

# 2021-2022 Comprehensive Instructional Program Review - READ Latest Version

2021-2022 Comprehensive Instructional Program Review

## Program Overview and Goals

### Degrees and Certificates : Version by Helberg, Bonnie on 11/01/2021 23:47

List the degrees and certificates the program offers as well as the number of units or courses required to complete the program. Reading courses are degree applicable, but the department does not award degrees and certificates.

### Six-Year Program Goals : Version by Helberg, Bonnie on 11/02/2021 18:57

1. Using Reading 101 Literacy and Learning Strategies for College Success, develop targeted sections of Read 101 with customized class content using student course materials, making instruction practical and relevant. Students will learn to apply mapping and summarizing strategies to their challenging textbook content. This is an on-going activity that we will continue to expand in the next year. Include targeted sections of Read 101 in Guided Pathways to support student success in their major courses.

Institutional Goal: A2. Provide students with clear pathways for achieving their educational goals: Cerritos College will develop and implement a Guided Pathways program. Partnerships currently being piloted include: Math, Economics, Philosophy, Psychology, and Anatomy & Physiology.

2. Modify existing Reading 102 Academic Reading in the Content Area from a 3-unit to a 1-unit support course. This course will provide reading and study strategies for students within their Guided Pathway.

Institutional Goal: A2. Provide students with clear pathways for achieving their educational goals: Cerritos College will develop and implement a Guided Pathways program.

3. The department is currently offering customized sections of Read 101 in partnership with the following campus special programs: Dual Enrollment/Early College: Read 101 is currently being offered at Bellflower HS, Norwalk HS and Whitney HS and there are plans to expand the program to additional high schools next year. Other partnerships include:

- Deaf & Hard of Hearing (DHH) Pathways (planned)
- UMOJA (Continuing partnership)
- STEP (Continuing partnership)
- First Year Experience (Learning Communities)

Institutional Goal: B3. Improve and expand partnerships and dual enrollment agreements with local school districts to increase enrollment from high school graduates. Cerritos College will improve and expand partnerships and CCAP and Non-CCAP dual enrollment agreements with local school districts to increase enrollment from high school graduates.

3. Improve the success of DI groups through strategic partnerships across campus pairing Read 101 with content areas courses.

Institutional Goal: A1. Emphasize and strengthen an equity mindset in support of success outcomes for all students: Cerritos College will continue to advance equity initiatives to close the achievement gaps for disproportionately impacted students.

4. Redesign Reading Classroom LC 218/217 for personalized multi-level and individualized instruction in Read 101 & 102 to support students enrolled in content area courses.

- Develop a holistic, multi-level approach for supporting students who do not pass courses under AB 705 placement.
- Broaden academic reading and study support to programs campus-wide Guided Pathways partnerships.
- Provide a support system/process to retain students and guide repeating students (e.g. retention specialists).

Resource request: Update and reimagine instructional space in LC 218 to reflect a new direction and focus for the Reading Department (estimates and plans are forthcoming).

5. Create a new "success mentor" position to target students needing extra support socially, emotionally and academically within and outside the classroom to succeed.

- Increase the success rates of DI students with an emphasis on Black/African American students through a mentoring program addressing the learning needs and special concerns of this targeted population.
- Connect with area high schools to involve students with the mentor program before enrolling in Cerritos College.
- Outreach to campus athletic coaches to build a support network for DI students participating on sports teams.
- Connect with Counseling, EOPS, CalWorks, Veterans, LINC, UMOJA and other campus support programs.

New Position: Mentor for Equity & Success. This person will engage with special program and populations (with an emphasis on African-American male students) on campus and in area high schools to increase the likelihood of student success, completion and retention.

Program Goal	College's Goals Supported (Goal A - Goal F)	Status (not started; in progress; on hold; cancelled; completed; continued)	Action Plans/Timelines/Resource Needs
undefined	undefined	undefined	undefined

### Mission and Alignment : Version by Helberg, Bonnie on 11/02/2021 18:48

**Fall 2021 Mission Statement:** The Reading Department addresses the Cerritos College Mission Statement that calls for clear, equity minded pathways to an educational goal by supporting student success. The department mission is to help all students to increase their reading proficiency, not only at the literal level, but also to the highest levels of critical reading/thinking. Our mission is to equip students with the foundational reading skills necessary to successfully comprehend academic reading so they can become successful students. The Reading Department provides opportunities for reading acquisition at all levels of literacy.

Our courses offer students opportunities to develop college level reading skills and learning strategies.

The Cerritos College Mission is committed to providing students with high quality, comprehensive instructional programs that improve student success. The Reading Department supports this mission by helping students to achieve personal, educational, and career goals.

Explain how your program supports the College's Mission.

AB 705 is mandated to reduce the number of courses students need to prepare for college level coursework. Reading Department faculty are reading and learning specialists with advanced degrees in educational pedagogy. The Reading Department is committed to meeting the needs of students who need support with academic reading and study strategies. To meet the new AB 705 requirements to reduce remediation and move students into transfer level coursework the Reading Department is now offering all CSU, UC transfer classes designed to support student success. Research shows concurrent academic support for students at risk of poor outcomes maximizes the probability they will successfully complete their college courses. These courses empower students with effective reading and learning strategies they will need to succeed in college.

**Cerritos College Master Plan GOAL A:** "Highlight clear educational and career pathways for ALL students and provide the programs, guidance and support they need to achieve their educational goals in a timely manner." The Reading Department is integrating innovative reading in context strategies into Reading courses. Reading faculty are working with content area faculty to develop effective practices to incorporate reading into assignments for all disciplines to support student retention and completion of academic goals. The Reading Department offers academic reading skills necessary to successfully complete degree-applicable work.

**Cerritos College Master Plan Goal B:** "Ensure all educational programs are aligned with industry trends and labor market needs." Employers rank reading ability as a major deficiency in their new hires and rank reading comprehension as an important skill for workplace success. Employers also rank reading as a very important skill to success in any workplace endeavor. Reading is foundational to all basic academic and workplace skills. Reading courses also focus on building executive-functioning skills, including time and task management, prioritization, and organization to equip students with the skills they need overcome challenges in the classroom and in their careers.

## Assessment Report and Data Analysis

### Assessment Report (Part 1: Assessment Table) : Version by **Helberg, Bonnie** on **12/03/2021 16:55**

In 2017, the California Legislature unanimously passed Assembly Bill 705, landmark legislation overhauling community college placement and remediation in English and math. AB 705 requires colleges to rely on students' high school grades for placement, restricts colleges from requiring students to enroll in remedial courses, and establishes the legal requirement that colleges place students into courses where they have the greatest likelihood of completing the English and math required for a bachelor's degree. In the language of the law, colleges must "maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year time frame." Because research has not identified any student groups who can be excluded from transfer-level courses under this standard, virtually all students have the right to enroll in transfer-level courses under statewide default placement rules.

With this legislation, there is no required assessment testing or placement in prerequisite reading course. As a result of AB 705, Reading courses are all now electives. This change has had a devastating impact on enrollment. In 2017-2018 before the implementation of AB 705, overall enrollment for the year was 2,936. In 2019-2020 after AB 705, overall enrollment was 1064 students. This was a loss of nearly 1,900 students, or 64% of our student population. Since 2017 we have had two full-time faculty retire, leaving only three full time faculty, and we can no longer hire adjunct faculty. In our small department, adjunct faculty were an integral part of our program, bringing new ideas and diversity.

As a result of this legislation, the Reading Department has moved quickly from offering three levels of developmental reading courses to no longer offering any developmental or remedial courses. We have written new courses and worked with the strong encouragement and support of our dean, Frank Mixson, to develop and offer academic literacy and learning strategies classes, now all UC and CSU transferrable.

NOTE: Read 48, 49 & 54 are no longer being offered. Read 101 & 102 and Read 103 are current courses. Read 44 is currently not being offered. Read 44 was revised as transfer and degree applicable Read 101, and Read 102 is currently not being offered, and is being revised as a one-unit course. As a result, there is no current SLO data for these courses.

Course by SLO	Expected Performance	Performance
READ101 - Reading and Learning Strategies for College Success		
1. Develop a personalized set of study and learning strategies to achieve academic success in college (Active from 2019 FA)	100.00%	68.11%
2. Describe vital campus resources and explain how these Cerritos College resources can aid in student success. (Active from 2019 FA)	100.00%	67.38%
3.. Apply his/her successful college experiences in developing personalized career paths and other future life goals. (Active from 2019 FA)	100.00%	67.38%
4. Identify essential college success factors that aid in college completion, persistence, task planning, responsibility and control. (Active from 2019 FA)	100.00%	67.38%
5. Display an understanding of how to integrate learning style, personality, multiple intelligence factors, and Emotional IQ factors for making informed decisions regarding college life and beyond. (Active from 2019 FA)	100.00%	67.38%
READ102 - ACADEMIC LITERACY IN THE CONTENT AREAS		
Find main ideas, summarize, and draw conclusions from major course content (Active from 2020 FA)	100.00%	0.00%
READ102 - Academic Reading in the Content Areas		
Find main ideas, summarize, and draw conclusions from major course content (Active from 2019 FA)	0.00%	0.00%

Course by SLO	Expected Performance	Performance
Demonstrate mastery of core essential words and content area vocabulary through the study of student's major terminology and high frequency word lists. (Active from 2019 FA)	100.00%	0.00%
Distinguish between fact and opinion in college-level reading texts (Active from 2019 FA)	100.00%	0.00%
Apply metacognition strategies before, during, and after reading (Active from 2019 FA)	100.00%	0.00%
Recognize, analyze, and synthesize organization of various content information, especially in student's major content area (Active from 2019 FA)	100.00%	0.00%
READ103 - ANALYSIS AND CRITICAL READING		
Students demonstrate the ability to analyze, interpret, criticize, and advocate ideas encountered in academic readings. (Active from 2020 FA)	100.00%	71.43%
READ - 44 - Effective Study Methods for College		
Students responsible for his/her college experience and develop a personal commitment to future life goals. (Active from 2013 FA)	100.00%	0.00%
Students apply college study methods and success strategies to improve his/her academic success. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate an understanding of the culture of higher education. (Active from 2013 FA)	100.00%	0.00%
Students describe student support services and explain how a student might use these to overcome obstacles in college. (Active from 2013 FA)	100.00%	0.00%
READ - 48 - Reading Access for College Success		
(Active from 2013 FA)	100.00%	41.67%
Students distinguish between major and minor supporting details in a paragraph. (Active from 2013 FA)	100.00%	60.36%
Students find the stated main idea of a paragraph. (Active from 2013 FA)	100.00%	78.33%
Students understand relationships between letters and their sounds. (Active from 2013 FA)	100.00%	67.98%
Students use a dictionary entry to find relevant information about words. (Active from 2013 FA)	100.00%	70.04%
Students use word parts and context clues to understand the meanings of introductory vocabulary. (Active from 2013 FA)	100.00%	51.19%
READ - 49 - Introduction to College Reading		
(Active from 2013 FA)	100.00%	100.00%
Students recognize signal words and patterns of organization of a paragraph. (Active from 2016 FA)	100.00%	65.29%
Students use context clues to understand the meaning of intermediate vocabulary. (Active from 2013 FA)	100.00%	65.44%
Students identify the major and minor supporting details of a paragraph. (Active from 2013 FA)	100.00%	59.58%
Students identify the expressed and implied topic and the main idea of a paragraph. (Active from 2013 FA)	100.00%	48.94%
Students identify inferences and draw conclusions. (Active from 2013 FA)	100.00%	75.00%
READ - 54 - Advanced College Reading		
Students use advanced level context clues to learn meanings of advanced vocabulary. (Active from 2013 FA)	100.00%	80.23%
Students identify the elements in a main idea and supporting details in readings from various disciplines. (Active from 2013 FA)	100.00%	57.79%
Students recognize the central point of multiple-paragraph reading selections. (Active from 2013 FA)	100.00%	52.02%

Course by SLO	Expected Performance	Performance
Students identify types of relationships between sentences in paragraphs. (Active from 2013 FA)	100.00%	67.65%
Students use critical reading strategies to distinguish between fact and opinion, inference, purpose and tone, and argument in multiple-paragraph reading selections. (Active from 2013 FA)	100.00%	71.90%
READ - 97 - Introduction to College Reading-Accelerated		
Demonstrate the ability to write a critical analysis of an argument. (Active from 2013 FA)	100.00%	51.20%
Detect and label propaganda in arguments (Active from 2013 FA)	100.00%	30.65%
Make inferences and draw conclusions, either explicit or implicit, from reading materials at the college-level (Active from 2013 FA)	100.00%	72.04%
Recognize and analyze examples of figurative language (Active from 2013 FA)	100.00%	62.37%
Recognize main and subordinate ideas in paragraphs and central ideas in longer works (Active from 2013 FA)	100.00%	53.76%
READ - 200 - Analysis & Critical Rdng (Distance Education)		
Students identify and analyze the structure of arguments. (Active from 2013 FA)	100.00%	53.96%
Students clarify facts, evidence, concepts, and other types of support for a position. (Active from 2013 FA)	100.00%	54.78%
Students demonstrate the ability to analyze, interpret, criticize, an advocate ideas encountered in academic readings. (Active from 2013 FA)	100.00%	57.43%
Students write analytical, critical, and argumentative responses to academic readings. (Active from 2013 FA)	100.00%	63.81%

## Assessment Report (Part 2: Assessment Responses) : Version by Helberg, Bonnie on 12/01/2021 23:37

Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

As a result of AB 705, students are no longer assessed before entering a Reading course. Therefore, students in Reading courses have a wide range of reading ability. Faculty are now using formative and summative assessments in all classes. This data is used to customize reading and study strategy instruction. Course SLO's are aligned with the course assessments.

Reading also uses pre and post tests developed by Townsend Press, who publish the reading textbook series used in our courses. These College Reading Tests guide faculty when assigning reading materials and online assignments targeting specific skills such as finding the main idea of a passage, locating supporting details, and identifying the author's purpose and tone of a passage.

Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

Results from department Diagnostic Exams evaluate the students' skills ability in each reading SLO area. Students take the Diagnostic Exam as formative and summative assessments. Results are shared with students and inform individualized instructional plans. The data collected from the Diagnostic Exams is discussed by faculty on an on-going basis to track student progress and success, including modifying exams when necessary. Department Diagnostic Exams are updated using SLO data and have been developed using leveled reading materials that test student competency in literal and inferential comprehension, as well as critical thinking strategies.

Reading classroom redesign is planned to improve student learning and program effectiveness by accommodating personalized multi-level and individualized instruction in Read 101 & 102 and 103.

Student surveys are also used to determine strengths and weaknesses and to address specific learning needs.

Student and content area instructor surveys will be developed and used to determine the effectiveness of pairing Read 101 with courses across campus.

## Data Analysis of Program Data : Version by Helberg, Bonnie on 12/03/2021 16:55

Reading Department has moved quickly from offering three levels of developmental reading courses to no longer offering any developmental or remedial courses. Read 101 and Read 102 are new courses and Read 200 was updated to Read 103. All courses are now UC and CSU transferrable, and are now working with faculty across campus to improve academic success rates. AS we grow and expand our new courses, we will be collecting data and working with content area faculty and Guided Pathway Success Mentors to customize reading instruction for specific classes and majors. The Reading Department has historically shown strong success rates for Read 48, 49 & 54, and we are looking forward to continuing this success with our new Read 101, 102 and 103 courses.

Increasing the number of Reading classes offered specifically designed to address reading and success strategies is one way to strengthen reading skills across disciplines and promote reading competency for the AA Degree. The Reading Proficiency for the AA degree Plan A has been recently updated to include Read 101. Requiring Read 101 for students on academic probation would be an effective way to provide these students with the reading and study strategies they need to stay in college and complete their course of study. Additionally, enrollment data shows students are not enrolling in English 100 in their first year of study. While the reasons for this may vary, studies show students put off taking classes where they may feel insecure or less prepared. Recommending Read 101 to students in their first semester would build their reading and study skills and give them the confidence to enroll in English 100 in their second semester.

Due to the impact of AB 705, including not requiring entering students to take a reading assessment test, there is now a need to address the graduation requirement for reading. California community colleges are required to determine a reading graduation competency. Title 5 § 55063 requires local colleges to determine a reading competency for the Associates Degree. We need to take this mandate seriously. We cannot simply assume that a passing grade in a general education course implicitly equates to a reading competency. The national data would suggest that this is untrue and not a measure of actual reading skill level.

Unless the general education course grade is built upon a reading outcome and passing the course is impossible without a college-level reading skill – this is not an adequate competency for graduation. As the data in the national research describe, many students graduate with only basic reading skills after an entire general education program.

However, the current "For other options see your counselor" is vague and open to interpretation. The English Department has added reading content (without the knowledge of Reading Department faculty) to their courses and mission statement to imply English 100 and 100S meet the Reading Proficiency requirement. As a result, counselors can allow English 100/100S to count for meeting both the writing and reading proficiency requirements for the AA, without evidence to support that reading competency has been met.

Completion of Read 101 or a Reading Proficiency Exam taken after completion of English 100 would close this loop (as has been done at other area community colleges). In the absence of assessment data, meaningful criteria for meeting the AA Reading Proficiency needs to be developed in collaboration with Reading Department faculty subject matter experts.

Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

The Reading Department demographics are reflective of the overall college demographics based on the department's IERP data.

Latinos actually have the most consistent success and retention rates without there being a big increase or decrease in percentage between the 6 years of data. Most of the time they are (+/- within a 6% range [i.e. Latino retention rates for 2018-2019 = 80.33% and for 2019-2020 = 79.47%]). It appears that this trend is because the Latino students are by far the highest population enrolled in our reading classes; therefore, their data percentages are much harder to dip and/or spike than a much smaller race/ethnicity such as black or white student populations in our reading classes.

Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

Since Reading 101 is a new course, there is not enough data available yet (less than 1 year) to make determinations regarding the students success and retention rates. For example the Reading 101 2019-2020 (tel:101 2019-2020) chart (It's the only one we have) showed that there were only 3 black students enrolled, 2 white students enrolled, and 7 Asian students enrolled. \*The instructions in the Tableau Dashboard stated that student populations less than 10 are *Indeterminable* and will not be used in the result findings.

The 6-year period of data shows a difference between traditional and online classes when it comes to success and retention rates. Traditional classes were consistently at least 12% higher than online classes with success and retention rates (i.e. 2017-2018 retention rates: Traditional = 88.29% vs. Online = 75.90%).

However, we have seen a narrowing of that gap. More students are beginning to appreciate and value the convenience and flexibility of online classes. Reading classes are well-suited for online instruction, and we anticipate these differences in success rates will continue to become less pronounced.

Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

During the 6-year period of data in the student population category: (all students), 2019-2020 had the lowest success (68.91%) and retention (76.03%) rates. For example, you can see a big drop from the previous year: 2018-2019 had success (72.94%) and retention (80.00%) rates. **This drop is due to the Spring 2020 switch from traditional in class (weeks 1-9) to online (weeks 10-18). The change in mode of instruction was due to the Covid-19 Pandemic.** Therefore, we see this drop in success and retention rates as an anomaly that needs no course of action to be taken.

With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

A number of Liberal Arts faculty in the Reading Department, including Barbara Belroy, are piloting "grading for equity" methods offering students more time and opportunities to complete assignments and engage in revision of assignments and allow for late turn-ins due to time management and access issues. This will enable the department to level the field to meet the needs of DI students. Late work will not be docked, and unsubmitted assignments will be docked 50% of total, rather than zeros to prevent inability to bring up performance and scores. There are many factors that contribute to a student missing an assignment and "grading for equity" is designed to help students learn and demonstrate that learning through revision and continued opportunities for mastery.

Exams in Reading courses may be retaken after students re-prepare through study. Reading courses personalize instruction when possible to allow students to build on strengths and improve deficits.

The Reading Department was one of the first departments on campus to offer online classes. Reading offers hybrid and online classes to allow non-traditional students the opportunity to take Reading classes remotely. Online and Hybrid Reading classes continue to show strong numbers that meet or exceed overall campus success rates.

#### **Data from the Unit Planning and Program Review Dashboard for 2019-2020:**

Reading Face-to-Face class success rates: 74.46% (campus success rate: 69.25%)

Reading Online class success rates: 65.53% (campus success rate: 65.37%)

Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data. Our conclusions are consistent with what we see in the data regarding success/retention rates. There is a need to develop a holistic approach for students who do not pass courses under AB 705. Additionally, current success data supports the need for academic reading and study strategies support for repeating and returning students. To address that need, Reading is developing partnerships across campus to support student success in content area classes. We are offering customized sections of Read 101 to support for content area classes. We are also revising Read 102 as a 1-unit support course for Guided Pathways.

The Reading Department would like to become a bigger part of Cerritos College's Guided Pathways implementation. At Chaffey College, there are six different Success Centers on campus to align with their Guided Pathway areas. As students come into the Success Centers, they can get help with their reading assignments from their content area courses. The Reading faculty are the experts on campus in this service area, and should facilitate and participate in any reading help offered in these different Guided Pathways Success Centers. This customized Success Center model could replace the current under-utilized Success Center in the LRC.

## Curricular Course Review : Version by Helberg, Bonnie on 12/03/2021 16:55

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years. Our three current courses are all new or revised within the past two years. Read 101, 102, and 103 are all current.

Explain any course additions to current course offerings.

The Reading Department has moved quickly from offering three levels of developmental reading courses to no longer offering any developmental or remedial courses. We have written new courses Read 101 & 102 to develop and offer academic literacy and learning strategies classes, and updated Read 200 to Read 103. Now all Reading courses are UC and CSU transferrable.

Explain any course deletions and inactivations from current course offerings.

As a result of AB 705 Developmental Reading courses READ 48, 49 & 54 are no longer being offered.

Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
- How has degree and/or certificate completion changed over time?
- Are there sufficient completers compared with the size of your program?

N/A

Are any licensure/certification exams required for program completion or career entry?

- If so, what is the pass rate among graduates?
- Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

N/A

## Program Reflection

### Six-Year Program Reflection : Version by Helberg, Bonnie on 12/03/2021 16:55

Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

AB 705 had a unprecedented impact on the Reading Department at Cerritos College. Where other community college reading programs integrated with English writing classes to offer a combined reading/writing English 100 course, this hasn't happened at Cerritos. Despite the recommendation from the California Acceleration Project, and encouragement by CAP Director, Katie Hearn, the Cerritos English Department has blocked this change to support student success. We have attempted to connect in various ways with no success, as there is little to no support from faculty in English. We requested that the minimum qualifications in English include a Master's degree in education, with an emphasis in reading, in line with every other California community college, which would enable two of our faculty to teach English courses (a third reading faculty member has a Master's degree in English and has been approved to teach English courses), but the English Department denied the request, making it the only community college in California to omit Master's degree in education in their minimum qualifications. As a result, many of the English Department's English 103's (Critical Thinking and Writing) are being taught by part-timers, while full-time reading faculty, who teach Read 103 (Critical Thinking and Academic Literacy—which meets the same standards and fulfills the same requirements as English 103), are not permitted to teach English 103. In the coming Spring, 2022, for example, out of 49 English 103 sections being offered, 37 are being taught by adjunct faculty.

The Reading Department is offering 5 sections of Read 103. In Fall 2021, the Reading Department had difficulty filling 7 sections and had to cancel 2. Additionally, students taking English 100 are encouraged to take English 103, but no one mentions that Read 103 fulfills the same IGETC transfer requirements.

Perhaps Read 103 could be included in the transfer flow chart to show the two options: English 100 flowing into either English 103 OR Read 103. We made this request and were told, "Nobody really looks at that anyway."

Additionally, the English Department created English 100S, Enhanced Freshman Composition; how did they enhance this course? They enhanced it by adding reading to the course description and MOIs, etc. thus encroaching on the Reading Department's Faculty Service Area. The English 100S course description reads as follows:

This course incorporates and contextualizes reading and writing strategies to develop expository prose with an emphasis on effective organization and correctness. Students will read and comprehend sophisticated texts and respond to diverse ideas and perspectives through writing expository and/or persuasive compositions.

This course went through curriculum and was approved without Reading Department faculty knowledge. Also, the English Department added reading to the 2020-2021 catalogue AA degree description as follows:

#### ENGLISH ASSOCIATE IN ARTS

The English program teaches students how to read critically and write effectively, and provides students with a foundation of literary knowledge, in an environment that fosters the intellectual discourse. The English degree establishes expertise in reading and writing skills necessary to pursue any liberal arts advanced education or profession.

#### ENGL 100 Freshman Composition 4.0 Units

This course guides the student through the writing process to develop expository prose with an emphasis on effective organization and on correctness. (It meets transfer requirements at four-year institutions.)

Transfer Credit: CSU; UC

**This course incorporates and contextualizes reading** and writing strategies to develop expository prose with an emphasis on effective organization and correctness. **Students will read and comprehend sophisticated texts** and respond to diverse ideas and perspectives through writing expository and/or persuasive compositions. Not open to students currently enrolled in or with credit in English 100.

Transfer Credit: CSU, UC (Less)

Both English 100 and 100S have been revised to include reading content, implying that these courses teach reading strategies:

## B. Critical reading and thinking

1. **Cultivating reading strategies (talking to the text, think aloud, sustained silent reading, annotation, etc.)**
2. **Creating and fostering personal connections to the texts**
3. **Establishing a community of readers who are able to discuss texts with ease and critical attention**
4. **Integrating reading and writing processes**
5. **Using strategies to help readers navigate sophisticated, college level texts in a meaningful way.**
6. Interpreting and evaluating texts for point-of-view
7. **Analyzing texts for accurate information**
8. Exploring multiple perspectives on an issue or theme
9. Developing an awareness of diversity from gender, culture, class, and discipline perspectives
10. Analyzing what argument is, how it operates in public discourse, and why it is important
11. Analyzing or evaluating arguments, interpretations, beliefs, or theories
12. Developing thematic correlation between human experience and what writers have written (including relating content or issue to knowledge and experience)
13. Modeling academic conventions found in readings
14. Studying writing structures and themes for application to student writing
15. **Discussing college level readings to interpret, evaluate, and analyze**

As stated above, all California community colleges, excepting Cerritos College, list the Master's degree in Education/Reading in their minimum qualifications, as does the state. Most California community colleges that had a separate Reading Department have integrated reading and English into one course, as advised by CAP, allowing both Reading and English instructors to teach the course and allowing students to receive the full benefit of receiving reading instruction designed to help them adopt, develop, practice, and apply proven reading strategies to support their success in content area courses. Still other colleges have made the course interdisciplinary to allow Reading instructors to teach the course. The Cerritos College English Department would greatly benefit our student population, particularly DI students, by doing the same.

As a result of AB705, Reading classes are now all elective. Student reading needs are not being met and enrollment has suffered dramatically. The Reading Department is still committed to providing academic reading and study strategy support for students. In the next six years we would like our classes to become an integral part of support offered through Guided Pathways. Additionally we want to rebuild Reading course enrollment to pre-AB 705 levels through partnerships with Early College, Dual Enrollment, and content area classes.

The Reading Department is preparing for students entering college who have experienced years of disruption to their education due to the pandemic. Reading Specialists in the K-12 are sounding the alarm. Fallout from the pandemic puts our most economically vulnerable students at risk for what is called "seismic opportunity gaps" they will not recover from unless we act collectively with vision and boldness with the science of reading and evidence-based practices paving the path ahead.

The COVID-19 pandemic has created incalculable academic collateral damage. **This is the time to ensure that we are investing in the future of our students by prioritizing reading. Reading proficiency prepares students for the workforce and success for a lifetime, and is a moral imperative in a twenty-first-century knowledge-based economy.**

The Reading Department is committed to achieving tangible and measurable progress toward realizing the Cerritos College Vision to "provide innovative learning opportunities and support services that will close persistent educational achievement gaps" for our students.

What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

The Reading Department supports all students working to acquire degrees and transfer by offering academic reading and study strategy support courses. This can be achieved by integrating reading and writing in a interdisciplinary course. This could be accomplished by making English 100/100S interdisciplinary with Reading, thereby allowing students to achieve competency in both areas in one course, thus complying with the AB 705 mandate that students complete their courses of study in a timely manner.

According to John Freitas, Treasurer, ASCCC Standards and Practices Committee Chair, in his February 2018 article, "Untangling the Knots—Minimum Qualifications, Faculty Service Areas, Placing Courses within Disciplines and Other Fun Stuff," courses can be placed within multiple disciplines:

The placement of courses within disciplines is an academic and professional matter identified under curriculum per Title 5 §53200. Every course must be placed within at least one discipline listed in the Disciplines List. The placement of a course in a discipline is what establishes the minimum qualifications required to teach the course. It is common for curriculum committees to recommend the discipline placements of courses, and it is considered an effective practice to note discipline placements for courses on the course outlines of record (CORs). Furthermore, it is permissible to place courses within multiple disciplines if the curriculum committee determines the content and objectives will serve students taught by faculty trained in those disciplines. For example, **English and Reading are identified separately in the Disciplines List; however, placement of English courses in the English discipline and Reading courses in the Reading discipline, or the placement of the courses in both English and Reading remains a local curricular matter. Moreover, should the designation on the course outline of record read "English OR Reading," then faculty meeting English or Reading minimum qualifications may be assigned to that course.**

In the same article, Freitas explains how placing a single course in a discipline is NOT the same as single course equivalency:

Sometimes, there is confusion about whether or not placing a specific course in additional disciplines is the same as granting single course equivalency. The Chancellor's Office issued Legal Opinion L03-28 [2] (<https://www.asccc.org/content/untangling-knots-%E2%80%94minimum-qualifications-faculty-service-areas-placing-courses-within#ftn2>) in 2003 to explain that single-course equivalencies are not legally permitted because faculty are hired to teach all courses placed within a given discipline. The point of the 2003 legal opinion was to state that faculty are hired based on meeting minimum qualifications for a discipline that is listed in the Disciplines List, not based on qualifications to teach specific courses. In a sense, then, the term "single course equivalency" is a misnomer as teaching faculty must meet minimum qualifications for the discipline, as well as the equivalent to teach a single course. Therefore, all faculty members hired to teach courses in a given discipline are deemed qualified to teach all courses assigned to a given discipline, not just a single course assigned to the discipline. For

example, a faculty member hired to teach in the Earth Science discipline, which includes courses in geology, oceanography, and mineralogy courses, is deemed qualified to teach all courses within the discipline. The same principle applies to a course assigned to multiple disciplines. **Consider a hypothetical English course that is assigned to both English and Reading. All faculty who explicitly meet the minimum qualifications for either the English or Reading disciplines are qualified to teach the course. Therefore, it is not "single-course equivalency" because it is about a course that is placed within two different disciplines, not about whether or not a specific individual is qualified to teach a course. Equivalency is about the qualifications of a specific individual and whether or not those qualifications are equivalent to the minimum qualifications of the discipline(s) to which a course is assigned, and is treated on a case by case basis.**

The Cerritos College English Department's integration of reading in their English 100/100S follows the above model, thus Reading Department faculty should be allowed to teach these courses, enabling students to achieve mastery in both areas, which will increase their success in content area courses, which require extensive reading in college level texts. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program? With AB 705 legislation, there is no required assessment testing or placement in a prerequisite reading course. As a result of AB 705, Reading courses are all now electives. This change has had a devastating impact on enrollment. In 2017-2018 before the implementation of AB 705, overall enrollment for the year was 2,936. In 2019-2020 after AB 705, overall enrollment was 1064 students. This was a loss of nearly 1,900 students, or 64% of our student population. Since 2017 we have had two full-time faculty retire, leaving only three full time faculty and we can no longer hire adjunct faculty. In our small department, adjunct faculty were an integral part of our program, bringing new ideas and diversity. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work. As a result of AB 705 legislation, the Reading Department has moved quickly from offering three levels of developmental reading courses to no longer offering any developmental or remedial courses. We have written new courses and worked with the strong encouragement and support of our dean, Frank Mixson, to develop and offer academic literacy and learning strategies classes, now all UC and CSU transferrable.

Reading faculty are working with numerous campus committees and departments to develop partnerships, including:

- Guided Pathways
- Early College/Dual Enrollment
- Math Department
- Philosophy Department
- Economics Department
- Psychology Department
- UMOJA Program
- Step Program
- A & P Department

Provide a status update on goals from the last program review cycle.

The department continues with the long-term goals set in the last program review to build alliances and partnerships across campus to address and meet the needs of Cerritos College students in their courses so they can successfully attain their educational goals.

If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

Absolutely no resources were received from the last review cycle!

## Resource Requests

### Faculty Resource Request(s) : Version by Helberg, Bonnie on 11/01/2021 23:47

No new faculty positions requested at this time.

Program/Department/Division:

Reading Department/Liberal Arts

Title of instructor position:

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other

- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

## Classified Resource Request(s) : Version by Helberg, Bonnie on 10/13/2021 21:36

N/A

Program/Department/Division:

N/A

Position requested:

N/A

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

No Value

If this position is not filled, what is the potential impact to student success?

No Value

## Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.) : Version by Helberg, Bonnie on 12/03/2021 16:55

**Success mentor position to target students needing extra support socially, emotionally and academically within and outside the classroom to succeed.**

- Increase the success rates of DI students through a mentoring program addressing the learning needs and special concerns of this targeted population.
- Meaningfully address the success and retention of African American males at Cerritos College.
- Connect with area high schools to involve students with the mentor program before enrolling in Cerritos College.
- Outreach to campus athletic coaches to build a support network for DI students participating on sports teams.
- Outreach to Counseling Department faculty to identify students who might benefit from this program.

Program/Department/Division:

Reading Department/Liberal Arts

Position requested:

Literacy Success Mentor

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

2. Important (creates value and efficiency for program)

Is this position:

- New (not in the current budget)
- Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
- Full-Time Temporary
- Conversion (grant to general fund)

New Position

Cost estimate:

Resource request: \$15,000

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Categorical - Equity

Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals.

Mentor for Equity & Success: This person will engage with special programs and DI populations on campus and in area high schools and community centers to increase the likelihood of student success, completion and retention.

If this position is not filled, what is the potential impact to student success?

This position supports student equity and success, targeting underserved populations. The Reading Department is committed to providing not only academic support, but also supporting students who may not feel connected to the campus community. This mentor position is key to our department mission of providing a clear, equity minded pathway to an educational goal by supporting student success.

## Professional Development Resource Request(s) : Version by Helberg, Bonnie on 12/01/2021 23:37

Explain and justify the program's training and professional development needs. Explain how the training/professional development will help the program better meet its goals.

Visiting community colleges that are offering innovative ways to support student academic reading and study success. Attend reading and student success conferences.

Professional Development Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

2. Important (creates value and efficiency for program)

Cost estimate:

\$5,000

Occurrence:

- Recurring expense
- One-time augmentation

Recurring expense (yearly)

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General fund

## Facilities Resource Request(s) : Version by Helberg, Bonnie on 12/01/2021 23:37

Identify and justify any facilities and equipment needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.

Updating furniture and redesigning LC 218: Our plan is to replace old, outdated desks and classroom structure with a newer, more inclusive and welcoming design to encourage student interaction and collaboration. Additionally, this new configuration will facilitate small group instruction for discipline-specific reading assignments. This new classroom design will allow Reading to expand and further customize collaborations with our current partners in Math, Anatomy & Physiology, and Psychology. This redesign will benefit students by encouraging new partnerships with disciplines across campus, including supporting students in Guided Pathways.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

This arrangement will allow students the flexibility to work individually or in groups with students using the same textbooks or course materials. Currently these classrooms have old right-handed tablet desks that do not accommodate students who have mobility issues, or don't fit into these small desks. These students often have to sit on a chair and hold their notebooks and books in their laps. The desk arrangement doesn't allow for group work. Old, outdated and inefficient furniture left in classroom impact the appearance, and usability of the space.

This new classroom configuration is designed improve access and support students enrolled in content area courses across campus, including students enrolled in Learning Pathways.

Facilities Resource Request(s):

Resource request: Met with Ronald Celaya, Strategic Account Manager, Unisource Solutions 11/1/21 to develop a design plan to update classroom furniture in Reading Classroom LC 218. Estimate will be included in report when we receive the written estimate. Mr. Celaya is using the recently remodeled furniture specifications in adjacent LC 209 "Math Success Center" as a model (Unisource Solutions provided the furniture for this space).

Priority:

1. Critical (mission critical or must have)

2. Important (creates value and efficiency for program)

3. It can wait (would be nice if the money is available)

Critical: This resource will enable the Reading Department to support students in accomplishing personal learning goals for their content courses. Redesign supports the 6-year goals for the department.

Cost estimate:

Estimate will be included in report once estimate from Unisource Solutions is received.

Occurrence:

- Recurring expense
- One-time augmentation

One-time augmentation.

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

Instructional Equipment

## Technology and Software Resource Request(s) : Version by **Helberg, Bonnie** on **12/01/2021 23:37**

Identify and justify technology and software needs. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.

There are no computers in LC 218 or any other designated Reading classroom (LC 217 & LC 213). Currently, students do not have access to online resources that address their individualized learning goals for their content courses in our classrooms. Students benefit from individualized instruction in Reading. Having computers available in the classroom will allow students to work on reading strategies at a level that is appropriate for their ability. Additionally, having access to computers will allow students to access their OER and other content area course materials and receive targeted support to improve their chances for success in all classes.

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

Students often enroll in college courses without the reading and study skills necessary to succeed. Having this classroom upgrade will provide students with access to the tools and strategies they will need to succeed in their college courses and beyond. Without this remodel and upgrade, the Reading Department does not have access to a designated computer classroom anywhere on campus.

Technology and Software Resource Request(s):

We are in communication with Javier Banuelos, manager IT, regarding computer requests. When classroom configuration plans are complete, we will submit our request. Javier pointed out in our original conversation that a building upgrade would be needed to accommodate new computers installed in LC 218.

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

Critical (mission critical or must have)

Cost estimate:

Cost estimate will be included in report after classroom design is determined, including the number of computers requested for the classroom.

Occurrence:

- Recurring expense
- One-time augmentation

One-time augmentation

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

General Fund

## Other Resource Request(s)

Identify and justify any other needs. Explain how it will help the program better meet its goals.

No Value

What impact will this have on student success? What is the consequence of not getting this request fulfilled?

No Value

Other Resource Request(s):

No Value

Priority:

1. Critical (mission critical or must have)
2. Important (creates value and efficiency for program)
3. It can wait (would be nice if the money is available)

No Value

Cost estimate:

No Value

Occurrence:

- Recurring expense
- One-time augmentation

No Value

Funding source:

- Instructional equipment
- Perkins
- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

No Value

## Prioritized Resource Request Recommendations : Version by Helberg, Bonnie on 12/01/2021 23:37

1. Upgrade of furniture and technology in LC 218.
2. Success Mentor
3. Professional Development

Resource request:	Priority:	Cost estimate:	Program goal alignment:
Desktop computers and furniture	1. Mission critical/Must Have	\$55,000-\$65,000	Goal 4