

TABLE OF CONTENTS

- **Overview of Reading Department and Program**
- **Analysis of Institutional Research Data**
- **Curriculum – Course, Content, and Articulation List**
- **Student Learning Outcomes**
- **Facilities, Equipment, and Technology**
- **Staffing**
- **Planning**
- **Conclusion and Summary**

Overview of Reading Department and Program

Description of program

The El Camino College Reading Department program consists of four courses:

English 80: Basic Language Skills

English 82: Introduction to Reading Skills

English 84: Developmental Reading and Writing

English 7: Speed and Power Reading*

**This course is the credit equivalent of English 84.*

These four courses are non-transferable (Credit/No Credit) prerequisites for English 1A (transfer-level Reading and Composition). Initial placement into one of these four courses is based on each student's score on the Reading Comprehension Test (Accuplacer) administered by the College prior to enrollment:

<u>Test Score</u>	<u>Course</u>
0-34	English 80
35-67	English 82
68-80	English 84 & 7

The courses offered by the Reading Department are designed to prepare developmental and underprepared students at ECC for success in collegiate-level courses.

Reading classes meet twice weekly for 2 hours 5 minutes (for a total of 4 hours 10 minutes). Three-quarters of class time each week is officially designated as "lecture": the time is used for explicit instruction in methods of reading, analyzing, and responding to textbook, short and book-length fiction and non-fiction texts. In addition to lecture, many faculty incorporate hands-on, student-centered activities such as small group reading circles, Socratic-style student-led discussion, peer-reading response activities, etc. In addition to lecture, one quarter of class time each week is designated as "lab": students move from the classroom to a computer lab located in the Humanities Building. These labs have 35-40 individual computers loaded with different types of specialized literacy software (such as *Inspiration* and *Ultimate Speed Reader*). Labs also have internet access which many faculty use to access publisher websites that complement textbook and paperback material. Some instructors also use websites such as *Total Reader* and *Wisesoft*. These sorts of resources enable faculty to provide students with individualized, real-time vocabulary and comprehension instruction and practice opportunities.

In order to pass each course and receive Credit (CR), students must earn at least a 70% in the course (through a combination of in-and-out-of-class assignments/projects, quizzes, and tests) and pass one of two department-wide, standardized, final exams (The Townsend Press and the Degrees of Reading Power). Any student whose performance on English 82 course work and both final exams is exceptionally high may petition the Department to waive the student's English 84 requirement for English 1A.

During a typical semester, anywhere from 52-76 sections of Reading classes are offered. Of that total, two sections of English 84 and two sections of English 7 are usually offered online. Additionally, two-to-three sections of English 82 are linked with English B or Human Development 10 as Learning Community classes during Fall Semester, and two-to-three sections of English 84 are linked with English A during Spring Semester

As of Spring Semester 2011, there are currently seven full-time faculty members and currently twelve part-time Reading Instructors. There are also six full-time English Department faculty members who teach both Reading and Writing classes (see “**Current Staffing**” section below).

Status of previous recommendations

1) Reactivate English RA (now called English 80)

This change occurred in 2007. The department has gradually been assessing the effectiveness of the course, specifically the two SLOs for the course in Spring 2010.

2) Hire more full-time faculty

Since the 2005 Program Review, the Reading Department has lost three full-time faculty members (two retired and one moved out-of-state). One new full-time faculty member was hired in 2009. We now have seven full-time Reading Department faculty; one of these members will be retiring in Spring 2011 which will reduce staff to six full-time faculty members.

3) Mentor and provide orientation program for all faculty

Each year, there has been some sort of orientation to provide new and continuing full and part-time faculty with information about department policies and procedural information. These have been designed and facilitated by faculty members. For example, we have held informational workshops prior to each school year, posted materials online through the library’s ERES site and now on the Humanities Division website on MyECC, and provided an updated Reading Department Handbook. During Spring 2010 and Fall 2010, one faculty member received reassignment time via Basic Skills monies to serve as department coordinator. She made it possible to individually contact each part-time faculty member and help them become better oriented to department resources, policies, and procedures.

4) Combine the reading and writing labs

The new Humanities Building has a consolidated lab space, The Writing Center that enables students to access to computers, software, and tutors. Plans are currently being made in conjunction with a Title V grant to open and staff a separate Reading Center/Lab in the library.

5) Require a Program orientation of all incoming reading students.

This idea has been tabled due to lack of resources, management, and overwhelming logistics (such as instituting a requirement on a primarily commuter-base campus).

6) Designate a counselor specifically for underprepared students.

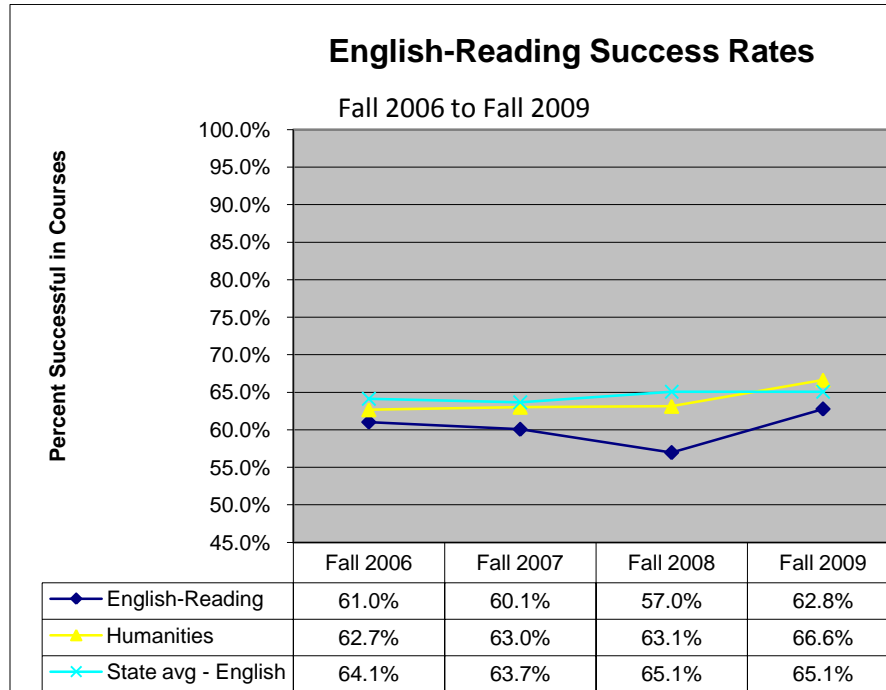
This recommendation has not been accomplished: there is no counselor who specializes in advising students just during the time that they take basic-skills, pre-transfer level courses. The emphasis of academic counseling continues to be to advise students on ways to transfer to a four-year college or university. This institutional goal, along with budgetary restrictions, has made designating a basic skills, pre-transfer level counselor unfeasible.

7) Faculty development for English 80 instructors

During the first year that English 80 was offered, a small group of instructors met regularly to discuss and plan the classes. Since that time, faculty development has been primarily self-generated by the one or two instructors teaching the course, usually through collaboration with each other. More institutional and department support – primarily for additional training in special education and the time to participate – is still needed.

Analysis of Institutional Research Data

Course grade distribution Success and retention rates Fall 2006 to Fall 2009



Success rates in English-Reading courses range from 1.7% below Humanities courses in fall 2006 to 2.9% below in fall 2007, 6.1% below in 2008, and 3.8% below in 2009. In all years examined both Humanities and English-Reading fall below the state average for English courses.

Course Grade Distribution and Success/Retention Rates

Fall 2006 to Fall 2009

English-Reading

Fall 2006

Course	A	B	C	CR	D	F	I	NC	DR	W	Total Grades	Success Rate	Retention Rate
ENGL-2R	0	0	0	612	0	0	0	163	0	201	976	62.7%	79.4%
	0.0%	0.0%	0.0%	62.7%	0.0%	0.0%	0.0%	16.7%	0.0%	20.6%			
ENGL-7	0	0	0	26	0	0	0	31	0	14	71	36.6%	80.3%
	0.0%	0.0%	0.0%	36.6%	0.0%	0.0%	0.0%	43.7%	0.0%	19.7%			
ENGL-R	0	0	0	690	0	0	0	212	0	227	1129	61.1%	79.9%
	0.0%	0.0%	0.0%	61.1%	0.0%	0.0%	0.0%	18.8%	0.0%	20.1%			
Course Totals	0	0	0	1,328	0	0	0	406	0	442	2,176		
	0.0%	0.0%	0.0%	61.0%	0.0%	0.0%	0.0%	18.7%	0.0%	20.3%		61.0%	79.7%
Division Total/Avg	2,115	1,793	1,042	3,554	339	567	49	1,185	0	2,926	13,570		
	15.6%	13.2%	7.7%	26.2%	2.5%	4.2%	0.4%	8.7%	0.0%	21.6%		62.7%	78.4%
College Total/Avg	15,458	11,582	8,382	4,421	2,809	4,891	345	1,318	0	14,220	63,426		
	24.4%	18.3%	13.2%	7.0%	4.4%	7.7%	0.5%	2.1%	0.0%	22.4%		62.8%	77.6%

Fall 2007

Course	A	B	C	CR	D	F	I	NC	DR	W	Total Grades	Success Rate	Retention Rate
ENGL-7	0	0	0	17	0	0	0	13	2	6	38	44.7%	78.9%
	0.0%	0.0%	0.0%	44.7%	0.0%	0.0%	0.0%	34.2%	5.3%	15.8%			
ENGL-80	0	0	0	73	0	0	0	71	13	46	203	36.0%	70.9%
	0.0%	0.0%	0.0%	36.0%	0.0%	0.0%	0.0%	35.0%	6.4%	22.7%			
ENGL-82	0	0	0	567	0	0	0	139	45	166	917	61.8%	77.0%
	0.0%	0.0%	0.0%	61.8%	0.0%	0.0%	0.0%	15.2%	4.9%	18.1%			
ENGL-84	0	0	0	671	0	0	0	177	27	178	1053	63.7%	80.5%
	0.0%	0.0%	0.0%	63.7%	0.0%	0.0%	0.0%	16.8%	2.6%	16.9%			
Course Totals	0	0	0	1,328	0	0	0	400	87	396	2,211		
	0.0%	0.0%	0.0%	60.1%	0.0%	0.0%	0.0%	18.1%	3.9%	17.9%		60.1%	78.2%
Division Total/Avg	2,171	1,849	1,077	3,848	330	515	62	1,187	565	2,593	14,197		
	15.3%	13.0%	7.6%	27.1%	2.3%	3.6%	0.4%	8.4%	4.0%	18.3%		63.0%	77.8%
College Total/Avg	16,244	11,674	8,356	4,788	2,743	5,030	360	1,322	2,566	12,270	65,353		
	24.9%	17.9%	12.8%	7.3%	4.2%	7.7%	0.6%	2.0%	3.9%	18.8%		62.8%	77.3%

Fall 2008

Course	A	B	C	P	D	F	I	NP	DR	W	Total Grades	Success Rate	Retention Rate
ENGL-7	0	0	0	3	0	0	0	14	0	5	22	13.6%	77.3%
	0.0%	0.0%	0.0%	13.6%	0.0%	0.0%	0.0%	63.6%	0.0%	22.7%			
ENGL-80	0	0	0	107	0	0	0	81	24	35	247	43.3%	76.1%
	0.0%	0.0%	0.0%	43.3%	0.0%	0.0%	0.0%	32.8%	9.7%	14.2%			
ENGL-82	0	0	0	649	0	0	0	268	23	183	1123	57.8%	81.7%
	0.0%	0.0%	0.0%	57.8%	0.0%	0.0%	0.0%	23.9%	2.0%	16.3%			
ENGL-84	0	0	0	702	0	0	0	280	42	149	1173	59.8%	83.7%
	0.0%	0.0%	0.0%	59.8%	0.0%	0.0%	0.0%	23.9%	3.6%	12.7%			
Course Totals	0	0	0	1,461	0	0	0	643	89	372	2,565		
	0.0%	0.0%	0.0%	57.0%	0.0%	0.0%	0.0%	25.1%	3.5%	14.5%		57.0%	82.0%
Division Total/Avg	2,311	1,895	1,136	3,514	328	699	79	1,432	566	2,068	14,028		
	16.5%	13.5%	8.1%	25.0%	2.3%	5.0%	0.6%	10.2%	4.0%	14.7%		63.1%	81.2%
College Total/Avg	18,319	12,726	9,310	5,700	3,176	6,871	461	1,814	3,085	10,741	72,203		
	25.4%	17.6%	12.9%	7.9%	4.4%	9.5%	0.6%	2.5%	4.3%	14.9%		63.8%	80.9%

Fall 2009

Course	A	B	C	P	D	F	I	NP	DR	W	Total Grades	Success Rate	Retention Rate
ENGL-7	0	0	0	17	0	0	0	10	9	9	45	37.8%	60.0%
	0.0%	0.0%	0.0%	37.8%	0.0%	0.0%	0.0%	22.2%	20.0%	20.0%			
ENGL-82	0	0	0	598	0	0	0	239	26	132	995	60.1%	84.1%
	0.0%	0.0%	0.0%	60.1%	0.0%	0.0%	0.0%	24.0%	2.6%	13.3%			
ENGL-84	0	0	0	768	0	0	0	237	40	118	1163	66.0%	86.4%
	0.0%	0.0%	0.0%	66.0%	0.0%	0.0%	0.0%	20.4%	3.4%	10.1%			
Course Totals	0	0	0	1,383	0	0	0	486	75	259	2,203		
	0.0%	0.0%	0.0%	62.8%	0.0%	0.0%	0.0%	22.1%	3.4%	11.8%		62.8%	84.8%
Division Total/Avg	2,302	1,982	1,242	3,678	368	541	90	1,279	557	1,776	13,815		
	16.7%	14.3%	9.0%	26.6%	2.7%	3.9%	0.7%	9.3%	4.0%	12.9%		66.6%	83.1%
College Total/Avg	18,808	13,245	9,880	5,269	3,201	5,941	388	1,538	3,042	9,914	71,226		
	26.4%	18.6%	13.9%	7.4%	4.5%	8.3%	0.5%	2.2%	4.3%	13.9%		66.3%	81.8%

A closer look at the individual courses within the reading department yields interesting information. English 84, the developmental course one level below credit bearing English 1A, has success rates from a low of 59.8% in 2008 to a high of 65.3% in 2009. English 84's success rate was above that of the English department in all comparison years except 2008. The scores above the department average range from .7% in 2006 to 1.7% and 3.4% in 2007 and 2009 respectively. English 84 consistently registers a success rate above that of all other reading courses.

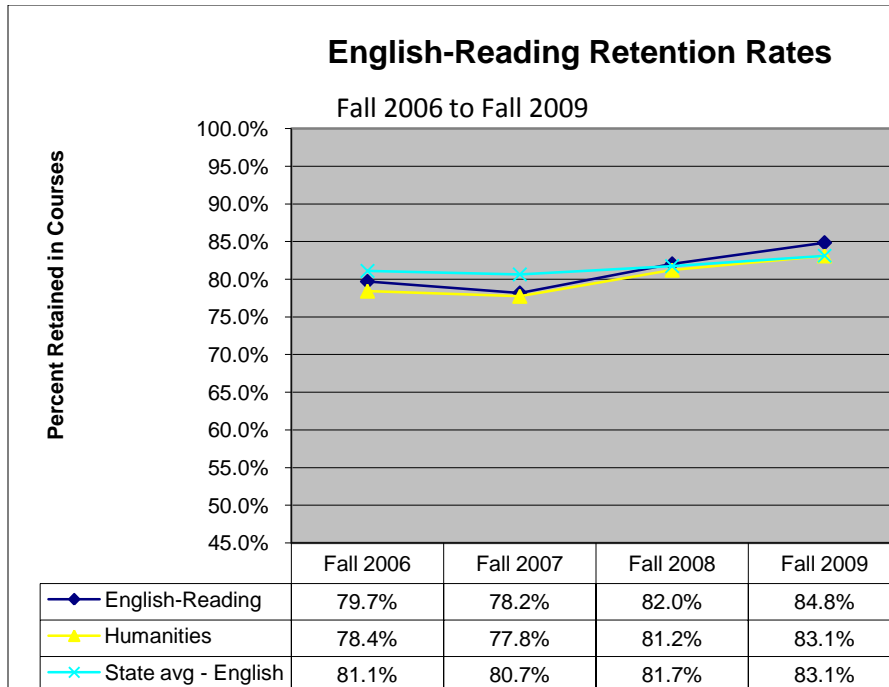
The cut score qualifying students for English 82 was raised from 0 in 2006 to 35 in 2007 when English 80 was added to reading department course offerings. Students scoring below 35 on the College Placement Test (CPT) were advised to enroll in English 80 instead of English 82. The success rates of English 82 range from a low of 57.8% in 2008 to a high of 61.8% in 2007. The success rates of English 82 appear consistently below the English department average for all years from 2006-2009. Its smallest difference was .2% below the English department in 2007 and its greatest difference was 6% below in 2009. The success rates for English 82 since the addition of English 80 has not improved English 82's success rates.

The greatest disparities in success rates of reading courses compared to all English courses appear in English 7 (an online course through June, 2007 and a hybrid course through June 2009) and English 80, a basic reading course. English 7's success rates range from a low of 13.6% in 2008 to a high of 44.7% in 2007. This is dramatically below English 84's low of 59.8% in 2008 to its high of 65.3% in 2009. Students self-select this online course, and many of them may not possess the skill set necessary for success in an online course. English 7 is currently a traditional classroom/lab course.

English 80 appears in the reading department program review for the first time. Initiated in fall of 2007, English 80 had a success rate of 36% in 2007, 43.3% in 2008, and 47.8% in 2009. While success rates for this course are improving, they lag behind the success rates of English 84 and 82. This may be because students enrolled in English 80 are those experiencing the greatest need and deficit. One has to question the efficacy of this course in light of these success rates.

Upon further examination, the success rates of winter session add another level of analysis. Winter courses are fundamentally different as the 16-week curriculum is compressed into 5 weeks of Monday through Friday class meetings. For English 84 success rates range from a "low" of 77.9% in 2008 to a high of 88.4% in 2010. A similar pattern emerges when looking at winter session success rates for English 82 which ranges from a "low" of 63% in 2010 to a high of 81.8% in 2009.

Summer session success rates for English 84 show rates superior to fall with rates of 71.8% in 2007, 76.8% in 2008, and 70.8% in 2009. English 82 had higher success rates in summer than in fall: 62.1% in 2007, 74.3% in 2008, and 66.4% in 2009. One might conclude that developmental students experience greater success in the compressed calendars of winter and summer sessions.



The retention rates of the English-Reading department exceed those of the humanities division for every year of this analysis. They are consistently in the high 70s% to the low/mid 80s%. In fact, for 2009 the department with retention of 84.8% exceeds the humanities division at 83.1% and the state average for English at 83.1%. Students seem to stick with their reading course even when they are not being successful. The culture of the department seems to value sustained effort, and students who are not making adequate progress tend to stick with the course until its conclusion.

Once again, where there is a weakness in retention rates it appears in English 7 and English 80. Where the retention rates of English 84 and 82 are fairly consistent, there appears to be more variation in scores for English 7 and 80. While the move to make English 7 a traditional course consisting of lecture and lab on the ECC campus may raise the success and retention levels, we must again question the efficacy of English 80 where students remain in the course at levels from 70%-78% and still experience such limited success as noted in the previous section.

Enrollment Statistics
Section and Seat Counts; Fill Rates
Fall 2006 to Fall 2009

Characteristic	Category	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2009		2000 Census	
		n	%	n	%	n	%	n	%	n	%	n	%
All Enrolled	Total	2176	100.0%	2204	100.0%	2569	100.0%	2,439	100.0%	27,271	100.0%	520,376	100.0%
Gender	Female	1242	57.1%	1239	56.2%	1365	53.1%	1329	54.5%	14,312	52.5%	264,871	50.9%
	Male	934	42.9%	965	43.8%	1204	46.9%	1110	45.5%	12,953	47.5%	255,505	49.1%
	Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.0%	0	0.0%
Ethnicity	African-American	538	24.7%	518	23.5%	669	26.0%	545	22.3%	4,577	16.8%	88,701	17.0%
	Amer. Ind. or Alaskan	8	0.4%	12	0.5%	7	0.3%	4	0.2%	100	0.4%	1,219	0.2%
	Asian	248	11.4%	246	11.2%	264	10.3%	277	11.4%	4,539	16.6%	58,779	11.3%
	Latino	998	45.9%	1018	46.2%	1174	45.7%	1147	47.0%	9,466	34.7%	157,138	30.2%
	Pacific Islander	26	1.2%	41	1.9%	41	1.6%	39	1.6%	257	0.9%	2,061	0.4%
	White	197	9.1%	235	10.7%	237	9.2%	236	9.7%	5,236	19.2%	197,570	38.0%
	Unknown or Decline	161	7.4%	134	6.1%	177	6.9%	132	5.4%	3,096	11.4%	0	0.0%
Age/Age Group	Under 17	4	0.2%	7	0.3%	7	0.3%	3	0.1%	572	2.1%	139,140	26.7%
	17	147	6.8%	163	7.4%	151	5.9%	141	5.8%	758	2.8%		
	18	960	44.1%	945	42.9%	1083	42.2%	942	38.6%	3,326	12.2%	11,840	2.3%
	19	403	18.5%	402	18.2%	478	18.6%	502	20.6%	3,678	13.5%		
	20	169	7.8%	186	8.4%	238	9.3%	223	9.1%	2,977	10.9%	5,996	1.2%
	21	107	4.9%	94	4.3%	112	4.4%	153	6.3%	2,305	8.5%	5,720	1.1%
	22	67	3.1%	80	3.6%	84	3.3%	90	3.7%	1,677	6.1%		
	23	50	2.3%	57	2.6%	62	2.4%	57	2.3%	1,347	4.9%	20,233	3.9%
	24	43	2.0%	41	1.9%	48	1.9%	51	2.1%	1,121	4.1%		
	25-29	109	5.0%	110	5.0%	132	5.1%	139	5.7%	3,398	12.5%	43,779	8.4%
	30-39	68	3.1%	71	3.2%	108	4.2%	86	3.5%	2,896	10.6%	97,447	18.7%
	40-49	40	1.8%	36	1.6%	47	1.8%	34	1.4%	1,770	6.5%	80,126	15.4%
	50-64	8	0.4%	12	0.5%	17	0.7%	18	0.7%	1,195	4.4%	69,852	13.4%
65+	1	0.0%	0	0.0%	2	0.1%	0	0.0%	251	0.9%	46,878	9.0%	
Class Load	Full-time	678	31.2%	885	40.2%	1077	41.9%	1020	41.8%	8,560	31.4%		
	Part-time	1498	68.8%	1319	59.8%	1492	58.1%	1419	58.2%	18,675	68.5%		
	Not enrolled or N/A	0	0.0%	0	0.0%	0	0.0%	0	0.0%	36	0.1%		
Time of Classes*	Daytime	1,948	89.5%	1,979	89.8%	2,314	90.1%	2,263	92.8%	19,337	70.9%		
	Evening	228	10.5%	225	10.2%	255	9.9%	148	6.1%	5,084	18.6%		
	Unknown	0	0.0%	0	0.0%	0	0.0%	28	1.1%	2,850	10.5%		
Academic Level	College degree	26	1.2%	30	1.4%	27	1.1%	21	0.9%	3,680	13.5%		
	HS Graduate	2,037	93.6%	2,059	93.4%	2,396	93.3%	2,291	93.9%	21,533	79.0%		
	Not a HS Grad	56	2.6%	59	2.7%	78	3.0%	73	3.0%	582	2.1%		
	K-12 Special Admit	4	0.2%	8	0.4%	12	0.5%	7	0.3%	916	3.4%		
	Unknown	53	2.4%	48	2.2%	56	2.2%	47	1.9%	560	2.1%		
Educational Goal	Intend to Transfer	808	37.1%	810	36.8%	905	35.2%	694	28.5%	8,408	30.8%		
	Degree/Certif. Only	84	3.9%	85	3.9%	91	3.5%	107	4.4%	1,115	4.1%		
	Retrain/recertif.	109	5.0%	102	4.6%	118	4.6%	80	3.3%	1,719	6.3%		
	Basic Skills/GED	75	3.4%	80	3.6%	80	3.1%	83	3.4%	1,262	4.6%		
	Enrichment	66	3.0%	100	4.5%	114	4.4%	79	3.2%	985	3.6%		
	Undecided	591	27.2%	445	20.2%	510	19.9%	427	17.5%	6,136	22.5%		
	Unknown	443	20.4%	582	26.4%	751	29.2%	969	39.7%	7,646	28.0%		

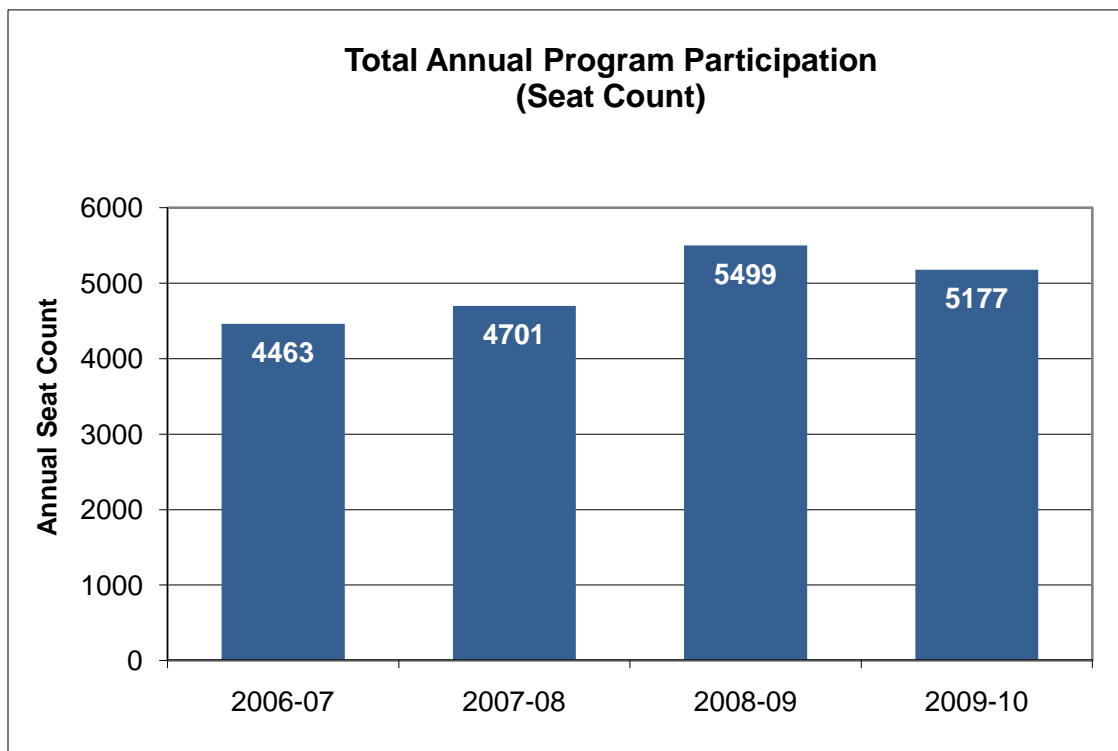
Students enrolled in English-Reading courses tend to be for female than male and recent high school graduates of 18 and 19 who intend to transfer. While some are undecided in their educational goals, that number has decreased from 27.2% in 2006 to 17.5% in 2009. The economic realities of the recession may make college attendance more attractive to students.

Our students tend to be part-time students who attend daytime classes. 2007, 2008, and 2009 saw increases in the number of full-time students to a high of 41.9% in 2008. Again the recession may influence the number of students attending full-time.

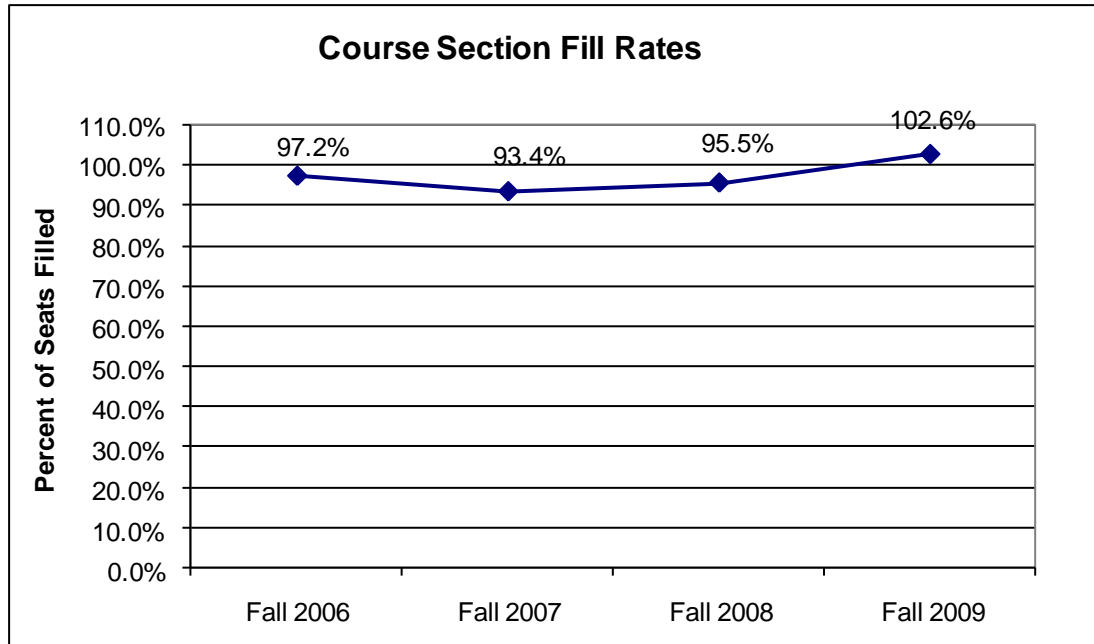
As ECC is an Hispanic Serving Institution, it is appropriate that the largest numbers of students are members of that ethnic group. The number of Latino students enrolled in English-Reading courses is 11% higher than the percent enrolled in ECC. African American students, who are 16.8% of the student body, comprise 22.3% to 24.7% of enrollment in reading courses.

	2006-07	2007-08	2008-09	2009-10	4 Yr Average
Annual Seat Count	4463	4701	5499	5177	4960

The English-Reading program's seat count was in a growth mode from 2006-07 through 2008-09. With the recession and cuts in funding to community colleges the 2009-10 seat count dropped by 322 seats. This pattern continues as the state experiences financial uncertainty.



	2006-07	2007-08	2008-09	2009-10
Sections	134	145	164	149
Seats	4463	4701	5499	5177
Unduplicated Students	3666	3829	4364	4211
Seats/Unduplicated Students	1.2	1.2	1.3	1.2



As a consequence of the fiscal reality California is experiencing, the growth in sections of reading courses suffered an abrupt decline in 2009-10. As a result, the fill rates for reading courses that have been in the 93-97% range grew to 102.6% in fall 2009. This number does not reflect the numbers of students turned away from reading courses because classes had met their ceiling enrollment. Due to budget constraints additional sections were not added when the numbers of students seeking a seat would indicate the appropriateness of that course of action.

Recommendations

- 1) English 7 should remain a traditional course taught as a lecture/lab course. The typical reading student of 18 or 19 may not have the experience/skills to function independently in an online college course. Another possibility is to research successful online reading programs to identify the critical attributes of those programs.
- 2) Reevaluate the English 80 in relation to its limited success. If the course is not serving the students enrolled and is not producing measurable improvements in English 82, perhaps the course should be inactivated.
- 3) Conduct improvement studies to assess the success level of former reading students enrolled in English 1A.
- 4) Additionally, assess the success of former reading students in a vocational program such as nursing that demands high levels of reading proficiency.

- 5) Look at the data for success rates for the online English 84 classes to see if success rates match those of traditional classes.
- 6) Evaluate the factors contributing to the higher success rates of students enrolled in short term reading classes in winter and summer, and be willing to consider adding more short –term classes.
- 7) Evaluate the current pilot program of running an 8-week 82/B link back to back with an 8-week 84/A link.
- 8) Compare the success rates for reading students enrolled in linked courses with students enrolled in “stand-alone” reading courses. Study the feasibility of expanding linked courses.
- 9) Restore the numbers of reading section as soon as budgeting permits.
- 10) Turn over data collection to Institutional Research to streamline data collection and to reduce the difficulty of data analysis caused by inconsistencies.

Curriculum – Course, Content, and Articulation List

1) Courses not reviewed in the last 5 years

- a. Hybrid and online courses, such as Engl-84 and 7 were reviewed as a part of the Distance Education Program.

2) Compliance

- a. No courses are out of compliance with the Curriculum Committee.

3) Course additions

- a. No new courses have been added to the curriculum.

4) Course deletions

- a. No courses have been added to the curriculum

5) Recommendations:

- a. English 80 should be revisited in order to meet the needs of the students.
- b. English 80 enrollment caps should be set at a maximum of 25 students per class.
- c. A curriculum geared toward the needs of English 80 students needs to be developed.
- d. A teacher's aide would be beneficial in English 80 to help with students who are reading at or below the 3rd grade level.
- e. The English 80 course outline be revised to allow students to attend class everyday or to have students enroll in the class for more than one semester for continual skills reinforcement.
- f. English 80 teachers need time to meet and plan beneficial strategies for their students.
- g. The English 80 Townsend Press exit exam should be analyzed to provide instructors with a measure of students' specific skill deficiencies.

Student Learning Outcomes (SLOs)

1) SLOs for each course in the discipline

ENG 80 SLOs:

Students will demonstrate their ability to comprehend paragraph-length non-fiction texts written at the 5-7th grade level.

Students will demonstrate their ability to analyze paragraph-length non-fiction texts written at the 5-7th grade level.

ENG 82 SLOs:

Students will demonstrate their ability to comprehend multi-paragraph non-fiction texts written at the 7th-9th grade level.

Students will demonstrate their ability to analyze multi-paragraph non-fiction texts written at the 7th-9th grade level.

ENG 84 and ENG 7 SLOs:

Students will demonstrate their ability to comprehend non-fiction texts written at the 9th-12th grade level.

Students will demonstrate their ability to analyze non-fiction texts written at the 9th-12th grade level.

2) Courses with assessments

Assessed Courses

English 80

Semester of Assessment

Spring 2008

Fall 2008

Spring 2009

Fall 2009

Spring 2010

Fall 2010

English 82

Spring 2008

Fall 2008

Spring 2009

Fall 2009

Spring 2010

Fall 2010

English 84

Spring 2008
Fall 2008
Spring 2009
Fall 2009
Spring 2010
Fall 2010

3) Descriptions of changes resulting from assessment of the courses

Because of our commitment to carefully and efficiently measure SLOs for English 80, 82, 84, and 7, we have established a faculty coordinator position to manage the collection of data, oversee the inputting of the data to insure its uniformity, and act as a liaison with Instructional Technology during the data analysis process. In Fall 2009, the faculty coordinator, Rosemarie Kistler, also conducted a survey of all faculty who taught English 80. One faculty member then wrote a report based on English 80 SLO data and the faculty survey discussing whether the class serves the needs of the students. The consensus was no. Based on the data from our English 80 SLOs on comprehending and analyzing non-fiction texts, we are debating different options for how to better serve the needs of our English 80 population in the future.

Furthermore, we have worked to bring more resources and faculty growth opportunities to our department to better prepare our teachers to help students accomplish each SLO we have in place. Last year's in-depth analysis of our SLO data revealed that the average score on our analytic final exam was just 2-3 points below passing; based on that finding, a dedicated group of faculty is now collaborating on learning teams for English 82 and English 84 to refine lessons for each skill that we measure for the SLOs on analyzing multi-paragraph non-fiction texts. Moreover, many faculty members from the Reading department participated in FIPP (the Faculty Inquiry Partnership Program through a Walmart grant) because more active learning strategies would better aid our developmental students in achieving their SLO for comprehending multi-paragraph non-fiction texts. In addition, Sarah Blake as Basic Skills Coordinator was able to bring in more money and resources for basic skills faculty development which will allow further support for collaboration and discussion about what works to help our students meet the comprehension and analysis standards set forth in our SLOs at all levels.

Finally, after discussing different type of SLOs and different ways of measuring student learning outcomes, we have decided on two SLOs for each course in the discipline. These do not represent everything that we are teaching, but they are the most important and the most suitable for objective measurement. Other types of authentic assessments will continue to be used.

4) Program SLOs and manner of assessment

In the June of 2009, the Reading department started its first cycle for assessing its

program level SLOs based on data collected in Spring and Fall of 2008:

Students will comprehend non-fiction essays written at the 12th grade level for literal meaning. (This SLO addresses Core Competency 1: Content Knowledge)

Students will comprehend non-fiction essays written at the 12th grade level for analytic meaning. (This SLO addresses Core Competency II: Critical, Creative, and Analytic Thinking)

To measure this SLO, it was decided that the department would measure the success, and improvement rates of Fall 2008 and Spring 2009 English 84 students as measured by their midterm and final scores on two department exit exams, the DRP and the Townsend Press.

The data represent a non-random sample of student test scores obtained during Spring and Fall semesters of 2008. All English 84 sections were not included in this initial attempt to quantify the achievement of our department SLOs.

A. SLO Success Rates

The data show that more students passed the DRP (50% = 286 of 573 students) than the Townsend Press (45% = 214 of 475 students). The average score on the DRP midterm and the DRP final were almost identical (52.3 vs. 53.5).

An average of 80% of students who took both tests passed English 84 in Spring and Fall of 2008.

B. Average Test Scores

The average test scores for both the DRP and the Townsend were 2-3 points below the passing score.

C. Cross-tabulation by Test & Outcome: All Students who Passed Course

More students passed only the DRP (30%) than passed only the Townsend (10%). This data indicates that more time spent teaching Townsend analytical skills may be warranted.

D. Grade Distribution of Success/Retention Rates: Students with DRP & TP

More students passed English 84 in Fall (211) than in Spring (167). However, a higher percentage of students enrolled passed in Spring (82.7% vs. 77.3%). This could be due to a priming effect from students taking a feeder class in Fall.

E. Select Demographics

The percentage of students who took both the DRP and the Townsend and passed English 84 on the first attempt is very high at 84%. This single statistic is the most promising item unearthed in all of the data.

F. Bonus Section: A Closer Look at the Raw Data

Closer analysis of the raw data reveals that while far more students (n=752) took the DRP pre-test than took the DRP post-test (n=573), the general pattern of results remained remarkably similar.

Here is a chart I that describe the pattern of data observed:

Range:	lowest	close to passing	medium	highest
Scores:	0-51	52-55	56-62	63-70
Pre:	40.7%	11%	34.9%	12.9%
Post:	38.4%	11.3%	38.4%	11.8%
P/NP:	NP	NP	P	P

The data reveals that taking English 84 resulted in slightly reducing the percentage of high scorers by 1.1%, increasing the percentage of medium passing scorers by 3.5%, and lowering the numbers of students who scored below 51 by 2.3%.

It seems that the 11% who hover just below the passing score (52-55) are within striking range of passing and could be converted to passing with more aggressive training on the DRP.

It is worth noting that the 3.5% increase in medium passing scorers represents 20 students. Also, the loss of 1.1% of the highest scorers represents 6 students. So, the net effect of completing English 84 for these 573 students who took the DRP was that 14 more of them passed the DRP on the post-test than on the pre-test. To sum up, these results indicate that students achieve the same distribution of scores on the pre-test and the post-test. What can we do to change that, especially for the 11% who are stuck within 4 points of passing?

On the Townsend Press, the raw data shows that 214 of 475 students (or 45 %) passed with a score of 30 or higher. There was no data for a pre-test.

The pattern of data reveals that 47 students scored 29 (1 point below passing) and 43 students scored with a 28 (2 points below passing). Therefore, 90

students or 19% of the total students who attempt the Townsend and fail could pass with minor improvements in their analytical reasoning or test-taking skills. A closer analysis of precisely which questions are being missed by these students could point the way toward more effective interventions and teaching strategies.

5) Program's level of implementation: Awareness; Development; Proficiency; or Sustainable based on ACCJC rubric)

The Reading program is at the proficiency level in its SLO implementation:

- * SLOs and assessments are in place for all of its courses, as well as at the program level.
- * Results of assessments have been used to guide the department in improving its courses and program.
- * There is widespread department-wide dialogue about the results of assessment.
- * Decision-making is purposefully directed towards improving student learning based on the results of assessment.
- * Appropriate resources have been allocated to the department for assessment (e.g. student help for processing and grading parscore scantrons and help from IT and institutional research with our program-level assessments.)
- * Comprehensive assessment reports exist and are completed on a regular basis
- * Course outcomes are aligned with the program SLOs.
- * Students are aware of these student learning outcomes because they are on course syllabi.

6) Recommendations

The Reading department should continue to assess its SLOs and work to implement the changes indicated by the assessment results. In order to facilitate work on SLOs, the department needs to come up with a more comprehensive, long-term timeline for assessment, which is linked to its course review and program review cycles.

FACILITIES, EQUIPMENT AND TECHNOLOGY

Facilities and Equipment

We currently have 3 computer labs, with a total of 120 computers. The computers are used daily from 8:00 am until 10:00 pm, approximately 4 days a week. The computers are approximately 2 years old.

We also have a small "Reading Lab" attached to the Writing Center, which is available approximately 5 days a week, from 7 am to 8 pm, except for an early closing on Friday.

Technology

We currently use several free and fee based computer programs in our reading classes:

- 1) Townsendpress.com, which is a free, on-line public site;
- 2) Ultimate Speed Reading, which is a free program, only available in our computer labs and in the basement of the library;
- 3) "RFU Lab," which is a Santa Monica College based reading activity currently available for anyone;
- 4) Inspiration and Clipread, which are free and available only in our computer labs;
- 5) Wisesoft and Total Reader, which are fee-based programs available on and off campus.
- 6) My ECC Portal, which provides for discussion boards, links, storage and shared documents, and class e-mails.

We also have the above programs available for use on our classroom computers. Along with these classroom programs, we are also equipped with various technologies, such as video cameras, CD ROMs, DVD players, document cameras, video visualizers and other technologies for use with our classroom lessons. We, as full-time faculty, are provided with laptops from ECC-they are brand new as of Fall 2010. There are also 3 faculty computers and 2 printers located in the adjunct faculty room and the mailroom. A Parscore and a Scantron machine are also provided for our use in the mailroom.

Adequacy and Currency of Facilities, Equipment, Technology

There are currently a variety of free and fee-based computer programs to utilize; however, as the needs of our students change or the current programs become outdated or updated, new programs will need to be reviewed, purchased and incorporated into our program. New programs should include inexpensive and effective programs focusing on reading comprehension, vocabulary, reading speed, and analytical thinking skills. Also, these programs should be appropriate for a one hour reading lab.

Furthermore, because our current lab computers are already two years old and are utilized by hundreds of students each day, parts and technology will erode and will need to be updated in the future. A staff of computer problem-solvers will need to be available as our computers age. Also, classroom technology equipment as well as the Scantron and Parscore machines, all need to be monitored, repaired and updated.

Immediate Needs of Facilities, Equipment and Technology

- 1) A staff of computer experts needs to be available to solve technology problems in a timely fashion, so all students may have access to computers during class time.
- 2) There will need to be an availability of both free and fee-based computer programs for all reading students.
- 3) New computer programs will need to be purchased that are diverse, modern and usable by ENGL 80, ENGL 82 and ENGL 84 students- especially as current programs become outdated or inoperable.
- 4) A "stand-alone" Reading Lab, instead of the shared lab in the Writing Center, needs to be organized and staffed a director and a number of tutors .Also, computers and printers will also need to be purchased and installed. Instructional equipment, such as textbooks, paper, pencils, and a timekeeper machine to monitor student attendance will be needed, as well. One possible location for this new lab could be the new Learning Resource Center annex.

Long Range Needs

- 1) Availability and installation of new computers as the current computers disintegrate or become outdated;
- 2) Availability of a quick and efficient computer problem-solving staff for all technology used by the reading department, particularly as reliability on technology becomes more prevalent;
- 3) Availability of effective, free or inexpensive computer programs for students to utilize in all levels of reading classes;
- 4) Continued support of a stand-alone Reading Lab, which will be equipped with technology, textbooks, a director and a staff of tutors.

STAFFING

Current Staffing

At the time of our previous program review, the Reading Department totaled ten full-time instructors and twelve part-time instructors. In addition, four full-time English instructors taught a split assignment of writing and reading courses. Currently, eight full-time instructors and fifteen part-time instructors comprise the Reading Department; however, six full-time English instructors also teach reading classes this fall. Furthermore, two of the eight full-time reading instructors teach writing courses as well. One full-time reading instructor on sabbatical is taking graduate level courses on teaching English composition. An emerging trend then appears for full-time instructors to teach dual assignments.

The table below indicates how many reading sections were taught by full-time and part-time reading instructors and how many sections were taught by full-time English instructors (listed as "Writing FT teaching Reading") since Fall 2006. Note that more writing instructors are teaching reading. Also note that adjuncts taught the most sections of reading in Fall 2007 to Fall 2009 when the college offered more reading sections. *On the other hand, if one combines full-time English **and** full-time reading instructors teaching reading, full-time instructors taught more sections than adjuncts did in all the years except for Fall 2007.*

Semester/Year	Reading FT	Writing FT teaching Reading	Adjunct	Total Sections
Fall 2010	24	10	24	58
Fall 2009	24	11	31	66
Fall 2008	32	9	35	76
Fall 2007	25	5	37	67
Fall 2006	31	1	30	62

Fall 2010's FT:PT ratio for reading classes is 64.4:35.6.

The last program review indicated that the department covered reading classes with more adjunct faculty, resulting in a decreased 75/25 ratio. Since adjuncts are not generally paid to hold office hours (some exceptions apply during the winter and summer sessions) and since some are freeway flyers, students lose valuable contact hours. Adjuncts themselves often do not have the opportunity to attend department meetings, brown bag sessions, or off campus seminars. They miss more face-to-face mentoring experiences and flex activities that serve to keep them current in the field. The previous program review also said that part-time instructors without experience in teaching developmental education classes were recruited for teaching reading courses. The latter situation has changed, however.

When hiring adjunct and tenure-track reading instructors, the division discovered that fewer experienced reading specialists applied who could teach our developmental reading classes. Therefore, steps were taken to remedy this situation. In Spring 2007 the Reading Department held an in-house series of training sessions for full-time writing instructors who were interested in teaching reading. Many attendees either now teach reading or have periodically taught

reading. Second, the division often requests that candidates for tenure-track English positions possess qualifications to teach English composition and reading. In 2007, for instance, two tenure-track instructors were hired to teach both subjects. In November 2010, the Division Council requested four full-time English positions with secondary assignments in reading for the 2011-2012 academic year.

Finally, a third factor—the current economic downturn—has led to fewer adjuncts teaching our courses since the college offers fewer classes. Although we have fewer sections of reading, all fifteen adjuncts currently teaching have taught reading at El Camino before and these more experienced adjuncts have benefited from informal and/or formal mentoring opportunities. Since our last program review, a formal mentoring program was set up wherein full-time faculty volunteered to mentor adjuncts and new full-time instructors. After that program ended, the Fall 2009 Basic Skills Alliance Pilot Program for Instructors of Reading and Basic Writing offered adjuncts another opportunity for structured mentoring. Adjuncts and their full-time instructor partners communicated through email and face-to-face contacts, shared syllabi, and observed each other's teaching. As an incentive to participate, adjuncts received a stipend and full time instructors earned flex credit. Unfortunately, this successful program ended after budget cuts.

Along with the Basic Skills Alliance Pilot Program, the Reading Department benefited in Fall 2009 by acquiring a Faculty Coordinator. Rosemarie Kistler received reassigned time to fill this position and was instrumental in enhancing communication with members of the department, both adjunct and full-time. One of her many accomplishments was compiling a Quick Reference Guide so that faculty could find crucial information such as how we test and how we pass students.

Other full-time faculty members serve our department well through their professional development activities. One instructor's Fall 2010 sabbatical involves literacy coursework at CSULB. Several English instructors have taken graduate courses in reading through UCLA Extension, and many instructors have received On Course training. Reading instructors not only have attended conferences such as TRLD (Technology, Reading & Learning Diversity), Tech Ed, and Young Rhetoricians, but also have presented at conferences such as ALER (Association of Literacy Educators and Researchers), Young Rhetoricians, Tech Ed, and the MetaMetrics Lexile Conference. Reading instructors furthermore participate in campus programs such as First Year Experience, FIPP (Faculty Inquiry Partnership Program), and Learning Teams.

Current Needs

Since our last program review, three full-time reading instructors retired and one resigned. Of these four former full-time instructors, two still teach reading classes as adjuncts. One new tenure-track reading instructor was hired in Fall 2008 to replace a faculty member who retired at the end of Fall 2006. Another full-time reading instructor will retire at the end of Spring 2011. Hiring four tenure-track English instructors with secondary assignments in reading in 2011 then becomes a pressing priority.

Retaining our Faculty Coordinator position will facilitate communication in our department, particularly with adjuncts and full-time instructors fairly new to teaching reading. As of this writing, it remains unclear whether the division will fund this position for another semester.

In Spring 2009, our coordinator secured the services of a student helper to score ParSCORE exams. In Fall 2010, the student helper had already used up her ten hours by the middle of the semester, before we instructors had even given our exit exams! Fortunately, one full-time instructor donated her own student helper hours to make up the deficit. On average, it takes an instructor about an hour to process two class sections of exams and since all instructors must give these standardized reading tests at the same time in the semester, securing a seat at the one computer station can prove problematic. Increasing student help hours to process ParSCORE exams would not only ease this burden, but would also ensure the accuracy of our data since these exam results figure into compiling our success rates.

Although the tutors who work at the Writing Center are not part of the Reading Department per se, their influence is felt. Before Spring 2009, the Writing Center was open until 8 p.m. Monday through Thursday. Beginning in Spring 2009, the Writing Center began to close at 6 p.m. Reading students visit the center for conferencing and for completion of lab assignments in Ultimate Speed Reader and online reading programs. Evening students who work during the day have lost this valuable opportunity for tutoring help. The college should at least keep the Writing Center open until 8 p.m. on two nights a week—say, Tuesday and Wednesday.

In the “Immediate Needs of Facilities, Equipment and Technology” section, a stand-alone Reading Lab is proposed. To reiterate, this drop-in Reading Lab, “...needs to be organized and staffed with a director and a number of tutors.... One possible location for this new lab could be the new Learning Resource Center annex.”

Future Needs

Probably at least one more full-time reading instructor will resign within the next five years. And even though it is challenging to find reading specialists to teach community college courses, the division must persevere and hire at least one more full-time reading instructor whose expertise is needed when we evaluate our curriculum, our SLOs, and our assessments, particularly in the realm of high stakes testing.

That said, hiring tenure-track English instructors whose secondary assignment is in reading is also paramount to ensure not only a closer 75:25 ratio, but also the natural pairing one finds in teaching the reading/writing connection. Hiring four English instructors with a secondary assignment in reading for the 2011-2012 academic year is a necessary step. The FT:PT ratio for Fall 2010 in English (composition and reading) is 63.26:36.74. Securing four full-time positions would increase the ratio to 67.9:32.1.

The upcoming Title V (Hispanic Serving Institutions) grant calls for “consistency of teaching and grading in multiple sections of the same courses.” Reading courses covered by more full-time instructors relates to consistency as does increased funding for mentoring adjuncts and new

hires, for professional development opportunities, and for tutoring hours. Perhaps this grant will help increase the hours of the Writing Center, **and** will help fund a drop-in Reading/Tutoring Lab.

Recommendations

- 1)** Hire four full-time English instructors with secondary assignments in reading for 2011-2012 and thereby increase the FT:PT ratio to 67.9:32.1 (English and reading classes combined in ratio). Estimated cost: \$80,000 per instructor.
- 2)** Hire 1-2 full-time reading instructors in the next five years. Estimated cost: \$80,000 per instructor.
- 3)** Increase Writing Center hours [tie in to Title V (Hispanic Serving Institutions) grant].
- 4)** Fund a drop-in Reading/Tutoring Lab, possibly located in the new Learning Resource Center annex [tie in to Title V (Hispanic Serving Institutions) grant].
- 5)** Restore funding for Basic Skills Alliance Pilot Program or fund another mentoring program.
- 6)** Retain position of Faculty Coordinator in Reading Department.
- 7)** Increase student help hours for ParSCORE exam processing.

Planning

External Changes or Trends Impacting Program the Next Five Years

When discussing the external changes that will affect the Reading Program over the next five years, it is impossible to ignore the state of the economy and the California state budget cuts being imposed on our colleges and universities. The college has seen a change in student population due to economic struggles, unemployment rates and decreased acceptance to four year institutions. Furthermore, El Camino has been forced to cut the number of classes offered while enrollment continues to rise. Many displaced workers are returning to school in order to increase their marketability in a failing job market, while at the same time, many recent high school graduates are choosing to attend community college instead of a four year institution because of the cost savings and/or the decreased opportunity of admission to California state universities that are cutting enrollments due to budget cuts. Increased enrollment coupled with a decrease in classes offered results in impacted programs. As evidenced by the overcrowded classrooms and constant disruption of students who are trying to "add a class" during the first couple of weeks of the semester, it is clear that we do not have the ability to adequately support our student population.

The state budget cuts have not only affected the number of classes offered, but they have taken a significant toll on the support programs at the college. Unfortunately, it is these very programs that the Reading Department depends on to increase the success of developmental students. Cutting the staff at the LRC has directly impacted many instructors who utilized the staff and facilities for additional academic support. Furthermore, cuts to the SRC, Writing Center and counseling have curtailed the previous department goals of creating partnerships with these departments in order to better support our students. Finally, many success programs, such as EOP&S and Project Success have been downsized. Traditionally, such programs focus on the needs of underprepared students providing additional support to instructors thus resulting in higher success and retention. Because the Reading Department is no longer able to partner with or rely on these programs, the instructor's role is more crucial to the success of developmental students.

Another factor that will impact the Reading Department is the possible change to the academic calendar. The elimination of a winter session will also greatly affect the persistence of our students through the reading sequence. Many students utilize the winter session as an opportunity to re-take a class that they did not pass in the fall semester. Many students who are provided a timely solution to course correct prove more successful. Eliminating winter session would have a negative impact on the goals set forth by the Reading Department and the college.

We must also consider the Obama's administration's goal of increasing the number of community college graduates by five million by 2020. As a program, we must contribute to this goal by increasing developmental students' graduation rates. According to the Community College Research Center, "about 60% of incoming students are referred to at least one development course." Unfortunately, many students enrolled in development courses never

complete their sequence, nor do they persist in transfer level courses that lead to graduation. It will be very difficult to achieve President Obama's goal if we do not find ways to increase the success of this student population, a population the Reading Department exclusively serves.

As stated, the Reading Department is faced with many external changes that will pose challenges to the department. Understanding the potential impact of these challenges is critical to our future planning.

Internal Changes or Trends Impacting Program the Next Five Years

The biggest change to the Reading Department has been the addition of the lower-level reading course, English 80. As outlined in the previous program review, this class was implemented to "help create a more equitable English R(82) for students reading at levels between 7th and 9th grade, while providing a safety net for students entering college with a lower level reading and skill base." According to the research, the addition of English 80 has not increased the passing rate in English 82. Furthermore, English 80 has presented additional challenges:

- many instructors feel ill-prepared to teach this class,
- it is often, if not exclusively, taught by our adjunct faculty,
- the student population is at extremely low level and at least 40% have a documented learning disability,
- and, the success and persistence rate of these low-level students, has not improved with the addition of English 80.

According to the Community College Research Center, "Developmental students face tremendous barriers. Less than one quarter of community college students who enroll in developmental education complete a degree or certificate within eight years of enrollment." By adding additional course requirements, the students are even less likely to graduate. Therefore, it is important for the department to consider its goals in relation to this class. The department must consider the goal to increase the number of community college graduates and the limited number of sections offered when deciding the fate of this class.

Another internal change to the Reading Department has been the implementation of department SLOs. Passing the DRP or the Townsend Press has officially become the course requirement for successful completion of the course. Although other measures have been discussed, they have not been accepted as the primary method of course completion. In order to adopt an authentic reading assessment, the department will have to continue to work on the standards associated with the tool.

Direction of Program in Five Years

1. Hire more full-time faculty
2. Create a reading lab
3. Reinstate a training/mentor program for adjunct faculty
4. Collaborate with English Department on criteria (possibly more cross-over teaching)

5. Offer professional development activities for faculty to better understand the needs of the underprepared students and methods for teaching them.
6. Explore the feasibility of a college orientation for all students.

Conclusion and Summary

As a result of this Reading Department program review, the department would like to make the following recommendations:

1. Continue to pilot and evaluate accelerated class offerings;
2. Establish an independent "Reading Success Computer Lab";
3. Train and provide tutors for the Reading Success Computer Lab;
4. Maintain a full-time staff in the Reading Department of at least 8 instructors who possess reading specialist credentials;
5. Assign a full-time lab technician, through ITS, to maintain all classroom and lab technology;
6. Maintain a Reading Department "faculty coordinator" to assist with part-time and full-time management;
7. Explore avenues for providing specialized counseling for all reading students;
8. Continue to assess the effectiveness of all assessments, including SLO's and placement tests, and explore alternatives to current assessments.