Instructional Program Review

Program Name: **Reading**
Program Contact: **Marron, Jamie**
Academic Year: **2013-2014**
Status: **Draft**

1. Description of Program
Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011, and other Institutional Program Planning as appropriate.

According to The State of Basic Skills Instruction in California Community Colleges, adopted by the Academic Senate in April 2000 for California Community Colleges:

"Reading is the most essential basic skill that students need to succeed academically."

Reading is a skill that is required in every aspect of a college student's course of study. Nearly every division and every single course within each division at the College of San Mateo directs a component of its focus toward helping the CSM college student to read well.

The CSM Reading Department is charged with the sole focus of helping students to improve their reading skills in every aspect of academic activity. This includes comprehending college-level textbooks, thinking critically, evaluating digital texts, taking tests, using writing to analyze texts, and writing in response to thoughts provoked by readings. The Reading Department is instrumental in preparing students for careers such as nursing, fire technology, and administration of justice, and also prepares students to transfer to four-year universities.

The curriculum of the College of San Mateo's Reading Department includes both developmental-level and transfer-level courses. The developmental/basics skills reading courses address the needs of students who place below college-level reading, while strengthening their critical reading and study abilities. The transfer- level reading courses address the needs of students who will transfer to four-year universities. The entire CSM Reading Program's curriculum covers TBA courses at three levels and LOC (lab-only classes) for individualized work in either comprehension or only vocabulary. The CSM Read/ESL Center in Bldg. 18-101 supports the LOC classes.

Our courses help achieve the goals stated in the College Mission and Diversity statements in that we are serving the "diverse, educational, economic, social and cultural   needs of the community" and providing Basic Skills instruction and transfer-level preparation. The Reading Department courses fulfill the Institutional Priorities Objectives of "1) academic success of all students" with regard to preparing students for one of the most vital skills of needed for nearly courses offered at the college and with regard to course completion, retention and persistence, The Reading Department courses also "2) promoting academic excellence"   in that it is difficult for any student to achieve academic excellence without the ability to read well.

2. Student Learning and Program Data
 A. Discuss Student Learning Outcomes Assessment
Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

According to The State of Basic Skills Instruction in California Community Colleges, adopted by the Academic Senate in April 2000 for California Community Colleges:

Program Review: Reading Program   3

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 B. Student Success Indicators
1. Review *Student Success and Core Program Indicators* and discuss any differences in student success indicators across demographic variables. Also refer to the *College Index* and other relevant sections of the *Educational Master Plan: Update, 2012*, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to *ARCC* data.

Read 852
Table 1: Success Indicators for All Students in the Reading Program

Table 2: Success Indicators for All Students in the Reading Program

Student Success Indicator	Year 2009– 2010	Year 2010– 2011	Yea 2011– 2012	Yea\r2 2012-2013
Success %	63	63.1	65.6	69.8%
Retention %	76.8	73.2	74.7	79%
Withdraw %	23	26.8	25.3	21%

SOURCE: PRIE.

For 2012-2013
For 2012–2013, the Reading Program showed a moderate increase in its rate of Success (improvement of 4.2% over 2011–2012), and in its rate of Retention (improvement of 4.53% over   2011–20112), while the rate of Withdrawal showed a decrease (down 4.3% from 2011– 2012). Each indicator has shown a steady improvement from 2009-2012.

Student success can be viewed from different vantage points. The Student Success Indicators

The Reading Program data for 2012-2013 remains consistent of years past. Our success rate   has increased modestly to 69.8%. Our retention rate improved a few points from 79% up from 74.7 %. Both of these indicators are comparable to the LA Division average..

In 2012-2013 our female students succeeded   at 18.6 % higher rate than our male students. Our Native American students had the highest success rate of 100 percent, followed by our Filipino students with 85.4 percent, followed by our Asian students with a success rate of 76.5%.

Our Black students show an improved success rate of 15.8 percentage points (up to 67.3% from 51.5%) and their withdrawal rate showed a decrease of 13.7 points (down to 24.5% from 38.2%).

Retention rates overall improved to 21%, a drop in withdraws of 5.8 percentage points from 2010-2011 and 4.3 percentage points from 20111-2012.

Caveats
While our college has implemented numerous programs to help students success the lack of our department having two full-time faculty members makes it nearly impossible, time wise, for our department to link its classes and instructors with these valuable programs such as Project Change, Path for Success, Umoja, and Students for Success Learning Communities. All reading department classes are Reading Apprenticeship-based; nevertheless the lack of full-time faculty makes the contribution and coordination that could benefit the reading courses and their students challenged.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to Delivery Mode Course Comparison.

The traditional   reading courses maintained a slight increase in both Retention and Success rate over the online versions. This was consistent with the Language Arts Division and the College.

Read 830 (College and Career Reading) which has been online for the last four years, had a Success rate of 63.9% which was lower by 8.5 percentage points than the Success rate for the face-to-face version of this course. And, this was of .9 percentage points over the previous year. The Retention rate of 70.8 percent was lower 9.4 percentage points than the Retention rate for the face-to-face version of the course, 80.3 percent. Nevertheless, these rates are comparable to the Success and Retention rates for the whole college (see Table 2, below). Data for Read 825 was not available.

The department is continually striving to increase student success and retention in its online course offerings.

Table 2: Success and Retention Rates for Read 830 and the Whole College (distance delivery)

Fall 2010-Fall 2012	*Read 830 Distance*	*Read 830 On-campus*	*College Distance*	*College On-campus*
No. of Sections	*3*	*9*	*212*	*536*
No. of Enrollments	*72*	*254*	*6,329*	*18,261*
Success	*63.9*	*72.4*	*60*	*64.1*
Retention	*70.8*	*80.3*	*77.6*	*83.0*

 C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources? Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators (LOAD, Full-time and Part-time FTEF, etc.)

The enrollment in the Reading Program has decreased modestly in the last three years See section Additional Factors for further analysis.

 During that time, the teaching load for which the state assigns a standard of 526 hours, was higher than that standard in 20010-2011 (600.9) but only slightly higher in 2012-2013 (535.5) See Table 3 below.)

Table 3: Efficiency Indicator for the Reading Program

Indicator	2010-2011	Fall 2011-2012	2012-2013
Enrollment/ Duplicate Head Count	762	724	689
Weekly Contact Hours (WSCH)	2403.6	2323.7	2311.7
Full-Time Equivalent Student (FTES)	80.1	77.5	77.1
LOAD Weekly Student Contact	600.9	544.6	533.5

Hours/Full-Time Equivalent Faculty (WISCH/FTEF)			

3. Career Technical Education
N/A

  D. Additional Career Technical Education Data - CTE programs only. (This information is required by California Ed. Code 78016.)
1. Review the program's Gainful Employment Disclosure Data, External Community, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.
2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

4. Additional Factors
Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

The CSM Reading Program is hampered by the lack of two full-time faculty members. The second full-time faculty member has been on leave with full-retirement to go into effect in June of 2013.

 All departments are required to update course outlines, evaluate adjuncts, submit program review, support a lead faculty role to the center connected to the department, research new materials, prepare budgets for materials and center operations, participate in flex and professional development activities, and be actively involved in on campus committees such as Basic Skills Initiative, the ACCEL projects with the high schools in the county, and general projects and skill upkeep (ex. distance learning, Reading Apprenticeship, Habits of Mind, Student Success, DIAG). In a one person department ALL of this falls to one person in addition to teaching a full-load of classes. Our department desperately needs an additional full-time faculty member.

Reading is not a course student wish to take even though such a large number of the college's entering students place into a reading class. There is pressure for students to take the courses that offer them the most straightforward path possible to degree completion. Additionally, ESL now offers a reading course that serves a large number of the population of students who take Read 825. Additionally the college programs that help incoming freshman such as Pathway to Success and Umoja enroll students that have placed into reading courses. All of these factors affect the enrollment of the reading classes. Yet, the need for reading classes is great.

5. Planning
  A. Results of Program Plans and Actions
Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Results of Program Review submitted in March 2013:

1. Have a counselor assigned to reading classes.

Department members did talk with a couple of the counselors about this. Interest was high, but due to all the tasks involved with orienting two new adjuncts to the Read Dept., there was no time to follow-up on this plan.

2. Increase enrollment

One faculty member participated in Connect to College in Spring 2013, the San Mateo County Fair, Operation Welcome Mat, and spent about $400 on flyers. For Fall 2013 enrollment remained steady in the 825, 830, and 400 courses. Due to the "no-repeat" rule, enrollment dropped in the lab only courses in Fall 2013. However, Sp 2013, course enrollment drop caused two courses to be cut.

This was modestly achieved in Fall 2013, but it was not achieve in Sp 2014.

3. Read 825 remains a viable course for entry read students and continuing ESL students. However, the new ESL course remains a direct competitor to the Read 825 course.

4.The department hired two very qualified new reading instructors for the Summer 2013 semester and the 2013-2014 year.

5. Cut scores for read classes were not examined further. The instructor concerned about the cut scores no longer works at the college.

6. The department examined the SLOS for all courses. Due to the new "no-repeat" rule the priority regarding SLOs modification had to be given to the lab-only courses. See chart under Course Updates for the many courses that were modified or created. The streamlining of the SLOS in Read 825, Read 830, and Read 400 will occur in the 2015-2016.

Due to the extensive training by all reading faculty members and all instructional aides working in the Reading Department in Reading Apprenticeship (all took the West Ed Reading Apprenticeship Online Course in April and May 2013) all regular reading classes (Read 825, Read 830, and Read 400) are RA classrooms. Adjustments   to student assignments for TBA and lab-only course towards   RA-based assignments are in progress and will continue

7. Old materials and unsuccessful materials have been discarded, including the AVT system (published in the 1970s). and the teacher-made RST materials. The Read Department has not discarded The Bridge program, published in the 1970s, because one ESL instructor uses it. However, it will never be used in any reading course.

8 and 9 (of the March 2013 Program Review) are no longer applicable

10. All department members were extensively involved in West Ed, college, and department (regular Read Dept. RA Fig) events.

11. The department has not worked with the digital librarian. Due to time and responsibility constraints she could not accommodate our needs at the time of our request accommodated. The department did not have the funds to use Lynda.com. One member of the department has worked with the college's instructional designer.

12. All reading instructors and instructional aide, currently employed, participated in the online WestEd Reading Apprenticeship course. See item 10.

13. District IT continues to send out messages to all CSM students who take the placement test and place into a reading class. However, the department did not have time to make a formal request to IPC and/or Admissions and Records regarding permission to individually follow-up with students.

14. There was no tie to deliver online lab only courses. In addition we have been informed we cannot legally allow students to work online, outside of the Center, for lab-only courses or TBA courses.

15. - Item missing in 2013 Program Review

16. A computer was secured for the part-time instructional aide and a makeshift workstation/desk was created. In the Read/ESL Program Review a Facilities Request will be made for a proper college approved workspace/desk for the part-time instructional aide.

 B. Program Vision
*What is the program's vision for sustaining and improving student learning and success over the next three years? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other Institutional Program Planning as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. [**Note***: Specific plans to be implemented in the next year should be entered in C of the Planning section. CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]*

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success

a) Hold meetings between full-time faculty, adjunct faculty, and instructional aides)) for read part of Read/ESL Center). Since adjuncts are not paid by the college/district to attend meetings funding is needed. (also in C of Planning Section).

b) As possible, attend professional Reading/English/Developmental Ed/Basic Skills/Student Success and related conferences to seek out latest materials, technologies, best practices and network to continue to be current with what we are doing in our reading classes and in the read part of the Read/ESL Center. (also in C of Planning Section).

c) Obtain ongoing training for use of technology for classroom use and for preparation of classroom activities through Lynda.com, webinars, conferences, use of the instructional designer at CSM.

D)(Long-term) Examine best ways to use the reading program/classes to help CSM students succeed. The department is committed to some classes remaining as the current stand-alone model. There are few places an adult can obtain direct, intense reading instruction. CSM provides reading courses for that purpose. The department has implemented online courses with success similar to other colleges. The department (as mentioned elsewhere) would like to offer some options to students for doing their work in the Read/ESL Center courses (partly in the center and However, The department is also committed   to examining additional models of using the reading courses and expertise of the reading faculty.

*Research and explore the creation and offering of reading classes in conjunction with nursing classes.
*Research and explore the creation and offering of a Read 400, courses designed for nursing students, in an online or hybrid format.
*Research and explore the creation and offering of an accelerated reading class.
* Research and explore having a counselor tied to each reading class.

Obstacle to the implementation of all of the above
All of the above steps involve going to conferences, participating in discussions, and extensive planning. With only one full-time faculty member in the department and changing adjuncts the critical time needed to research and develop any of these ideas must be addressed through the college's support of hiring an additional full-time tenure-track reading instructor.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

a) Continue to convene ongoing Read Dept. Reading Apprenticeship Focus Groups with full-time reading instructor, adjuncts, instructional aides (from the Read/ESL Center), campus-wide content faculty, and

campus-wide staff. Note - time is needed for this. With only one full-time faculty member with all the responsibilities of much larger departments and no way to pay the adjuncts for meetings this plan needs funding.

b) Meeting with the CSM Nursing Program to share information on how the Read Program and Nursing Program currently intersect and examine ways the reading program can further ensure the success of nursing students.

c) Meet with DSPS staff, especially, the coordinator of Learning Disabilities to gain information on how the reading classes can best serve the DSPS students and that department's expectation for students success with low-level readers.

d) Participate as possible in ongoing CSM professional development activities and program such as, but not limited to Project Change, Path to Success, Habits of Mind, RA campus-wide, Umoja, CSM Cares, and activities related to our CSM Veterans Program.

e) Continue to receive assistance, as needed from the CSM instructional designer especially for newly hired adjuncts.

f) Publicity and Marketing. Continue to utilize their assistance in updating publicity materials. Consider having one ambassador assigned to the reading program. Have ambassadors tour the Read/ESL Center and be oriented to the entire CSM Reading Program.

The Reading Program needs direct and intensive assistance getting the courses and the program publicized. This requires time, communications, and funds.

g) Obtain clarification on use of online activities for reading courses in the Read/ESL Center as rules have shifted over recent years. Some Read LOC courses are better suited to allowing students to do some of their work off-site and or online. Gain specific information about how other centers on campus use online or remote for student work.

h) Update Read 825, Read 830 and Read 400 by the end of 2016. SLOs in those courses are mulit-faceted and cumbersome. SLOs need to be succinct so that the assessments render meaningful data.

i) Explore ways to help students address improve their performance on multiple-choice exams. Examine where the intensive instruction should be targeted. For example, would workshops or a lab course be helpful. Research and examine how to better address this need.

j) The CSM Reading Program needs the direct support of the LA Dean, the Vice-President of Instruction in multiple ways.

3. To guide the Institutional Planning Budget Committee (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year. Leave sections blank if no major changes are anticipated.

Faculty
We need one additional full-time faculty member.

Equipment and Technology

All reading classes as reading apprenticeship classrooms need document cameras. The reading classes in the Read/ESL Center also need a document camera in the backroom (mentioned in the Read/ESL Program Review)

Instructional Materials
Long term - For the Read LOC classes (Read 811-812 and Read 412-413) (conducted in the Read/ESL Center) and as supplemental work for Read TBA courses, an online version (site license) of the program Reading Plus will need to be purchased in the next three to five years as the Ware Company is no longer supporting the software.

Long term - For the Read LOC class (all) and the TBA classes new software will needed over the next three to five years as most of it is no longer maintained by the publishers. Some programs are out-of-print.

Classified Staff

Maintain one full-time instructional aide and one part-time instructional aide. The reading classes have time-intensive support work requiring both of these positions. Additionally faculty are assigned only a few hours of the hours reading students can go to the center for help with their reading courses.

Facilities
For read courses in the Read/ESL Center (covered in the Read/ESL Program Review) a document camera, large monitor, and warehouse setup need to be installed in the back room for conferencing with reading students and faculty in RA meetings.

C. Program Plans and Actions to Improve Student Success
Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

1. Coordinate with CSM Nursing Program to help ensure the success of nursing students.

2. Meet with DSPS to obtain factual information about how to help the lowest scoring students to succeed and or make appropriate progress.

3. Work with one ambassador to publicize the reading program and its classes.

4. Participate in on campus and off campus professional development activities. If possible research new materials and software at conferences such as College Reading and Learning Association, International Reading Association, and conferences sponsored by National Council of Teachers of English, 3Csn, and Basic Skills Initiative.

5. Continue RA work in the classes and as possible continue with Read Dept. RA focus meetings.

6. Add to the reading adjunct pool to be ready for any sudden resignations of current adjunct. Follow

7. Obtain training for teaching online for adjunct faculty so that other faculty (in addition to the current full-time faculty member) are prepared to teach the online reading courses.

8. Research new materials and software for the TBA reading courses and LOC classes. Do this through conferences, webinars, and networking.

9. Participate in professional organizations (for reading, English, developmental education, and student success).

6. Resource Requests
  Itemized Resource Requests
List the resources needed for ongoing program operation.
Faculty

NOTE: *To make a faculty position request, complete* [Full-time Faculty Position Request Form, AY 2013-2014](#) *and email to your Dean. This request is separate from the program review.*

Full-time faculty requests	**Number of positions**
Full-time tenure-track reading instructor	1

Equipment and Technology

Description	**Cost**

Instructional Material

Description		**Cost**		
2	*Gift Cards-Apple App Store* http://www.amazon.com/gp/feature.html?ie=UTF8&docId=100	Apple/purchase at	$30.00	$60.00
4	*IRA memberships (one online order each - with access to all* *http://www.reading.org/general/Membership/MembershipRates.*	IRA - International	$100.00	$400.00
3	*CRLA memberships @ $70.00 each per year* *http://crla.net/membership/index.htm*	College Reading and	Melanie's = $70 Jamie's = $140.00 Anna's =	$350.00

				$140.00
5	**Used copies from abebooks.com or Amazon (approx.:)** *On Course Study Skills Plus Edition, by Skip Downing,* ISBN-13: 978-1-4390-8522-6	Buy used at com or Chegg Wadsworth	approx $25.00 each	$125.00
5	**Used copies from abebooks.com (prices here are approx):** *Connect College Reading 2.0 by Dole and Taggert,* *isher (2014)* Cengage/Wadsworth	Buy used at or Chegg	approx $25.00 each	$125.00
5	**Order used copies from abebooks.com (prices here are** *Engage by Dole and Tagger, Cengage Publisher (2013)* Cengage/Wadsworth	Buy used at or Chegg	approx $25.00 each	$125.00
3	*Ten Steps to Improving College Reading Skills, 6/e by John Langan* ISBN 978-1-59194-423-2	Townsend Press	$29.00	$87.00
4	*Test-Success: Test-Taking Techniques for Beginning Nursing by Nugent and Vitale* ISBN 13-978-0-8036-2818-2	F.A. Davis Company	$35.95	$143.80
2	*Building Vocabulary Skills, 4/e by Sherrie L Nist* ISBN 1-59194-188-1	Townsend Press	11.90	$23.80
2	*Improving Vocabulary Skills, 4/e by Sherrie L Nist* ISBN 1-59194-190-3	Townsend Press	11.90	$23.80
2	*Advancing Vocabulary Skills, 4/e by Sherrie L Nist* ISBN 1-59194-193-8	Townsend Press	$11.90	$23.80
2	*Advanced Word Power, 2/e by Sherrie L Nist* ISBN 1-59194-226-8	Townsend Press	$11.90	$23.90
2	*Interactive Vocabulary, 5th by Amy Olsen, Pearson* ISBN-13: **978-0205211944**	buy used at or Chegg Pearson	approx $25.00	$50.00
2	*Active Vocabulary, 5th by Amy Olsen, Pearson* ISBN-13: **978-0205211906**	buy used at or Chegg Pearson	approx $25.00	$50.00
6	*Willpower Instinct by Kelly McGonigal Penguin/Avery Trade -Paperback 2013* ISBN: 978-101-55075-5	buy used at or Chegg	approx. $10.00	$60.00

Classified Staff
Description   **Cost**

Facilities
For immediate or routine facilities requests, submit a <u>CSM Facility Project Request Form</u>.
Description   **Cost**

7. Program Maintenance
  A. Course Outline Updates
Review the <u>course outline update record</u>. List the courses that will be updated in the next academic year.
For each course that will be updated, provide a faculty contact and the planned submission month. See the
<u>Committee on Instruction website</u> for <u>course submission instructions</u>. Contact your division's <u>COI</u>
<u>representatives</u> if you have questions about submission deadlines.
Career and Technical Education courses must be updated every two years.

*Due to the new rule announced in late 2012-2013 (that went into effect for academic year 2013-2014
ending the repeatability of courses, the modification of existing of all of the Read Department's lab-only or
the creation of new lab-only courses was accelerated and completed in 2013-2104 (see below).*

Courses to be updated	Faculty contact	Submission month
Read 852 - updated	Jamie Marron	Approved by COI, Spring 2014
Read 853 - updated	Jamie Marron	Approved by COI, Spring 2014
Read 854- updated	Jamie Marron	Approved by COI, Spring 2014
Read 855 - updated	Jamie Marron	Approved by COI, Spring 2014
Read 811 - created	Jamie Marron	Approved by COI, Spring 2014
Read 812- updated	Jamie Marron	Approved by COI, Spring 2014
Read 412 - updated	Jamie Marron	Approved by COI, Spring 2014
Read 413 - created	Jamie Marron	Approved by COI, Spring 2014
Read 415 - banked	Jamie Marron	Action submitted to COI March, 2014
Read 454 - banked	Jamie Marron	Action submitted to COI March, 2014
Read 455 - banked	Jamie Marron	Action submitted to COI, March 2014
Read 814 -banked	Jamie Marron	Action submitted to COI, March 2014
Read 815 - banked	Jamie Marron	Action submitted to COI, March 2014

Read 807 - banked	Jamie Marron	Action submitted to COI, March 2014
Read 808 - banked	Jamie Marron	Action submitted to COI, March 2014
Read 809 - banked	*Jamie Marron*	*Action submitted to COI, March 2014*

To simply SLOs and make the assessment data more meaningful the following courses, especially their SLOs, need to be updated in 2015-2016 or earlier.

Courses to be updated	Faculty contact	Submission month
Read 825	Jamie Marorn	by June 2016
Read 830	Jamie Marron	by June 2016
Read 400	Jamie Marron	by June 2016

B. Website Review
Review the program's website(s) annually and update as needed.

Faculty contact(s)   **Date of next review/update**

Jamie Marron   by June 2015

C. SLO Assessment Contacts

Faculty contact(s)   **Date of next review/update**

Jamie Marron   Fall 2013 will be reviewed and updated by July 2014

Addendum

CALIFORNIA CONNEXION

A New Angle on Reading (continued)

without meeting the FSA in Reading, we continue to undermine the recognition of our own discipline.

Colleagues have been fighting their "battles" on a local level. Since each campus will ultimately make their own determinations about accelerated course offerings, we will see several variations develop state wide. Since accelerated reading and writing courses are already being piloted, it is important to address the key issue:

How do we protect our programs and work toward a collaboration model to explore this new angle of student learning without sacrificing reading as a recognized discipline??

In Houston, we would like to begin to gather information about the existing accelerated courses and how campuses are determining minimum qualifications for teaching these courses. What I am asking the chapter to consider is taking a clear

position on requiring California Community Colleges to have accelerated courses team taught by English and Reading faculty who have the appropriate FSAs or by faculty who have both FSAs.

"I feel like a better teacher after attending the Spring CA Chapter Conference."

CA Chapter Spring Meeting featuring with Susan K. Wolcott. Ph.D.
Developing Students' Critical Thinking Skills: Strategies for the Classroom

The California Chapter's spring meeting was a teleconference hosted by California State University, Fullerton with participants from American River College in Sacramento; West Valley College in Saratoga; Madera College Center; and Fullerton College. Dr. Susan K. Wolcott is an educational consultant and founder of WolcottLynch. She is known for "Steps for Better Thinking" a resource to assess critical thinking and to develop

problem-solving skills. Dr. Wolcott provided extensive handouts on critical thinking, rubrics and lesson ideas. Her expertise in critical thinking was inspirational to all. It was highly successful.

If you would like to learn more about WolcottLynch or access a free online tutorial for critical thinking, visit her home page.

www.wolcottlynch.com

Susan K. Wolcott

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Program Review: Reading Program

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INSTRUCTIONAL PROGRAM REVIEW: SPRING 2014 SUBMISSION CYCLE

Addendum

Fall 2012

BRINGING TOGETHER NEWS AND IDEAS
FOR THE CALIFORNIA CHAPTER OF CRLA

CALIFORNIA CONNEXION

Acceleration and the New Angle on Requiring a Reading FSA

Our 2012 Conference Theme: "Exploring new Angles on Student Learning and Diversity," strikes me as apropos. There has been much discussion amongst California Chapter members about the new "angle" of acceleration. The California Acceleration Project encourages examination of curricular sequences, but reading is not included as part of this project. English faculty are strongly encouraged to incorporate reading instruction into their accelerated courses; however, reading as a discipline is not being recognized by this

movement. Once again, many reading departments are feeling like the college's step child and advocating for recognition as proponents for acceleration are pushing for integrated reading and writing courses. Reading departments on some community college campuses have chosen to merge or to collapse their reading courses with English. From what I understand, this concept is based upon the idea of mutual cross training of their colleagues in Reading and English. At Fullerton College, we do not share this vision primarily because it undermines the distinction of our FSA in Reading. I believe the opportunity for col-

laboration between English and reading through the acceleration project is exciting, but this type of collaborative course requires expertise from both disciplines as recognized by the state of California in an FSA. We do not want to move forward working from the assumption that there is no value in having a graduate degree in reading and that only an English degree is sufficient for reading instruction. I believe the California Chapter of CRLA needs to once more come together as a united front on this issue.

We spoke with a collective voice to define for the state of California the qualifications to teach reading. In 1993, Gretchen Cupp represented this constituency before the California Academic Senate that proposed changing the standards for Reading instructors. Likewise, Kathleen Engstrom wrote in 1994 a letter reiterating our role as a spokesperson for the Reading discipline in California Community Colleges. As Kathie Bartle Angus recognizes in our chapter history: "Their efforts helped establish the qualifications for instructors of reading courses as an MS in Education with an emphasis in Reading or a minimum of 12 units in graduate level Reading courses." Therefore, when we, as academic colleagues, decide to cross train and begin establishing new courses

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