

PROGRAM REVIEW 2008-2011

Division: **Learning Resources: Student Success Center (SSC)**

Department or Program: **LART Readiness (LART)**

Name and Title of Preparer(s): **Jill Quigley (Writing and LART Readiness Coordinator)**

I. Description and Mission of the Program

Basic Skills Transfer Career/Technical Other

A. Brief description of program and mission statement

The mission of the *LART Readiness program* is to provide students with knowledge of essential integrated reading and writing skills and strategies (that work in support of their 10-unit learning community) in order to make fundamental connections to academic reading and writing as they prepare for transfer-level study.

LART, one of the nine program integrated within the Student Success Center (SSC), serves all students enrolled in developmental integrated Reading and Writing 10-unit learning communities (LART 200 and LART 211) by preparing students for transfer-level English. The one unit coordinate lab courses (LART 201 and LART 212) work in collaboration with the 10-unit learning communities to help foster student readiness for college reading and writing. The role of the Readiness coordinator is to ensure that the facilitation of lessons by Teaching Assistants (hereinafter referred to as TAs) best meets the needs of the students with clear, relevant, and informed instruction.

Much of the actual instructional work in LART is performed by TAs. As in other SSC programs, students depend greatly on the work of TAs. These classified hourly employees facilitate learning for students in individual and small group settings and are regular members of the classified bargaining unit at De Anza. Working up to 16 hours weekly, they provide excellent attention to students at a very low cost to the district. Combined, up to 47 TAs have worked in LART and other SSC programs, but their numbers are down to only 33 because of the current hiring freeze.

Cultural competence is paramount to both the curriculum and instruction in an effort to be responsive to the cultural differences of students. LART is structured – like the other three Readiness programs – around the principles of collaboration and integration with the curriculum and faculty of the parent courses. Because LART is attuned to the ever-changing needs of our student population, curriculum is continually being revised to more accurately meet the needs of the students alongside current research of teaching practices and pedagogy. The program is student-centered in every aspect.

B. Summary of the program's main strengths

- The innovative integration of reading and writing instruction helps inform students of the essential connection between reading and writing, and ultimately support their learning process more wholly, as they develop readiness for college-level reading, writing, and critical thinking.

- LART uses current pedagogically sound curriculum and works in collaboration with both the English and the Reading departments (and the Learning Communities program--LINC) and other content-area faculty to keep current with research and teaching practices.
- The tightly woven collaboration between the 10-unit integrated reading and writing parent classes (LART 200 and LART 211) and the one-unit Readiness classes (LART 201 and LART 212) enable students to feel supported in the same communities of their peers. Because of the individualized instruction (one to eight TA-student ratio) the students make more connections with their peers, the instructor, and the material in order to foster learning in a highly supported and collaborative environment.
- The TAs have been carefully trained with the LART curriculum. Since the LART TAs usually have previous and current experience facilitating both the EWRT and READ Readiness courses, they are already practiced in teaching the skills and strategies of both disciplines, which ultimately better informs their teaching of the integrated LART curriculum.
- Cultural Competence is emphasized in both the curriculum and in the training of the TAs. The curriculum uses different learning tools, textual voices (including the students' own), and materials that are culturally responsive. And the TAs are trained specifically to insure that the curriculum delivered is responsive to the many cultural needs of our students.
- The Title III grant's goal of expanding LART courses means even more opportunities offered to students to continue learning in the collaborative and integrated fashion that yields ultimate student success and retention at the developmental level.
- The LART Readiness TA training meetings are facilitated in collaboration with both Reading and Writing faculty to mirror the kind of integration in learning, skills, and strategies that is presented in the curriculum. The TAs have both instructors available to answer questions. Discussions between faculty and TAs include curriculum revision, grading, student behavior and/or cultural and social backgrounds, delivery methods, and the like. The lessons are thoroughly reviewed and discussed for potential revision. Meetings are crucial in the development of the material, the facilitation of the curriculum, effective ways to work with students, and help cultivate the relationship with the TAs and the Program Coordinators. The Coordinators also serve as a bridge between Readiness and other programs on campus such as counseling, DSS, EDC.
- The strength of LART is the TAs, who facilitate the instruction and participate in the everyday student learning challenges and successes.
- LART plays a significant role in the Basic Skills Initiative and the Title III grant, both of which serve developmental students.
- Because the LART curriculum is so innovative, it has been presented twice at academic conferences (California Reading Conference and Annual Student Success Conference) during academic years 2007-8 and 2008-09.

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

- LART needs to regain TA trainings and meetings.
- LART needs to improve the development of culturally responsive TA training in order to meet the needs of Latino/a, African decent, Filipino/a student communities.
- LART needs the hiring freeze lifted so more TAs can be hired in order to provide extra services for specialized programs and facilitate the lab classes offered each quarter. With the hiring freeze lifted, LART can strive to improve the success rates of targeted populations. Since Asian students have a 93% success rate compared the 89% total, students in targeted populations have a lower success rate: African decent (75%), Filipino/a (83%). The previous academic year (06-07) shows the exact same trend: Asian students have a 94% success rate compared to the 93% total, whereas African decent students have a 83% success rate and 75% for Filipino populations. Latino/a student success rates have dropped from 100% during 06-07 to 89% during the 07-08 academic year. These targeted groups need to be emphasized by culturally responsive curriculum and teaching practices.

D. Expected outcomes

- As readers, students will learn: annotation, paraphrasing inference, vocabulary collection, summary writing and critical response. Students will also read material that reflects the diversity of the developmental student population.
- As writers, students will write on a variety of topics and demonstrate both critical thinking and original thought. By producing standard academic writing at the college-entry level, students will create sophisticated sentences and understand sentence boundaries.
- Students will recognize writing and reading as processes.
- Students will develop important student skills – being on time, turning in homework, participating in class, demonstrating respect for peers.
- Students will become active learners by sharing and listening to feedback and developing awareness of themselves as learners and thinkers through reflection.
- Students will become familiar with how to access and utilize college resources.

II. Retention and Growth

A. Access, growth, and retention for all students

Over the past two years LART has been instituted, our enrollment is up from 46 in academic year 06-07 to 313 students in academic year 2007-08, and our retention has remained steady at an average high of 96%.

B. Access, growth and retention for targeted populations

<u>2007-2008</u>	Number	Percentage	Retention
African Ancestry	20	6	80%
Filipino/a	30	10	87%
Latino/a	56	18	93%

<u>2006-2007</u>	Number	Percentage	Retention
African Ancestry	6	13	100%
Filipino/a	4	9	100%
Latino/a	6	13	100%

As these numbers communicate, our access and growth have more than doubled from the first year LART was instituted during the 06-07 academic year. Although retention of the targeted groups is successful, more attention needs to be directed towards meeting the needs of the targeted groups through culturally responsive teaching training and practices, especially to retain the African decent population.

C. How the program addresses the basic skills needs of De Anza students

- Assessment and placement are mandatory for all new students.
- Sound principles of learning theory are applied in the design and delivery of courses in developmental program.
- Curricula and practices that have proven to be effective within specific disciplines are employed.
- The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.

- Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.
- A high degree of structure is provided in developmental education courses.
- Developmental education faculty employ a variety of instructional methods to accommodate student diversity.
- Programs align entry/exit skills among levels and link course content to college-level performance requirements.
- Developmental education faculty routinely share instructional strategies.
- Faculty and advisors closely monitor student performance.
- Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

III. Student Equity

A. What progress or achievement has the program made toward decreasing the student equity gap?

LART is a necessary component of programs that support lessening the student equity gap. In the fiscal year 2007-08, the success rate for Filipino/a students was 83%, which is an increase from the 75% the previous year. The 2007-08 success rate for African decent students was 75%, which is down from 83% during 2006-07. And the Latino/a student success rate for 2007-08 was 89%, which was a decrease from the 100% the previous academic year.

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

- LART will continue to support students in specialized programs for targeted populations (First-Year Experience, AAPI—South East Asian, Filipino/a, Pacific Islander, and Puente – Latino/a)
- Continue discussions between the English and Reading Departments and Readiness Program to agree upon consistent standards and expectations for the classes.
- Continue discussions within the English and Reading Departments and Readiness Program on how to better serve the targeted populations to promote their success. One such way is to enhance the work with specialized organizations and programs on campus (LEAD, Puente, San Kofa, the AAPI IMPACT grant), continue close relations with counselors for their guidance and assistance, and maintain close relations with student support programs such as the Listening and Speaking Lab, Writing and Reading Center, and the Tutorial Center.
- The LART coordinator will both participate in and facilitate workshops on culturally responsive teaching practices, and continue to revise curriculum to serve targeted groups.

C. What challenges exist in the program in reaching such goals?

The most pressing challenge facing LART is the hiring freeze set against hiring qualified TAs to facilitate lab courses. The development of any new labs that might continue to aid in the development and success of our students will not be possible without lifting the hiring freeze of TAs. Also, without training meetings, as mentioned above, TAs and the program coordinator are less able to discuss curricula and student needs. Particularly training and support is needed in the areas of culturally responsive teaching practices and theory, as mentioned above, to best meet the needs of all our students, but most specifically, the targeted populations. And recently, LART 200 instructors have expressed a need for supplemental instruction for these students—many of whom are students from targeted populations. The development of this new one-unit lab will not be possible without lifting the hiring freeze of TAs.

IV. Budget Limitations

A. Critical Resources

The TA hiring freeze needs to be lifted to serve all LART students each year who require the co-requisite LART labs, many of whom are targeted student populations. Special emphasis on targeted populations is critical to the retention and success of these students. Any further limitations on hiring will result in closed sections.

B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced.

Consequences to the students and the college would be:

- No (or a significant decrease in) LART Readiness lab courses while demand is increasing.
- No necessary training on methods and materials for TAs.
- No necessary training on meeting the needs of targeted populations.
- Not being able to create, reach agreement, and norm standards and learning outcomes.
- No time for coordinators to handle individual student and TA requests and problems.
- No regular trainings and meetings.