127 F and READ 142 F. Offering flexible scheduling will provide greater access for working students, returning adults, and those balancing multiple responsibilities, further supporting equitable student success and completion.

#### **SAP #2: Increase student success rates by using embedded tutors in our courses (Hornet Tutors)**

During the past four years, the Reading Department prioritized student success and retention through the integration of embedded Hornet Tutors in READ 142 F courses. Embedded tutors provided individualized academic support, modeled effective study strategies, and helped students engage more deeply with course material.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

N/A

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## SAPs

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### Continue Hypothesis Licensing for Collaborative Reading

#### Short Description:

The Reading Department would like to continue to license the Hypothesis social annotation platform to enhance student engagement, reading comprehension, and collaboration in both in-person and online courses. Hypothesis allows students to annotate shared readings, respond to peers, and connect ideas in real time, supporting active learning and comprehension across modalities. This initiative aligns with Universal Design for Learning (UDL) principles by providing multiple means of engagement and representation, making academic reading more interactive and accessible for diverse learners. This initiative directly advances Goal 2: Equity in Support and Goal 3: Equity in Success of the Fullerton College Strategic Plan by increasing equitable access to digital learning tools, strengthening inclusive course design, and enhancing students' sense of belonging and support in online environments.

#### Measurable Outcomes:

The Reading Department will collect data on participation rates and faculty surveys on student engagement and reading comprehension. We expect to see increased student retention and student success rates, particularly in our online sections.

#### College Goals:

2.3 Increase access to affordable course materials; 2.4 Increase access to academic support in course with DI; 2.6 Reduce equity gap in persistence for Black/AA students

#### SAP Phase:

New

## Resource Requests

### Continue Hypothesis Licensing for Collaborative Reading

**Enhancement:**

The Reading Department is grateful for the funding received in the previous Program Review cycle to support the Hypothesis annotation software. We have successfully integrated the tool into our courses this semester and would like to continue using it in future terms to fully evaluate and document its benefits for student engagement and reading comprehension. The price stated below is for a one-year license for all READ students to have access to the social annotation tool that is easily accessible within Canvas Assignments.

**Personnel-Related:**

N/A

**Resource Category:**

Computer Software

**Quantity:**

1

**Unit Cost:**

\$6,000.00

**Total Cost:**

\$6,000.00

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## Leverage AI to Advance Equity and Accessibility in READ Courses

**Short Description:**

We propose to strengthen our ability to meet students' diverse learning needs by developing faculty expertise in the ethical and effective use of artificial intelligence (AI) tools to support accessibility, Universal Design for Learning (UDL), and critical thinking instruction. This proposal is grounded in equity: we want every student, regardless of background or circumstance, to have meaningful access to learning and an equal opportunity to succeed. As part of this SAP, the department will form a Faculty Inquiry Group (FIG) to meet regularly, share insights from AI and UDL-focused professional development, and collaboratively design new lessons and assignments for READ courses. Faculty participants will explore how AI-powered tools such as custom GPTs and educational bots (e.g., the Universal Rubric Designer for Canvas) can support both accessibility and the creation of high-quality, equitable assignments. The FIG will pilot these tools to streamline rubric design, improve feedback consistency, and model ethical AI use for students. This initiative directly advances Goal 2: Equity in Support of the Fullerton College Strategic Plan and Goal 3: Equity in Success by

increasing equitable access to digital learning tools, strengthening inclusive course design, and enhancing students' sense of belonging and support in online environments.

### **Measurable Outcomes:**

Faculty participants will complete professional development in AI, accessibility, and UDL integration by the end of 2026. A Faculty Inquiry Group will meet at least twice per semester to discuss learnings and collaboratively develop new AI-supported, accessibility-informed assignments for READ 142. At the minimum, all department faculty will have fully integrated at least one innovative, AI-supported, and UDL-aligned learning activity into their Canvas courses, marking a transformative step toward more accessible and inclusive instruction within the year. Student surveys and course reflections will measure improvements in engagement, inclusivity, and critical thinking outcomes.

### **College Goals:**

2.3 Increase access to affordable course materials; 2.4 Increase access to academic support in course with DI; 2.6 Reduce equity gap in persistence for Black/AA students; 3.5 Increase participation in DEIAA focused professional development

### **SAP Phase:**

New

## **Resource Requests**

### **Leverage AI to Advance Equity and Accessibility in READ Courses**

#### **Enhancement:**

This SAP builds faculty capacity to design inclusive, accessible, and innovative learning environments that meet the needs of diverse student populations. By investing in professional development and collaborative inquiry, faculty will gain the skills to integrate AI-powered tools and Universal Design for Learning (UDL) principles into course materials, ensuring that all students can engage meaningfully with content regardless of background or learning modality. The requested resources will support faculty stipends, training opportunities, and dedicated time for collaborative development within a Faculty Inquiry Group (FIG). This structure promotes shared inquiry, experimentation, and sustained innovation in the department's critical thinking curriculum (READ 142), advancing institutional equity goals and strengthening students' ability to analyze complex, real-world issues across disciplines. Resources Needed Funding for faculty professional development (conference registrations, workshops, stipends, or training materials) and FIG coordination time. Suggested trainings include: 1. Professional Development Online Course: "Teaching with AI", hosted by EDUCAUSE Cost: \$260 per faculty member (2 x\$260 = \$520) <https://events.educause.edu/special-topic-events/teaching-with-ai/2026/april-1> Learning Goals: Explore AI and its implications for teaching and learning in higher education—especially those relating to academic integrity Critically reflect on student learning and the implications of generative AI on your beliefs about course design Evaluate examples (good and bad) of courses

and course elements redesigned for AI Experiment with AI tools, redesign assignments, and discuss with peers/facilitator during live sessions Access a (growing and evolving) repository of research on teaching with AI Exchange ideas on topics related to AI in the college classroom with others in the course 2. Online Teaching Conference 2026 “Designing the Future of Online Learning: Human Element, Ethics, Innovation, and AI” <https://onlineteachingconference.org/> (located in Anaheim) Cost: \$649 (regular conference) + \$199 (pre-conference) = \$848/per faculty member x 2 = \$1,696 3. FIG: 20 hours each (55.00/hr.) for two instructors- Individual time to study GPT’s and for meetings to synthesize and create materials \$1,100/per faculty member (\$2,200 for both) 4. FIG: Cost of Benefits for two instructors calculated at 8.2% = \$180.40 Total Cost: \$4,416

**Personnel-Related:**

N/A (Except in regards to faculty stipends for FIG participation)

**Resource Category:**

Training

**Quantity:**

1

**Unit Cost:**

\$4,596.40

**TotalCost:**

\$4,596.40

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## **Increase Equity and Access Through Department-Owned Texts for READ 142 (CalGETC Critical Thinking Course)**

**Short Description:**

To advance student access and equity in READ 142, which meets the CalGETC Critical Thinking requirement, the Reading Department proposes purchasing 60 copies of *The Organ Thieves* by Chip Jones from Barnes & Noble at a 20% educational discount (\$15.99 per copy, totaling \$1,033.76 with tax). This text is planned to be used for this course over the next few years. The copies will be housed in the campus library’s reference section (already approved), allowing students to check out the required course text at no cost. This initiative directly supports Fullerton College’s Strategic Plan—Goal 2: Equity in Support and the college’s efforts to expand Zero Cost Degree (ZCD) pathways by eliminating financial barriers to course materials.

**Measurable Outcomes:**

Continue progressing toward a \$0 textbook cost for READ 142 as part of the department’s ongoing efforts to contribute to a Zero Cost Degree (ZCD) pathway.

**College Goals:**

2.3 Increase access to affordable course materials

**SAP Phase:**

New

**Resource Requests****Increase Equity and Access Through Department-Owned Texts for READ 142 (CalGETC Critical Thinking Course)****Enhancement:**

To advance student access and equity in READ 142, we propose purchasing 60 copies of *The Organ Thieves* by Chip Jones. These books will be housed in the campus library's reference section, allowing students to check them out at no cost. This initiative directly supports the Fullerton College Strategic Plan goals of reducing financial barriers and increasing student success. By eliminating the need for students to purchase the text, this plan lowers the book cost to \$0, promoting retention, engagement, and access for all students. It also aligns with our Program Review focus on equitable course material access, contributes to the Zero Cost Degree (ZCD) initiative, and supports Student Learning Outcomes by ensuring all students can participate fully in reading and discussion activities central to the critical thinking curriculum. Cost for 1 set of 60 books @\$15.99 each with tax is \$1,033.76.

**Personnel-Related:**

N/A

**Resource Category:**

Other

**Quantity:**

1

**Unit Cost:**

\$1,033.76

**TotalCost:**

\$1,033.76

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