



# **Fullerton College Program Review and Planning Self-Study for Instructional Programs**

**Fall 2021**

## **READING DEPARTMENT**

### **Statement of collaboration**

The program faculty members listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the comprehensive self-study.

### **Participants in the self-study**

Amy Garcia  
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### **Authorization**

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review and Planning Committee.

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## **1.0 Executive Summary**

Research suggests that many students are likely to encounter challenging literacy tasks upon entering college. Our role as a department is to provide academic literacy, critical thinking, and critical literacy pedagogy to support student success in *all* their courses at Fullerton College as students journey on their path whether it be for career growth, certificates, associate degrees, or transfer degrees. In addition, our goal is to foster a culture of equity and belonging where student agency and voice are prioritized through the use of cultural capital and diverse authors and texts. As a result of AB705, more students now have access to our General Education critical thinking course, READ 142 F: Logical Analysis and Evaluation, which is a significant benefit to the students at Fullerton College. Data for READ 142 F indicates an overall good completion rate of 81% which demonstrates the stability of the READ 142 F course. Additionally, the Reading Department wrote new CSU transferable curriculum, READ 127 F (2 units) and READ 101 F (3 units) which support student literacy engagement across disciplines by focusing on academic, disciplinary, and digital literacies. The Reading Department remains committed to increasing enrollment in our current course offerings through various means including: partnering with programs on campus such as the Teacher Pathways Program, offering varied scheduling options, and using Hornets Tutors in our classes. The Reading Department feels strongly that all our courses help students to stay on the path to success at Fullerton College. We would like to get this message out to the campus community by communicating with those who have a direct impact on student registration and through marketing on social media and our website. We have found promotional videos to be very helpful to be able to provide students an opportunity to hear student testimonials while getting to know the Reading faculty. With these videos, students learn the value of the course and how it can help them achieve success in all their courses. Given this, we request funding to create and/or update READ promotional videos. In addition, the Reading Department is committed to dismantling the barriers facing underserved students including eliminating textbook costs and using equitable assessment practices. Reading faculty have knowledge of multicultural competencies to engage with diverse groups of students. All Reading faculty attended professional development during the pandemic to improve their capacity to teach online using Canvas in addition to learning how to incorporate high-engagement and community-building activities into all course sections (asynchronous and synchronous). One hundred percent of our CSLOs of each of our courses have had ongoing assessment. Our CSLO's have proven to be effective; however, the department feels strongly that on-going review and reflection will allow for further improvements. Lastly, we are asking for funding for the use of Hornet Tutors in our READ 142 F courses to further increase student success rates.

## 2.0 Mission

**Please explain briefly how your program contributes to the College's [mission, vision, core values, and goals](#). Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.**

The Reading Department contributes significantly to the College's mission, vision, core values, and goals.

The mission of the Reading Department is "*to empower students to develop disciplinary literacy and critical reading skills to thrive in higher education and society*".

*Disciplinary literacy* refers to the conflux of discipline-specific knowledge, experiences, and skills that are merged with the ability to read, write, listen, speak, and think critically in a way that is meaningful within the context of that specific discipline (e.g., science, math, history). Students in READ classes learn how to approach texts strategically based on the context they were written in which improves student success in ALL courses and subjects across the college. This helps students move forward on their chosen career pathway.

*Critical reading* means reading with the goal of finding a deep understanding of the text. It is the act of analyzing and evaluating what is being read so as to not take everything that is read at face value. Critical reading is a method of advancing understanding of texts and is fundamental to learning in higher education. Horning et al. define college-level reading as "a complex, recursive process in which readers actively and critically understand and create meaning through connections to texts". Research suggests that many students are likely to encounter different and challenging reading tasks upon entering college and our role as a department is to provide critical reading instruction to help students succeed in ALL their courses at Fullerton College.

Our mission statement connects to the Fullerton College mission statement because by developing their disciplinary literacy and critical reading skills, students can find greater success in EACH of their courses as they journey on their path whether it be for career growth, certificates, associate degrees, or transfer degrees. As students learn to read a text critically, they learn to move beyond passively accepting the text's message and how to question and examine the author's words which promotes reflection and transformation within the reader. In addition, it is the department's ultimate goal that students use critical reading and thinking to take action towards issues that matter deeply to them thus encouraging them to be responsible leaders and engaged community members which aligns not only with the Fullerton College mission statement, but also the Fullerton College Vision and Core Values.

In addition, the Reading Department pedagogy and curriculum contributes to the following Fullerton College Goals.

### GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT

As mentioned above, our courses improve student critical thinking skills that transfer to all courses and the wider world..

## GOAL 2: CULTIVATE A CULTURE OF EQUITY

Reading department faculty foster a sense of belonging in our classrooms where all are welcome and student basic needs are addressed. In addition, we have all participated in Diversity, Equity, and Inclusion training and we use culturally-responsive curriculum and equitable grading practices.

### 3.0 Students

**Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.**

#### 3.1 Enrollment demographics

1. **Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.**
  - The enrollment in Reading courses over the past five years has declined 77.3% and has declined 27.9% over the past year. The cause of this decline (besides the recent college-wide enrollment decline due to the pandemic) is due to the enactment of AB705 that took effect on January 1, 2018 which required that colleges maximize the probability that students enter and complete transfer-level coursework thereby eliminating our basic skills courses.
  - Prior to the enactment of AB705, during 2016-1018, the Reading Department offered multiple sections of three below transfer-level basic skills courses (READ 36 F, READ 56 F, and READ 96 F) and one transfer-level course (READ 142 F). After a gradual elimination of the basic skills courses due to AB705, the Reading Department worked tirelessly to create new, transfer-level curriculum that would support student success and increase enrollment including the following: READ 101 F (Academic Literacy), READ 127 F(College Literacies), and READ 140 F (Digital Literacy for Lifelong Learning). In addition, we rewrote the curriculum for READ 142 F (Logical Analysis and Evaluation) to meet UC IGETC requirements so that students who want to transfer to the UC's could enroll in READ 142 F and fulfill a UC IGETC requirement. Our intention was to create engaging and relevant transferable courses to help students improve their digital, disciplinary, and academic literacy skills in order to thrive in higher education.
  - Currently, we have enrollment in two **transfer-level** general ed courses: READ 127 F(College Literacies) and READ 142 F (College Reading: Logical Analysis and Evaluation) both of which offer

transferable credits to the CSU's. In addition, READ 142 F meets the **UC IGETC, CSU, and FC General Education** requirements for critical thinking.

- The enrollment trend for READ 142 has been stable and is expected to rise as the overall college enrollment numbers increase. As a result of AB705, **more** students now have access to our General Education course READ 142 F which is a significant benefit to the students at Fullerton College.
- The Reading Department remains committed to increasing enrollment in our current course offerings through various means including partnering with programs on campus. In fact, we have already committed to offering a section of READ 142 F as part of the Teacher Pathway Program beginning in Spring 2022. We are looking at data that shows a significant amount of our students are majoring in Business Administration, Pre-Nursing, and Administration of Justice and we plan to work to form partnerships with those departments. Additionally, our future plans to increase enrollment include offering late start options, continuing to use embedded tutors to provide support for students, and exploring the idea of developing an Academic Literacy Certificate.

**2. Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.**

The following bullet points describe the student population that our department serves. (*We do not offer a major in our department, nor do any of our courses act as a gateway course in order to complete a major.*)

- **71% of our students are in transfer degree programs**
- Only 2% are in certificate programs.
- We have a larger number of students **age 25+** (29%) as compared to all other programs (26%)
- We have a larger number of students **age 20-24** (43%) as compared to all other programs (42%)
- We have fewer students **under age 20** (27%) as compared to all other programs (32%)
- We had more special admits last year (10%) as compared to all other programs (7%)
- A significant number of students in our program are attempting to take **more than 24 units/year** (42%) than all other programs (22%)
- We have **more DSS students** (10%) than all other programs (6%)
- We have **more low-income students** (85%) than all other programs (74%)
- 65.1% of our students are **Latinx**
- **59.4% of our students are female** while 37.7% are male (less than the campus average)

In summary, many of the students who take our courses are:

- Older than 20
- Full-Time students
- Primarily female
- Primarily Low-Income
- Primarily Latinx

**3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.**

- Currently our department is offering two courses: READ 127 F and READ 142 F at different times of the day/week and in different formats in order to best meet the needs of our students.
- **READ 127 F** is normally a face-to-face class but during remote learning became an asynchronous online course. It is a two-unit course that offers 8 and/or 12 week sessions, and is transferable to CSU as an elective. The course was created as an option for first-time freshmen to build upon their toolbox of strategies for critically reading college-level texts to support their success in other disciplines. The READ department has been working to promote the course to encourage more first-year students to enroll in READ 127 F yet the course has continued to experience low enrollment during the pandemic. We believe this course greatly benefits first-year, first-generation students and re-entry students by providing them literacy skills to help them be successful in their first-year composition courses and other courses that have college-level reading demands. For those reasons, we would like to request support funds to promote and market the class in venues that target new students such as the Promise Program.
- The asynchronous sections of **READ 142 F**, which currently requires students to have completed the first-year freshman composition course, continue to build in popularity and have repeatedly reached maximum enrollment. We currently offer 50% of the READ 142 F sections online asynchronously. In addition, the mid-morning synchronous sections fill better than early morning or afternoon time slots and so we continue to offer READ 142 mid-morning in order to meet the student demand for seats. We plan to offer 3/5th of the Spring sections face-to-face, generally during the morning, with one late start option in the afternoon to allow greater registration flexibility for our students. Since this course has recently earned IGETC approval for the UC's and we want to develop more community awareness of the course, we would like to request funding to update our promotional video for READ 142 within the next 3 years.

**4. Please describe how course offerings match students' preparation and goals.**

Both READ 127 F and READ 142 F are designed to match students' preparation and goals at Fullerton College.

- READ 127 F is open to all students with no prerequisite and encourages students to “stay on the path” by providing tools and strategies that foster active reading strategies across the disciplines. Students are encouraged to bring in texts from their other courses and apply reading strategies learned in class to those readings. The instructor provides constant feedback and support to foster engagement in the reading of academic texts. In addition, students are provided in-class texts that discuss the four pillars of finding meaning and happiness in life which ultimately guides students to develop a sense of purpose. This teaching pedagogy fosters inclusivity and belonging which helps students to identify their own goals for attending college (helping them to find a path and stay on the path).
- READ 142 F has a prerequisite of ENGL 100 F or ENGL 100HF or ENGL 101 F or ENGL 110 F with a grade of C or better and builds critical thinking skills for lifelong learning. Students learn how reading is a social and rhetorical activity that is connected to writing and focus on inquiry that is built around the integration of reading, writing and thinking. The critical thinking skills practiced are designed to transfer to other disciplines and other areas of life beyond the classroom. In addition, READ 142 F matches student's preparation and goals by being mapped to the following graduation requirements:
  - **General Education Learning Outcome Area A2:** Language and Rationality - Analytical Thinking
  - **CSU General Education Outcome Area A:** English Language Communication and Critical Thinking
  - **UC General Education Outcome Area 1B:** Critical Thinking-English Composition

**5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.**

- The Reading Department looks carefully at enrollment trends and designs course offerings that will optimize opportunities for successful student enrollment so that they can meet their academic goals.
- The courses within our department do not need to be taken in sequence.
- Over the past five years, all of our non-transferable basic skills classes (READ 36 F, READ 56 F, and READ 96 F) were held in-person with a lab requirement; however, those classes are no longer being offered and so enrollment data is not relevant.
- Before the pandemic, READ 101 F was offered for one year and was offered both synchronously and asynchronously. Due to the reduced number of faculty in the department and the low-demand for the course, this course is not currently being offered. However, the Reading Department feels the active and critical skills taught in this course would transfer to all courses

thereby helping students to succeed and we will be looking at how this course could be paired with other campus courses and programs in order to support students' academic literacy needs.

- READ 127 F was intended to be an in-person course, but due to the pandemic was changed to an asynchronous format. We plan to offer both asynchronous and face-to-face sections in the future.
- READ 142 F continues to offer both asynchronous and synchronous versions with more sections being offered in the Fall than the Spring. The Reading Department is expecting to see a trend of more sections filling in the Spring due to the new prerequisite of ENG 100/101 F initiated with the recent IGETC approval and with a section connected to the Teacher Pathway Program..
- The Reading Department feels strongly that all our courses help students to stay on the path to success at Fullerton College. We would like to get this message out to the campus community by communicating with those who have a direct impact on student registration and through marketing on social media and our website. A promotional video is very helpful to be able to provide students an opportunity to hear testimony from students and Reading faculty about why they should take the course and how it can help them achieve success in ALL their courses. We request funding to create and/or update READ promotional videos.

### **3.2 Student Achievement and Equity (and student demographic profile)?**

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

- The **overall course completion** rates for all Reading courses (which includes courses no longer offered due to AB705) has seen an overall decline over the past five years from 84.1% to 73.8%. The pandemic caused the most significant drop of almost 7% indicating that student learning was interrupted by the upheaval in their lives due to the pandemic.
- The **overall course success rate** (which includes courses no longer offered due to AB705) also declined from 72.1% to 62.3% during the past five years. However, since there was only approximately a 3% drop during the pandemic, the Reading Department demonstrated success in transferring classes to the remote format.
- **READ 142 F course success rates have remained strong** in the course that students were headed to before basic skills courses were eliminated which is a benefit for the students.
- The Reading Department does not have any data related to transfer, licensing, job placement, or wage improvements.

#### **2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?**

According to the Equity Analysis for Reading, there is an equity gap for the following groups of students:

Course Completion Gap	Course Success Gap
Latinx: -124	Latinx: -262
	DSS: -31
Foster Youth: -8	Foster Youth: -11
Not LGBT: -258	Not LGBT: -368
	Low Income: -211
Not Military: -265	Not Military: -260
Male: -112	

The Reading Department is committed to ensuring that each student receives what is necessary to ensure success including dismantling the barriers facing underserved students however, possible factors to explain the equity gaps include:

- **Textbook costs:** Course textbook costs may restrict access to course materials. Five years ago, most courses required textbooks. The Reading Department is addressing this issue and currently has several courses that are low-cost.
- **Culturally-relevant texts:** Texts from authors that represent the underserved population would provide an inclusive environment. In the last five years there's been a growing understanding of the need for culturally-relevant texts that are relevant to students' cultural backgrounds.
- **Lack of Diversity Amongst Faculty:** We are a small department and students may benefit from a more diversified faculty.
- **Lack of Access to Technology:** During the pandemic, students may not have had easy access to the technology required to participate in class.
- **Grading practices:** In order to foster equitable assessment, the department recently began to implement equitable grading practices such as extending deadlines, flexible late policies, and minimum grading.

**3. Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.**

The Reading Department participates in ongoing discussions and education regarding equitable course pedagogy and practices including the following:

- All members of our department attended the Equitable Grading workshops ("What Might Anti-Racist Grading and Assessment Look Like?" presented by Jeanne Costello) and are implementing equitable grading practices such as extending deadlines, flexible late policies, minimum grading, and eliminating extra credit opportunities that aren't inclusive.
- The Reading Department faculty attend equity-related workshops and webinars in order to make strides towards equity and inclusion including the following:
  - "Literacy at the Heart of Institutional Change" conference hosted by Reading Apprenticeship
  - "From Coping to Hoping: Teaching Students to Thrive Through Social Trauma" presented by Patrick Carmangian, USF
  - "Infusing Diversity, Equity and Inclusion in the Curriculum" Training through NOCCCD
  - "Employing Equity-Minded and Culturally-Affirming Teaching and Learning Practices in Virtual Learning Communities" presented by Dr. Frank Harris III and Dr. J. Luke Wood Webinar
  - "Safeguarding Quality, Equity, and Inclusion as Learning Moves Online" Webinar hosted by AAC&U
  - "Equity-Minded Student Services in the Online Environment" presented by Dr. Luke Wood and Dr. Frank Harris
  - Webinar: Addressing Racial Bias & Microaggressions in Online Environments presented by frank Harris and Luke Wood
  - "Equity-Minded Online Teaching: Using Canvas as a Model" presented by Jennifer Ortiz, Center for Urban Education, USC
  - "How to Express Care with a Focus on Racial Equity" presented by Dr. Luke Wood, Dr. Frank Harris, Dr. Aisha Lowe
  - "SIY Speaker Series Webinar#2: Leading Social Transformation: The Inner Work of Racial Justice" presented by Rhonda Magee
  - "Transforming the Research Paper: Using Oral History to Center Students' Voices and Communities" presented by CAP Guest Blogger Jamie Moore
  - "Relevance: Connecting Courses to Students' Lives" by Isis Artze Vega
  - "Purpose and Belonging Informed Pedagogy" by Tim Klein
- We are committed to pairing high expectations with high support for our students and plan to continue to prioritize discussions about reforming classroom policies in order to make them more equitable and inclusive and plan to set aside time during the monthly meetings to share learnings from the workshops attended to everyone in the department. In addition, as research in this area continues to develop and new ways to address the equity gap continue to arise, our department would like the opportunity to

attend further professional learning opportunities in order to meet the needs of our students and reduce our equity gaps.

- Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

#### **READING DEPARTMENT EQUITY ACTION PLAN:**

- a. We are dedicated to attending professional learning opportunities that provide equity, diversity and inclusion training.
- b. Two Reading faculty are currently participating in the Purpose and Belonging Faculty Inquiry Group to learn strategies that foster a sense of belonging in our classrooms.
- c. Two Reading faculty are currently enrolled in graduate-level courses that directly address the equity gaps in our department and they plan to integrate the inclusive and equitable pedagogy into READ courses.
- d. Reading faculty plan to infuse topics of critical literacy into the READ curriculum including personal connection with culturally-relevant course texts, cultural competence, and social compassion.
- e. We plan to incorporate trauma-informed high-impact practices into our pedagogy to meet the needs of students as they return to a post-pandemic campus.
- f. We would like to continue to embed Hornet Tutors in READ classes to provide academic support for our students.
- g. We continue to incorporate texts and writing assignments that reflect our students' diverse and intersectional identities.
- h. We continue to create "humanized", student-friendly syllabi.
- i. Department members have participated in the Equity Grading Workshops and plan to implement equitable grading practices into our courses.
- j. Our department will continue to have high expectations for our students in order to not suppress student learning and success for our students of color.
- k. We plan to integrate culturally responsive teaching and offer students a curriculum based on their experiences, values, needs, and strengths.
- l. Our goal is to realize equal outcomes amongst students from all races and ethnicities while acknowledging and respecting other identity variables through inclusive pedagogy.

### **3.3 Student Achievement and Pathways**

- 1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)**
  - The data provided for Gateway Course Information over the past five years is not necessarily relevant as three of the five READ courses are no longer being offered to students.
  - However, the data for READ 127 F shows a 55% success rate which is an area that needs to be addressed by the Reading Department. A possible cause of the low success rate is that this course is promoted to first-year, first-generation college students who face many life issues. (Asynchronous format was challenging for the type of students who register for READ 127 F). However, it is notable to mention that many students comment in our end of the semester surveys that they remain in the course (even though they weren't passing) because they were learning skills and strategies that were relatable, helpful and transferable to other courses. The Reading Department is committed to not only teaching students literacy skills to help them be more successful in all their classes, but also meeting the affective needs of their students in order to aid students in developing self-advocacy skills and a sense of agency applicable to the broader world.
  - Data for READ 142 F indicates an overall good completion rate of 81% with the highest percentage of students repeating the course (8.2%). This demonstrates the stability of the READ 142 F course.
- 2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.**

N/A TO READING DEPARTMENT: We don't have a transfer degree program.

- 3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?**

While the Reading Department does not have a program to map, READ 142 F should be included in other program maps as a course that fulfills the following:

- Gen Ed Area A2
- CSU Area A3
- UC Area 1B

**4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.**

N/A to READING DEPARTMENT

### **3.4 Faculty**

**1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)**

- Due to the implementation of AB705 (which brought the elimination of basic skills classes) and the college-wide enrollment decline due to the recent pandemic, the Reading Department saw a decline in course sections from 100 to 20 during the Program Review cycle. During that time period, four full-time Reading faculty moved to the English Department and two Reading faculty retired. Three faculty remain in the Reading Department which meets the current student demand. Adjunct instructors provide the department an opportunity to offer further sections to students.
- The three full-time equivalent Reading Department faculty currently balance unit load and division responsibilities between the READ department and the MIND program.
- The Reading Department is not requesting a new hire at this time, but we are committed to growing our program and plan to hire additional diverse part-time faculty when needed.

**2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.**

N/A TO READING DEPARTMENT- We will not be requesting to hire a full-time faculty member at this time.

### **3.5 Covid-19**

**Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?**

When the college moved to remote-only instruction, the Reading Department handled the transition well as all full-time faculty had previously completed the Online Teaching Certificate program offered at Fullerton College. Course section offering decisions were made based on what would be best for the students.

All Reading faculty attended professional development during the pandemic to improve their capacity to teach using Canvas in addition to learning how to incorporate high-engagement and community-building activities into all sections (asynchronous and synchronous). In addition, the switch to remote-learning provided an opportunity for faculty to share best practices for the online environment with each other.

One downside to the Covid-19 pandemic was that we were in the middle of our first year piloting the Reading Center as part of the Academic Support Program. We were just beginning to collect data about its effectiveness when the pandemic hit which caused a decrease in attendance. As the pandemic continued into the Fall 2020 semester, the Reading Center was closed.

### **3.6 What has not been asked?**

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

As mentioned above, In addition to creating new transfer-level courses during the last program review cycle as a result of AB705, in 2019-2020, the Reading Department faculty partnered with the Academic Skills Center to create a “Reading Center”. The rationale that informed the department of the need for such a center included data from research collected by the National ACT Report, 2018 titled “The Condition of College and Career Readiness” along with the key components of Guided Pathways.

Results from the National ACT Report:

- College readiness levels remain dismal for underserved learners (low-income, minority, and/or first-generation college students—who make up 43% of all ACT-tested graduates). Fewer than a fourth of underserved graduates showed overall readiness for college coursework.
- A higher percentage of students this year (2018) than in recent years fell to the bottom of the preparedness scale, showing little or no readiness for college coursework. Thirty-five percent of 2018 graduates met none of the ACT College Readiness Benchmarks, up from 31% in 2014 and from 33% last year.

Guided Pathways Component:

- The Guided Pathways Model created a highly structured approach to student success that integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. The Reading Center was integrated

into Academic Support Services and was intended to make it easier for students to receive help on questions related to their reading assignments.

The rationale for creating a Reading Center included the following threshold concepts that would improve student success in ALL their courses:

- Teaching the Active Reading Process
- Utilizing Contextualization of Concepts in Text
- Practicing Vocabulary Acquisition
- Using Racially, Culturally, and Epistemologically Diverse Texts
- Focussing on Development of Background Knowledge
- Teaching Critical Reading: Connections to Learning
- Developing Metacognitive Awareness
- Development of Reading Agency

The Reading Department had designed the following components of the Reading Center to be implemented over time:

- Modularized Support Courses
- Credit Corequisite Courses
- Compressed 1-2 unit Special Focus Elective Courses
- Drop-In Tutoring (offered 2019-2020)
- Directed Learning Activities (DLA)
- General and Discipline-Specific Literacy Support Workshops (offered 2019-2020)
- Professional Learning Faculty Consultations for Course-Specific Literacy Concerns
- Embedded Literacy Faculty in Content-Area Course with High Literacy Challenge

In 2019-2020 the Reading Department faculty opened the Reading Center by forming partnerships with faculty from disciplines that have a high reading demand in their courses such as history, philosophy and cosmetology and designed unique literacy workshops for students in those targeted classes that focused on teaching specific reading strategies for texts being used in their classes. In addition, Reading faculty were available in the Academic Skills Center for individual literacy tutoring sessions in which students could bring texts from any class to work on.

Unfortunately when the pandemic hit and all campus services were forced to the remote format, the Reading Center was still a new and growing support service. While the Reading Department was committed to continuing to provide this support for students, the administration decided not to support it. At this time, we are focusing on promoting enrollment in our newly approved IGETC READ 142 F course and our first-year READ 127 F course, but remain open to revisiting the Reading Center idea in the future.

## **4.0 Outcomes**

### **4.1 Program Student Learning Outcomes (PSLOs)**

**Since the last self-studies, the College adopted new Institutional Student Learning Outcomes ([ISLOS](#)) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.**

N/A TO READING DEPARTMENT- Currently, our department does not have any degrees or certificates, so we do not have any PSLO's. However, we would like to explore the idea of developing a certificate which would connect our department to PSLO's during the next review cycle.

### **4.2 PSLO Assessment**

**The new PSLO [design principles](#) encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.**

N/A TO READING DEPARTMENT- Since we currently don't have any degrees or certificates in our department, we are not currently using PSLOs as a way of gauging student learning. However, we are aware of the new PSLO design principles including backwards design, equitable and measurable outcomes, and personal, educational, and professional goals and will apply these design principles if we develop a certificate program within our department.

### **4.3 CSLO Assessment**

**Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.**

100% of our CSLOs of our courses have had ongoing assessment. We continually work through a cycle of assessment and reflect on the results. The following charts demonstrate our CSLO assessment results of courses offered during this Program Review cycle.

#### **READ 56 F (Developmental Reading)**

CSLO	Number of Times Assessed in Current Cycle	Cumulative Number of Students Assessed	Number of Students Meeting Expectations	Number of Students Not Meeting Expectations
Apply various	2	221	194	19

strategies for developing vocabulary.			88%	8%
Interpret developmental texts to find the topic, main idea, major and minor supporting	2	241	197 82%	31 13%
Outline the relationship among the ideas of multiple paragraphs.	2	241	205 85%	5 2%

#### READ 96 F (Prep for College Reading)

CSLO	Number of Times Assessed in Current Cycle	Cumulative Number of Students Assessed	Number of Students Meeting Expectations	Number of Students Not Meeting Expectations
Analyze various strategies for developing vocabulary.	2	239	206 86%	22 9%
Interpret college-level texts from various disciplines to identify component parts.	2	258	223 86%	26 10%
Outline the relationship among the ideas of a college-level essay.	2	258	197 76%	53 20%

#### READ 101 F (Academic Literacy: Analyses and Strategies)

CSLO	Number of Times Assessed in	Cumulative Number of	Number of Students Meeting	Number of Students Not
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	Current Cycle	Students Assessed	Expectations	Meeting Expectations
Demonstrate the ability to use college literacy skills for comprehension and critical analysis.	1	4	4 100%	0
Explore and apply critical thinking strategies across academic disciplines.	1	4	4 100%	0
Understand the importance of and apply various strategies for acquiring academic vocabulary.	1	4	4 100%	0

#### READ 127 F (College Literacy Skills)

CSLO	Number of Times Assessed in Current Cycle	Cumulative Number of Students Assessed	Number of Students Meeting Expectations	Number of Students Not Meeting Expectations
Examine texts and apply multiple strategies to demonstrate their disciplinary learning and digital literacy.	2	51	35 69%	16 31%
Formulate a personal literacy plan for a specific content-level course.	2	41	27 66%	14 34%

### READ 142 F (College Reading: Logical Analysis and Evaluation)

CSLO	Number of Times Assessed in Current Cycle	Cumulative Number of Students Assessed	Number of Students Meeting Expectations	Number of Students Not Meeting Expectations
Demonstrate an understanding of college-level vocabulary. (both)	2	155	135 88%	18 12%
Identify and analyze the rhetorical strategies in a college-level argument. (new)	1	82	73 89%	7 9%
Compose a written rhetorical analysis based upon the author's claim and support. (new)	1	82	73 89%	7 9%
Analyze arguments for their validity and soundness (old)	1	112	97 87%	12 10%

#### Summary:

Our CSLO's have proven to be effective; however, the department feels strongly that on-going review and reflection will allow for further improvements. We plan to have a focused evaluation of our CSLO Assessment Process as a department for our current course offerings: READ 127 F and READ 142 F this year.

#### 4.4 SLO Equity Analysis

- 1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?**

According to the SLO Performance Report by Demographic Category with Demographic Element, the data does not show a significant difference in achieving minimum expectations of course SLO's.

2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

Our department has greater equity gaps than SLO attainment gaps which, as noted above, might mean that students who get a D or lower in a class may still be learning the material. Our department plans to spend time this year in evaluating the types of assignments and amount of support we provide for our students in order to reduce the equity gap. According to our data, we need to explore what barriers might be in place for our male Latinx students who have a large equity gap.

## 5.0 Other Areas of Program Effectiveness

### 5.1 Your Department and General Education

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.
  - 2,206 students, during the past five years, took READ 142 F to meet a General Education requirement for one of the following areas:
    - FC General Ed Area A2
    - CSU Area A3
  - Beginning in Fall, 2021, students can complete the IGETC Area 1B General Ed requirement by successfully completing READ 142 F.
2. What role does your department play in helping students complete the GE pathway?

- Our department plays an integral role in assisting students to complete their GE pathway by offering READ 142 F that fulfills the FC General Education, CSU and UC requirements for graduation.
- 3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?**
- Yes, we currently offer READ 142 F in a variety of formats (asynchronous and face-to-face) during a variety of time slots. We have additional part-time faculty available to support a greater variety when enrollment increases.
- 4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.**
- We currently offer most courses during the daytime. However, we offer multiple sections asynchronously to best meet the needs of our students who are unable to attend daytime classes. We hope to increase evening availability as our enrollment increases.

## **5.2 Outside Influences on Your Department**

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

### Laws and Regulations

- AB705 implementation had a major impact on our department during this Program Review cycle. AB-705 was passed in October 2017 and intended to address the inequities in remediation and completion of English, Math, and ESL by allowing students to bypass remedial prerequisite courses and enroll directly in transfer-level English and math courses. It further prohibited colleges from requiring students to take a prerequisite course unless they are highly unlikely to succeed in a higher-level course without it. Obviously, this created a significant impact on our department as many of the courses we offered at the time were considered "remedial". The benefit of AB705 was that it gave our students open access to our transferable READ 142 F course.
- The implementation of Guided Pathways during this Program Review cycle (which streamlined academic pathways to rapidly and equitably advance students seeking associate degrees and transfer) followed AB705 and prevented the college from encouraging students to take the READ courses that did not meet any GE requirements.

- 2. Make sure you are including all degree and certificate programs, including the College's GE program.**
  - Literacy skills should be considered crucial capital for someone to develop in order to participate actively in society and improve academic performance. Thus, we are committed to helping students earn their GE degree and certificates with the support of our READ courses.
- 3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.**
  - N/A to the READ Department
- 4. If AB 705 applies to the program then how are you meeting its mandates?**
  - We met the mandates by eliminating the use of placement tests and eliminating non-transferable courses as previously mentioned.

### **5.3 Your Program's Active and Applied Learning and High-Impact Practices**

- 1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, 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.**

The Reading Department provides multiple opportunities for students to apply and deepen their knowledge including:

- Reading pieces of text that are selected to engage students' diverse experiences, needs, and capacities.
- Reading, reflecting, discussing and writing in order to enter into a societal or academic conversation.
- Exploring their own experiences and perspectives and examining how various authors "weigh in" on that conversation.
- Using asset-based pedagogy focusing and building on student strengths.
- Providing frequent low-stake assignments to foster student confidence.
- Incorporating student-selected research topics so students have interest in a topic that matters to them.
- Creating project-based learning projects focused on advocacy (global topics) and political action.
- Using capstone projects to showcase learning to a larger audience than the teacher.
- Teaching undergraduate research strategies such as personal interviews and how to use the Fullerton College database.

- Integrating reading, writing and thinking activities that are centered around an engaging theme that is meaningful to their lives.
- Using portfolios to capture student progress.
- Offering a first-year experience course-Read 127 F.
- Offering an integrated reading/writing-intensive course -READ 142 F.
- Using culturally-relevant pedagogy practices.

**2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.**

The challenge for our program lies in the fact that although academic and disciplinary literacy is necessary for success in higher education and future employment success, we only have one course that fulfills a requirement for graduation. Our other courses, which would also support student success by improving their literacy skills are transferable to the CSU's as elective credits but are not "mappable" into any program. Faculty in other disciplines which are dependent on heavy reading often struggle with the lack of literacy skills and strategies that students possess and use which may lead them to modify their instruction to include less reading, provide needed study guides, and test at a literal level rather than testing higher order thinking skills. Rather than students growing in their reading skills, they learn ways around the rigorous reading that is required. The Reading faculty continue to feel that the campus community often does not understand exactly what we teach and how it benefits the students.

In addition, students self-report that they are often told after they register for a Reading class, that they don't actually "need" the class and so unenroll.

## 6.0 Planning

### 6.1 Progress on Previous Strategic Action Plans

**1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.**

The Reading Department had two Strategic Action Plans in our last Program Review:

- **Previous SAP #1: Foster enrollment in reading courses through strategic marketing and creating an awareness of the skills taught in the reading courses.**
  - During the past five years, we strengthened partnerships with the Social Science and Automotive departments through the Pathways Transformation Initiative. In addition, during the time that we had a Reading Center, we formed partnerships with the Social Science, English, and Cosmetology departments.

- Currently, our department has a website and an Instagram account to promote our courses and we attend Counseling Department meetings every semester to provide the counselors with curriculum updates. We are also partnering with the Teachers Pathways Program to offer READ 142 as a core course in their program.
  - During the last Program Review cycle, we received \$6,000 to create a professional video which will be completed this December. We will be posting the video on our website and Instagram account, along with using it at events to promote our courses such as High School Family Night, START summer program, etc. We are appreciative of receiving this funding to promote our department and request additional funding to update the video in the next couple of years.
  - As our department continues to adjust to post-AB705 and post-pandemic enrollment issues, we continue to be committed to using strategic marketing to create awareness of the importance and relevance of our courses to help students stay on the path to success. This is an ongoing need for us as noted above regarding low enrollment trends that will continue into the next Program Review cycle.
- **Previous SAP #2: The Reading Dept. faculty will increase the Fullerton College Leisure Reading Book Club membership to promote leisure and recreational reading.**
- Membership increased in the FC Leisure Reading Book Club and students report enjoying participating in the book club. However, as the number of our faculty decreased in our department, we no longer had a faculty member who could lead this club and it is currently being led by Jane Ishibashi, Librarian.
  - All funding for this goal was used from the existing funding from the Friends of the Library and none was requested.
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 to READING DEPARTMENT

## 6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

## **Strategic Action Plan (SAP) # 1      Department: READING**

<b>Strategic Action Plan #1.</b>	<p><b>SAP #1: INCREASE ENROLLMENT IN READ COURSES.</b></p> <ol style="list-style-type: none"><li>1. PROMOTIONAL VIDEOS: Increase enrollment in READ 142 F through the use of professional promotional videos. It is expected that we will need to update the current READ 142 F video in about three years. We also would like to create a second professional video to be used to promote our first-year experience course, READ 127 F.</li><li>2. Increase stability and the reach of READ 142 F by exploring partnerships with campus programs.<ul style="list-style-type: none"><li>• Teachers Pathways Program</li><li>• Administrative Justice Program</li><li>• Others to be determined by examining data from OIE</li></ul></li><li>3. Increase enrollment in READ 127 F sections through strategic <u>marketing</u> to first-year students and considering dual-enrollment as an option.</li><li>4. Provide schedule options for students by piloting late start classes for both READ 127 F and READ 142 F .</li></ol>
<b>List College goal/objective the plan meets.</b>	<p>Objective 3: Improve student critical thinking skills</p> <p>Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness</p>

	Objective 3: Increase outreach to and recruitment of students from underserved populations
<b>Explain how the request helps the College attain student equity.</b>	Providing Reading courses at Fullerton College ensures that all students will have the tools to access academic, disciplinary and digital literacies leading to equal access to an education that leads to career pathways.
<b>What measurable outcome do you anticipate for this SAP?</b>	The outcome will be demonstrated by the ability to offer more sections of READ courses.
<b>What specific aspects of this SAP can you accomplish without additional financial resources?</b>	<p>We can explore partnerships and relationships on campus, in addition to offering multiple formats of the classes, without additional financial resources.</p> <p>However, we are requesting funding for promotional videos. The videos are used to generate interest in taking Reading courses which ultimately support student educational goals. The underlying purpose of the proposed video is in line with the College Mission Statement in that it is “developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer.” The video can be utilized by other Fullerton College partner programs like the Teacher Pathway Program and other special programs like EOPS, North Orange Pledge and High School Outreach to encourage students to take Reading classes and thereby enhance flexible pathways for student success.</p>

## SAP #1 Funds Requested

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other	<p>Promotional Video(s)</p> <p>\$10,000 (to create a NEW video for READ 127/READ 101 targeting first year students and re-entry students)</p> <p>\$3,000 (to UPDATE current promotional video targeting students who require a critical thinking course for Gen. Ed, CSU or UC transfer)</p>	<b>Program Review Funding- One-Time Funds</b>

<b>TOTAL requested amount</b>	<b>\$13,000</b>	
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## **Strategic Action Plan (SAP) # 2, Department Name: READING**

<b>Describe Strategic Action Plan.</b>	<b>SAP #2: HORNET TUTORS:</b> Increase student success rates by using embedded tutors in our courses (Hornet Tutors).  We are asking for 4 embedded tutors in the fall semester and 4 embedded tutors in the spring semester.
<b>List College goal/objective the plan meets.</b>	Reading classes with an embedded tutor provide additional support for students helping them to stay on the path to success.
<b>Explain how the request helps the College attain student equity.</b>	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."
<b>What measurable outcome do you anticipate for this SAP?</b>	We expect to see our course success and course completion rates improve.
<b>What specific aspects of this SAP can you accomplish without additional financial resources?</b>	N/A

## SAP #2 Funds Requested

Type of resource	Requested dollar amount	Potential funding source
Personnel	<b>Hornet Tutors for READ classes \$30,000</b>	<b>Program Review Funding- One-Time Funds Hornet Tutoring</b>
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
<b>TOTAL requested amount</b>	<b>\$30,000</b>	

### **6.3 Optional: Long-Term Plans**

**Your department might have more plans than just immediate requests for funding. If so, please describe them here.**

- The long-term plan for the Reading Department is to develop stability within our courses and enrollment growth. We plan to do this by:
  - Writing curriculum for a new course that addresses the connection between literacy and mindfulness (Mindful Reading) in collaboration with the MIND program.
  - Exploring the process of developing a Certificate program so that students who take two READ courses have documentation to demonstrate their mastery of literacy strategies that transfer to all disciplines and the wider world.

### **7.0 Executive Summary**

**Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.**

(The Executive Summary can be found at the beginning of this report.)

### **8.0 Publication Review**

**The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).**

1. **For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at [lmcpHERON@fullcoll.edu](mailto:lmcpHERON@fullcoll.edu).**
  - The Reading Department has a website hosted by the Humanities Division: <https://humanities.fullcoll.edu/reading/>. It was last reviewed in August, 2021 and meets the college graphic standards.
2. **If you find an inaccurate publication, please explain how you will make corrections.** N/A
3. **If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?**

- The Reading Department maintains a social media presence on Instagram. We use it to promote our courses, to promote campus events, and to post inspiring messages about reading. The department coordinator is currently responsible for creating posts and monitoring the feed. We feel strongly that students use social media as a main tool to gain information about the campus community and therefore we want to have a constant presence. Additionally, we are happy to promote other programs and services that support students through our Instagram page. Our Instagram account follows social media guidelines.
- 4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?**
- Our main method of communication with the wider community is through our department website located on the Humanities Division website, through our Instagram posts, and through department participation at campus-wide community events such as High School Family Night. The feedback we receive is positive in that everything we do helps to develop awareness of the courses we offer.



The End

A handwritten signature in black ink that reads "The End". The "T" is capitalized and has a small flourish above it. The "E" is lowercase and has a small flourish below it. The "N" and "D" are lowercase and connected by a single flourish. The "E" and "D" also have small flourishes extending from their right sides.

Format notes

**Cover Page:** standardize for each self-study, with signatures

**Executive Summary:** on a separate page, all by itself, for ease of processing.

**Main body of the report**

**Appendix A: Key Performance Indicator (KPI) data**

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

**Appendix B: SLO data**

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

**Appendix C: Other data**

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.