Assessment Plan

Yuba Community College District

YC - Reading Program Recommendations

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Program Description: Reading Program Description

As of spring 2012, the Reading Program at Yuba College provides support for students' reading development and academic success by offering courses in content-area reading (Read-15A: Efficient Reading for Biology 15), pre-collegiate reading (Read-70: Analytical Reading and Read-105: Pre-Collegiate Reading Skills), accelerated courses that integrate reading and writing (Read-113R: Accel Academic Reading and Writing), a two-semester sequence of integrated reading and writing courses (Read-115A: Academic Reading and Writing 1 and Read-115B: Academic Reading and Writing 2), and a two-semester sequence of integrated reading and writing courses for ESL students (Read-115AR: Academic Reading and Writing for ESL 1 and Read-116BR: Academic Reading and Writing for ESL 2).

Current Status of the Reading Program--Curriculum

As a result of the recommendations of the Yuba College Reading Task Force, the Reading Program has undergone major changes since the 2010-2011 Program Review. Based on the results of extensive research--both published articles on successful reading programs and unpublished data collected at Yuba College--the Reading Program began integrating reading and writing instruction at the lowest levels, resulting in the elimination of the 110 series of English and Reading courses and the 110 and 111 series of ESL courses. To replace these courses, a six-unit accelerated reading and writing course (Read-113R) was developed, along with a two-semester sequence of non-accelerated reading and writing courses (Read-115A/B). For ESL, a two-semester sequence of integrated reading and writing courses was developed (Read-11AR/BR). In addition, a content-area reading course was developed to focus on the reading needs of students enrolled in Biology 15 (Read-15A).

In spring 2012, the Yuba College Curriculum Committee approved the inactivation of English 113R and 115A/B as part of the college's commitment to accelerated pedagogy. English 105 will be modified to integrate reading and writing and will become the open-access, entry-level course for the three-level English 105-51-1A sequence (replacing the four-level 113R/115A/B-105-51-1A sequence). These changes to the English Department's curriculum may result in the inactivation of Reading 105 and 70. The English and Reading curriculum at the Clear Lake Campus and Sutter Center will mirror those at Yuba College; however, Woodland Community College will likely retain the former course sequences for English and Reading.

Course placements based on ACCUPLACER testing at the Yuba, Clear Lake, and Sutter campuses will need to be modified so that any student previously placing at the English 110A/B, ESL 110A/B, English/Reading 113R, and English/Reading 115A/B levels should be directed to take English 105. ESL students placing at the ESL/Reading 116AR/BR levels can still be placed into those courses prior to enrolling in English 105.

The new reading and writing courses were first taught at Yuba College in fall 2011; SLO assessment results follow.

Current Status of the Reading Program--SLO Development and Assessment

To accommodate the integration of reading and writing into the revised English/Reading 105 courses, a new SLO was developed:

Students will demonstrate reading and writing skills by writing a coherent essay which summarizes and critically responds to the reading in a thesis-driven short essay. Students will use examples and reasons to support their ideas. Essay will use mostly correct grammar and a variety of sentence types.

This SLO will be assessed at the conclusion of the fall 2012 semester.

New SLOs for English/Reading 113R, English/Reading 115A/B, and Reading/ESL 116AR/BR were assessed for the first time in fall 2011. Pass rates on the SLOs were as follows:

English/Reading 113R: 90.0% passing
English/Reading 115A: 88.1% passing
English/Reading 115B: 74.4% passing
Reading/ESL 116AR/BR: 87.5%/85.7%

Pass rates for the English/Reading SLOs seemed quite high, especially for the 6-unit accelerated reading/writing course, providing compelling evidence that acceleration and integration of reading and writing DO result in

student success. The elimination of the 113 and 115A/B series of English/Reading courses in fall 2012 will make it difficult to determine long-term trends in mastery of learning outcomes; SLO assessment results for spring 2012 will permit at least a one-semester follow-up on those outcomes.

Current Status of the Reading Program--Staffing
The Reading Program is still lacking a full-time, tenure track faculty member to give the program much-needed direction and adminstrative support. Adjunct English Department adjunct faculty member, Shawn Frederking, and instructional associate, Rosemary McKeever, are doing an exemplary job of supporting the reading program, along with the direction and oversight of Professor Kyra Mello of the English Department. Despite their tireless dedication to supporting this program and employing innovative pedagogies, a full-time, tenure-track faculty member is very much needed to spearhead the development of new, content-linked reading courses; develop and assess program SLOs; modify course content as necessary; write annual reports and program reviews, and participate in all phases of program administration.

Year of Review: 2011-2012

Type of Review: Annual Update

Executive Summary: As a result of the recommendations of the Yuba College Reading Task Force, the Reading Program has undergone major changes since the 2010-2011 Program Review. Based on the results of extensive research--both published articles on successful reading programs and unpublished data collected at Yuba College--the Reading Program began integrating reading and writing instruction at the lowest levels, resulting in the elimination of the 110, 113, and 115 series of English and Reading courses and the 110 and 111 series of ESL courses. English 105 will be modified to integrate reading and writing and will become the open-access, entry-level course for the three-level English 105-51-1A sequence (replacing the four-level 113R/115A/B-105-51-1A sequence). These changes to the English Department's curriculum may result in the inactivation of Reading 105 and 70. In their place, a series of one-unit, content-based reading courses will be developed to support student success in the humanities and sciences. New SLOs will need to be developed and assessed for these one-unit reading courses.

Although the Reading Program is currently staffed by adjunct and full-time professors who are doing an excellent job of trying to maintain the integrity of the Reading Program, they cannot devote their full energies to developing a vision and direction for the program, especially in light of the recent changes to the English/Reading curriculum. In addition, there is no full-time faculty member to develop new content-linked Reading courses as recommended by the Reading Task Force, to write and assess SLOs for newly-created English/Reading courses, to evaluate the effectiveness of reading/writing integration and acceleration, and to carry out other administrative duties such as producing annual updates and program reviews.

Major program recommendations include 1) hiring a full-time, tenure-track faculty member in Reading, 2) re-convening the Reading Task Force to develop the one-unit reading-across-the-curriculum courses and in determining the future direction of Reading Program, 3) evaluating the success of the redesigned English 105 courses and the one-unit, content-based Reading courses, 4) determining if the need still exists for a Reading lab.

Future Goals and Program Direction: Future Directions of the Reading Program
Clearly, the inactivation of the Reading 110, 113R, and 115A/B series and the likely inactivation of the Reading 70 and 105 series--along with the integration of reading and writing in the accelerated English 105 course--will result in major changes to the Reading Program's curriculum. A re-evaluation of the Reading Program's goals and offerings is needed. In spring 2011, the Reading Task Force recommended that a series of one-unit, content-based reading courses be developed to support the academic success of students enrolled in science and humanities courses. Re-convening the Reading Task Force is essential in developing these reading-across-the-curriculum courses and in determining the future direction of Reading Program.

Goals for the Reading Program
Major goals for the Reading Program in 2012-2013 include hiring a full-time, tenure-track faculty member in Reading, continuing to evaluate the success of newly created courses that integrate reading and writing, evaluating the success of accelerated reading/writing courses as viable alternatives to non-accelerated classes, determining what Reading courses to continue offering and which to inactivate, developing and assessing course SLOs for the one-unit, content-based reading courses, and creating a Reading computer lab that professors can use in conjunction with their courses. In response to comments made on the last Reading Program Review, faculty who teach Reading courses will consider whether existing labs on campus, such as the Writing and Language Development Center, can also serve the needs of the Reading Program.

Recommendation: 1. Hiring a full-time, tenure-track faculty member in Reading.

The college desperately needs to hire a full-time, tenure-track faculty member to provide a vision and direction to the Reading Program.

Year(s) Requested: 2011-2012
Request Date: 02/03/2012
Recommendation Priority: 3. High Priority
Supporting Evidence: Although the Reading Program is currently staffed by adjunct and full-time professors who are doing an excellent job of trying to maintain the integrity of the Reading Program, they cannot devote their full energies to developing a vision and direction for the program, especially in light of the recent changes to the English/Reading curriculum. In addition, there is no full-time faculty member to develop new content-linked Reading courses as recommended by the Reading Task Force, to write and assess SLOs for newly-created English/Reading courses, to evaluate the effectiveness of reading/writing integration and acceleration, and to carry out other administrative duties such as producing annual updates and program reviews.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Submit a full-time hiring request to the Faculty Staffing Committee in fall 2012. **Type:** Staffing - Faculty	None until the faculty member is hired, then approximately $60-70K per year.	Existing adjunct faculty members from English and Reading, the Dean of the FALA Division, the Faculty Staffing Committee, District HR.	Yes

Recommendation: 2. Evaluating the success of new Reading courses.

The Reading Task Force needs to reconvene to determine the success of the newly developed, accelerated, integrated reading/writing courses and to decide what changes, if any, need to be made to the course content. Ideally, this task will be performed in the future by a full-time, tenure-track faculty member in Reading.

Year(s) Requested: 2011-2012
Request Date: 02/03/2012
Recommendation Priority: 3. High Priority
Supporting Evidence: There are no full-time, tenure-track faculty members in Reading to perform the course assessments.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
In spring 2012, contact all members of the Reading Task Force to review the SLO assessment data collected from the new reading/writing courses and make appropriate recommendations. **Type:** Curriculum/SLO	?	Faculty currently supporting the work of the Reading Program, the chair of the Reading Task Force, members of the Reading Task Force, and the Dean of the FALA Division.	Yes

Recommendation: 3. Determining retention and inactivation of existing Reading courses.

In light of the development of new integrated/accelerated Reading courses, the Reading Task Force needs to decide which of the existing Reading courses to continue offering and which to inactivate.

Year(s) Requested: 2011-2012
Request Date: 02/03/2012
Recommendation Priority: 3. High Priority
Supporting Evidence: Once English 51 and 105 become accelerated and/or integrated reading/writng courses, the benefit of continuing to offer courses such as Reading 70 and 105 needs to be re-evaluated.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Reconvene the Reading Task Force and include the recommendations of faculty currently supporting the Reading Program. **Type:** Curriculum/SLO	?	The Reading Task Force, faculty currently supporting the Reading Program, the Dean of the FALA Division.	Yes

Recommendation: 4. Assessing new course/program SLOs

New course SLOs that correspond to content-linked Reading courses will need to be developed and assessed once the courses are in place; SLOs for the recently developed Reading 113R and 115A/B courses will need to undergo one more round of assessment at the end of spring 2012, with appropriate course modifications made as necessary.

Year(s) Requested: 2011-2012
Request Date: 02/03/2012
Recommendation Priority: 3. High Priority

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Adjunct and full-time faculty that are currently supporting the Reading Program will need to assess the SLOs for Reading 113R and 115A/B. Once the new content-linked, one-unit Reading courses are developed, SLOs will need to be written and assessed for those courses. In addition, a program-level SLO will eventually need to be written. The Reading Task Force should reconvene to develop the new content-based Reading courses and write the corresponding SLOs. Once a new-full-time Reading instructor is hired, that individual will continue the development and assessment of the Reading SLOs and make appropriate modifications to the course content as necessary. **Type:** Curriculum/SLO	No great impact until the hiring of a new, full-time faculty member in Reading.	Adjuncts and full-time faculty currently supporting the work of the Reading Program, the Reading Task Force, the Dean of the FALA Division.	Yes

Recommendation: 5. Creating a reading computer lab.

Create a reading computer lab that professors can use in conjunction with their courses. This will be especially difficult during the relocation of departments and divisions during the remodel of so many buildings on campus over the next year or two. However, dicussions between the Reading Task Force, the Dean of Language Arts, and the Vice President should begin now concerning the purpose and value of such a lab and possible locations in the future. [Note: In response to comments made on the last Reading Program Review, faculty who teach Reading courses will consider whether existing labs on campus, such as the Writing and Language Development Center, can also serve the needs of the Reading Program.]

Request Date: 02/03/2012
Recommendation Priority: 2. Medium Priority
Supporting Evidence: A reading computer lab will be extremely helpful in providing supplemental instruction and materials, especially when one-unit, content-linked reading courses are developed as per the recommendations of the Reading Task Force.

Plans of Action

Plan of Action	Budgetary Impact	Timeline/Responsible Party	Active
Reconvene the Reading Task Force to discuss next steps and involve the Language Arts Dean as appropriate. In response to comments made on the last Reading Program Review, faculty who teach Reading courses will consider whether existing labs on campus, such as the Writing and Language Development Center, can also serve the needs of the Reading Program. **Type:** Equipment/Technology	Budgetary impact will depend on the size of the lab, the location chosen, and the hardware and software expenses. Approximately $20,000+ may be required if all-new equipment and software need to be purchased. If existing lab resources, such as the Writing and Language Development Center, can be used by the Reading Program, budgetary impacts will be minimal.	Reading Task Force, Language Arts Dean, Vice President.	Yes