

PROGRAM REVIEW

READING

APRIL, 2004

FACULTY: Joseph Harvey
Patricia Lawrence
Beverly Van Citters

Samuel Lee, Associate Dean
James Williams, Dean of Faculty
Cathy Day, Admin. Secretary

DESCRIPTION:

The Reading Program consists of a sequence of six courses (READ 019, 040, 099, 120, 121, 122) which serve the diverse student population as needed to meet educational goals. Educational needs of students are met from basic literacy through advanced critical thinking and critical reading skills for college students.

The Reading Department goals are as follows:

- Provide courses that upgrade knowledge comprehension, study skills, vocabulary and content areas.
- Provide skills in recognizing and processing.
- Provide practice in textual patterns that enhance reading efficiency and meaning.
- Provide instruction, practice, and preparation of effective responses as expressions of comprehension of higher learning inquiries.

MISSION:

The Reading Program is a combination of developmental education [basic skills/college preparatory] courses and college courses which supports students in college classes where a competent level of reading skill is required for student success.

COMMENDATIONS:

- The Reading Program adheres to the mission objectives of the college through the Reading Program's role as a support for other programs. The Reading Program is specified in one of the Citrus College Mission Objectives which states: Offers programs to increase basic math, reading, communication, and ESL skills.
- The Reading Program faculty is highly qualified with each full time faculty member holding at least a masters degree with [K-12] Reading Specialist certifications from California, New York, and Pennsylvania.
- The Reading Program utilizes the Accuplacer as part of the multiple measures required for assessment and has identified those reading skills necessary for student success.
- The Reading Program courses have been updated and revised including attached prerequisites to keep current with state and national guidelines regarding literacy and college level reading skills.
- The Reading Program has successfully implemented Accuplacer as a placement measure for incoming students.
- Based on Reading Program Accuplacer cut scores, students are being placed in reading levels consistent with California Assessment Program.
- The Reading Program has implemented policy in support of DSP&S [Disabled Students and Programs] and with the ADA [American with Disabilities Act] district agent to provide accommodations (not modifications) according to the federal and state laws.

RECOMMENDATIONS:

- Both the program and the institution should continue to educate students about the importance of reading in connection with overall success in college.
- Reading faculty should be encouraged to collaborate with content/counseling faculty as needed.
- Reading curriculum, previously offered in a distance education format, should be made available to current students.
- Reading curriculum should be linked to student learning outcomes in preparation for the next WASC (Western Association of Schools and Colleges) accreditation review.
- The reading competency level for entrance into ENG 101 should be identified and used with an identified level of Sentence Skills competency ensuring that both of these variables are satisfied before placement is made into ENG 101. The present practice of combining test scores for both reading and sentence skills [regardless of the levels attained] has resulted in placement of students with minimal reading competency in ENG 101.

- Data gathered for 2003-2004 review is limited in scope due to lack of a hired institutional researcher.
 - Validation of cut scores.
 - Tracking of lower level reading to higher level reading in order to measure success rates.
 - Ethnicity enrolled in Reading Program versus ethnic enrollment across campus.
 - Tracking success rates for students who take (or do not take) Reading 099 before English 101 and Math 130.

NEED

COMMENDATIONS:

- Need for the program has been supported by the district feeder high school test scores and the Los Angeles County test scores [SAT-9 2002 and CAT-6 2003] which indicate 60% or more students are reading at basic or below basic reading skills.
- Reading faculty contributed to the development and submission of a federal HSI [Hispanic Serving Institutions] Title V grant in the amount of \$2.4 million. The grant will provide continued collaboration among content/counseling faculty while ensuring the progress of Hispanic and low income students in the basic skills/developmental area. Outreach efforts will be established in the feeder schools.

RECOMMENDATIONS:

- Use CAT-6 data as part of the multiple measures for placement.

QUALITY

COMMENDATIONS:

- The Reading Program utilizes the proposals set forth in the publication called Academic Literacy, Spring 2002.
- The California Department of Education State Standards for Reading have been utilized in the development and restructuring of the Reading curriculum course outlines.

RECOMMENDATIONS:

- Revise course outlines to reflect student learning outcomes.
- Provide in-service opportunities for Counseling and contact area faculty regarding the institutional mission of the Reading Program.
- Provide in-service training for Reading faculty in the implementation of student learning outcomes.

FEASIBILITY

COMMENDATIONS:

- In keeping with the college's mission, the Reading Program challenges students to develop active life-long learning habits.
- Reading faculty constantly develop student-centered learning processes that encourage and direct students to be prepared for advanced academic work.
- Reading faculty consistently seek and use instructional materials that challenge students to read a variety of materials thereby improving critical thinking and analytical processes demanded in college reading.

RECOMMENDATIONS:

- Develop a Reading Lab. that accommodates individual and collaborative learning activities.
- Develop dedicated classrooms that allow for integration of collaborative instruction and evaluative conferencing.
- Create a structured, well-equipped Resource Center.
- Reading faculty and Counseling must coordinate efforts to assure proper placement of students based on multiple assessment in order to strengthen effects of reading instruction on student success.

COMPLIANCE

COMMENDATIONS:

- Reading faculty are qualified and are tenure reviewed as per the District evaluation and tenure agreement.

RECOMMENDATIONS:

- In terms of assessment, ensure that criteria for college-level reading have been satisfied before entrance into college-level courses.
- Coordinate Citrus College reading competency requirements to conform with CSU, Fullerton's entrance level's reading requirement of grade 13.

Reading Program Revised Course Descriptions

READING 019 Corresponds to California State Reading Standards Grades K-5

This course is designed for students who need a non-competitive environment to develop basic literacy skills including decoding, vocabulary acquisition, and literal comprehension. Offered for Credit/No Credit grading only. This course may be taken two times. Three hours lecture per week.

NOTE: The units earned for this course may not be applied toward the 60 units for graduation.

READING 040 Corresponds to California State Reading Standards Grades 6-8

Development of basic reading strategies which focus on word analysis, vocabulary development, ability to respond orally and in writing to materials read independently from a variety of textual complexities, patterns, and forms including reference, informational, persuasive and literary genres. Designed primarily for students preparing for REAL 099. This course may be taken three times. Two hours lecture, three hours lab per week.

NOTE: The units earned for this course may not be applied toward the 60 units for graduation.

READING 099 Corresponds to California State Reading Standards Grades 9-12

An introduction to the fundamental techniques of college reading designed to develop student's literal and inferential comprehension while extending their critical reading/thinking skills. This course meets the graduation reading competency requirement. Three hours lecture per week.

READING 120 Corresponds to CSU-Fullerton Grade 13 Reading 201

This course is designed to develop students' literal, interpretive, and critical comprehension; expand their vocabulary; increase their reading speed; and improve their study skills. Three hours lecture per week.

READING 121 Corresponds to CSU-Fullerton Grade 13 Reading 290

An advanced reading course designed to improve students' critical reading and thinking skills, increase inferential and evaluative comprehension, expand vocabulary skills, and employ effective study strategies for use in disciplines such as social sciences, sciences, behavioral sciences, humanities, mathematics, and technical fields. Three hours lecture per week. CSU