

Long Beach City College - Program Review

Program Review 2015-16 - Reading

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PR 2A - Enrollment Data:

From 2012-13 to 2014-15 the Reading Department has seen a steep increase in enrollment adding over 1000 students to our classes. This was due in large part to the influx of Promise Pathways students and because of the large numbers, our department added 54 more sections day and evening over the 3-year period (32 classes at LAC and 22 at PCC). Although there has been a steady increase in enrollment overall, the largest enrollment numbers are in our credit non degree applicable classes (READ 880, 881, 882, 883) rather than our classes that meets the LBCC reading proficiency requirement (READ 82 and READ 83) or the class that meets the LBCC critical thinking requirement (READ 84). Credit non degree applicable classes rose from 89 sections in 201-13 to 115 in 2013-14 to 127 sections in 2014-15 to accommodate the growing numbers of students who are underprepared to deal with college-level text. This is nearly twice the number of sections over a 3-year period than sections offered for credit degree applicable classes (182). Retention for sections of credit degree applicable and credit non degree applicable is consistent (86%-90%), but the success rates for the credit degree applicable courses is 73-75% as opposed to 65%-68% for the credit non degree applicable courses. However, overall these percentages are higher than the college-wide rates.

With regard to gender, both female and male enrollment has remained consistent with the latter's enrollment approximately 20% lower than the female's. Hispanic/Latinos continue to account for the largest number of student enrollment with a high of 64.4%. Other ethnicities have remained consistent with the notable exceptions of two groups whose enrollment has decreased from 2012-13—Asian (down 4%) and White (down 2%). College-wide Asian population has remained consistent, but White population has decreased 2-3% over the years.

PR 2B - Achievement Data:

Reading classes have had high retention rates throughout summer, fall, winter, and spring sessions. The rates for fall and spring semesters 2012-2015 range from 86%-90% (higher than the college-wide retention rate) while our highest retention rates overall occur in the summer and winter sessions with 92%-94% also higher than the college-wide rate). Possible reasons for the high retention may include the increased daily contact time because of the shorter duration of the classes, students are not taking a full unit load during these weeks and therefore can devote more concentrated time to the subject matter, and students who take these courses tend to finish. As a result of this information, the Department implemented a compressed class with students taking READ 883 in the first 8 weeks and READ 82 in the second 8 weeks. This spring the schedule includes 2 sections of compressed classes offered at LAC and 4 READ 82 non-compressed, 8-week offerings. Success rates in the fall semesters exceeded the college-wide rates and rose from a low of 66% in 2012 to 70% in both 2013 and 2014. Spring success rates declined each year from 68% in 2013, 67% in 2014, and 63% in 2015 (college-wide rates went from 65% to 63%). This is countered by the high success rates during the summer and winter sessions. Summer 2012 and 2013 saw success rates of 87% with an 81% in 2014, and winter 2015 had a success rate of 91%. Our success rates on both campuses are higher than the college-wide rates with 69%-73% at LAC and 67%-68% at PCC.

Although the retention rates between males and females is comparable and consistent, the female success rate is consistently higher with women at 71%-73% and men at 63%-67%.

Referring to the success and retention rates by ethnicity, here are the trends for each group over the 3-year period:

American Indian/Alaskan Native

Retention rates increased from 67-95%

Success rates increased from 33-65%

Asian Retention rates were consistently 90-91%

Success rates 76% with an increase to 81% in 2013-14

Black/African American Retention rates were 83% then increased the following 2 years to 86%

Success rates increased slightly over 2 years from 56-62%, but decreased to 58% the third year

Hispanic/Latino Retention rates dipped in the third year from 90 to 88%

Success rates remain consistent between 69-71% with the lowest rate the most current

Pacific Islander Retention rates increased from 82-88%

Success rates increased from 61-74%

Unknown Retention rates increased from 86-94%

Success rates increased from 64-82%

White Retention rates were consistent at 86% for 2 years, but increased to 90% in 2013-14

Success rates increased from 73-78% in the first two years, but dropped to 69% in the third year

We are aware that our Black/African American population is disproportionately impacted.

PR 2C - HR (Staffing) Data:

The Reading Department has 13 full-time faculty and 23-28 adjunct faculty who teach in the classroom and the Writing and Reading Success Center. Having a presence at LAC and PCC brings expertise and commitment to both campuses and is reflected in our retention and success rates. To promote uniformity and consistency within the department, Reading continues each year to present a workshop for our adjunct faculty to ensure all instructors are aware of what information is to be on the syllabus, requirements for reporting grades, information regarding the Supplemental Learning Activity requirement, and any other pertinent information. In addition, full-time faculty act as ongoing mentors for adjunct faculty members. Additionally, and to assist adjunct faculty in particular, the Department has a Moodle website. With the increased numbers of underprepared students coming to LBCC, the Department has added sections. However, the difficulty lies in staffing sections with qualified teachers. We have exhausted our current pool of applicants but continue to advertise for persons with the specialized skills a master of Reading possesses.

In 2014-15, the Department shared a Senior Office Assistant with the Speech Communication Department. The position was limited to 9 hours per week. However, in Spring 2016 we have a 19-hour-a-week AAA who we share with the division.

PR 3A - SLO - summary of collected program data:

Program Level

The Reading Department’s program SLOs are:

1. Analyze and evaluate college-level text.
2. Student will reflect and analyze how applying reading strategies improves their academic and personal literacy.

As a Department, we used the pass rate in our capstone course, Read 82/83, since students must earn an A, B, C, or pass in order to meet Long Beach City College’s reading proficiency. Our expected level of achievement for Outcome #1 is 70% of completers will successfully pass the course and meet reading proficiency. Statistics from the Office of Institutional Effectiveness show that 74% of the 4,878 students enrolled from 2012-2015 met proficiency.

We acquired noteworthy responses from the survey we used to assess Outcome #2. We used SurveyGizmo to ask which comprehension strategies students use most often in their reading courses, in their other classes, and in their everyday lives. We learned that using context clues and finding the main idea were the top strategies. And these are our two outcomes at every course level! Always of primary concern is the transfer of reading strategies to the students’ other classes, and the survey results confirmed that students are actively marking and annotating their textbooks to aid in their comprehension. The Department will discuss other survey results and reflect on how instruction in these skills and strategies impact student academic and personal literacy.

Course Level

Beginning in Fall 2012, Read 881, 882, 883, and 82/83 all had two common outcomes: vocabulary strategies and comprehension of text. In addition to those two outcomes, the Read 880 level had a third outcome – word recognition.

Over the course of the data collection period for this Program Review, students enrolled during weeks 13 and 14 participated in a SLOA for all levels (880, 881, 882, 883, 82/83). Students actively read a one-page expository text. Then, students answered 15—20 multiple choice questions on SurveyGizmo.

All percentages below signify the number of correct responses. Across every level and for every outcome, our target for correct responses is 70%. In Spring 2015, no SLO assessments were completed at any level because the Department decided to review and make revisions to the assessments.

Course Level	Vocabulary Outcome	Comprehension Outcome	Phonics Outcome
880	81%	69%	76%
881	*80% / 86%	*55% / 73%	--
882	98%	71%	--
883	86%	85%	--
82/83	73%	64%	--

*Between Fall of 2013 and Spring 2014, the readability was changed for the assessments as a result of data analysis indicating the previous passage's readability level was too high. Hence, there are two sets of percentages related to Read 881, the first percentage accounts for Fall 2012 to Fall 2013, and the second percentage accounts for Spring 2014 to Fall 2014.

880

Upon review of Read 880, SLO data analyzed between Fall 2102 and Spring 2015 indicate that respondents passed the assessment for all three SLOs at or above the 70% Department proficiency goal with the following exceptions:

- SLO #1, Phonics: There were no exceptions.
- SLO #2, Comprehension: In Fall 2012 and Spring 2013, the respondents fell under the target with 63% and 64% respectively answering the questions correctly.
- SLO #3, Phonics: In Fall 2012, the respondents fell under the target with 68% answering the question correctly.

881

Upon review of Read 881, SLO data analyzed between Fall 2102 and Spring 2015 indicate that respondents passed the assessment for both SLOs at or above the 70% Department proficiency goal, with the following exceptions:

- SLO #1, Vocabulary: There were no exceptions.
- SLO #2, Comprehension: Between Fall 2013 and Spring 2014, the readability was changed for the assessments as a result of data analysis indicating the previous passage's readability level was too high. Before the readability change, respondents fell below the 70% target. Upon revision of the assessment, all respondents passed with a 73% average.

882

Upon review of Read 882, SLO data analyzed between Fall 2102 and Spring 2015 indicate, on average respondents met the 70% target, with the following exceptions:

- SLO #1, Vocabulary: There were no exceptions. However, the highest percentages overall (97%--98%) indicated that the vocabulary portion of the assessment may need to be revised due to the insufficient level of challenge.
- SLO #2, Comprehension: Overall comprehension decreased over the six semesters (from 74% at the highest to 67% at the lowest).

883

Upon review of Read 883, SLO data analyzed between Fall 2102 and Spring 2015 indicate, on average respondents met the 70% target, with the following exceptions:

- SLO #1, Vocabulary: There were no exceptions (84% high to 87% low).
- SLO #2, Comprehension: There were no exceptions (85% high to 84% low).

82/83

Upon review of Read 82/83, SLO data analyzed between Fall 2102 and Spring 2015 indicate, on average respondents met the 70% target, with the following exceptions:

- SLO #1, Vocabulary: There were no exceptions (77% high to 70% low).
- SLO #2, Comprehension: Respondents struggled to meet the target, consistently falling below the 70% goal (60% low to 66% high).

In an analysis of the data, the Reading Department is pleased with the students' mastery of vocabulary strategies. The concepts of main idea, implied main idea, and inferences remain challenging for students. To address this challenge, the Department has hosted Part-Time Faculty Orientations since Spring 2012 to continue to examine our pedagogical implementation. We also devoted several department meetings to view the best practices of Reading faculty with regard to inference. We will continue to examine our course outlines and instructional practices and make revisions as needed.

PR 3B - SLO - uses in program improvement :

Program-level and course-level implementation and assessment, as described above, is a cyclic process.

Our course SLO process has undergone several changes since we first began. The most recent change involved rewriting our SLOs to be broader, more consistent, and indicate a point within the reading sequence of classes when students would meet LBCC's reading proficiency standard. Continuing with previous efforts to evolve the SLO process, we have utilized web-based technology to deliver and collect data, and to provide a platform for our analysis.

We did not collect SLO assessment data in Spring 2015 in order to review and refine our process. Some considerations for our future include implementing the ParTest and ParScore system to collect SLO data and student data to speak to accreditation and to speak to college equity goals.

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

The results have galvanized both faculty and student attention to the goal of meeting LBCC's reading proficiency standard. We are reviewing our course outlines, paying particular attention to how they align with course outcomes. In addition, the assessment results help us to identify the gaps in student learning at particular levels.

Another contribution we are making towards the improvement of the program is to continue to have our Department designee, our ASLO facilitator, serve as a liaison between the Department and the college ALSO Committee. This includes the ongoing department revision of ASLO processes as well as documenting deliverables and data to the ASLO Committee. We are also using TracDat to update and record progress for Program Review.

PR 4A - Projects/ Strategies-development & change:

The Department's overarching goal is to help students meet Long Beach City College's reading proficiency requirement as well as help them become critical readers of text across all college disciplines. Thus, each year our primary project or strategy is to increase the percentage of students who successfully complete the course into which they assessed. To reach that end, hiring highly trained instructors is paramount and, over the past 3 years, the Department has gained 3 full-time faculty. Additionally to achieve our goal of helping students become proficient readers, 3 Reading Department faculty are involved in the Reading Cognitive Apprenticeship Project and are implementing those strategies in the classroom.

We have been in discussions with Institutional Effectiveness to examine placement of students into our classes. Prior to 2015 new students enrolled in a particular level Reading class based on their Accuplacer score. With the enactment of Long Beach Promise and the resulting influx of Promise Pathways students, Institutional Effectiveness recommended using student Accuplacer score along with their high school grades for placement. As this is a pilot program for us in 2015-16, we are eager to compare our success rates with previous years prior to the addition of the high school GPA. Anecdotally, we have noticed that these incoming freshmen are lacking in the behaviors for college academic success. To address this issue, the Reading Department has been involved for 2 years in the Summer Bridge program which introduces students to the expectations of a college student.

Related to our primary goal, we are looking at two other ways to serve students and help them reach their goals. Although retention remains between 87-89% for 16-week classes, success rates do not meet 70% (67-69%). Contrasting that with shorter 5-, 6-, and 8-week classes, retention consistently reaches 92-94% with a success rate between 81-91%. Based on this data, the Department has piloted compressing READ 883 into an 8-week class followed immediately by an 8-week READ 82 class in a single semester. Preliminary success has prompted the Department to offer 2 compressed classes (883-82 in one semester) in Spring 2016. We also are offering 4 classes of READ 82 to help students meet LBCC reading proficiency in 8 weeks rather than the 16 of a traditional semester.

The second way we are working to better serve students is by revising the delivery of our lowest level classes READ 880 and 881. Students assessing at these levels, particularly 880, rarely meet the College's reading proficiency requirement because of low literacy skills. In collaboration with Basic Adult Education and Assessment, we have decided to eliminate READ 880 and any student who assesses into that level will be referred to BAE. Through an equity grant, we are in the process of redesigning READ 881. Students will meet course outcomes by working through self-paced modules to be run through a lab setting. However, with lab space at a premium, we are hopeful this will be a viable method of delivery for this level.

Our department is poised to offer a second program—Tomorrow's Teachers: Long Beach City College's Teacher Education Program, which supports the Elementary Teacher Education for Transfer Degree (AD-T). The course Introduction to Elementary Classroom Teaching, a fieldwork-intensive course, is scheduled to be taught in Spring 2017. The Department sponsors The Future Teacher Club and the advisors network with other colleges through the National Association of Community College Teacher Education Programs as well as through partnership meetings with CSULB and local community colleges with teacher education programs. There have been a few setbacks that have hindered the total implementation of the

program, however. The upcoming program will need a coordinator with significant release time to start up and run a brand-new program. Office space to house all the components related to the degree (an administrative assistant, storage files for each student in the program) has been rescinded by the Vice President of Academic Affairs. Additionally, we have approval from the Chancellor's Office for the course, but we are waiting on another department for the Course Outline of Record for an earth science course required for the degree. Also, in order to teach the course Introduction to Elementary Classroom Teaching, we require faculty with a background in elementary teaching and two of the Department's qualified instructors are leaving in June. Nevertheless, the Chancellor's Office has contacted our department head and is looking to make LBCC's Tomorrow's Teachers Education Program a model for other community colleges.

PR 4B - Projects/ Strategies - results:

The success rates for the compressed classes of Fall 2015 are as follows:

READ 883 23/27 passed for a 85% success rate
READ 883 27/30 passed for a 90% success rate
READ 82 23/25 passed for a 92% success rate
READ 82 19/22 passed for an 86% success rate

The department is very encouraged by these rates and are excited about including more compressed classes in upcoming semesters.

PR 4C - Projects/ Strategies - future plans:

We will continue to work on the modules for READ 881 and offer this new delivery in 2016-2017. We will also evaluate the success and retention rates of Promise Pathways students whose placement was designated by their high school grades along with their Accuplacer score. Perhaps another revision will need to be made. Additionally, we will continue the evaluation of the data from the compressed classes as it relates to student retention and success.

PR 5 - Dept - how does it fit into big picture?:

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 Reading Department's Mission dovetails with the College's in each of these areas. By aligning our department SLOs, projects and strategies within the President's Agenda, Board of Trustees Goals, Educational Master Plan, and Institutional Priorities, we are supporting students in their desire to become more effective, critical readers and meet Long Beach City College's reading proficiency. In order for students to succeed in their classes and as citizens, they must have literacy skills—skills and strategies that are addressed in each level of our reading sequence.

Participation in the department planning and program review processes has provided our department with valuable insight into how we might better ensure the College's and our goal of student success and achievement. Our program affords students a valuable experience to create improvement in their academic and personal literacy.

Project/ Strategy and Resource Needed
