PR 2A - Enrollment Data:

Enrollment in all programs in the LAR Department has fluctuated in the past 3 years. BAE enrollment has decreased significantly since 2009-10. In this period, the enrollment was 1469, while in 2011-12 it was 473. Enrollment in CPAS has decreased slightly going from 555 in 2009-10 to 505 in 2011-12. Enrollment in the LEARN courses has decreased slightly from 1199 in 2009-10 to 1092 in 2011-12. Enrollment at the College overall has also decreased during this period.

Access
Overall section numbers of CPAS have increased by approximately 1 section, while LEARN sections have decreased in the fall and remained steady in spring semesters over this period. Waitlists for Fall CPAS and LEARN courses have steadily gotten longer from 2009-2012, going from 66 to 103, likely as a result of LEARN section number reductions as well as course section cuts across the College. Both have resulted in decreased access to students of all ethnicities, with the exception of the greater rates of enrollments of Hispanics in LEARN (from 394 in 2009-10 to 442 in 2011-12) and African Americans/Blacks in CPAS, whose enrollments moved from 86 to 127 over this same period. While enrollment by ethnicity for LEARN follows College-wide patterns, those for CPAS do not, as African American enrollments have remained unchanged College-wide. Either way, it would seem the ideal would be to increase sections, and, thereby, access to students.

More sections of CPAS were offered at PCC than in 2009. In general, increasing numbers of online courses have been offered, while face-to-face sections offered have decreased. Decline and attrition of the mobile lab of laptop computers that sustained the on-ground CPAS courses at PCC eventually prevented the department from scheduling face-to-face sections. More online sections were offered in order to satisfy student demand. The proportion of LEARN sections offered at PCC, LAC and online remained about the same.

BAE enrollments have declined greatly during this period, moving from 1469 in 2009-10 to 473 in 2011-12. Unfortunately, no data on ethnicity was provided for BAE courses. These enrollment patterns are likely due to several factors: BAE 601A has not been offered in the past several semesters, movement of resources to the implementation of the Success Center, a much lower cap on enrollments, budget restrictions and reduced ability to serve these students, preventing access to many lower-skilled students who made up the majority of enrollments in this course and the lion’s share of enrollments in the BAE program. BAE 601B continues to be offered to students with 8th grade and above skill levels, which aligns with College priorities.

EFFICIENCY
LEARN course FTES remain fairly steady in the range of 82-85 FTES with a high of 105.92 in Fall 2010. However, FTES for BAE and CPAS has decreased since 2009-10: BAE from 18.63 to 12.49 and CPAS from 17.36 fall ’09 to 5.18 in fall ’11. The increase for LEARN runs counter the College-wide trend, but may be ascribed, at least in part, to increase in unit value for the course, as well as the addition of Supplemental Learning Assistance to the course in Fall 2009. Though the College overall has experienced a decrease in FTES, the proportional decrease is nowhere near that of CPAS and BAE.

Overall both LEARN and CPAS’ WSCH has decreased in the past 2 years. Fall 2011 LEARN WSCH of 1361.41 and enrollments of 485. In 2010, LEARN’s WSCH was 2030.36 with enrollments of 652. However, WSCH for LEARN is much higher than optimal level of 525 set by the College. This increase in WSCH may be due to the increase in LEARN 11 contact hours from 2 to 3. This was done in order to allow for more time on task and practical application of the various topics covered in the course and provide more depth of coverage for the topics covered.

Productivity appears to have decreased for CPAS courses. Fall 2011 WSCH for CPAS was 155.34 with enrollments of 263, which is significantly lower than Fall 2010 CPAS WSCH of 565.27 with enrollments of 270. 2009 data for both programs was inconsistent with 2010-2011 data. It is interesting to note that at the same time success rates for CPAS have increased significantly.

BAE is a non-credit, zero unit course with Instructional Specialists assigned as instructors of record. Besides FTES data mentioned previously, no efficiency data was provided.

PROGRAM LOAD
Overall program load for both LEARN and CPAS decreased from 2010 to 2011. In Fall 2011, CPAS was 120, 23% of the College-wide load and in 2010, it was 435, 166% of the College-wide load. This follows logically from the decrease in WSCH and FTES for CPAS. LEARN’s load was 400 for 2011, 77.2% of the College-wide load (461). For LEARN this is a drop from a load of 483 and 184% of the 440 College-wide in 2010. This may be due to a decrease in WSCH in LEARN. For 2009, the data is either inconsistent with that provided for 2010 and 2011 (LEARN) or not provided (CPAS). The only data available for BAE program load was for 2009, in which BAE had a 809 load, 171.6% of College-wide load. The Program is not sure as to why no data was provided for 2010-12.

PR 2B - Achievement Data:
The overall success rate for courses in the LAR programs have increased over the past three years: CPAS courses have had an increase from 61.26 in 2009-10 to 65.15% in 2011-12. LEARN has similar increases: 60.13% in 2009-10 to 64.01% in 2011-12, even while the course moved from 2 to 3 units. During this same period Supplemental Learning Assistance was added to the course, which has been shown to increase course success rates in general. Summer terms saw much higher success rates than fall and spring, with a range of 72.29-88.24% success. CPAS had similar spikes in the summer term success rate (with the exception of summer 2010, when it remained commensurate with other terms). This increase in summer success rates may be
For CPAS, when it comes to Success by gender, an interesting pattern emerges: Though females enroll in CPAS in much greater numbers than males (in some semesters almost double the rate of males), for years 2010-11 and 2011-12, a greater number of males succeeded in the course 59.52 to 62.29% and 63.22 to 68.75% in 2010-11 and 2011-12 respectively. The proportion of females to males in these courses is quite different from the College-wide average which is nearly 50%-50%. The success rate is also quite different from the College-wide average in which males and females succeed at nearly the same rate. This interesting pattern of much-higher-than-College-wide success rates for African American males should be investigated and whatever correlations are found, should be applied where possible College-wide in order to contribute to narrowing the achievement gap for these students.

In terms of success by enrollments of various ethnic groups, we see some wonderful improvements: Though enrollments for African American students College-wide have decreased, enrollments for these students in CPAS have steadily increased for African American students as has their success rate – moving from 40.7 to 57.48%! There has been a slight decrease in Hispanic student enrollments (as opposed to the great increase College-wide), but a marked increase in success – from 57 to nearly 72%. While enrollments by Asians have decreased slightly, their success rate has remained stable, and they experience the highest rates of success of all ethnic groups: ranging between 65-72%. The numbers for Pacific Islanders and American/Alaskan Natives are still very small and it is, therefore, still difficult to make any assumptions about their enrollment and success rate patterns within the two programs.

The location in which CPAs courses are offered seem to have some effect on success: LAC sections have overall higher rates of success than sections offered at PCC. This gap has narrowed College-wide. Online sections are only slightly less successful than LAC in-person sections, but are higher than PCC sections. College-wide online courses have lower success rates than courses offered at PCC. Why PCC sections should have lower success rates than both online and LAC sections should be investigated. The scope of the data provided does not lend itself to such analysis.

The grade distribution for CPAS changed quite significantly in 2011-12, due to the fact that letter grades were newly awarded. An analysis of this data may be in order during the next program review cycle for CPAS.

The overall Success rate for LEARN courses has increased during the 3 year period, moving from 60% to 64%, similar to the College-wide pattern. Many more females enroll in LEARN than do males, typically 60% females to 40% males. This is higher than the College-wide average of 52 to 48%. Females also succeeded in the course at higher rates than males, though the gap narrowed in 2011-12 from a 8.5% to 6%. By ethnicity, we see that success rates have increased across all ethnic groups, with Asians and Black/African Americans seeing the greatest increases: 8% and 7% respectively.

Fall 2010 saw the greatest number of enrollments in LEARN. At both campuses and in on-line offerings. Decreases across the board occurred in 2011, likely due to College-wide budget restrictions as evidenced by decreased enrollments College-wide. Far more face-to-face sections were offered than online sections over the three-year period, the decision to do so seems to be supported by the success rates in these 2 modalities: LEARN students in the face-to-face modality succeeded at much higher rates in every semester: between 10 and 20 percent higher. Reasons for this may include limitations with the e-zone system which resulted in technical issues for online students. This speaks to the need for the college to provide support and preparation for students taking online classes. Furthermore, the online LEARN courses are continually undergoing refinement and modifications in an effort to increase student success rates.

As with CPAS courses, success rates in summer LEARN offerings were higher overall in every modality and location than spring and fall term offerings (though the numbers of enrollments were smaller). Though this is true College-wide, this may warrant investigation. Fall online course success rates decreased over the three-year period, but increased in spring over the 3-year period.

Grade distribution tables seem to indicate that decreasing percentages of students withdraw from LEARN courses (moving from 31% to 18%), and increasing percentages are passing the class (55 to 64%), indicating higher retention and supporting the higher overall success rates indicated in the data packets provided by Institutional Effectiveness.

**PR 2C - HR (Staffing) Data:**

Staffing in the Learning & Academic Resources Department (LAR) consists of full-time and part-time faculty, including those who teach Learn and CPAS courses and the Instructional Specialists who operate and support learning assistance activities of the Multidisciplinary Success Centers; classified staff working in and managing the Success Centers, Tutoring Center, and the Career and Technical Education (CTE) Center; student workers; Supplemental Instruction Leaders; and tutors who facilitate learning in both campuses’ centers.

The LAR Program consists of multiple areas of instruction and service in multiple locations with a fluid personnel structure. The recent multiple reorganizations within this program along with the ongoing budget contractions makes analysis of the staffing situation complicated in this “hybrid” department.

Unfortunately, the data provided was inconsistent and/or inaccurate. The data provided to the program was presented as whole employment units for each individual in each payment category. Confusion and some frustration were compounded because individuals were assigned a different title category from semester to semester and the total numbers do not readily reflect a typical semester’s staffing realities. This is particularly evident with academic employee categories. Consequently, staffing totals seem to indicate a higher number than actual individuals employed. This can be seen in the full-time “teacher” category. Two employees have retired in this review cycle and one employee has been reassigned into this rank yet it appears there are more rather than fewer employees at this current date in the data.

What was immediately striking from the data provided was the program from Fall 2011 to the present did not employ a Tutor/SI “Leader” yet did employ both student tutors and Supplemental Instruction Leaders of various levels. Further, the data indicates that the LAC Instructional Specialist hired to manage the LAC MDSC was not employed in Spring 2011 and Fall 2012. However, in reality, she was. Further, the data has her reappearing in Spring 2012 to disappear again in Spring 2013.

This is but one example of the tracking of employees by name and finding that the employment categories changed back and forth between semesters or disappear altogether. We do not know the reasons for this inconsistency; this could be interpreted as a manipulation of employees for strategic aims. A more generous analysis might be laid at fiscal expediency. However, the direct line management personnel during this review cycle are currently not available so motive is not ascertainable. However, the fluidity of employment is another illustration of the more complicated nature of this multi-faceted program.
The centers at the LAC and PCC (comprised of three distinct centers) are places that offer students a variety of services and resources to help them

During this review cycle the program had to address unstable fiscal realities and changing missions. Assessment results were minimal for the lower

Students who visit the program’s locations continue to understand the personal educational value and usefulness of the program’s instructional programs and services for their individual development and success as students. Students consistently reported through this 3-year assessment cycle that the learning they obtained from their courses would assist them in becoming better students now and in the future (50-60% response range). This response was significantly higher than the next two responses, completing assignments and improving academic skills. The service sector reported the same primary student response, becoming better students (32-34% response range), which was a much stronger response than the next two, that of completing assignments and test preparation.

When it came to the use of technology within an educational context students were very satisfied with the technological instruction, resources, and services provided by the program (70-80% response range). The majority of students did not learn a skill per se, but accessed technologies to assist with their academic requirements, complete an assignment and test preparation were the two highest responses (20-22% response range). The lower sampling from CPAS students is deemed to result in this finding’s emphasis on resources and services.

The highest level of student satisfaction was with the program’s service and available learning materials (92-97% positive response range). As a measure of service efficiency and responsiveness to student needs the program expected such a high response rate. However, to determine how well students are informed about these services and how consistently they avail themselves of educational support will be the focus moving forward.

ACADEMIC SUPPORT & DEVELOPMENT (ASD)/BASIC ADULT EDUCATION (BAE)

During this review cycle the program had to address unstable fiscal realities and changing missions. Assessment results were minimal for the lower level course due to reduced course offerings and ultimate inactivation while the higher level course of instruction reported the necessity to overhaul the assessment because the tools used were incongruent with the vacillating realities during this cycle. Some course results were reported midway through the cycle but no consistent information was ascertained to make instructional or curricular adjustments.

MULTIDISCIPLINARY AND CAREER TECHNICAL EDUCATION (CTE) SUCCESS CENTERS (MDSCS)

The centers at the LAC and PCC (comprised of three distinct centers) are places that offer students a variety of services and resources to help them
Over the last two academic years (2008-2010) 37 courses offered Supplemental Learning Assistance (SLAs) in the MDSCs. In 2009-2010 an average success rate of 57.9% was measured for those courses, which is about 3% higher (54.4%) than what was averaged from 2003-2008. Overall, students who participated had a success rate 41.3% higher, and a retention rate 31.5% higher than those students that did not.

TUTORING AND SUPPLEMENTAL INSTRUCTION (SI)
The Tutoring and Supplemental Instruction Programs are offered at both campuses and support a variety of subjects with individual and small group student engagement. Due to the unique relationship these programs have with students the coordinator enthusiastically developed an assessment tool leveraging specific aspects of the current TutorTrac technology of tracking the number and types of student visits. As a college-managed database this product provided options to delve into not only time spent but also the quality of each visit. Specifically, tutors must note the subject matter and tenor of their sessions as well as the perceived progress of their tutees. Unfortunately the program has yet been unable to obtain results due to technological issues. Sadly this is a campus-wide issue that is still unresolved at this time. When it is then the assessment will proceed.

LEARNING & ACADEMIC STRATEGIES (LEARN 11)
Three assessment tools were used: longitudinal study of persistence and retention; student survey of general application of course content; and LASSI pre-post testing diagnostic of students’ awareness about and use of learning and study strategies related to skill, will, and self-regulation components of strategic learning.

Longitudinal Study:
The original longitudinal study (2010) produced evidence of five success measures that demonstrated the positive impact for students that completing Learn 11 has on their academic success. The Office of Research provided the department with a reanalysis in 2012 of this original study and came to some differing conclusions that the department questions. Moreover, the office did not complete a new longitudinal study for this assessment cycle due to their staggering increase of workload and new mission focus. However, new, but limited, assessment data (Fall 2012) for only Promise students preliminarily indicate that student retention is equivalent whether a student passes Learn 11 or a General Education course (PSYCH 1). This supports the rigor of the Learn 11 course.

Student Survey:
The student survey findings (2010-11) reflected the students’ self-awareness about the need for the identified soft skills and that Learn 11, at the least, highlighted their importance to student success.

LASSI pre-post testing:
This course uses a web-based student assessment called LASSI. It is a statistically valid and reliable tool for the diagnosis of study skills, to help identify areas in which students could benefit most from educational interventions, and to assess the degree of success of interventions. Thus, the use of this assessment is both diagnostic and prescriptive.

In 2009 the LEARN faculty envisioned a future examination of all ten skill/habit areas measured by the LASSI with the intent of determining specific instructional or curricular approaches to take with each topic. Subsequently Supplemental Learning was instituted and Directed Learning Activities (DLAs) were developed and modified for each of these ten course topics. Due to the nature of DLAs this afforded the department an opportunity to leverage this information for assessment purposes. Preliminary information suggests that the holistic learning that is obtained in the Learn 11 class (both through the class itself and through DLAs) leads to measurable student improvements in these cited curricular areas. Also in 2009 it was noted that the department would attempt to analyze the feasibility of undertaking more in-depth research by disaggregating the LASSI data. At that time faculty accomplished this manually. Subsequently a programming project has been initiated to provide correlated data from two existing databases, TutorTrac (number and type of student visits) and the LASSI assessment tool.

PR 3B - SLO - uses in program improvement:

LEARNING & ACADEMIC RESOURCES (LAR)
While target expectations were met consistently the assessment indicated a renewed need to refine this inquiry as to students ongoing relationship with the program.

ACADEMIC SUPPORT & DEVELOPMENT (ASD)/BASIC ADULT EDUCATION (BAE)
However, adjustment of the assessment task to better align with the new intent and to establish a baseline for future analysis was completed.

MULTIDISCIPLINARY AND CAREER TECHNICAL EDUCATION (CTE) SUCCESS CENTERS (MDSCS)
This information has caused the program to recalibrate the assessment criteria for a more realistic data baseline. While these results are positive indicators of the program’s success for student learning more refined information is warranted.

LEARNING & ACADEMIC STRATEGIES (LEARN 11)
Longitudinal Study:
The use of such broad measures of retention, persistence, and success are valid outcomes for Learn 11 only in terms of the strategic intent of this course. As a measure of student efficacy being developed within the context of this single course then further specific data will be necessary.

Student Survey:
The inclusion of this small 4-question student survey for SLO analysis didn’t provide the detail needed and impacted ongoing manageability.

LASSI pre-post testing:
Preliminary results of two semester differences indicate the need to establish a baseline with this new, more detailed measure. In 2010 the faculty, based on some basic assessment results, did decide to address the student “will” component. In 2011-12 the implementation of specific instructional methods and assignments provided positive results in this area of student learning (average scores between pre- and post-testing for identified subcomponents demonstrate growth but its significance cannot yet be ascertained).

**PR 3C - SLO - action/change based on results:**

**PROGRAM LEVEL**

**ACADEMIC SUPPORT & DEVELOPMENT (ASD)/BASIC ADULT EDUCATION (BAE)**
However, adjustment of the assessment task to better align with the new intent and to establish a baseline for future analysis was completed.

**MULTIDISCIPLINARY AND CAREER TECHNICAL EDUCATION (CTE) SUCCESS CENTERS (MDSCS)**
Specifically the refinement and efficacy of the Directed Learning Activities (DLAs) could not be addressed with the higher-level achievement data so that aspect will be the next phase of this project.

**COURSE LEVEL**

**LEARNING & ACADEMIC STRATEGIES (LEARN 11)**

Longitudinal Study: Consequently, this assessment tool will be discontinued.

Student Survey: Consequently, this assessment tool will be discontinued.

LASSI pre-post testing: The faculty will be leveraging the newly established assessment analysis system to better address the student learner’s needs with specific areas of course content.

**ACCOMPLISHMENTS**
The above descriptions of SLOs at all levels within the LAR Department demonstrate the many accomplishments during this period, and a clear commitment to the assessment of student learning and continuous program improvement. In all areas of the Department, the assessment of learning was thorough analyzed and changes were made based thereon. In some cases, in order to support the College’s changing focus, quite radical changes were implemented. Both by flexing to meet the changing goals of the College and by our work in not only meeting but exceeding the ACCJC’s levels of expectation for outcomes assessment, we support the President’s Agenda and Master Plan goals.

**PR 4A - Goals - development and change:**
The primary purpose of the LAR Department is to provide instruction and support services to Long Beach City College students in cooperation with faculty and staff so that students will be more successful in their academic and occupational programs. In keeping with our stated purpose the department’s goals have changed accordingly over the last three years to meet the changing demographics and needs of the institution. One tangible change to our goals was an emphasis to provide direct support and instruction to students in the Promise Pathways Program. We have also merged the LAR tutoring services with the PCC tutoring in an effort to improve and streamline service to students.

**PR 4B - Goals - results:**

Goal 1. Develop innovative academic support systems – The program continues to serve as a leader in this area, and to achieve this goal, the following were accomplished:

1.) Developed and implemented Achievement Coaching component (curriculum, training, and process management) for Promise Pathways students. The preliminary statistical findings indicate that the Achievement Coaching program is having a positive effect on student success.

2.) Piloted an e-portfolio program for Promise Pathways students. This was piloted for one semester with LEARN 11 students and is currently being piloted in other disciplines. This new tool has the potential to serve the broad range of LBCC students and support the development of their career pathways.

3.) A purely online modality for delivering Supplemental Learning Assistance was developed in the Multidisciplinary Success Center, with potential for serving as a model for assisting students across the disciplines.

Goal 2. Increase student participation in Success Center and Supplemental learning assistance activities. - In order to achieve this goal we took the following steps:

1.) Developed faculty DLA activity which faculty can complete at any time in Success Centers for Flex Credit.

2.) Collaborated with Instructional Specialists on outreach activities, such as participation in Early Bird, Weeks of Welcome, department meetings, etc.

3.) Contacted faculty in at least 15 areas currently not utilizing Success Centers and/or Supplemental Learning Assistance activities, such as Associate Degree Nursing, Anatomy, Physiology, Child Development, etc.

Goal 3. Analyze short term program effectiveness of the TEAS preparation program – In order to achieve this goal we took the following steps:

1.) Working with Dean of Institutional Effectiveness to develop a process for tracking and measuring the effectiveness of College Assessment Test preparation program.

2.) Developing and refining departmental TEAS data tracking while expanding services to LAC campus.
Goal 4. Enhance Tutoring Services - In order to achieve this goal we took the following steps:

a. Evaluated effectiveness of tutoring program and services via student surveys
b. Merged the PCC MDSC tutoring services and with Learning and Academic Resources tutoring, thereby increasing the variety and scope of students we are able to serve.
c. Centralized basic tutor training via the LAR tutoring program coordinator.
d. Developed and implemented tutor evaluation process.

PR 4C - Goals - future plans:
We will continue our discussion of the results and strategize steps we will take to increase the academic success of our students. Strategies may include developing new Supplemental Learning Activities, revising the outcomes and assessments, and possibly developing new courses.

PR 5 - Dept - how does it fit into big picture?:
Our department has supported College initiatives through the various efforts described in this document, such as LEARN 11’s serving as pilot success course and the development of Electronic portfolios for Promise Pathways and the development and growth of all aspects of the Multidisciplinary and CTE Success Centers for the Student Success agenda. With the expansion of services provided to students located at PCC, we are supporting the EMP’s agenda for this campus. Long Beach City College’s Mission Statement declares, “Long Beach City College promotes equitable student learning and achievement, academic excellence, and workforce development by delivering high quality educational programs and support services to our diverse communities.” The LAR Department’s SLOs and department goals link directly with the College’s in each of these areas. In order for students to succeed in their classes and as citizens, they must have effective academic skills and strategies—skills and strategies that are addressed in through the curriculum and services offered through our department. Our department is unique in that we offer both instruction and service tailored to meet the needs of students ranging from basic skills to transfer ready. In addition our emphasis on improving academic achievement is perfectly aligned with the Student Success agenda outlined in the LBCC Educational Master Plan.

Projects/ Strategies and Resources Needed