



**Instructional Program Review – Annual Update
2019**

Date:	April 9, 2019
Program and Department:	Reading
CTE Program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional programs included in this review:	
Date of last comprehensive review:	2013-14
Submitted By:	Julie Knight
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan <input type="checkbox"/> Justification for Resource Requests (if needed)

I. Alignment of the Program with the AHC Mission

AHC Mission: Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

a. Have there been any changes that would require a change to your Program Mission?

Perhaps. The reading courses are now the ESL pathway to English 101, so it has an added focus of serving ESL students more specifically.

Currently the program mission reads as follows: The Reading Program is committed to providing excellent instruction in reading to improve our students’ reading skills and enable them to successfully read material for their college courses.

We may want to fine tune this after some time under AB 705.

b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here:
http://www.hancockcollege.edu/public_affairs/mission.php

The Reading Program provides instruction that enables students to develop their explicit, implicit, and critical reading of texts and assists them in negotiating the different types of texts they will encounter as college readers. The Reading Program is committed to providing excellent instruction in reading to improve our students' reading skills and enable them to successfully read material for their college courses and add to the intellectual and creative vitality of our community. The Reading Program also enhances the economic vitality of the community by instructing students in a number of the skills desired by employers listed in the strategic plan: the ability to verbally communicate with persons inside and outside the organization and the ability to obtain and process information.

II. Student Success, Program Accessibility and Program Capacity

*Data for this section provided by the office of Institutional Effectiveness.

Reading	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
Sections	8	13	18	13	9	12
Headcount	162	222	333	235	157	211
Enrollment	172	247	373	256	169	231
Retention % F2F	92.40%	90.70%	91.20%	89.50%	83.40%	84.97%
Retention % Online						
Retention %	92.40%	90.70%	91.20%	89.50%	83.40%	84.97%
Success % F2F	58.70%	64.40%	67.00%	68.00%	58.60%	60.17%
Success % Online						
Success %	58.70%	64.40%	67.00%	68.00%	58.60%	60.17%

Reading	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
FTES	22.49	33.39	51.61	38.13	25.17	32.45
FTEF+	1.868	3.171	4.482	3.14	2.339	2.85
FTES/FTEF	12.04	10.53	11.51	12.14	10.76	10.83

Reading	2013-14	2014-15	2015-16	2016-17	2017-18	95% of 5 yr. avg.
Degrees						
Certificates						
Total						

a. Please comment on data and trends

There has been a steady decrease in enrollment in the last two years back to 2013/14 levels. Retention and success have also fallen though not as drastically. The only section that meets the 95% average is the FTES/FTEF. These decreases have happened in the midst of acceleration but not during the shift of reading as an ESL pathway to English 101. All in all, it is rather discouraging. Yet, the data do not include this year's numbers which have been better for our Reading 510 and 310 courses.

Note the "reading classroom" only holds 22, is specially equipped and cannot be easily held elsewhere. The classroom size of 22, while necessary and appropriate, limits our FTES/FTEF potential.

b. If this year's figures for the program are below the set standard explain steps you will take to improve.

We have revised the course titles and cross-listed all reading courses with ESL and English in the hopes of creating more appeal and visibility of program (making it easier for students to find the courses with titles that give them a better idea of what the courses cover). We should perhaps explore intrusive counseling methods to better help students stay on track with their attendance and assignments.

c. If your program offers certificates and/or degrees, has existed for at least five years and has awarded fewer than 6 degrees/certificates over the last two years explain the reason for the low number and your plan to improve.

N/A

d. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

The reading classroom has a classroom set of laptops and a wireless printer. This enables students to practice the research process, access online tutorials, and print work. Students use computers to create presentations about reading topics such as poetry, peer edit each other's work. A lab hour is attached to Reading 110 and 310 which allows students more time to practice reading concepts under the guidance and support of an instructor. Reading 110 and 310 instructors have also adapted some of the best practices presented in CAP and the Reading Apprentice Program. At least one instructor uses mindfulness practices to help evening students improve their classroom experience.

Reading now is the alternative pathway for students unable to meet the rigors of English 101/112. They are manageable courses for most students and serve as a place to learn and succeed when the students put in the work. (Unlike AB 705 mandates that acknowledge many will fail the first time even though they have done the work.)

- e. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

III. Quality and Innovation in the Program and Curriculum Review

Please refer to the current SLO data set for your program found at:

http://research.hancockcollege.edu/student_learning_outcomes/matrix.html#Top

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

Probably not. No SLOs data were reported in the last year. They seem not to reveal very much with a population so small. Still, as the effects of AB 705 are felt, better assessment and conversation will be needed. Perhaps initially a faculty support group described in the long-term goals of the last program review might more effectively yield program insights and improvements than SLOs data has. Here is a snippet of teacher-student dialogue that reveals much more than SLOs data:

Student: I am behind on the homework and I am afraid I took too many classes and am thinking I need to drop this one.

Teacher: What other classes are you taking and how are doing in them?

Student: Well I am failing math but I am making progress and the teacher will let me take some of the quizzes, so I want to stick with it. This class I am understanding; I am just behind on my homework. I am behind in my Spanish homework too but my test grades are good and in health those tests are open book. Besides the textbooks for Spanish were like \$300 and ALEKS for math was really expensive.

So, in short, the student is considering dropping 310 because she is overwhelmed with her class schedule and she gets the reading class—learning but not struggling-- and the books are cheap. And let's face it, the reading course is not required.

What is a teacher to do?

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

We did share the title and cross-listing changes as it an AP&P process. The CORS were approved and cross-listing will begin in fall 2019.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

This current annual update and pedagogical trends in AB 705 regarding habits of mind suggest that embedded tutoring might address current program deficits. The reading courses are not required and anecdotally students report putting their reading class on the back burner (or turning off the flame altogether) when things get hard. While teachers do address the importance, counselors are in some ways better positioned to help students persist.

It may be that scheduling or classroom instruction itself is a challenge for students. We should explore the viability and interest in offering some sections online.

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

We might assess how often we as faculty intervened ...initiated contact outside of the classroom to help or encourage students.

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

Yes

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

N/A

IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

Declining enrollment is the major challenge that we face. Success is another. Our Reading courses will continue to be elective; we need to think about how to market them in appealing ways and how to keep students enrolled. This is a time of pretty incredible flux, with AB705 legally mandating a whole shift in our course offerings. This are messy right now and we need to monitor what is truly preventing retention and success in our courses.

- b. List any (internal or external) conditions that have influenced the program in the past year.

Continued forces of AB 705 which direct students to English 101 regardless of preparedness limit the audience for our reading courses. Perhaps as the reality of direct placement into English 101 or 101/112 sets in the enrollment will grow. This is very hard to predict at this time.

Data for Program with Vocational TOP Codes (CTE):

http://www.hancockcollege.edu/institutional_effectiveness/reports.php

Please review the data and comment on any trends.

- c. Current industry employment and wage data (please cite sources)

d. Industry employment and wage trends

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e. TOP code employment CORE indicator report

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f. Advisory committee recommendations

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V. Continuous Improvement of the Program

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action.

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Hire a new full-time reading instructor	Done
Work with other reading instructors to share best practices and improve student learning	In progress, but no formal training was accomplished this year.
Consider adding more course offerings at LVC	Done. These do not seem to be viable. We offer a linked 510/310 this spring despite no other pretransfer level courses offered and still they did not make.
Add a lab hour to Reading 310	Done
Revise course titles and create cross-listed courses to increase appeal and visibility	Done

b. List any new resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
N/A			

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program ,Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see " Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going
Explore interest in online or hybrid offerings	Modalities that meet the learning needs of all students	new	SLS 2,3, &4	Survey students and LAP counselors	Poor attendance and students who struggle to work in group settings	IR support?	Spring 2020
Explore options: methods and costs, for embedded counseling	Improved retention and submission of assignments	New	SLS 2 3, &4	Research costs and formats Pilot at least two courses with an embedded counselor	Retention and success rates	Cost of a counselor's time	Spring 2020
Begin faculty discussion/ support group for best practices	Improved learning and success	New	SLS2,3,&4	Meet mid-semester to discuss students and pedagogy	Lack of SLO data and meaningful assessment at the program level		Ongoing PD or college service
Test a new SLO of teacher-initiated contact with students outside of the classroom experience.	Improved retention and success, nurtured, directed, and valued	New in the sense of formalized and measured	SLS 2,3, 4	Schedule meetings with students, email individually, etc.	Retention and success rates	none	Fall 2019

d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year) listed in order	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
Staffing	Embedded Counselor	SLS 2,3,4			TBD	ongoing
supplies	Paper and toner for classroom printer	SLS 2			\$150	ongoing
IT	Maintenance of classroom laptops	SLS 2			TBD	ongoing