



PROGRAM REVIEW

RESOURCE GUIDE

Six-Year Review
Academic and Vocational Programs

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SECTION 1

DEFINITION OF PROGRAMS,
PURPOSE AND GOALS, TIMELINES,
ASSIGNMENT OF RESPONSIBILITIES,
CHECKLIST

Definitions of Program

INSTRUCTIONAL: a grouping of courses leading to defined objectives such as, but not limited to, a degree, certificate, diploma, license, or transfer. (From LOAC committee modified by Academic Senate in *Program Vitality Policy*.)

STUDENT SERVICES: a teaching and learning center or department that facilitates student success by providing instructional strategies, services and resources for academic success. Student support programs assist students in overcoming the varied factors in life that may disrupt their education and negatively impact their overall success.

ADMINISTRATIVE SERVICES: Administrative programs are identified as

- Public Affairs and Publications
- Information Technology Services
- PCPA-Auxiliaries
- Office of Vice President, Academic Affairs
- Office of Vice President, Student Services
- Office of Vice President, Administrative Services
- Office of Vice President, Facilities and Operations
- Allan Hancock College Foundation
- Business Services
- Human Resources
- Institutional Research and Planning
- Plant Services Campus
- Police Institutional
- Grants
- The Extended Campus
- Auxiliary Accounting Services
- Campus Graphics
- Bookstore (according to Board Policy 3255)

PROGRAM REVIEW PURPOSE AND GOALS

Program review is the process through which constituencies (not only faculty) on a campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices. Program review should model a miniature accreditation self-study process within a designated area of the college. This work should guide the larger work of the institution, providing the basis for the educational master plan and the accreditation self-study as well as guiding planning and budgeting decisions. The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program. A well-developed program review process will be both descriptive and evaluative, directed toward improving teaching and learning, producing a foundation for action, and based upon well-considered academic values. A major function of program review should be to monitor and pursue the effective alignment between the mission and priorities of the college and the actual practices in the program or service under review.

When it is linked to budgeting, planning, and other processes to carry out its recommendations, program review can contribute to fair and transparent institutional processes. The program review self-study allows for the people with the greatest level of expertise in a particular program to examine and scrutinize the program for effectiveness in serving students and achieving educational excellence.

GOALS:

- x Recognize excellence in educational and support programs.
- x Advance the mission, vision, goals and objectives, and learning outcomes of the institution.
- x Integrate program review with the planning, assessment, and budget/resource allocation processes of the college.
- x Strengthen programs through self-study and self-improvement.
- x Foster cooperation and communication between programs and services.

PROGRAM REVIEW TIME LINE

FALL SEMESTER - Self-Study Process

2 nd week of September	<ol style="list-style-type: none"> 1. Department chairs/self-study team members meet with vice president, academic affairs -distribution of support information, discussion of review procedure. (Department Chairs meeting) 2. Self-study procedure begins. Self-study team members begin work on study and discussion of student data collection.
1 st week of October	<ol style="list-style-type: none"> 1. Type of student data collection to be used sent to dean for approval (if not completed during the preceding semester).
2 nd week of October	<ol style="list-style-type: none"> 1. Names of validation team members submitted to dean for approval. 2. Department chairs/deans, self-study team members, director of Institutional Research and Planning, and vice president/academic affairs meet to discuss questions/problems
1 st week of November	<ol style="list-style-type: none"> 1. Student data collected (if not done the previous semester). 2. Academic deans meet with self-study teams (or designee of each team) to determine progress being made and assist as necessary.
1 st week of December	<ol style="list-style-type: none"> 1. Draft of self-study, complete with Plan of Action - Pre-Validation, exhibits and appendices forwarded to dean for review/suggestions. 2. If the draft is not complete as of this date, the academic dean will meet with self-study teams (or designee of each team) to determine progress being made and assist as necessary to ensure completion date is met.
2 nd week of December	<ol style="list-style-type: none"> 1. Final self-study packet completed. Validation team meetings have been scheduled. 2. One copy should be forwarded from dean to vice president, academic affairs (working copy).

SPRING SEMESTER Validation Team Process

3 rd week of January through end of March	<ol style="list-style-type: none"> 1. All validation team meetings held - final summary meeting held and executive summary report written (self-study members, validation team, and vice president/academic affairs).
By beginning of April	<ol style="list-style-type: none"> 1. Plan of Action-Post Validation report approved by all self-study team members and shared with department.
By end of 2 nd week of April.**	<ol style="list-style-type: none"> 1. Review complete; copies submitted to department and dean for institutional prioritization process to occur at each level the following fall.

These are final dates for the specified activity.

SPRING SEMESTER Annual Update Process

By Feb. 1	<ol style="list-style-type: none"> 1. Review the last Final Plan of Action-Post-Validation with program faculty and academic administrator, noting progress. Review annual update process and procedures.
Feb. 1 through end of March	<ol style="list-style-type: none"> 2. Collect and analyze data since the last comprehensive program review and/or annual update, including SLOs/assessment data. Review changes in the program and note significant new funding needs. Complete draft.
End of March through 2 nd week of April	<ol style="list-style-type: none"> 3. All program faculty review the update; forward copy to dean for feedback.
By end of 2 nd week of April.**	<ol style="list-style-type: none"> 4. Update completed; copies submitted to department and dean for institutional prioritization process to occur at each level the following fall.

PROGRAM REVIEW/ASSIGNMENT OF RESPONSIBILITIES

<u>Responsibility</u>	<u>of: Task:</u>
Department/Dean	Notify discipline(s) to be evaluated (in accordance with schedule). Select validation team members based on team's recommendations.
Self-Study Team	Prepare self-study and assessment plan, student data collection, review of statistical data and course outlines, plan of action - pre-validation, and any other materials included that are not otherwise provided as appropriate to the discipline/program. Participate in the preparation of the executive summary report. Prepare final plan of action – post-validation
Department	Review completed self-study, assessment plan, plan of action – post-validation, and other ancillary material. Attach any dissenting opinions. Produce final packets (4) of review, including executive summary and plan of action – post-validation. Keep a copy and forward to dean, institutional research, and vice-president, academic affairs.
Dean	Send letter of confirmation of appointment to validation team members. Assist in the self-study process as needed to ensure timely completion. Coordinate initial meeting of self-study team members and all meetings of validation team members. Distribute executive summary to validation team members and self-study team members for review. Distribute plan of action – post-validation to department for final compilation of packets. Follow up with department annually to review final plan of action-post validation to facilitate annual update process.
Articulation Coordinator	Prepare articulation information and post to appropriate web site or the coordinator will furnish paper copies to self-study team.
Institutional Research & Planning	Prepare statistical data and information to provide to self-study team or post on the appropriate web site. Assist faculty with the development and production of student survey. Compile the results of student survey. Provide assessment data and assistance with interpretation of data if needed. Post self-study and post-validation final plan of action on the AHC website.
Vice President, Academic Affairs	Prepare and distribute list of programs to undergo review. Maintain three-year calendar of all program review dates (completed, pending, and upcoming). Maintain online manual and materials (in consultation with academic senate). Provide orientation to process for self-study team members. Present reviews to superintendent/president and disseminate to other institutional bodies.

Check off each item as completed.

Course Review completed (during the preceding semester)

2/25/2020

Student data collection completed (if not done during the preceding semester)

12/10/2019

Have you developed focus groups, questionnaires or SGIDs that will provide you with data that can be used for validation in the self-study?

Validation team selection completed

Is your team consistent with the requirements of board policy? Is the team membership comprised in such a fashion as to provide you with objective input and are members qualified to analyze your self study?

Self-study responses completed and packets completed

Have you addressed each of the questions as fully as possible? Have you used statistical data provided by the college and obtained through student input to support statements in your self study?

Is there sufficient narrative and data contained in the self-study to support each of the items on your plan of action? Have you included all components of the review packet as may be appropriate to your program (see Sample Table of Contents). Have you included your updated *Assessment Plan*?

First validation team meeting set

Second validation team meeting set

Post-validation plan of action written

Plan approved, final packets completed

Stipend form signed

Self-study questions and post-validation final plan of action posted at IR website

SECTION 2

SELF-STUDY QUESTIONS

AND

FORMAT

SAMPLE

PROGRAM REVIEW

(name of disc.)

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PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

During the academic year, 2013-2014, reading faculty and the validation team completed program review. The self- study and validation teams developed a final plan of action-post validation based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)

PLAN OF ACTION

ACTION TAKEN ,RESULTAND STATUS

Hire full-time faculty, preferably with a reading specialty background.	Done using Title V monies. We also recently hired a FT English instructor who regularly teaches the Reading 110 course. We did not find a person specifically trained in reading instruction.
Work in closer collaboration with personal development instructors to improve student study skills and habits of mind.	Faculty have done work in this area including <i>On Course</i> student success, CAP, Mindfulness, and Habits of Mind training and the incorporation of relevant strategies and practices in the classroom.
When resources are adequate, consider adding more reading courses at LVC.	Current enrollment numbers at the Santa Maria campus don't support this, though it still may be worth considering in order to meet the needs of ESL students and students not ready to take English 101/112.
Add a one-unit lab to Reading 310	Successfully implemented.



Allan Hancock College Program Review

2019-2020 Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. (Place your responses in the expandable text boxes below each question.)

I. Program Mission (*must align with college mission statement*)

- x For all programs, describe the need that is met by the program or the purpose of the program, and explain how it aligns with the college mission and strategic plan.
- x For CTEA programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area."

(Sample: The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.)

The Reading Program is committed to providing excellent instruction in reading to improve our students' reading skills and enable them to successfully read and respond material for their college courses.

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

We have revised course outlines and cross-listed the courses in ESL and English to make the courses more visible. We have added a lab component to Reading 310 to give to students more time to apply reading strategies with instructor guidance. We are operating on the margins of AB705. Currently the reading courses are the only credit instruction available to students who feel unprepared to take on the demands

of English 101/112. We have met with ESL faculty and staff to make the reading courses part of the AB705 ESL pathway to English 101. We have tried to keep the classroom current with appropriate instructional technology. Evaluations of faculty demonstrate that faculty are sensitive to student needs and make themselves available to meet with students before and after class as well as during office hours.

We have struggled to grow enrollments and increase success rates across the program. We had a surge of enrollments in 2015-16 but have been back to 2013-14 numbers since, with the data looking something like a mountain peak. We have similar topography in success rates, ranging from 59% to a high of 69% and then a dip to 55%. Retention rates have dropped from the 90th percentiles to 83% in 2017-8 and 79% in 2018-9. By course, retention and success rates are strongest in Reading 510 with Reading 310 replacing 110 for “second place” in 2017-8.

Data show a disproportionate impact on students in any one of the following categories: under 19, first time students, white, and male. It is interesting to note that there is little duplicate headcount, meaning students are generally taking just one of the reading courses, and not retaking the course if they fail it the first time.

III. Analysis of Resource Use and Program Implementation

Describe the program’s current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

We have two faculty hired as FT reading instructors. They currently split their load between English and reading instruction. We have an additional two FT English faculty to regularly teach a reading course. These resources are sufficient. Instructional supplies and physical space are adequate. The program’s technology, however, is failing. We have twenty-five laptops available to students, yet they only sporadically and randomly access the internet. Multiple requests have been put into IT with no response.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

There is only one program SLO: Students will be able to engage successfully in a variety of text to suit their reading purposes. This SLO has only been assessed by course SLOs. Reading 310 fell below institutional standards by 4% one semester. Faculty have made a variety of instructional/pedagogical changes to try improve the outcomes, but no program-wide changes have been made.

V. Distance Learning (If applicable): N/A

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

- x Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.

N/A

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

- x Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc., as appropriate).
- x Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

There is no program-wide, formalized support system. However, individual faculty make use of tools the college provides including Starfish, library orientations, counselor visits, LAP referrals, connections to the language lab and its learning facilitators. The language lab connection is one that we should grow as many ESL students are familiar with the language lab and its staff.

As mentioned above, students under 19 are struggling with a pass rate of only 35%, whereas older student enjoy more success, most groups over 70%. The disproportionate impact for first time students is -14.9%. By ethnicity, the white and Filipino populations show the lower success rates (52% and 28% respectively), though just the white population registers as disproportional impact. Males also are not doing well with a 51% success rate and -7.3% percentage point gap (PPG). The disparities for the under 19, first time students, and male population align with the college's overall PPG.

That the under 19 and first-time students are not doing as well as other groups may be to be expected. Students are often not yet adjusted to the rigors and independence of college work. Yet this is a target population for this program, so more should be done to facilitate their adjustment. Embedded counselors, closer connections to the language lab and its learning facilitators, study groups, and perhaps some initial class activities to help students

understand the expectations are all actions worth investigating. I do not have explanations for the lower success rates among whites and males but will seek guidance from Institutional Effectiveness to gather data on this population and work with student activity groups, like our men's support group to help us address the population. (The Filipino population in the reading courses totals 7 students making its numbers "highly volatile").

VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

Our institutional researcher provided a couple of explanations for the data regarding enrollment and success rates. The program is very small and the courses are optional and not part of program leading to a certificate or degree. This makes enrollment and success rates highly volatile. The volatility is demonstrated in that a single summer course offering explains the surge in enrollments in 2015-16.

The data show a disproportional negative impact for under 19, first-time, male, and white students, i.e., the retention and success rates of these groups were lower than the overall average. Since first-timer are usually fall in the under 19 age group, this likely indicates that recent high school graduates taking reading courses are struggling and that male students are not performing as well as female students. These two populations of students should be a focus of reading resources and interventions. (See above for further detail as these questions seem redundant given there are no labor market trends, advisory boards or articulation agreements for the reading program.)

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology-related developments and actions taken or needed to address these.

Despite the removal of prerequisites and advisories, there is a cohesiveness to the program as each course focuses on different readings skills and applications. Because reading is process involving a set of skills, there is some redundancy built within the courses and students can continue to work on the whole of their reading regardless of their reading level. Writing assignments are required at each level, reflective of the current practice that reading and writing are interlinked skills.

VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five-year period and include target dates and resources needed.)

The Reading program, in conjunction with the ESL program, is currently working on a self-placement tool to assist students (and counselors) choose appropriate courses. It is being piloted this spring/summer 2020. This work has led to a discussion of the ESL/ Reading sequence and what revisions might be made there to present a more cohesive program, including surface appearance—course titles and numbers—as well as the addition of writing courses at the higher levels of the ESL program. This raises a stickier question of “Are the reading courses now part of the ESL program or do they remain as a ‘sovereign’ program?” There is also some question about the elimination of all developmental English courses from the AHC course offerings. Does this remain the wisest direction for AHC students, particularly those students who may not be transfer-bound or able to surmount the time and effort needed to overcome learning gaps to succeed in English 101 even with 112. Hopefully the validation team will add insight and direction.

We anticipate collecting more data regarding the English 101 success rates for students who have previously successfully completed Reading 110—or 310. If the success rates merit, Reading 110 might be an alternative to the English 101/112 pathway for students who can’t commit 6 units to English in one semester.

Addressing the success rates of the first-time, under 19 students might be done via classroom activities and guest visits from counselors, student groups, college nurse; these could be done as part of the Reading 310 and 110 lab and emphasized in the Reading 510 course, as there is a chapter on student success in the course textbook. It might be better done with the PD 101 learning community. Obviously, it needs further discussion, and input from the validation team is welcome.

Revised March 2015

STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

- 91% of students would recommend taking reading course—great news for an optional program.
- 90% were highly satisfied (60%) or somewhat satisfied (30%) with the course content.
- 93% were highly satisfied (57%) or somewhat satisfied (36%) with the quality of instruction.

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

- 37% were either dissatisfied or neither satisfied or dissatisfied with the technology. (I am surprised it is not more as the laptops were always glitchy. It may be because teachers ceased to use them.)
- 18% were either dissatisfied or neither satisfied or dissatisfied with the physical facilities and space.
- 29% are not taking an additional reading class. There was a separate answer—no I am taking Reading 110 the last course in the program. So theoretically these are Reading 310 and 510 students. It is hard to say if this is negative for the students. They may have gotten what they needed and moved on to English 101 or 101/112. It is hard on the program enrollment numbers, but meeting student needs is what we are after.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self-study team. What planning implications will result from this information?

- 78% were satisfied or highly satisfied with the advice about the program from counselors.

- 93% were satisfied or highly satisfied with the way the textbooks and other materials used in courses help them learn.

SELF-STUDY TEAM MEMBERS SHOULD INSERT THE FOLLOWING DOCUMENTATION INTO THE PROGRAM REVIEW PACKET

STUDENT DATA

STATISTICS

ARTICULATION STATUS OF COURSES

COURSE REVIEW VERIFICATION SHEET

COURSE OUTLINES

REVIEW OF PREREQUISITES, COREQUISITES, ADVISORIES
(Summary – completed the year subsequent to the self-study)

DEGREE AND CERTIFICATE REQUIREMENTS

ADVISORY COMMITTEE MEMBERSHIP

The Executive Summary and Plan of Action-Post Validation should be included in the packet upon completion in the spring semester.

COURSE REVIEW VERIFICATION

Discipline: Reading Year: 2019-2020

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):
 Reading 310/English 312/ESL 310

 Reading 510/English 510/ESL 510
2. The following courses require minor modification to ensure currency. The self-study team anticipates submitting such modifications to the AP&P, FALL 20____ SPRING 20____:

 Reading 110/English 113/ESL 110 to drop the advisory
3. The following courses require major modification. The self-study team anticipates submitting such modifications to the AP&P committee, FALL 20____ SPRING 20____:

GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on: __N/A__

The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on: __N/A__

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: __N/A__

Course Review Team Members:

Julie Knight *Julie L Knight* 3/14/2020

Name Signature Date

Chad Kelly
Name Signature Date

Jennifer Jozwiak
Name Signature Date

Melanie Brunet *Melanie F. Guido Brunet* 10/23/2020
Name Signature Date

AP&P Chair Signature Date

Academic Dean

Signature

Date

SECTION 3

ASSESSMENT PLAN (*SAMPLE PROVIDED*)

includes: Program Learning Outcomes,
Assessment Methods, Alignment of Course SLOs, Assessment
Calendar,
Plan for Dissemination of Results



This part of the program review demonstrates alignment of courses with coverage of program student learning outcomes and lays out the program's plans for conducting assessments over the forthcoming five years.

Mission

The mission of the Department of Physics is to provide students with an education in the fundamental processes of the physical world with thorough study in both the classroom and laboratory.

Program Outcomes

Program SLO 1: Students will demonstrate knowledge in the fundamentals of physics (waves, mechanics, electricity, and magnetism) so that they are prepared for graduate study or professional work in physics, engineering, education and related fields.

Program SLO 2: Students will demonstrate the ability to analyze a variety of physics problems.

Program SLO 3: Students will be able to investigate an area of physics and explain that research to other students at a similar level.

Program SLO 4: Students will demonstrate technical skills needed for lab work in physics.

Program SLO 5: Students will demonstrate the ability to independently collect, analyze, evaluate and/or explain data concerning a question of current research interest.

Course/Program Alignment

Outcomes will be introduced, developed and practiced with feedback, and demonstrated at their highest levels as shown below. Outcomes 1 and 2 are assessed with an exam. This exam is given in P390/391. Outcome 2 is also assessed with alumni feedback obtained via survey. Outcome 3 is assessed in P390/391 using a rubric. Outcome 4 is assessed using a practicum exam at the end of the lab associated with P240. Outcome 5 is assessed for participating students by successful completion of research programs, and any resulting conference presentations, honors theses, and published paper. (Key: I= Introduced, D=Developed and practiced with feedback; M=Demonstrated at a specified mastery level)

	Outcomes				
	1	2	3	4	5
P106	I,D				
P110		I,D			
P120	D		I,D		
P240	D			I,D	
P250					I,D
P310	D	D	D	D	
P320		D			
P330	D		D		
P340	D			D	
P390	M	M	M	M	M
P391	M	M	M	M	M

Implementation of Assessment

Responsibility for implementing the assessment lies with the entire department. Confident that outcomes are reflected in actual coursework of your major/program, describe the mechanisms for assessment. Think of assessing your outcomes on a 4 or 5 year cycle. (If you have 10 outcomes assessing 2 a year is ideal.)

AssessmentCycle

Use one row for each Program outcome. *Your 6-Year assessment schedule can be inserted here, if you've already completed it.*

.Program Outcome	To be assessed in semester:	Assessment method (s)	Team to review assessment results	Resources needed to conduct assessment	Individual responsible for assessment report	Date we expect to complete review
Students will be able to engage successfully in a variety of texts to suit their reading purposes.	Yearly	Written assignments: essays, summary and responses, portfolios	Those teaching the courses on a regular basis.		Assessment report of SLOs or program? Julie Knight has been doing the annual reviews and is responsible for the current 6-year program review.	

Data for all outcomes will be collected every year, except for the alumni survey associated with Outcome 2. This will be collected every other year when we collect information for our alumni newsletter. Analysis of the data will follow the schedule given above.

The department chair is responsible for gathering the assessment data and ensuring that discussion takes place.

Dissemination of Information

Results will be shared in a special department meeting once a year. This will occur near the end of the academic year as soon as exam data for the year are available. In addition, written summaries will be shared with the Learning Outcomes and Assessment Committee, the dean, and the Vice President, Academic Affairs.

SECTION 4
STUDENT DATA COLLECTION

STUDENT DATA COLLECTION

Student input regarding the discipline/program can be obtained in many different ways. If you choose to use a written survey, the following survey **must** be used. The survey questions were developed by faculty, deans, and institutional research. You may add or delete any of the **optional** or **background** questions or add other questions relevant to your program. Once you have completed your edits, you may send the survey to Institutional Research and Planning for development of the actual survey form and production of the copies. You may, if you prefer, contact personnel in Institutional Research and Planning to assist you with the development of the survey.

Institutional Research & Planning will provide a link to an online version and a PDF file for a hard copy version of the final survey. Programs are responsible for administering the survey. If the survey is conducted in paper form, please check with IRP about the type of paper that must be requested when having the survey printed. If the survey is conducted in paper form, the responses need to be scanned into the Class Climate system; the dean's secretaries have received training for doing this task. IRP does not have a scanner nor clerical support to assist with data entry. After the responses are entered into the survey system, IRP will analyze the results and generate a report with the findings

In addition to or in place of the survey, faculty may choose to use an SGID approach or meet with students in focus groups. When developing the structure for an SGID or focus groups, the emphasis needs to be on the program/discipline. Additionally, remember you are seeking information that will be meaningful to you in terms of the self-study.

Whatever tool you choose to use, keep in mind that the appropriate academic dean must approve the methodology no later than the first week in October.

OPTION: You may choose to gather the student data during the academic year preceding the program review. This would be done in conjunction with the course review process. (See Program Review – Course Review Resource Guide.)

PROGRAM REVIEW
Student Survey

Please answer the following questions as they pertain to your experience in thiscourse and all other courses in ****PROGRAM****.

Please indicate how satisfied you are, in general, with the following aspects of your ****PROGRAM****

Please fill in the bubbles completely with a pen or pencil.

Highly Satisfied Moderately Satisfied Not at all Satisfied No Opinion

Like this: ● Not like this: (✓) (X) (/)

1. Quality of instruction within the program	1	2	3	4	5	0
2. The way textbooks and other materials used in courses within the program help me learn	1	2	3	4	5	0
3. Advice about the program from counselors	1	2	3	4	5	0
4. The way this program meets your educational goals	1	2	3	4	5	0
5. Contribution towards your intellectual growth	1	2	3	4	5	0
6. Clarity of course goals and learning objectives	1	2	3	4	5	0
7. Feedback and assessment of progress towards learning objectives	1	2	3	4	5	0
8. The availability of courses offered in the program	1	2	3	4	5	0
9. The content of courses offered in <u>**PROGRAM**</u>	1	2	3	4	5	0
10. The coordination of courses offered in <u>**PROGRAM**</u> and courses offered in other departments that may be required for your major	1	2	3	4	5	0
11. The physical facilities and space (e.g., classrooms, labs)	1	2	3	4	5	0
12. Instructional equipment (e.g., computers, lab equipment)	1	2	3	4	5	0
13. Presentation of classes via the college's Blackboard course management system	1	2	3	4	5	0
14. Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	1	2	3	4	5	0
15. Availability of appropriate resources in the libraries	1	2	3	4	5	0

OPTIONAL QUESTIONS:

1. Which of the following best describes your reason for taking this and other courses in ****PROGRAM****?

<input type="radio"/> Recommended by a counselor	<input type="radio"/> To meet general education requirements
<input type="radio"/> Recommended by a friend	<input type="radio"/> Offered at a convenient time
<input type="radio"/> Other	

2. Compared to the beginning of the semester, your attitude about ****PROGRAM**** has
- Improved Remained the same Decreased
3. I would recommend taking courses in ****PROGRAM****
- Strongly agree
 Agree
 Uncertain
 Disagree
 Strongly Disagree
4. I plan on taking additional courses in ****PROGRAM****
- Strongly agree Uncertain Strongly Disagree
 Agree Disagree
5. Which of the following courses have you taken in ******PROGRAM****?
- A
B
C
D
E
6. In which of the following courses are you currently enrolled?
- A
B
C
D
E

Background Questions

1. How many units have you completed prior to this semester?
- 0-15 31-45 61 or more
 16-30 46-60
2. In how many units are you currently enrolled?
- less than 5 5 to 8.5 9 to 11.5 12 or more
3. What is your final academic goal?
- Certificate Bachelors Not certain
 AA/AS Masters or higher

You may wish to ask about gender, ethnicity and other student characteristics although these data are available through our MIS data.

SECTION 5

INSTITUTIONAL DIRECTIONS

GOALS

OBJECTIVES

Strategic Plan is available on the Allan Hancock College myHancock portal:

<http://myhancockcollege.edu>

SECTION 6

PLAN OF ACTION

PRE-VALIDATION

DIRECTIONS FOR PLAN OF ACTION – PRE- AND POST-VALIDATION

Directions: Based on interpretations of the data that take into account different program faculty perspective within the program and constraints on available resources, what changes do you propose?

Use these questions as prompts to help develop the Final Plans of Action (Pre- and Post-Validation)

Student Learning Outcomes and Achievement Data

Improve Student Performance

- x What changes are needed to better accommodate new information about the learning process and student characteristics?
- x What changes facilitate communication among interested faculty/departments?
- x What changes reflect changing employment and enrollment trends?

Student Characteristics

Enrollment and Demographic Changes

- x Can the program accommodate current and anticipated changes in demand or enrollment?
- x How can the program accommodate significant current and anticipated changes in student demographics?

Educational Environment

Curricular/Co-Curricular Changes, Neighboring College and University Plans, and Community Plans

- x What specific changes in the curriculum are likely to improve student achievement and learning outcomes?
- x What changes are needed on classroom assessment and other important data gathering efforts?
- x What increasing or improving space and/or equipment are recommended for a changing student population and improving learning outcomes?

Resources

Facilities, Equipment, and Staffing

- x What personnel, space, equipment, supplies, and other resources will these changes require?
- x If any of these changes require funding beyond that already expected to be budgeted, how might the changes be funded?
- x Given constrained resources, what are your priorities for funding proposed changes? Provide in priority order.
- x How could the college support services (maintenance, LRC, bookstore, business services, computer services, etc.) better support learning opportunities for students in this program?

**PLAN OF ACTION - PRE-VALIDATION
Six Year**

DEPARTMENT: English PROGRAM: Reading

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVMENT

TARGET DATE

Theme/Objective/ Strategy Number AHC from Strategic Plan

1. Embed a counselor in the classroom or affiliated with the course - SLS 1	1. Fall 2022	
2. Add learning facilitators to the classroom as needed. SLS2	2. Spring 2022	
3. Build a stronger connection with the Language Lab and Writing Center SLS2 with orientations and visits and other such activities.	3. Spring 2022	
4. Explore implementing study groups. SLS6 and SLS7	4. Fall 2021	
5. Explore other forms of "on-boarding" students SLS3	5. Fall 2021	

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

TARGET DATE

Enrollment Changes	Theme/Objective/ Strategy Number AHC from Strategic Plan	Target Date
Demographic Changes (Possible increase in ESL students) Explore and measure the perceived efficacy of online reading and language tutorials at the various course levels.	IR3	Fall 2021
Develop closer ties with the language lab	SLS 2	Spring 2022

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

TARGET DATE

Curricular Changes		
Co-Curricular Changes Join forces with other agencies and support services on campus	SLS 7	Spring 2022
Neighboring College and University Plans		
Related Community Plans		

RECOMMENDATIONS THAT REQUIRE ADDITIONAL
RESOURCES

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

TARGET
DATE

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Facilities		
Equipment Upgrade laptops and wireless connectivity IR3	IR3	Spring 2022
Staffing		

SECTION 7

VALIDATION PROCEDURES

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Academic Dean

Date: 6/1/2020

From: Julie Knight

We recommend the following persons for consideration for the validation team:

DEPARTMENT English PROGRAM Reading

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

Melanie Brunet English
(Name) (Related Discipline/Program)

George Phelan ESL
(Name) (Unrelated Discipline/Program)


Brooke Souza Counseling
(Name) (Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip
email address	

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip
email address	

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip
email address	

APPROVED: 
Academic Dean

6/1/2020
Date

VALIDATION TEAM DUTIES

A program review involves the visitation, observation and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

Duties of a Team Member

Pre-visit Responsibilities

1. Study the self-study report prepared by the faculty.

Visit Responsibilities

1. Meet with program/discipline faculty.
2. Examine teaching materials, supplies and equipment presently being used in the program.

Post-visit Responsibilities

1. Develop an executive summary of team findings and recommendations.

The Role of the Validation Team

The validation team has been selected to include professionals who can assist the program by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program, talk with instructors and students in the program, and request any further information or materials which would be helpful in preparing the executive summary.

SECTION 8

EXECUTIVE SUMMARY

AND

PLAN OF ACTION

POST-VALIDATION

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

Strengths of the program/discipline:

Students enjoy the course and are successful completers.
Students enjoy the reading materials and feel prepared to enter into the next course.

Concerns regarding the program/discipline:

Students typically take only one course of the sequence.
There's often a mixture of students who are unprepared for ENGL 101/112 with ESL students, so the focus of the class may be impacted.

2. RECOMMENDATIONS

Learning Communities: Create more cohorts that not only take reading, but perhaps other courses

Language Lab: increase use and collaboration

Technology: Classroom sets of laptops to take home with preloaded software.

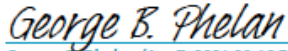
Combine the ESL and READ discipline: Suggestions—English Improvement; English Development

Request funding from SEAP to pilot embedded tutors, embedded counselors, and embedded librarians

VALIDATION TEAM SIGNATURE PAGE



Mary Patrick, Dean, Academic Affairs



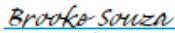
George B. Phelan (Apr 7, 2021 20:16 PDT)

George Phelan, ESL



Melanie Faith Guido Brunet (Apr 7, 2021 20:46 PDT)

Melanie Brunet, English



Brooke Souza (Apr 8, 2021 22:29 PDT)

Brooke Souza, Counseling

**PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)**

DEPARTMENT English PROGRAM Reading

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED STUDENT OUTCOMES AND IMPROVE STUDENT PERFORMANCE	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
<ol style="list-style-type: none"> 1. Embed a counselor in the classroom or affiliated with the course 2. Add learning facilitators to the classroom as needed. 3. Build a stronger connection with the Language Lab and Writing Center with orientations and visits and other such activities. 4. Explore implementing study groups. 5. Explore other forms of “on-boarding” students 6. Develop closer ties with the language lab. 	<ol style="list-style-type: none"> 1. SLS1 2. SLS2 3. SLS2 4. SLS6; SLS 7 5. SLS3 6. SLS2 	<ol style="list-style-type: none"> 1. Fall 2022 2. Spring 2022 3. Spring 2022 4. Spring 2022 5. Fall 2022 6. Fall 2021

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
<p>Enrollment Changes</p>		
<p>Demographic Changes (Possible increase in ESL students) Explore and measure the perceived efficacy of online reading and language tutorials at the various course levels.</p>	IR2	Fall 2021

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
<p>Curricular Changes</p>		

Co-Curricular Changes		
Neighboring College and University Plans		
Related Community Plans		

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

**Theme/Objective/
Strategy Number
AHC from
Strategic
Plan** **TARGET
DATE**

Facilities		
Equipment Upgrade laptops and wireless connectivity	IR3	Spring 2022
Staffing		

VALIDATION TEAM RECOMMENDATIONS
Disregarded or modified (if appropriate)

REASON **ACTION/CHANGE/EEG**

Recommendation Learning Communities: Create more cohorts that not only take reading, but perhaps other courses, like writing.	Includes a more comprehensive program for not only reading, but writing.	
Recommendation Language Lab: increase use and collaboration	Increased cross-collaboration with ESL and potential new demographics.	
Recommendation Technology: Classroom sets of laptops to take home with preloaded software.	Allows vulnerable population to have clear access to technology with software they need.	
Recommendation Combine the ESL and READ discipline: Suggestions—English Improvement; English Development	Improve navigation and recognition of the cross-discipline nature of the programs.	
Recommendation Request funding from SEAP to pilot embedded tutors, embedded counselors, and embedded librarians	Adding embedded resources improves student performance.	

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

Mary Patrick Date: 4/10/21

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

Reviewed:

Department Chair*

Jamal Smith Date: 5/13/2021

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

[Signature] Date: 5/18/2021

Vice President, Academic Affairs

[Signature] Date: 8/17/21

SECTION 9

EVALUATION OF PROCESS

PROGRAM REVIEW SUGGESTIONS FOR
IMPROVING THE PROCESS

Complete at the end of the process and return to the Academic Senate president.

I participated in the Program Review Process as:

1. a writer of a self-study _____
2. a member of a validation team _____
3. other (specify) Suggestions for

Improvement:

Allan Hancock College Course Outline

Discipline Placement: Reading (Masters Required) or ESL (Masters Required) or English (Masters Required)

Department: English

Prefix and Number: READ 110

Catalog Course Title: Introduction to Critical Reading

Banner Course Title: Introduction to Critical Reading

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	1.000	16.0 - 18.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	4.0	64.0 - 72.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade or Pass/No Pass

Requisites

Advisories

READ 310 Reading Skills and Strategies
or ENGL 312 or ESL 310

or

Advisories

ENGL 513 Writing Skills 3

Entrance Skills

Upon entering this course, the student should be able to:

READ 310 - Reading Skills and Strategies

- o identify main idea and relevant supporting details in a variety of text types
- o determine appropriate inferences, conclusions, and generalizations from selected expository, graphic, and creative texts
- o state and substantiate an opinion on the content and/or style of written work
- o utilize structural and contextual analysis to recognize and comprehend appropriate college vocabulary

- summarize textual material accurately
- apply reading strategies appropriate to selected creative, expository, and graphic texts
- analyze and evaluate an author's argument

ENGL 513 - Writing Skills 3

- write coherent essays and paragraphs about course readings and/or other subjects.
- summarize, analyze, and make a simple synthesis between two readings or ideas.
- complete in-class writings that illustrate some organizing, composing, revising, editing, and time-management skills.
- read and summarize short expository texts for the purpose of writing and discussion.
- distinguish between fact and opinion and identify author's purpose and tone.
- direct writings to a specific audience using an appropriate voice.
- construct writings with a central idea and supporting paragraphs.
- write paragraphs with supporting sentences that relate to the topic sentence.
- recognize and begin to apply sentence variety and appropriate word choice.
- use vocabulary strategies.
- proofread and edit essays for public presentation.
- identify some errors in English grammar, usage, and punctuation.
- use outside sources and begin to use direct quotations from those sources.
- differentiate between one's own ideas and those of others.

Catalog Description

Reading 110 is designed to equip students with effective reading skills for success in college courses. The emphasis is on improving reading comprehension and developing effective text analysis. Students learn to engage successfully a variety of texts to suit different reading purposes; to develop literal, inferential, and critical comprehension skills; and to analyze, synthesize, and evaluate texts from diverse sources. By practicing critical reading, students will also improve their writing skills. This class serves as a prerequisite for English 101. Lecture: 3 hours per week. Lab: 1 hour per week. This course is not open to students who are enrolled in or have received credit for ENGL 113 or ESL 110.

Course Content

Lecture

- Introduction to and exploration of active reading skills.
- Exploration of text types.
- The presentation of ideas: Understanding and analyzing rhetorical and stylistic devices and organizations by which an author conveys ideas and meanings. Understanding, solving, comparing, evaluating texts.
- Understanding of the purposes and organization of essay writing.

Lab

- Application of reading strategies
 - Directed study and writing
 - Research
-

Course Objectives

At the end of the course, the student will be able to:

1. apply reading strategies appropriate to selected text types
 2. apply principles of analysis to selected readings, and make critical judgments about them
 3. research, compile, and compare texts, synthesizing material to produce an informed, documented argument
 4. recognize how sentence structure, punctuation, and lexical items create meaning and cohesion in a piece of writing
-

Methods of Instruction

- Lab
- Lecture
- **Methods of Instruction Description:**

In the classroom:

Lecture combined with instructor-guided group work, discussion, and electronic research.

In the laboratory:

Instructor-assisted activities such as computer-assisted activities, one-on-one writing instruction, and instructor-guided individual work.

Assignments

- **Outside Assignments**
 1. Students will be asked to demonstrate comprehension and critical thought using a variety of methods, which may include journals, response writings, group projects, and presentations.
 2. Students will write at least two well-developed essays using MLA format and documentation demonstrating analysis of and critical response to course readings.

For example, students will identify four texts studied in class that address one theme. In a 1,200-1,600 word essay using MLA format and documentation, students will discuss how the readings have expanded and/or altered their understanding of the theme. Text chosen must represent at least 3 different text types.

Methods of Evaluation

- Exams/Tests
 - Research Projects
 - Portfolios
 - Class Participation
 - Lab Activities
 - Writing Requirements
 - Other
 1. Instructor designed tests, midterm exam, and final exam
 2. Individual demonstrations of reading comprehension and analysis, such as portfolios, journals, text annotations, maps, class presentations, based on assigned readings
 3. Essays and paragraphs in critical response to course readings
-

Texts and Other Instructional Materials

Adopted Textbook

1. McCraney *An Introduction to Critical Reading* Edition: 7th 2012

Supplemental Texts

None

Instructional Materials

None

Student Learning Outcomes

1. READ110 SLO1 - Given an authentic text, accurately summarize and evaluate the text, and describe how each type of text contributes to the reader's body of knowledge and understanding of a given topic.
-

Distance Learning

Delivery Methods

- ERT

Instructor Initiated Contact Hours Per Week: 4.000

Contact Types

1. Other (please specify)

Emergency Remote Teaching (ERT) in synchronous class meetings via videoconferencing platform.

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT/DL course may include but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS

- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)

- Interactive mobile technologies
- Chat, text, Twitter
- Telephone

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

All courses must meet the [WCAG 2.0 level AA](#) standards including but not limited to the items listed below:

1. **Images, graphs, charts or animation**. A text equivalent or [alt text](#) is provided for every non-text element, including all types of images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*
2. **Multimedia**. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript may be sufficient.
3. **Documents and other learning materials**. [PDFs](#), [Microsoft Word documents](#), [PowerPoint presentations](#), [Adobe Flash](#) and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. **Timed quizzes/exams**. Extended time on quizzes and exams is one of the most common accommodations. [Instructions for extending time in Canvas](#).
5. **Outside webpages and links**
 - Ensure that all webpages meet 508 standards by testing through [Cynthia Says](#). Follow the Accessibility Guidelines [WCAG 2.0 Level AA](#)
 - Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.*
6. **Applications, software, and outside learning systems**. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with [WebAIM WAVE toolbar](#).
7. **Avoid text images**. Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
8. **Color contrast**. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
9. **Text objects**. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
10. **Disability statement**. The course syllabus contains the college's [suggested Disability Statement](#) as well as current information on the location and contact information for the

[Learning Assistance Program \(LAP\).](#)

Comment: Is there any aspect of the course that cannot be made accessible to students with disabilities? Indicate YES or NO. [If YES, briefly describe the problem and how the problem will be resolved. Use attachment if necessary.](#)

Inform Students

via section Canvas page and college website

Additional Comments

None

Allan Hancock College Course Outline

Discipline Placement: ESL (Masters Required) or English (Masters Required) or Reading (Masters Required)

Department: English

Prefix and Number: READ 310

Catalog Course Title: Reading Skills and Strategies

Banner Course Title: Reading Skills and Strategies

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	1.000	16.0 - 18.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	10.0	160.0 - 180.0	3.0
Total Contact Hours	4.0	64.0 - 72.0	

Number of Times Course may be Repeated

None

Grading Method

Pass/No Pass

Requisites

None

Entrance Skills

Upon entering this course, the student should be able to:

Catalog Description

Reading 310 uses fiction and nonfiction texts to develop reading skills and strategies. The emphasis is on improving reading comprehension and efficiency and helping students become critical readers. This course is not open to students who are enrolled in or have received credit for ENGL 312 or ESL 310.

Course Content

Lecture

- Introduction to Reading
 1. components of reading
 2. levels of comprehension
 3. setting purpose
- Vocabulary Development
 1. structural analysis
 2. contextual analysis
- Reading Comprehension
 1. literal comprehension
 - a. identifying topic
 - b. identifying purpose and tone
 - c. summarizing and analyzing a text
 2. inferential comprehension
 - a. identifying textual support to a main idea
 - b. determining relevance
 - c. forming inferences, conclusions, and generalizations
 - d. identifying relationships (cause/effect, fact/non-fact)
 - e. identifying purpose and tone
 3. critical comprehension
 - a. forming and substantiating opinions
 - b. evaluating content and style
- Recognizing features of and appropriate reading strategies for a variety of texts:
 1. print graphics
 2. literary text types
 3. expository text types

Lab

- Application of reading skills and strategies to a variety of texts
-

Course Objectives

At the end of the course, the student will be able to:

1. identify main idea and relevant supporting details in a variety of text types
 2. determine appropriate inferences, conclusions, and generalizations from selected expository, graphic, and creative texts
 3. state and substantiate an opinion on the content and/or style of written work
 4. utilize structural and contextual analysis to recognize and comprehend appropriate college vocabulary
 5. summarize textual material accurately
 6. apply reading strategies appropriate to selected creative, expository, and graphic texts
 7. analyze and evaluate an author's argument
-

Methods of Instruction

- **Lab**
 1. directed study
 2. reading fluency
 - **Lecture**
 1. directed reading
 2. group discussion
 3. written responses to texts
 4. mini-lectures or online modules
-

Assignments

- **Other Assignments**
 1. Reading journals
 2. A reading portfolio that demonstrates the student's ability to read different text types and apply appropriate reading strategies.
 3. Vocabulary logs
- **Outside Assignments**

Independent reading of a book of the students' choosing or from an instructor's reading list with journal and/or essay response.

- **Sample Assignment(s)**

Sample writing assignments: After reading opposing articles on organic farming, explain the arguments for and against. How does each author attempt to persuade the audience and which argument is more effective?

In the short story, "The Dowry," what themes and view points does author want us to consider? How does the author use various elements of fiction to focus our attention on these themes and view points?

Methods of Evaluation

- **Exams/Tests**
 - **Portfolios**
 - **Projects**
 - **Group Projects**
 - **Class Participation**
 - **Class Work**
 - **Home Work**
 - **Lab Activities**
 - **Other**
 1. Regular vocabulary logs or quizzes
 2. Graded group assignments
 3. Instructor-designed midterm and final examinations
 4. Preparation and assessment of the reading portfolio
 5. Individual projects
 6. Reading journals
 7. Written response explaining how a text or combination of texts has changed one's thinking on a topic
-

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

1. In lieu of adopted texts, a selection of books or an anthology that present extended reading in a variety of text types at college and approaching-college reading levels

Instructional Materials

None

Student Learning Outcomes

1. READ310 SLO1 - Accurately summarize and evaluate texts and describe how the text reinforces or changes their understanding of the topic.
 2. READ310 SLO2 - Given an authentic text, accurately identify a text type, its purpose, its general features, and describe appropriate strategies for reading the text.
-

Distance Learning

Delivery Methods

- ERT

Instructor Initiated Contact Hours Per Week: 4.000

Contact Types

1. Other (please specify)

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course. • Assignments will be submitted primarily through the district Course Management System (CMS). • Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs. • Students can also submit assignments through district email or the messaging service in the district CMS. • The district CMS contains many tools instructors can use to facilitate different assignment types. • Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction. • Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact. • When appropriate, instructors may use group assignments. List of possible tools employed to adjust for ERT/DL course may include but not limited to: • District CMS assignments • Threaded discussion forums • District Email • District CMS messaging service • Announcements in the district CMS • Feedback of student work through use of Speed Grader or other tools • Synchronous audio/videoconferencing (Zoom, Cranium Café) • Interactive mobile technologies • Chat, text, Twitter • Telephone

Adjustments to Evaluation Tools

• ERT/DE courses allow for multiple evaluation tools with online technology. • This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook. • If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS. • Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

Strategies to Make Course Accessible to Disabled Students

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities. All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below: 1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student. 2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient. 3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility. 4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas. 5. Outside webpages and links • Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA • Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like “click here” and “more” must be avoided. 6. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar. 7. Avoid text images. Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.) 8. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS. 9. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well. 10. Disability statement. The course syllabus contains the college’s suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP). Comment: Is there any aspect of the course that cannot be made accessible to students with disabilities? NO. I

Inform Students

Services are posted on the course Canvas page. For some services, teachers will also host class orientation to from the service personnel.

Additional Comments

None

Allan Hancock College Course Outline

Discipline Placement: English (Masters Required) or ESL (Masters Required) or Reading (Masters Required)

Department: English

Prefix and Number: READ 510

Catalog Course Title: Improving Reading Comprehension

Banner Course Title: Improving Reading Comprehension

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	4.000	64.0 - 72.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	8.000	128.0 - 144.0	
Total Student Learning Hours	12.0	192.0 - 216.0	4.0
Total Contact Hours	4.0	64.0 - 72.0	

Number of Times Course may be Repeated

0

Grading Method

Pass/No Pass

Requisites

Entrance Skills

None

Catalog Description

Designed to introduce students to reading skills necessary for success in college. Emphasis is on improving reading comprehension and developing vocabulary. This course is not open to students who are enrolled in or have received credit for ENGL 510 or ESL 510.

Course Content

Lecture

1. Reading Process
 - a. Pre-reading strategies
 - b. Reading strategies
 - c. Post-reading strategies

2. Word Skills
 - a. structural analysis
 - b. contextual analysis
 - c. dictionary skills
 3. Comprehension Skills
 - a. locating main idea/supporting details
 - b. inferencing
 - c. recognizing relationships between ideas and sentences
 - d. recognizing the author's purpose, point of view, and intended audience
 - e. summarizing
 4. Recognizing Textual Variety
 - a. print graphics
 - b. electronic source materials
 - c. literary and expository texts
-

Course Objectives

At the end of the course, the student will be able to:

1. apply the reading process to a variety of texts
 2. identify the main idea and supporting details in expository texts
 3. use structural analysis and contextual information to recognize and comprehend vocabulary
 4. use the dictionary and other lexical aids effectively to enhance speaking, listening, reading, and writing vocabulary
 5. apply reading skills to increase comprehension of a text
 6. summarize textual material accurately
 7. identify an author's purpose, point of view, and intended audience
-

Methods of Instruction

- **Lecture**
 - **Methods of Instruction Description:**
 1. in class reading
 2. group discussion
 3. written responses to texts
 4. online modules and/or mini-lectures
-

Assignments

- **Other Assignments**
 1. Development of a reading portfolio consisting of (sample assignments):
 - A. weekly vocabulary assignments
 - B. book report requiring effective responses
 - C. summaries, outlines, and maps of short reading assignment
 - D. electronic search for a specific course assignment
 - E. written responses to literal and inferential questions on literary texts and newspaper and magazine articles
 - **Sample Assignment(s)**

Sample writing assignment: After reading the online TIME magazine article on gun control, identify three arguments that support controls and three arguments that oppose them. Which do you agree with? Why?
-

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Portfolios**
- **Class Participation**

- **Class Work**
- **Home Work**
- **Writing Requirements**
- **Other**
 1. Vocabulary quizzes or logs
 2. Summaries and responses to assigned texts
 3. Instructor designed midterm and final exams
 4. Preparation and assessment of a reading portfolio

Sample writing assignment: Summarize "Signing for a Revolution: Gallaudet University and Deaf Culture" and explain how it has changed or reinforced your thinking on the deaf. Use specific examples from the text and describe how they affected your thinking.

Texts and Other Instructional Materials

Adopted Textbook

1. Alexander *Joining a Community of Readers* Edition: current 2014

Supplemental Texts

None

Instructional Materials

1. dictionary index cards personal headphones, and removable electronic storage device
-

Student Learning Outcomes

1. READ 510 SLO1 - Accurately summarize and question texts and describe how a reading reinforces or changes their understanding of the topic.
 2. READ 510 SLO 2 - Articulate their reading process and define and describe reading skills used to improve comprehension of a text.
-

Distance Learning

Delivery Methods

- ERT

Instructor Initiated Contact Hours Per Week: 4.000

Contact Types

1. Other (please specify)

Emergency Remote Teaching (ERT) in synchronous class meetings via videoconferencing platform.

Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/DL setting for this course.

- Assignments will be submitted primarily through the district Course Management System (CMS).

- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT/DL course may include but not limited to:

- District CMS assignments
 - Threaded discussion forums
 - District Email
 - District CMS messaging service
 - Announcements in the district CMS
 - Feedback of student work through use of Speed Grader or other tools
 - Synchronous audio/videoconferencing (Zoom, Cranium Café)
-
- Interactive mobile technologies
 - Chat, text, Twitter
 - Telephone

Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.
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All courses must meet the [WCAG 2.0 level AA](#) standards including but not limited to the items listed below:

1. **Images, graphs, charts or animation**. A text equivalent or [alt text](#) is provided for every non-text element, including all types of images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*
2. **Multimedia**. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. **Documents and other learning materials**. [PDFs](#), [Microsoft Word documents](#), [PowerPoint presentations](#), [Adobe Flash](#) and other content must be as accessible as possible. If it cannot

be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.

4. **Timed quizzes/exams.** Extended time on quizzes and exams is one of the most common accommodations. [Instructions for extending time in Canvas.](#)
5. **Outside webpages and links**
 - Ensure that all webpages meet 508 standards by testing through [Cynthia Says](#). Follow the Accessibility Guidelines [WCAG 2.0 Level AA](#)
 - Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like “click here” and “more” must be avoided.*
6. **Applications, software, and outside learning systems.** All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with [WebAIM WAVE toolbar](#).
7. **Avoid text images.** Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
8. **Color contrast.** Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
9. **Text objects.** If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
10. **Disability statement.** The course syllabus contains the college’s [suggested Disability Statement](#) as well as current information on the location and contact information for the [Learning Assistance Program \(LAP\)](#).

Comment: Is there any aspect of the course that cannot be made accessible to students with disabilities? NO.

Inform Students

via the section Canvas page and college website

Additional Comments

None