

# Program Review Comprehensive Report



## Program Review - Instructional: Reading

### Supplemental Reports and Attachments

2014 - 2017

**Comments or Notes:** NCB ENTERED

**Attachments:**

[2014\\_17\\_READING\\_CurriculumRPT.pdf](#)

[2014\\_17\\_READING\\_SuccessEfficiencyRetentionRPT.pdf](#)

[Reading Study 12-13-16.docx](#)

[2014-17\\_INSTRUCTION\\_READING\\_ResourceRequests.xlsx](#)

[2014-17\\_READ\\_SLO\\_DISCIPLINE.pdf](#)

2014 - 2017

**Comments or Notes:** Reading Study fall 2016

### Program Trends and Updates

2014 - 2017

#### **Program Update Section**

**Has your unit shifted departments in the PAST 4 years?:** No.

**Do you anticipate your unit will shift departments in the NEXT 4 years?:** Possibly, due to the re-organization of the college into Pathways. As of now, Reading remains part of the Communications Department.

**New certificates programs created by your unit in the PAST 4 years?:** NA

**New certificate programs anticipated by your unit in the NEXT 4 years?:** NA

**Substantial modifications made to certificates/degrees in the PAST 4 years.:** NA

**Substantial modifications anticipated to certificates/degrees in the NEXT 4 years.:** There is no certificate or degree for the Reading/Literacy Discipline at the community college level. Reading/Literacy classes exist at the early post-secondary level in order to better prepare students for the rigors of college academics with particular attention to individual study and critical thinking via reading independently. Quite simply, a college degree or certificate traditionally signifies that the bearer of such an achievement has demonstrated the ability to learn, and succeed, on one's own merit. Discipline specific college professors should be able to expect students to rise to the course demands. Therefore, it has long been the role of college Reading courses to bridge the gaps that under prepared students have in reading (and study skills) in order to maintain the integrity of rigorous college coursework across disciplines.

Primary students are learning to read; College students are reading to learn.

**Activities in other units that impacted your unit in the PAST 4 years.:** MMAP has greatly affected the number of students being recommended into developmental Reading classes. Which is actually good news. The Norco College Reading Discipline has long contended that the RCCD (district-wide) Accuplacer cut-off levels were too high. Unfortunately, the district's policy of a shared curriculum (including common assessment measures) has stifled the potential for real change for years. Nonetheless, there was, and still is, a population of students that can benefit from Reading/Literacy classes.

Data gathered by Institutional Research three years ago indicates that students who take their suggested Reading courses do

significantly better ( in terms of success, retention and units completed) than students who opt not to enroll.

**Activities in other units that impacted your unit in the NEXT 4 years.:** The effects of Assembly Bill 705 remain to be seen. The language of the law does not include "Reading" and therefore leaves a nebulous future for the discipline of Reading/Literacy at the California community college level.

However, the ASCCC Spring 2018 Resolutions in Light of Anticipated AB 705 states that "AB 705 does not restrict colleges from offering courses below transfer-level but it does restrict a college from placing students into these courses."

RCCD still has a Reading Graduation Requirement.

The discipline is planing on continuing to offer REA 83 for students who self-place and students who fail to meet the Graduation Requirement by "a minimum grade of "C" in each general education course."

Additionally, the discipline will be offering REA 4 and REA 2 classes.

Beginning fall 2018, REA 81 and 82 will no longer be offered in order to comply with AB 705.

Worst case scenario: all developmental Reading courses are cut and a population of students are not served, left to "sink or swim." With the eminent probability of state funding based on "success", it is also quite possible that excellence, rigor, and collegiate standards may be (unwittingly) lowered in disciplines across the college in order to meet funding goals. Unfortunately, if this hypothetical possibility comes to fruition then there will be data that suggests that the latest trend is serving our students well. Yet, in truth, the value of a degree or certificate depreciates because the college may eventually be graduating students who do not meet the professional expectations of a "college graduate."

### **Previous Program Review Resource Requests**

**Resource Requests Received:** N/A

**How did the resources received impact student learning?:** N/A

**If you requested resources but did not receive them, how did that impact student learning?:** Requested new computer for full-time faculty office. Not received.

### **Program Data Highlights Section**

**COR Review:** Assembly Bill 705 is having an ongoing, very current affect on the courses offered by Norco College and the District as a whole.

In the fall of 2017 the RCCD Full-time Reading Discipline members divided up all Reading Courses offered among the three colleges in order to comply with both Title V and ACCJC standards by including both Course Objectives and Course Student Learning Outcomes. Norco College's full-time faculty was specifically tasked with updating REA 81, 82 and 2. The updates were completed in CurricuNet META on 2/2/2018.

However, both REA 81 and REA 82 remain in draft form in the META system due to the interpretation of AB 705 which was released in March 2018. The discipline has chosen not to move forward in the curriculum process with regards to these two courses with the understanding that the new law would prohibit the college from offering them. It should be noted, however, that the language of AB 705 does NOT specifically mention the discipline of Reading which is recognized by the California Community College system.

REA 2 - last update was approved by the Board on Jan., 2016. Latest revision was posted in draft form on Feb. 2, 2018

REA 4 - last update was approved by the Board on Dec. 2015. Latest revision was posted in draft form on 3/23/2018

REA 83 - last update was approved by the Board on 1/20/2015. Latest revision was assigned, but no viable progress has been made. The District Reading Discipline meets again in early May, 2018.

No other currently active REA classes will be offered next year.

**Assessment Report Highlights:** The ongoing assessment of REA 81 and 82 seems to be a moot point since the passing of AB 705.

The assessment of REA 83, heretofore taught by a rotating list of adjunct faculty, shows no revealing "truths" about the course. The District wide full-time Reading faculty agreed two years ago to scrap the current assessment tool, determining that the instrument was not appropriate for the course. Nevertheless, the assessment was given a few more semesters with the hopes that there would be some revealing information, some difference in the data, contrasting Pre-MMAP classes and Post-MMAP classes. The data is inconsistent, most likely due to the ever changing adjunct faculty. The only thing truly conclusive (as this is true of the data from the other two college in the district that have given the same assessment test over the years) is that there are certain test questions that, regardless of who is teaching the course, students do not do well on. It is the discipline's conclusion that after all we have tried, the instrument isn't valid.

Moving forward and beginning in the fall of 2018 all REA 83 sections (except one online class) will be taught by full-time faculty. That is NOT to suggest that full-time faculty is in any way better. The point is that real assessment should be easier, and hopefully more meaningful, because multiple sections will be taught by the same instructor. Additionally, new assessment measures must be developed. Moving forward the course will have to change, to evolve, as the impact of MMAP and AB 705 are analyzed.

Most importantly, a research study was conducted in the fall of 2016 which concluded that students who took the lowest level Reading classes (REA 81 & 82 - which are now being excluded due to AB 705) did SIGNIFICANTLY better in success, retention, and GE units completed. It is the Reading Discipline's contention that the college must not only guide students to "success", but we should be guiding students towards excellence. WE MUST NOT ALLOW ANY SLIPPAGE IN EXPECTATIONS, DEMANDS, AND RIGORS OF A COLLEGE EDUCATION.

## Program Goal: Reform Reading/Literacy options for under prepared students.

The Reading Discipline would like develop a Reading/Writing Lab in order to offer a greater variety of means to assist students who struggle with reading their college texts. The discipline will also have to re-invent itself by offering a greater variety of "paired" or "supplemental" courses.

**Goal Status:** In Progress

**Goal Year(s):** 2018 - 2021

**Start Date:** 04/30/2018

**How do your goals support the Educational Master Plan?:** The district is still going to have students who are under prepared for the rigors of college level reading. AB 705 doesn't change that. What the law is changing is how we help those students. Helping students become better readers increases the probability of successful completion of college goals.

**This Program Goal Supports the selected EMP Goal(s) and Objective(s):** Goal 1 Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher), Goal 1 Objective 2: Improve transfer rate by 10% over 5 years. , Goal 1 Objective 3: Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.