

PROGRAM REVIEW 2008-2011

Division: Language Arts

Program or Program: Reading

Name and Title of Preparer(s): Kristin Skager (Reading Program Chair)

I. Description and Mission of the Program

Which area(s) does this program considerably address (check all that apply):

Basic Skills Transfer Career/Technical Other (describe)

A. Provide a brief description of the program including any services provided and the program's mission.

The Reading Program at De Anza Community College serves students in developmental reading classes two levels before English 1A. The program offers stand-alone courses, integrated reading and writing courses, and courses connected to content-area classes. The mission of the Reading program is to ensure that all students who need reading instruction and practice in reading receive it, that the instruction be effective, relevant and receptive to the needs of the students and that the reading classes at all levels are offered at times convenient for students. Cultural Competence is emphasized in the teaching of Reading, and is the subject of a Spring 2009 retreat in order to ensure that all reading teachers at De Anza Community College are aware of and responsive to the cultural differences of students for the planning, instructing and the creating of activities for the classroom. The reading program holds annual retreats and meetings to address the ever changing student population and to keep up-to-date with current research and teaching practices.

B. Provide a summary of the program's main strengths.

The Reading Program employs faculty with excellent credentials and training in pedagogy, reading methodology, and culturally responsive teaching practices. Teachers take into account their students cultural, ethnic and social backgrounds to develop relevant material. The program has tremendous growth possibilities, with content-area instructors interested in pairing with reading faculty to more effectively support students' reading of complex texts. Reading faculty also receive requests for workshops to train writing and content-area faculty in the teaching of reading, and for growing involvement in specialized programs to more effectively teach underserved and underrepresented student populations. Faculty have a presence in the WRC where students from all levels require support in reading. Reading classes are accessible to students, but instructors cannot accept students beyond the maximum enrollment set for the classes. Teachers in the Reading program do not like to turn away students and on their own often try to accept as many students as they feel they can teach effectively, and to help students find other classes that may be open. The instructors communicate with each other to help students can into another class if their classes are filled. Pedagogical research shows that smaller classes are more effective for developmental students. Due to budget constraints the

teacher/student ratio is widening, leading to tension between wanting to accommodate all students and maintaining a smaller class size.

Reading program members help their students be successful by building professional relationships with each other through dialogue, a list serve, retreats and gatherings, and by forging connections with programs on campus, such as counseling, DSS, EDC, Library services, and SSC. The strength of the Reading program lies in the fact that instructors see themselves as part of a community of support, intervention and outreach to help tackle the needs of students in order that their learning environment is effective. The Reading Program plays a prominent role in the Basic Skills Initiative and the Title III grant, both of which serve developmental students.

C. Provide a summary of the program's main areas for improvement.

The Reading Program had a success rate of 83% in its reading classes for fiscal year 2007-2008, which is somewhat satisfactory, but our percentage rate of success for African American (72%), Filipino American (78%), Native American (62%), Pacific Islander (68%) and even white (77%) students are well below Asian students. This suggests that the Reading instructors need to focus more on these underserved students in their classes, making sure they don't fall behind and that the success of these students is not taken for granted. To that end, the Reading Program is collaborating with programs on campus that strive to meet the needs of these students: San Kofa Scholars (African American), Puente (Latino/a), First Year Experience (underserved, underrepresented) and Impact AAPI (Filipino/a, Southeast Asian, and Pacific Islander). The program is setting for itself a goal of 85% success rate for all students in the 2009/10 year. This effort may help those students to get on the success track early on and be able to move on the next level.

The program is also working on developing several more LART (integrated reading and writing) partnerships, including offering two levels of LART in the evenings for working students, additional Read 200 offerings to meet this growing population of students that require the lowest level of reading, and better/fuller and more intensive integration among reading and writing. The programs' goals for improvement rely on hiring additional full-time faculty in reading.

The program would like to offer its college level reading course (Read 80—Critical Reading) online to serve students specifically in nursing programs across the community college system in the Bay Area. At least one program member has training in Catalyst; however, lack of enough full time reading faculty makes this offering difficult. The program also sees the need for a two-unit vocabulary course either linked to content-area courses or as a stand-alone class.

D. What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?

Reading instructors develop detailed lesson plans with learning outcomes for the development of reading skills and strategies. Integrated within individual lesson plans are connections to content-area course work. Success in English 1A is one outcome for Reading 211/212 as well as the ability for students to apply strategies to new complex texts and practice comprehension monitoring. Basic successful student characteristics are encouraged, such as note taking, management of class material, annotation, concentration and focus, and dealing with procrastination. Reading faculty also encourage individual meetings with instructors and model

collaborative learning or effective team work. Learning outcomes are both behavioral (and generally confidence-building and empowering) and content-specific, so that students can apply reading/writing skills and strategies to their future course-work and careers.

Since more students placing in non-developmental courses (such as English 1A and content-area courses with a advisory of English 1A) are requiring reading support, the Reading Program has developed a Reading Across the Disciplines program (RAD). To date, the one unit course (Read 70) is offered for student in First Year Experience, Sociology, Humanities and Religious Studies. The goal is to help retain students in the content-area course by giving them the foundation for reading the texts in the class.

II. Retention and Growth

- A. How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)

As stated above, reading faculty strive to support and include all students in their classes and have struggled with increases in students due to a small program and the need for additional part time faculty trained in reading. In fiscal year 2006-2007, 3,653 students were served, up from 3,175 in fiscal year 2005-2006. In 2007-2008, 3,685 students enrolled in reading classes. Retention rates have moved from 90% in 2005-2006 to 92% in 2007-2008. Success rates have moved from 80% 2005-2006 to 83% in 2007-2008 (which is 4% higher than the college total). The program has a goal of 85% success rate for all students in 2009-2010.

The Reading program has dedicated faculty in several programs with goals of increased access, growth and retention: LinC, First Year Experience, Puente, SanKofa Scholars, and Impact AAPI. Working with Title 3, the reading program has a goal of doubling LART 200/LART 211 offerings Fall 2009, despite shortages in full time reading faculty.

- B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students? (Include the number and percentage of the program's enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)

The Reading Program is directly involved in programs that target specific populations of students: SanKofa Scholars (African American/Ancestry), Puente (Latino/a), First Year Experience (underserved, underrepresented) Impact AAPI (Filipino/a, Southeast Asian, and Pacific Islander). In SanKofa Scholars, the reading program will enroll students beginning spring quarter, 2009. In Puente, approximately 30 students enroll in LART 211 each fall quarter. In First Year Experience, the reading program served over 100 students in Fall 2008 and winter 2009. Impact AAPI is projected to serve 25 students Spring 2009 and 25 students Winter 2010.

In 2007-08, the reading program has a success rate for students of African Ancestry of 72% which is 6% less than the college total. For Filipino students, the reading program has a success

rate of 78%, 4% up from the college total. Latino/a students have an 80% success rate in reading classes as opposed to a 74% success rate in overall college classes. Even though our figures are higher for two of the targeted groups, the Reading program continues to emphasize targeted populations in its curriculum, cultural competency training of faculty and involvement with support groups mentioned above.

- C. The Statewide Basic Skills Initiative defines “basic skills” as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs of students? For programs that do not directly address basic skills, how does the lack of basic skills impact student success rates for your program?

All students in developmental reading courses and college level reading courses (Read 70 and Read 80) need basic or foundational skills in reading instruction. The reading program has two levels of developmental reading below English 1A paired with two corequisite lab courses that support the learning in the five –unit courses. Each lesson addresses basic reading/writing/discussion skills through various skills and strategies, including annotation, scaffolding, schema activation, previewing/prereading, reader response, critical reading, questioning, and intensive vocabulary collection and use. The Reading Program recognizes that many students who were not placed into developmental reading classes also need skills in reading through various and creative modes of teaching, including kinesthetic, visual, auditory and technological. Reading faculty are sensitive to students with learning disabilities, and have reached out to the Educational Diagnostic Center through interventions with individual students, and inviting experts to program meetings for educational purposes.

III. **Student Equity**

- A. What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)

The Reading program is a necessary component of programs that support the student equity gap. Not all the programs have been in existence for the last three years, so the program continues to meet the goals of decreasing the student equity gap since the development of Strategic Plan goals in Fall 2006. For the last three years, the success rate for all students has been 80% (2005-06), 84% (2006-2007) and 83% (2007-08). The Reading Program has made some improvement in overall success rates.

For fiscal year 2007-08 the success rate vary according to ethnic groups: Asian (90%), African American (72%), Filipino/a (78%), Latino/a (80%), Native American (62%), Pacific Islander (68%), White (77%). The program has made some progress since 2004-05 in decreasing the student equity gap. In 2004-05, African American students had a success rate of 73%. While Filipino/a and Pacific Islander students had a higher success rate of 81% and 77%, Latino/a students' success rate at that time was 70%. The program has set a goal for 85% success rate or higher for all groups beginning 2009/10.

- B. In what ways will the program continue working toward achieving these goals?

The Reading program will continue to teach in specialized programs to meet the demand of underserved, underrepresented students and to work toward lessening the equity gap. Faculty will participate in workshops on cultural responsive teaching practices, including the program retreat and various support gatherings (example: AAPI workshops on serving Southeast, Pacific islander and Filipino/a students).

- B. What challenges exist in the program in reaching such goals?

The most pressing challenge facing the Reading Program is the low full-time to part-time ratio of instructors. As reading is vital to the success of all students, the program needs additional dedicated full time faculty to serve underserved, underrepresented students. Only 48% of the reading faculty are full-time instructors, short of the state-wide goal of 75%.

IV. **Budget Limitations** (Please be specific in your responses.)

- A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program?

De Anza College's goal toward decreasing the student equity gap relies on the reading program's involvement in programs that are directed at students in the targeted programs. Part-time instructors cannot be expected to have the same level of commitment to teach the core classes for the targeted populations. Moreover, the growth of students needing the lowest level of reading and/or writing (Read 200 and LART 200) requires expertise and time on the part of full time instructors.

- C. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific.

Student success in college relies on a fundamental understanding of reading. Research indicates a powerful connection between students' progress in reading and writing being reciprocal. Without reading, students' progress in writing would suffer greatly. Moreover, the Reading Program prepares students for college level reading in content-area and writing course work. Over 80% of students who place into developmental reading classes would not receive critical instruction. Finally, content-area classes along with current studies on trends in college reading find that students are not reading as often or as thoroughly. Content-area instructors have expressed the need for reading expertise and support for their students in this area. With the increase in students due to the economic downturn and the projected influx of students cut out of the CSU system, students would be severely impacted by any kind of reduction in faculty.