

**Los Angeles Mission College (LAMC)**  
**Viability Review of Developmental Communications (DevCom)**  
**Committee Report**

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## **I. INTRODUCTION**

The Los Angeles Mission College (LAMC) Viability Review of Educational Programs (Appendix A) adopted by the Educational Planning Committee (EPC) in September 2017 guided the Developmental Communications (Dev Com) Viability Review Committee process. The goals of the LAMC Senate's Viability Review are to assure that the College's various programs and Disciplines adhere to the College's Mission, its Educational Master Plan (Appendix B) and are responsive to the needs of our students and the community it serves. Developmental Communications is considered a program for the purpose of this report and at times may be referred as Dev Com by various sources and reports. Given the results of observations, data, and evidence gathered, the Dev Com Program Viability Review Committee with strong reservations, recommends discontinuance of the Developmental Communications Program in its present state.

However, while not under the purview of a Viability/Discontinuance committee, the committee strongly affirms that the Dev Com program has had great value in preparing students for academic success in college and life. It is recommended that the college reconsider restructuring the curriculum vs. a full discontinuance of the discipline.

<http://www.lamission.edu/facstaff/senate/docs/Viability%20Review%20Policy%20EPC-Senate%20Policy.pdf>

### **Request for a Viability Review Committee**

**On September 7, 2017** the Academic Senate recommend a Viability/Discontinuance Review of Dev Com during fall 2017. The Senate approved the request and began faculty viability committee member recruitment. The first meeting of the Viability Review Committee took place on October 12, 2017 with the report to be completed by Jan. 8, 2018 or sooner (Appendix C Dev Com meeting Minutes 10-12-17). The following report represents the major findings of the data collection processes, and recommendations for the future of the program.

## **II. DEVELOPMENTAL COMMUNICATIONS PROGRAM VIABILITY REVIEW COMMITTEE MEMBERSHIP**

### **Membership of the Committee**

The Viability Review Committee was established for Developmental Communications (Dev Com) with the following representation:

- Veronica Diaz-Cooper -English, Dev Com Program Viability Committee Chair
- Dr. Ebru Durukan- Political Science, Senate Representative
- Sherrie Loper - Counseling, Senate Representative
- Ashley Sparks – Library, Representative

### **Sources and Resources**

- Patricia V. Chow, Academic Affairs (Resource)
- Richard Q. Lam, ESL/Dev Com/Foreign Languages & Linguistics – Secretary (Resource)

## **III. EVIDENCE AND DATA**

The viability process requires data collection within a ninety-day period and make recommendations based on the evidence gathered. During this ninety-day period the Dev Com Viability Committee collected both quantitative and qualitative data pertaining to the period between fall 2010 and summer 2017. This data helped the committee in gaining a better understanding of the history of the Dev Com program and the variety of problems rose in the last seven years. Quantitative data includes enrollment, retention, and success rates of Dev Com courses, as well as the overall number of student who have been assessed to the program. In addition, the committee collected qualitative data including inputs from students, staff, faculty, administrative personnel and department chairs. (Appendix J)

### **III-A QUANTITATIVE DATA**

- Quantitative data has been collected for two main purposes. First, to compare and contrast the number of students who have been assessed into the Dev Com Program and the number of students that enrolled between fall 2010 and Summer 2017. Secondly, to review enrollment declines between 2010 and 2017.
- Data set includes the following:
  1. Number of students assessed into Dev Com courses between Fall 2010 and Summer 2017.
  2. Enrollment rates of students between Fall 2010 and Summer 2017.
  3. Success, and retention rates of Dev Com 001, 034, 036A, and 036B between fall 2010 and summer 2017.

### **III-B QUALITATIVE DATA**

- Qualitative data includes
  1. Interviews with full-time faculty and department chair
  2. Open forum summary of comments
  3. Written communications from full-time faculty, staff, and students (Appendices **D** and **E**)

## **IV. OBSERVATIONS AND CONCLUSIONS**

### **A. Dev Com Program Viability Committee Conclusion:**

1. Quantitative data demonstrates that enrollment, success, and retention rates of all Dev Com courses dramatically dropped between fall 2010 and summer 2017 (Appendix **J**).
2. There is a drastic gap between the number of students assessed into Dev Com courses and the number of students who are officially enrolled in these classes.
3. Notwithstanding these facts, every student, faculty, staff, and administrator who provided input, highlighted the notion that Developmental Communications has great benefit in preparing students for overall academic success in college.

## **B. Dev Com Program Discontinuance Effects on Students, Los Angeles Mission College, and Community**

1. The effects on students and student success if Dev Com is discontinued.

**Response:** The Viability Review Committee finds the sequence of Dev Com classes is exceedingly long, so much so, that many students never complete the sequence of classes. Evidence/data reveals that students enrolled in Dev Com were slower to complete their educational goals (Appendix D)

2. Provisions that can and should be made for students in progress to complete their training.

**Response:** No provisions are needed. There is no direct evidence of students pursuing Associate Degrees or Certificates given these classes are only used as electives.

3. The impact that discontinuance of Dev Com will have on the comprehensiveness and balance of offerings across the college curriculum and within the district.

**Response:** Six of the nine LACCD colleges do not currently have this program. Therefore, it is not possible to evaluate the impact (Appendix F).

4. Discontinuance of Dev Com would impact the educational and budget-planning process used at the institution.

**Response:** Appendix K.

5. How discontinuance of Dev Com effects the region.

**Response:** No evidence of effects to the region. Please note, that other Dev Com programs in LACCD have been discontinued or dramatically reduced at other colleges. (Appendix F)

6. The effects of the discontinuance to Dev Com on transfer to four-year colleges and universities.

**Response:** All units in Dev Com discipline are non-degree applicable and non-transferrable.

7. The effects of Dev Com discontinuance on local businesses and industries.

**Response:** There is no evidence of businesses involvement on or off campus.

8. Dev Com Transferability

**Response:** Dev Com classes are not CSU/UC transferable.

9. Fiscal Effects

**Response:** Appendix H.

10. The effects of the program's discontinuance on faculty and staff.

**Response:** The effects of the program's discontinuance on faculty and staff will be decided by LACCD and/or the college president, as it is not under the purview of this committee. However, there are two full time Dev Com faculty who meet minimum qualifications to teach in other disciplines on campus. Their discipline assignment may be impacted.

## V. RECOMMENDATIONS

### **Dev Com Program Viability Review Committee Recommendations:**

In pursuance to Board rule 6803.10, and in conjunction with recommendation made by the EPC during comprehensive program review in fall 2017 and the data gathered during fall 2017, the Viability Review Committee recommends discontinuance with strong reservations, of the Developmental Communications Program as it currently stands.

### **Final Conclusions from Program Viability Review Committee:**

The Dev Com Viability Review Committee strongly affirms that the Dev Com program has had great value in preparing students for academic success in college and life. It is recommended that in lieu of full discontinuance of the discipline, the college may wish to restructure the curriculum to shorten the sequence of classes.

A portion of the Los Angeles Mission College Mission Statement is dedicated to:

*\* Ensuring that all programs and services are continuously evaluated and improved to support student learning and achievement*

*\* Making traditional and distance education learning opportunities available to enhance the health and wellness of the diverse communities it serves.*

## EVIDENCE

### 1. APPENDIX LOG

**A. Senate Minutes 9/7/2017**

<http://www.lamission.edu/Academic-Senate/Agendas-Minutes.aspx>

**B. Educational Master Plan – 2010-2015**

<http://www.lamission.edu/eduplanning/LAMCEducationalMasterPlan2010-2015.pdf>

**C. DEV COM Program Viability Meeting Minutes**

**D. Developmental Communications Open Forum Announcement, Open Forum Comments and Emails**

**E. Faculty Interviews**

**F. LACCD Viability Study Information**

**G. Developmental Communications Course Enrollment , Success and Retention, Fall 2010- Summer 2017**

**H. LAMC Unit Effectiveness Review: (DEV COM) Unit Assessment Review Meetings Guiding Questions for Department Chairs**

<https://www.lamission.edu/eduplanning/prereports/2011-12/ECP-ProgramReview-DevCom-SP2012.pdf>

**I. DEV COM Course Outlines of Record**

**DEV COM 001, 034, 036A and 036B Course Outline of Record**

DEV COM 001\_

[https://ecd.laccd.edu/CC\\_Sheet.aspx?ID=109312&VersionID=5&Entry\\_ID=626619](https://ecd.laccd.edu/CC_Sheet.aspx?ID=109312&VersionID=5&Entry_ID=626619)

DEV COM 034\_

[https://ecd.laccd.edu/CC\\_Sheet.aspx?ID=109390&VersionID=4&Entry\\_ID=626620](https://ecd.laccd.edu/CC_Sheet.aspx?ID=109390&VersionID=4&Entry_ID=626620)

DEV COM 36A\_

[https://ecd.laccd.edu/CC\\_Sheet.aspx?ID=109393&VersionID=4&Entry\\_ID=626618](https://ecd.laccd.edu/CC_Sheet.aspx?ID=109393&VersionID=4&Entry_ID=626618)

DEV COM 36B

**J. Quantitative Data Analysis**

**K. Fiscal Implications**

**2. APPENDICES**

**APPENDIX C**

**DEV COM Viability Meeting**

October 12, 2017

**Present:** Veronica Diaz-Cooper, XXXXXX, Ebru Durukan, Sherrie Loper, Ashley Sparks

**Time:** 1:30pm

Veronica was elected Chair

**Interviews needed:**

- Sarah Masters (data)
  - 7-10 year date range, when did trends change, when did enrollment start dropping (Ebru)
  - Retention, student success, enrollment trends, 2010 start date, individual and as a discipline, SLO, PLO
- Gary Prostak (Chair)
  - EPC review – what were they asked to improve, how did they respond (Sherrie)
  - When did they ask him to report (2010?)
  - Any attempt at remediation, degree of attempt
  - Jan Silver, D’Art Phares
    - Email Jan and request she send us relationship between EPC and DEV COM
- 2 Faculty members in Department
  - Wait for more data, then decide on interview

**Data:**

- Information needs to be data driven



- Effects on student success
- Review other DEV COM departments in District (Ashley)
  - Where are faculty moving, enrollment, who is offering classes
- Student Surveys
- Do we need assessment scores? Placement scores? On hold for more data
- Do they have a website?

**End Options:** Discontinue, Modify, Incorporate

**Next Meetings:** Thursday, October 26<sup>th</sup> 12:30pm; Thursday, November 16 12:30pm

### **DEV COM Viability Meeting**

November 17, 2017

**Present:** Veronica Diaz-Cooper, Ebru Durukan, Sherrie Loper, Ashley Sparks

Start time: 9:07 am

Minutes Approval: Ebru moves, Ashley seconds.

Sherri

- Spoke to D 'Art
- Hasn't had a chance to look through all the documents yet
- What are we looking for specifically?
  - Pickup any information about DEV COM
- Look at Review and try to match the format to the bullet points
  - Repopulate the document

Ashley

- Credit/non-credit absorption
- Where could they be absorbed on campus?
- Especially if Eng. 21 is stopped, MFA is not a good fit for English 28 and higher
- Do they have a website?

Ebru

- Course outline of record for DEV COM
- 36A and 36B similar to Eng. 21
  - Basic instruction, sentence structure
  - Are they similar to the non-credit classes already offered?

- EPC Planning letter about response to program review includes ESL, DEV COM, and Adult Ed.
- Enrollment rates 50% drop from 2011 to 2017
- DC 34 dropped by 70%
- 36A and B dropped between 2011 and 2017
- Stopped offering fall classes for 36A
- Stopped all classes for 36B

Need to schedule focus group/Open Forum

- Thoughts- open mic
- Need to publicize
- Need to come up with several questions
- Veronica is contacting Academic Affairs to schedule
- Possible Questions:
  - Have you ever taken a DC class?
  - How has it helped prepare for your English classes, success?
  - Are there enough classes, days, times offered?
  - How did the cost effect you?

Sherrie

- Will talk to other counselors and ask them what they think
- Ask Gary if he'd like and interview
- Email Veronica EPC report
- Ask Gary why not Winter and Summer classes and why 36B discontinued
- Why did you offer to discontinue?

Didn't have enough offerings, online, summer, winter

Option- 8 week classes, short-term

- Same students continue for both classes, cohort
- Serve the students better to make it shorter by teaching **up** to them and having faith in them
- Enrollment will pick up with shorter term
- How to best serve the students

General Questions:

- Out of enrolled students, how many place into DC?
- How many assessed into DC in fall and spring?
- How many won't we serve if we get rid of it?
- 2010-current

To Do:

Sherrie- Gary, councilors, email packet

Ashley- migrating faculty

Ebru- data

Veronica- repopulate document, Open Forum setup

Next Meeting: Dec. 8<sup>th</sup> - Open Forum: Nov. 30<sup>th</sup>

### **DEV COM Viability Meeting**

December 14, 2017

**Present:** Veronica Diaz-Cooper, Ebru Durukan, Sherrie Loper, Ashley Sparks

Start time: 12:10 am

- Veronica will send out the current version of the document and members can place data in the document that we've collected
  - Highlighting in blue any change/edits made
- To Do:
  - Open forum notes, all emails will go in appendix, interviews
  - Need to review syllabi and COR and include in final report
  - Need updated website
  - Modification
    - Possible renaming- academic preparedness, readiness, groundwork
  - Short-term class
    - Would still need restructuring of the entire discipline
  - Academic Affairs will enforce benchmarks
  - Revisit the program in 2 years
  - Draft prepared by Dec. 22nd
- Dennis- see email info., faculty obligation number
  - Course can be short term only if it's structured appropriately
  - Needs specific benchmarks, individual monitoring, canvas, and reading plus

- Counselors
  - DEV COM is not degree applicable or transferable
  - Students do need the grammar and the reading comprehension
- Numbers- fall placement and enrollment
  - What happened to those who placed into the classes but didn't register for them?

Next Meeting: January 2<sup>nd</sup>, 2018 12:30pm

### **DEV COM Viability Meeting**

January 2, 2018

- Final report due on Monday
  - Appendix included at end
  - Appendix list also included
  - Need to edit, check data, formalize formatting
  - Syllabi will be included in Appendix
  - Revised #3 and add to Appendix
  - #4 Ashley will insert data
  - #5 Change to Appendix F
  - #8 Need to add information to this
- Recommendations
  - Need to add - review in two years “to ensure they have met the requirements” by Dec. 2019
  - “If, at the time of the two year review, the recommendations have not been met or exceeded, this committee recommends the discontinuance of the DEV COM program. Without the modifications recommended, the students of LAMC are not being properly served and the college will be failing to look after their best academic interests.”
- Evidence and data
  - Editing and rewording
  - Ebru will insert her data here
  - Ebru will edit with proper language and explain what the data means
  - Sherrie is going to Danny's office for more financial data

Next Meeting: Monday, January 8<sup>th</sup> 12:30pm

Meeting Adjourned: 2:20pm

**APPENDIX D: Developmental Communications Open Forum Announcement, Open Forum  
Comments and Emails**

**ANNOUNCEMENT TO ALL LAMC USERS**

To all LAMC Users:

Re: Developmental Communications Open Forum and Feedback

Developmental Communications is undergoing a viability review to assess whether this program should continue to exist, be modified or deleted at LAMC. The Viability Review Committee for Developmental Communications is requesting feedback from all LAMC faculty, staff, and students.

An Open Forum will be held on November 30, 2017 between the hours of 12:30pm and 2:00pm in Campus Main, Room CC5.

The committee's hopes that everyone will take a few minutes to share views or other relevant, pertinent data or information to assist in this process.

If this timeframe is not convenient, please email all data/information to Veronica Diaz-Cooper - all information is private and confidential. The information will simply be summarized in the final report and your identity will be kept private.

Submit the information via campus mail or email by Nov. 30, 2017 by 12 pm to:

V. Diaz-Cooper, Associate Professor  
Vice Chair, English Department,  
Viability Review Committee - Chair\_  
[Diazcov@lamission.edu](mailto:Diazcov@lamission.edu)

**From:** Loper, Sherrie D.

**Sent:** Tuesday, November 28, 2017 11:23 AM

**To:** Andrade, Maricela; Antwi, Evita; Atondo, Elizabeth M.; Avalos, LindaMarie J.; Ayala, Eustolia; Bonilla, Diana I.; Dale, Julie A; Gomez, Aleida; Gonzalez, Enrique; Hernandez, Madelline K.; Ibarra, Selica A.; Kirst, Katherine; Kourinian, Hripsime C. (Christine); Loper, Sherrie D.; Ocasio, Ada N.; Olivares, Anna L.; Pallares-Herrera, Valerie; Pan, Angela J.; Pearl, Nancy J.; Ramirez, Jose Luis; Ramirez-Yaglian, Claudia; Menendez Mata, Rocio J.; Sanchez, Oliva; Sangkavichai, Marina; Schwartz, Robert S.; Serda, Adam; Walker, Afri G.; Walker, Tashini N.; Yarbrough, Dana M.; Park, Michong

**Cc:** Diaz-Cooper, Veronica; Durukan, Ebru; Sparks, Ashley V.

**Subject:** Developmental Communications Viability

Hello All,

The campus is currently conducting a Viability study to determine the continuance/discontinuance of the DEV COM program. We would like to have your input/feedback on the pros and cons of the DEV COM courses for our students. Please email me your response(s) by 12/1/17. Please feel free to contact me by email if you have any questions.

Respectfully,

Ms. Sherrie Loper

Professor of Counseling

## Developmental Communications Open Forum

12:35pm Called to Order

### **Curt Riesberg – summary of statements made**

- Understands the impulse behind the move
- In favor of the move
- National research- remedial classes are bogged down
- Only 1 out of 600 DEV COM students walked during 2017 commencement
- Students aren't filling classes
- Larger under-prepared population
- Reading Plus, paper test
- 3<sup>rd</sup>-4<sup>th</sup> grade reading levels
- Open-access institution- any reading level is allowed to attend the school
- DEV COM 34 – 6<sup>th</sup> to 7<sup>th</sup> grade reading levels
- Have some students who are illiterate
- Eliminate DEV COM- eliminate a buffer, students fed straight into English classes
- They are remedial students for a reason
- Not punitive, it's reading ability
- Doable on an accelerated level
- Yes, for modification or elimination
- 36a used to be a pre-req
- Could use another modification, rebranding
- Place under English department umbrella
- Students stamina and attention span is reason they aren't succeeding
- Modification, rebranding – call them English classes
  - English 100 academic literacy
  - Developmental English
- Students don't have time organization
- The textbook is rigorous- have to do exercises
- Training- how to be college students

- Rebranding- transitional English- may help moral
- Lower level English will need to be prepared for these students
- Not for credit means no financial aid
- Likes the Commanding Sentences textbook- homework not completed at a higher rate for new textbook
- There is some overlap of curriculum between DEV COM and English 21
- Disagrees with the tutors, textbook isn't rote grammar
- Thinks it's an analytical book
- The class is remedial for a reason
- Do have DSPS students enrolled that don't use the tools available to them
- If they only look at the title- students don't know what the class is for
- Elucidate the pathway- motivational information
- Nationwide remedial
- English 90- academic literacy – dev. Specialists still teaching, un-stigmatize the class, summer bridge course
- Eng 100- 21/28 combo
- Pre-req for upper level classes
- Students don't know basic math, so can't figure out their grades
- Economic viability- understands we need to fill the classes- an institutional concern

**Loretta McCormick - summary of statements made**

- Textbook, Commanding Sentences- rote grammar instruction
  - Confusing instructions
  - Recommend a modification of the program
- Have repeat students of DEV COM classes
- DSPS students both registered and non-registered
- Course doesn't address these issues
- Doesn't help ESL students
- How does it help native speakers, dual language speakers?
- Struggling students come in for tutoring
- Course goals and learning outcomes (see handout)



- How does it relate to business writing and other communication skills
- How is the course helping students with actual writing?
- A bunch of repetitive grammar exercises and drills
- Summer bridge- 4 out of 20 students understood the point of the course
- Students ending at the same place they started
- Low morale, disillusioned
- course material doesn't lift morale
- communication skills not improved
- critical thinking skills not improved
- Happy to see it being discussed, the class is talked about frequently in the LRC

**Logan (Learning Center) - summary of statements made**

- Textbook, Commanding Sentences, is causing problems
- Retool the textbook
- Wide gamut of student ability
- Placement test- no writing requirement
- Students not put in correct class

**Cindy Luis - summary of statements made**

- If they come in illiterate they should not be in non-credit classes
- Lowest level would be English 21, students won't be ready
- Don't delete, change the name
- Add to English department- better explanation
- Will always have students who need extra support
- No writing sample so students misplaced in classes

**Marie Zaiens - summary of statements made**

- As a department discussing classroom, text, and preparing students for higher level reading and writing
- Introduction writing into lower level
- Now to best serve students and ID underprepared
- Misplaced in wrong class
- The students themselves think they need the class

- Students who can't write a sentence
- Need better assessment test – campus-wide concern
- Biggest challenges- grammar, critical thinking, student success strategies, best practices, time management, etc.
- Where will these be provided if not in DEV COM
- Discouraged students – lack skills, motivation, etc. to pass 1<sup>st</sup> time
- How will they be served
- Accelerated classes- keep students motivated, scaffolded course work, stamina, retention, success rate, intensive
- English 21- DEV COM students seem more prepared
- Need classes to be accelerated
- Retention, quality from the students
- Advocating for modification, acceleration, co-req for low level English
- Think critically, even about grammar
- Student telling Marie they like the class
- Address the reason for why they're in the class
- An hour to take the placement test- grammar, vocab
- Need to modify the assessment
- Reading courses- 36A and B 8 week class spring 2018
- Reading as prep for other classes
- Analyzing literature – or less likely to succeed
- 36A and B, or 34 and 36A two possible accelerated groupings

**Jacob Skelton - summary of statements made**

- Worried about access
- Not a good program for non-credit
- Writing intensive- need full time faculty to grade
- Need better placement test
- Maybe a not for credit option
  - English for college success

- Bigger picture- solutions may be through guided pathways, different intake, modify placement with new test, higher level students may be better placed
- Long term solution- modification not elimination
- More robust intake process needed
- Repercussions across campus

**Christine Kourinian - summary of statements made**

- Counselor perspective
- Value of DEV COM
- Accelerate courses- helps with discouragement
- Modification
- A and B in one semester
- Since courses aren't required, students don't register

**Albert Ybarra - summary of statements made**

- Useful for some to improve their grammar skills
- Doesn't know if it improves the outcomes of the students
- Doesn't know if it improves institutional outcomes
- PHD student spoke above (Loretta) has respect for her opinions
- 30 total tutors in the LRC

Town Hall Adjourned at 2pm

**Open Forum – Student and Emails**

**From:** Student 1

**Sent:** Sunday, November 26, 2017 2:50 PM

**To:** Diaz-Cooper, Veronica

**Subject:** Developmental Communication Class

I have wanted to take this class several times, but unfortunately it has been in the morning only when I work. Then, this past semester it was available at a later time. I purchased my book then to find out it was cancelled due to very low enrollment. The only reason I was taking it because of my assessment. At this point I've taken English 28 and received a B. Why don't they just drop this class and combine it with another course? It's not fair to the teacher who may think they

have a job for that course or for the student. Both have had to rearranged their schedules. I hope you take this into consideration.

Sincerely,

Student 1

**From:** Student 2

**Sent:** Thursday, November 30, 2017 1:50 PM

**To:** Diaz-Cooper, Veronica

**Cc:** Ybarra, Albert D.

**Subject:** DEV COMm concerns and observations from the LRC

Hello Professor Diaz-Cooper,

Thank you for allowing the tutors from the Learning Resource Center time and space to communicate our concerns and observations of the DEV COM program.

I have attached the bullet points I addressed at the open forum.

Please let me know if you have any other questions or if I can clarify any of the notes we compiled.

Thank you,

Student 2

LRC Tutor

LA Mission College

### Student 3

## MY OPINION ON WHETHER DEV COM CLASSES SHOULD CONTINUE TO EXIST

### Introduction:

As a LAMC Fall 2017 DEV COM 34 student and a new immigrant who came from a poor English Speaking country and who has benefited much from taking this/these class(s), I feel this/these class(s) should continue to exist due to the following great experience I have had so far.

### Body:

**First and foremost, figuring out the definition(meaning) of words** .I have learnt how to figure out the meaning of words by just reading the paragraph of a sentence other than relying on the dictionary which sometimes may not be easily accessed. My professor has always given me home work right from day one of the fall semester, and each time I read passages in my vocabulary book, I learn new words which has improved my reading and vocabulary and how to say words the right way.

**Secondly, finding main ideas, details, lead, background and evidence to back up arguments which I have also applied in other classes.** Through the home work of reading newspapers and passages in textbooks given to me by professor, I have had an opportunity of learning how to find main ideas, relating the main idea to the topic /subject, finding the details, background and evidence that back up a claim about a given subject. As a student, professors always recommend us to buy text books at the start of each semester. However, one interesting thing about these text books is that some of them are in big volumes and I bet that no student of today can read that big volume text book from page one to the last page in a semester. But, important to **NOTE** that taking this/these class (s) has taught me how to summarize and focus on what is required other than trying to read the entire information which sometimes may not be necessary.

**Lastly, I have learnt how to organize my work and personal schedule.** I never knew how important to have a personal schedule and organizing my work. I now have a schedule and I have listed all my activities that I do on daily basis and this has made me a better, organized student.

### Conclusion:

I'm confident enough that there must be other students in college and perhaps some who are yet to join college having the same issues like what I had before taking this/these class(s),

and this/these class(s) will positively have an impact. Therefore, in my view, DEV COM classes should continue to exist.

From: Student 4

Sent: Thursday, November 30, 2017 7:43 PM

To: Diaz-Cooper, Veronica

Subject: Web Message: November 30, 2017

From: Student 4

Time Date Sent: 11/30/2017 7:43:20 PM

Hello, I am emailing you today in regards of my experience while I was taking DEV COM. When I first started taking this class I was a little embarrassed, but then I started understanding why I needed to be there. I enjoy learning and I learned a lot from this class and professor. This class should not be removed; it answered a lot of my questions, improved my vocabulary and grammar skills. Till this day I try my best to use everything that I was taught.

I am curious to know why someone would want to discontinue this class?

Sincerely,

Student 4

**Sent to Ashley Sparks – Anonymous Email Info**

The 2018-2020 contract does not convert to unlimited as implied. The price to convert to “unlimited” (read: 2500 concurrent users) for the 2018-2020 contract would be an additional: **\$38,885.00**

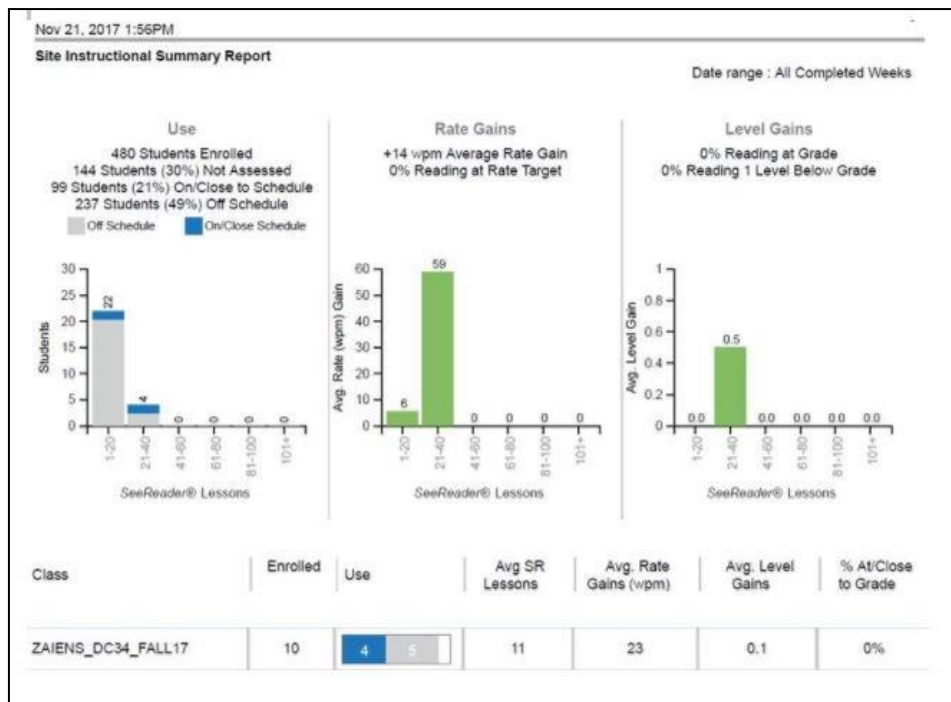
The 2020-2023 extension is set to “unlimited” (read: 2500 concurrent users) and is priced at **\$49,900.00**

Total: To go “unlimited” from 12-1-2017 to 09-01-2023 the cost would be: **\$88,758.00**

I think we should talk about this and get on the same page.

Some things to consider ... As of 21 November 2017, only 21% (99 students) have actively used the software as intended and were considered “On/Close to Schedule” since the software was purchased. (Please correct me if I am wrong!)

Currently, only Marie’s class is using the software: 10 enrolled.



From: Riesberg, Curt D.

Sent: Thursday, November 30, 2017 3:25 PM

To: Diaz-Cooper, Veronica

Subject: thank you

Thank you for the efficient, business-like, and serious way you ran the meeting today. I may hem and haw sometimes, but just so you know, I do actually appreciate your method. I can see you like to get things done, and you and I are on the same page there.

For my part, I'm appreciative of the complexity of the issue and I have ambiguous feelings which makes it difficult for me to take a distinctly defined position on the issue. I can see a variety of sides to it, having taught DevCom over the past several years and having been confronted by the innumerable heartbreaks - and frustrations - of it, and having taught other levels of college coursework here and elsewhere up to and including transfer-level literature and philosophy; the student populations are, qualitatively and quantitatively, measurably different. And at the California community colleges, we have an interesting task, to say the least, when we say Open Access to All, on the one hand, and then Accelerated Student Success in Academically Rigorous coursework leading to graduation and transfer, on the other... so what do we do with the (woefully) underprepared students who show up to take "college classes"...?

My DevCom students, most of them, don't know how to do stuff that I was doing in junior high and early high school, including work exactly like that presented in that famous-infamous Commanding Sentences textbook. (As an aside: to be frank, it worried me that the *tutors* were misunderstanding, or having difficulty understanding, that basic textbook. It is actually a model of clarity, but demands rigorous exercise, which is why I used it for some years, though I am trying a different textbook this semester.) What our students, DevCom students anyway, have missed out on, whether it be through their own "fault" or that of the school systems, in high school and earlier is academic rigor, and they lack the discipline to actually work through academic challenges, generally.

So, one of the master subcurricular goals of DevCom is training in sustained attention and effort through abstract, analytical, but applied, content, in this case **basic** English content. Can the same goal be addressed by other content areas besides DevCom? Yes, IF that's what the other content areas see as part of their mission and know how to do it with underprepared and



reluctant, sometimes actually defiant "I dare you to try to teach me anything"-type students. I'm just saying this to reiterate that while there are some students who are indeed "mis-placed" into DevCom, most are not mis-placed, and they are remedial students for a longstanding reason. If the English department, however, is prepared to embrace this type of student into mainstreamed English coursework and goes into it with eyes wide open, then I am certainly not averse to it and I do believe that an intensive accelerated model could in fact be successful. Indeed, I've seen such a mainstreaming model work very well, but it does take a certain type of teacher to make it happen without losing rigor.

Again, thank you for your efforts! It is an interesting process.

Curt Riesberg

L.A. Mission College

(818) 364-7847

## APPENDIX E: Faculty Interviews

### Curt Reisberg Interview Summary

11/20/2017

by Dr. Ebru Durukan

- Curt stated that he is cognizant of drop rates in Dev. Com. classes in the recent years. . He listed a few possible reasons for this trend, including
- Changes in the assessment tests
- Adjustments in cut scores.
- English department removing 036 A as a requisite for English 001.
- He stated that he is fine with either merging Dev. Com. Program with the English department or keeping and modifying it.
- If it is absorbed by the English Department, he proposed to offer a brand new
  - 4-unit course-English 100 This course would incorporate the content of Dev. Com 34, 36, and English 001.

### Marie Zaiens Interview Summary

12-4-17

By Veronica Diaz-Cooper

- This interview was held after the 11-30-17 Open Forum. Marie stated that she had nothing new to add since she previously shared her thoughts during the Open Form.
- **Open Forum comments**
- How to ID students who are underprepared?
- Some students in DEV COM 001 cannot write a sentence
- The Assessment test does not address the writing issues
- Students don't know how to study or manage their time
- Huge difference between accelerated students and others
- Students who take DEV COM 1 are prepared for English 21
- Modify the program
- In favor of Co-Requisite or Accelerated classes
- In 36A Marie dedicates one half to one third of class time to literature and analysis
- DEV COM would be perfectly aligned with English

## **Dennis Solares Telephone Interview Summary**

12-1-17

By Veronica Diaz-Cooper

From: Solares, Dennis R.

Sent: Monday, December 04, 2017 6:39PM

To: Diaz-Cooper, Veronica

Subject: Notes from Conversation with Dennis

Hi Veronica,

Per your request, here are some bullet points from our conversation.

- Both Developmental Communication and Noncredit serve as the front door to students all students, but we are also the front gate to students with disabilities.
- Discontinuing the program will leave a gap, student will still have a need for remedial work.
  - o Noncredit can be utilized to bridge those gaps, the program will have to begin work with curriculum to create the necessary classes to address the needs.
  - o However, absorbing the full time faculty from Developmental Communication will bring up issues in the areas of...
    - FON (Faculty Obligation Number) – Noncredit Full Time Faculty, cannot be counted towards this number.
    - The full time load for Noncredit Instructors is 25 hours.
      - This is almost double what most disciplines have to adhere to.
  - o Considering short term classes should be considered a solution, only if it is structure as short term programs.
    - From my experience students like to feel and see progress, students can benefit from a well-structured, short term program where instruction is driven by specific benchmarks, these benchmarks should be individually assessed to provide students with progress and goals.

- Individual monitoring of student progress is essential for this program to work. Students tend to lose interest in an 16 week course.
- Access to online preparation using CANVAS and Reading Plus, should also be available to students.
  - Perhaps these classes should be taught using a computer lab to supplement the instruction.

That is all I remember from our conversation, hope this helps.

Best,

ds

**Gilbert Salas Interview Summary**

11-21-17

**By Veronica Diaz-Cooper**

Tuesday, November 21, 2017 12:08 PM

Ms. Diaz-Cooper,

Here is the information you asked for. I hope this helps.

Beginning in Spring of 2017, MMAP (Multiple Measures Assessment Project) was implemented into both English and Math placement models. These measures take Students high school grades and GPA into account when calculating their overall placement. For example, a student may have placed into DEV COM 1 as a direct result of the placement test, however, once the multiple measure questions are taken into account, the student might be placed into the next level.

These questions include what their high school status is, what was the highest level of English completed and the grade they received in that English course. Since the addition of these measures there has been a decrease in the number of students placed into DEV COM 1.

During this time the Accuplacer English test has not been changed. So it would seem that from an Assessment standpoint, less students are being placed into the DEV COM classes as a result of these new measures.

Gilbert Salas  
LAMC Assessment Center  
salasgs@lamission.edu  
818-374-7613

**Gary Prostak Interview Summary**  
**12-12-17 and 12-18-17**  
**By Sherrie Loper**

Hi Veronica,

Initially, he stated that he is not in the “nuts and bolts” of DEV COM and Marie and Curt would have more to say. Here are the bullet points from my meeting with Gary Prostak.

- Restructuring the DEV COM Dept.
- Welcomes suggestions to help dept. grow.
- Support Services to assist students in Transfer level courses.
- Gary stated that AB705 is a “biggie” for support services.
- Gary attributed the decline in course enrollment Fall '16 to Multiple Measures being used by the English Dept.
- He suggested the possibility of merging DEV COM Faculty with English (and he would be okay with the merge).
- Gary stated that evening courses filled, Afternoon courses did not and Evening filled a little more than afternoon courses.
- Reading Plus program is very helpful to students.
- Gary also stated that the courses tend to show low enrollment in the beginning, because this particular population often enrolls late.

- He also feels that if the courses were allowed to stay open a couple of weeks pass the cut off enrollment would show higher numbers.
- Gary feels that the accelerated courses for DEV COM 1/English 21 went over well.
- He also asked if the Union was consulted (regarding the Full-time faculty job) and if the committee would be talking to the DEV COM faculty?

I hope this is a little helpful.

Respectfully,

Ms. Sherrie Loper

Professor of Counseling

Los Angeles Mission College

13356 Eldridge Ave.

Sylmar, CA 91342

Email: [lopersd@lamission.edu](mailto:lopersd@lamission.edu)

Phone: 818.364.7726

**From:** Loper, Sherrie D.

**Sent:** Monday, December 18, 2017 10:18 AM

**To:** Prosta, Gary <[ProstaG@lamission.edu](mailto:ProstaG@lamission.edu)>

**Subject:** Follow-up Questions

Hi Gary,

I'm sure you are on vacation by now, but I have three questions below that I did not ask when we met. It would be greatly appreciated if you would respond to these questions upon returning the week of 1/2/18:

1. Why did the department stop offering DC 36B?

2. Has the department considered offering online sections?
3. Is there a specific reason why “Winter/Summer” sections are not offered?

I will follow-up with you in case you do not read my email before 1/2/18.

Respectfully,

Ms. Sherrie Loper

Professor of Counseling

Email: [lopersd@lamission.edu](mailto:lopersd@lamission.edu)

Phone: 818.364.7726

**From:** Prostack, Gary

**Sent:** Monday, December 18, 2017 10:57 AM

**To:** Loper, Sherrie D. <[LoperSD@lamission.edu](mailto:LoperSD@lamission.edu)>

**Cc:** Riesberg, Curt D. <[RIESBECD@lamission.edu](mailto:RIESBECD@lamission.edu)>; Zaiens, Marie E.

<[ZaiensME@lamission.edu](mailto:ZaiensME@lamission.edu)>

**Subject:** RE: Follow-up Questions

Hi Sherrie,

1. Low enrollment in DC 36B led to its being cancelled more often than not. This was before the implementation of Multiple Measures and likely due to the absence of English pre-requisites for this course.
2. We have been, and still are, very open to developing online and hybrid versions of the DEV COM classes.
3. We do offer DEV COM in Winter/Summer; however, the number of sections is very limited and those sections are always subject to cancellation for low enrollment.

Hope this helps,

Gary

## APPENDIX F: LACCD Viability Study Information

### Los Angeles City College

- No DEV COM classes as far back as 2005
- They do have Learning Skills classes which seem similar
- Their Learning Skills classes for Reading/writing 22 classes w/58% filled (F2017)

### East Los Angeles College

- No DEV COM classes as far back as 2011
- Their Learning Skills classes stopped between spring and fall of 2016

### **Los Angeles Harbor College**

- 3 DEV COM classes schedule for F2017, 2 cancelled
- Chair of English Department:
  - Have not reassigned any of their teachers load to non-credit classes.
  - “But if we could, it would help our ESL and DEV COM departments, since numbers in those classes are way down. We actually ended up with only one DEV COM class this semester; the others were canceled. We also have a couple of labs; they provide a way to pay the people who staff the Literacy Center (our DEV COM lab). We have only one full-time DEV COM instructor, and she was assigned (at .5 load) to direct the Learning Center—that is, she oversees all of the labs and tutors in the library. Without that, she wouldn’t have a full load. It’s very frustrating.”
  - “With Acceleration and MMAP, enrollments in DEV COM and Reading classes are dropping precipitously.”
- When they had 3 classes their enrollment was only 47% filled (F2017)

### **Los Angeles Mission College**

- 6 classes with total seats filled 60% (F2017)

### Los Angeles Pierce College

- No DEV COM classes as far back as 2010.
- Closest class is Learning Skills with 4 classes and 124% enrollment



### Los Angeles Southwest College

- Discontinued between 2009 and 2010
- Several faculty took the opportunity to retire
- Others were absorbed into the English Department
- Adjunct were moved to Basic Skills classes

### Los Angeles Trade Tech

- Discontinued in 2013
- It seems DEV COM merged into Learning Skills and created a new department called Academic Connections
- Dr. Albo Lopez (helped restructure the dept.):
  - “Once the departments merged, the faculty conducted a “deep dive” in regard to competencies within non-credit, learning skills, and DEV COM courses. It was decided that the competencies of the DEV COM courses were adequately covered in the non-credit arena, thus they opted to discontinue the DEV COM courses. At that time, we did not have full-time DEV COM instructors, and the adjuncts who had previously taught DEV COM were re-directed to non-credit and learning skills.”

### **Los Angeles Valley College**

- 19 classes with total seats filled 73% (F2017), 2 cancelled due to low enrollment
- Doing the best with DEV COM enrollment in the district

### West Los Angeles College

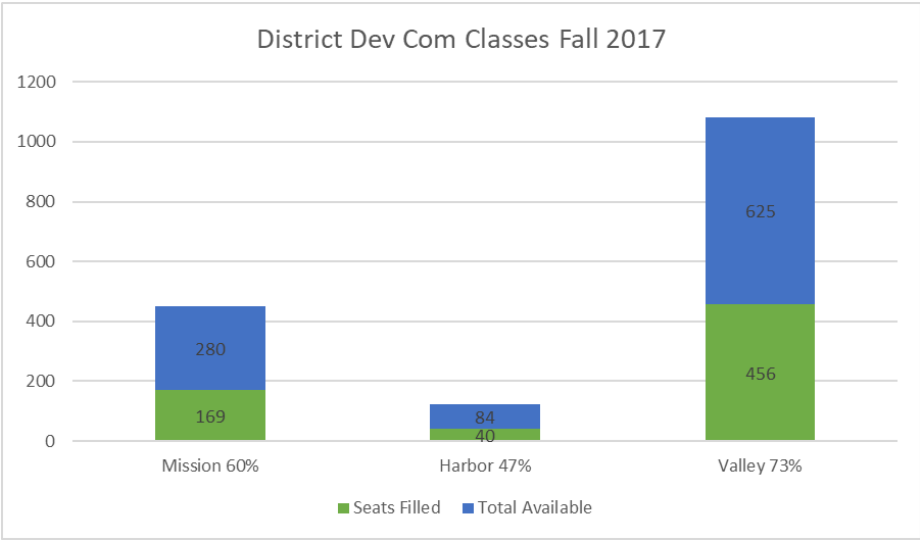
- No DEV COM classes since the late 1980's or early 1990's (chair of Communication studies dept.)
- 7 Learning Skills classes with only 9% of seats filled.

### Pasadena City College

- No DEV COM or Learning Skills classes as far back as Fall 2013

### College of the Canyons

- No DEV COM or Learning Skills Fall 2017



**APPENDIX G: Developmental Communications Course Enrollment, Success and Retention**

Fall 2010- Summer 2017

	DEV COM 001			DEV COM 034			DEV COM 036A			DEV COM 036B		
	Enrollment	Success	Retention	Enrollment	Success	Retention	Enrollment	Success	Retention	Enrollment	Success	Retention
<b>TOTAL</b>	<b>4,774</b>	<b>47.4%</b>	<b>85.6%</b>	<b>1,462</b>	<b>49.7%</b>	<b>84.5%</b>	<b>1,646</b>	<b>51.5%</b>	<b>83.2%</b>	<b>359</b>	<b>54.6%</b>	<b>81.9%</b>
Fall 2010	402	57.2%	89.1%	164	52.4%	89.6%	189	55.6%	89.4%	41	41.5%	70.7%
Winter 2011												
Spring 2011	264	45.5%	84.8%	56	46.4%	78.6%	154	48.7%	78.6%	46	65.2%	93.5%
Summer 2011	22	77.3%	95.5%									
Fall 2011	356	49.4%	90.7%	130	50.8%	89.2%	167	58.7%	84.4%	28	42.9%	85.7%
Winter 2012												
Spring 2012	269	43.9%	82.9%	72	36.1%	62.5%	165	44.2%	77.6%	26	38.5%	73.1%
Summer 2012												
Fall 2012	393	52.7%	91.6%	161	41.6%	82.0%	174	55.2%	82.8%	38	44.7%	68.4%
Winter 2013												
Spring 2013	305	44.6%	83.9%	66	25.8%	74.2%	157	45.2%	82.2%	39	61.5%	87.2%
Summer 2013	34	50.0%	100.0%	22	54.5%	90.9%						
Fall 2013	346	55.2%	91.3%	113	48.7%	90.3%	159	57.9%	89.3%	29	51.7%	79.3%
Winter 2014	28	57.1%	92.9%									

Spring 2014	299	38.5%	78.3%	77	45.5%	80.5%	131	31.3%	72.5%	30	53.3%	83.3 %
Summer 2014	63	60.3%	88.9%	20	65.0%	90.0%						
Fall 2014	378	39.7%	89.7%	142	57.0%	87.3%	97	70.1%	95.9%	35	82.9%	94.3 %
Winter 2015												
Spring 2015	281	37.0%	76.2%	71	52.1%	88.7%	75	42.7%	82.7%	12	41.7%	66.7 %
Summer 2015	53	71.7%	88.7%	15	66.7%	86.7%						
Fall 2015	413	42.4%	83.3%	142	60.6%	83.1%	108	56.5%	88.0%	22	54.5%	90.9 %
Winter 2016	31	61.3%	96.8%									
Spring 2016	222	41.9%	72.5%	49	42.9%	87.8%	36	38.9%	63.9%	13	69.2%	76.9 %
Summer 2016	36	77.8%	94.4%									
Fall 2016	352	43.8%	85.5%	113	61.1%	92.0%	18	66.7%	88.9%			
Winter 2017	32	62.5%	87.5%									
Spring 2017	168	49.4%	79.8%	49	38.8%	73.5%	16	56.3%	75.0%			
Summer 2017	27	63.0%	88.9%									

## **APPENDIX H - LAMC Unit Effectiveness Review: (DEV COM)**

### Unit Assessment Review Meetings Guiding Questions for Department Chairs

Please highlight any changes since you submitted your unit assessment (e.g. enrollment trends of the units as of Fall 08).

- The overall percentage of students referred to Developmental Communications courses during the assessment process has remained steady.
- In the Fall 2008 semester Developmental Communications reduced its Standard Hours by almost 4 percent but increased FTES by 17.2 percent, WSCH/FTEF by 21.3 percent, and enrollment at census by 19.9 percent (compared to Fall 2007).
- We have implemented a new strategy for making sure that students are enrolled in the appropriate reading course.
- BSI funding has been approved for a non-credit reading lab intended to assist low-literate students.
- More DC instructors have developed web pages with course information and resources.
- In Spring 2009 the college cut seven three-unit courses and two one-unit lab courses (31 percent of our department's offerings).
- DC36A has been added as prerequisite to English 21, rather than a co-requisite. (DC1 is already a prerequisite.)
- The Learning Center director retired in January but has not been replaced.

What do you see as the strengths of each of your units?

- Developmental Communications faculty work hard to support student needs both inside and outside of the classroom. Both full-time instructors are inundated during office hours and before and after office hours with students requesting additional help. Informal workshops and groups are often offered.
- The developmental courses in general offer an excellent basis for success, and we believe are some of the strongest in the District.
- Department members share and collaborate extensively. Original materials are created and shared by instructors. Faculty participate and collaborate on the development and revision of department midterms and finals.

- Full-time faculty member's support and mentor adjuncts to an unusual degree. What do you see as the challenges?
- There is still not much campus-wide awareness or commitment to providing basic skills assistance to students in a timely way. Few departments have skills advisories or prerequisites, so many underprepared students enroll in content areas. At this time most developmental courses are recommended, not required, and many students do not take developmental courses during their first semesters. In addition, many students choose not to take developmental courses at all even though their skills may not be adequate for success in college coursework. Research into best practices suggests that students benefit from mandatory placement into developmental courses, and such courses should be taken early in their academic careers. However, most do not take such courses because they are not mandated by the school. (At this time only DC 1 and DC36A are mandatory, and then only if students are placed into those courses to fulfill the English 21 prerequisite.) That said, if every student who placed into developmental courses actually enrolled in those courses, our course offerings would be totally inadequate. For example, in Spring 2009, 283 students (17 percent of the 1,661 students assessed) placed into DC34, our lowest reading course appropriate for students reading at the fifth through seventh grade level. The college offered three sections of DC34, and one of those was cut. Only eight percent of the 1,661 student who were assessed in Spring 2009 were told that they did not need a reading course.
- There is no security in our reading lab. As a result, materials are frequently stolen, so there is inadequate resources for other students.
- There are no reading tutors.
- Developmental and at-risk students benefit greatly from smaller class size, but most developmental classes have at least 35 students enrolled. Therefore, students lack the individual attention they often need.
- Retention remains an issue for a wide variety of reasons, including class size and lack of tutorial support.

How does your unit planning support the mission of the college?

The Los Angeles Mission College Mission Statement, which introduces the Educational Master Plan, relates directly to the need for this most basic level of assistance for our students:

The mission of Los Angeles Mission College is the success of our students. To facilitate their success, Los Angeles Mission College provides accessible, affordable, high quality learning opportunities in a culturally and intellectually supportive environment by:

- Encouraging students to become critical thinkers and lifelong learners;
- Ensuring that students successfully transfer to four-year institutions, find meaningful employment,
- Improve their basic skills, and enrich their lives through continuing community education;
- Providing services and programs that improve the life of its immediate community.

Several of the Future Assumptions contained in the EMP relate to the Developmental Communications department:

- The majority of students entering Mission College will continue to require pre-collegiate academic remediation, especially in math and English, in order to be successful in college-level and university-transferable courses.
- The number of students enrolling to complete lower division requirements, before transferring to a baccalaureate degree granting institution, will increase at a greater rate than general college enrollments.
- While enrollment in AA/AS Degree, certificate and vocational programs will increase, there will be increasing demand by employers for graduates who possess "employable skills," including: basic competency in reading, writing, and computation; interpersonal communication; problem solving; and creative thinking.
- Community colleges will be expected to provide more remedial and basic skills instruction for under-prepared high school graduates, reverse university transfers, and the local work force.
- The college will continue to serve a significant number of students who are economically challenged, first-generation college students, non-native English speakers and working full- or part-time.

What are your visions for changes, revisions and growth?

- We will continue to participate in the BSI and the Essential Skills Committee and lobby for mandatory assessment and early placement into basic skills courses. This will require huge growth and development of our department.
- We will also continue to disseminate the BSI goals and objectives to promote campus-wide awareness and commitment to providing basic skills assistance to students.
- We will develop and implement the non-credit language literacy lab by Fall 2009.
- We plan to reevaluate the assessment cut scores to improve placement accuracy.
- We plan to make DC 34 a prerequisite for DC36A.
- We will continue to lobby for smaller class size and tutoring.
- We will continue to improve retention—i.e. implementing additional advisement and intervention strategies

What resources are needed to support as well as to build the programs in your Department?

- Facilities—More office space for both full-time and adjunct faculty
- Facilities—A location in the LRC for the new non-credit language literacy lab
- FTEF—Two full-time tenured faculty
- Staff—Dedicated clerical assistance and tutors for the reading lab
- Technology—Updated computers for staff use and an appropriate screen to accommodate computer projector in LRC 215

What is the status of SLO assessments in your department?

Course-level SLOs have been established for all courses currently offered in the discipline. Four courses (DC 1, 34, 22, 36B) have SLO's which are defined, but not assessed. SLO's for DC 36A have been evaluated, and changes in the evaluation of students have been implemented. In addition, formal improvements have been implemented for that course. Plans are being made to assess the SLO's for our other courses. As for discipline-level SLOs, preliminary discussions have taken place but no formal submissions have occurred.

What is the status of the course outlines of record and course updates in your department?



All of our course outlines are current; however, we will update the DC 34 course outline when it is made a prerequisite for DC36A. Also, faculty is creating the course outline for the non-credit language literacy lab.

**LAMC DEVELOPMENTAL COMMUNICATIONS Student Learning Objectives: (LAMC Catalogue 2017- 2018)**

**DEV COM 01**

1. Demonstrate ability to use English parts of speech and spelling rules correctly.  
Demonstrate the
2. Ability to write effective sentences, content-based grammar, quizzes, midterm exam, and final exam.
3. Achieving 70 percent or higher on exercises, quizzes, and exams indicates successful acquisition of skills.

**DEV COM 34**

1. Apply strategies for learning and using new vocabulary.
2. Analyze paragraphs and longer passages to identify main ideas, major and minor supporting details, patterns of organization.
3. Apply study and reading strategies to improve academic performance.
4. Evaluate various types of writing to differentiate between facts and opinions and to identify errors of reasoning.

**DEV COM 36A**

1. Apply strategies for learning and using new vocabulary.
2. Analyze paragraphs and longer passages to identify main ideas, major and minor supporting details and patterns of organization.
3. Apply study reading strategies to improve academic performance.
4. Evaluate various types of writing to differentiate between facts and opinions and to identify errors of reasoning.
5. Analyze and identify narrative elements

## **DEV COM 36B**

1. Select and use strategies to develop college vocabulary skills
2. Identify stated and unstated main ideas and supporting details in a variety of materials
3. Make critical evaluations and draw conclusions when analyzing persuasive writing
4. Employ strategies for effective study, review, and test preparation
5. Find information in the library and on the Internet for academic purposes

## APPENDIX J: Quantitative Data Analysis

### **DATA:**

- Quantitative data has been collected for two main purposes. First, to compare and contrast the number of students who have been assessed into the Dev. Com. Program and the number of students that enrolled between Fall 2010 and Summer 2017. Secondly, to discover if there has been a significant drop in enrollment rates since 2010.
- Data set includes the following:
  - a. Number of students assessed into Dev. Com courses between Fall 2010 and Summer 2017.

**Number of Students Assessing into Dev Com Courses, Fall 2010-Summer 2017**

Term	Year	English Placement	Reading Placement			TOTAL
		Dev Com 1	Dev Com 34	Dev Com 36A	Dev Com 36B	
Summer	2010	148	157	216	75	596
Fall	2010	449	444	557	240	1,690
Spring	2011	378	347	503	199	1,427
Fall	2011	453	424	646	278	1,801
Spring	2012	322	353	444	179	1,298
Fall	2012	455	448	545	258	1,706
Spring	2013	264	256	307	164	991
Fall	2013	487	504	655	299	1,945
Winter	2014	78	79	105	59	321
Spring	2014	313	332	395	183	1,223
Summer	2014	208	221	341	172	942
Fall	2014	159	173	193	101	626
Winter	2015	101	106	141	66	414
Spring	2015	325	337	408	178	1,248
Summer	2015	245	275	421	192	1,133
Fall	2015	133	128	170	88	519
Winter	2016	115	123	176	69	483
Spring	2016	316	311	383	211	1,221
Summer	2016	229	248	353	194	1,024
Fall	2016	77	74	131	95	377
Winter	2017	62	79	91	68	300
Spring	2017	121	57	215	329	722
Summer	2017	67	21	105	224	417
<b>TOTAL</b>		<b>5,505</b>	<b>5,497</b>	<b>7,501</b>	<b>3,921</b>	<b>22,424</b>

- b. Enrollment rates of students between Fall 2010 and Summer 2017
- c. Success, and retention rates of Dev. Com 001, 034, 036A, and 036B between Fall 2010 and Summer 2017.

**COMMITTEE ANALYSIS:**

- There is a significant gap between the number of students that are assessed into Dev. Com. courses, and the number of those who are officially enrolled. This gap has been widening since 2010. For example whereas 91% of the students who were assessed into Dev. Com 1 enrolled in Fall 2010, only 40% students did in summer 2017.
- Dev. Com 34 enrollment dropped from 164 in Fall 2010 to 49 in Spring 2017. (81% decrease)
- Dev. Com 36A enrollment dropped from 189 in Winter 2011 to 16 in Spring 2017. (91.6 % decrease)
- Dev. Com 36B enrollment dropped from 359 in Fall 2010 to 13 in Spring 2016. (96.4% decrease)
- Dev.Com. 36B has not been offered since Fall 2016.

**OFFICE OF INSTITUTIONAL EFFECTIVENESS ANALYSIS (POST REPORT):**

Typical comparison data is like term to like term i.e. Fall to Fall or Spring to Spring. Therefore, a post report data analysis utilizing like terms revealed the following:

- Dev. Com 34 enrollment dropped from 164 in Fall 2010 to 113 in Fall 2016. (31.1% decrease)
- Dev. Com 36A enrollment dropped from 189 in Fall 2010 to 18 in Fall 2016. (90.5 % decrease)
- Dev. Com 36B enrollment dropped from 41 in Fall 2010 to 22 in Fall 2015. (46.3% decrease)
- Dev.Com. 36B has not been offered since Fall 2016.

## **APPENDIX K: Fiscal Effects**

**Response:** The computer program, Reading Plus, required by a single DEV COM instructor will cost ~\$50,000 to renew from 2020 through 2023. The software was purchase in 2015 and as of November 2017, only 21% (99 students) have actively used the software as intended and were considered “On/Close to Schedule” since the software was purchased. To date, the “Average Rate Gains (average words-per-minute rate gains) for the 99 students who used the software has only increased by 14 words and the “Average Level Gains” (average reading level gains) for said users increased by only 0.1%.

The modification of this program has the potential to save the budget-planning process used at LAMC ~\$50,000 over the course of three years as the current computer program is not being used appropriately, as intended, or on schedule.