

Reading Department Self-Study 2009-2010

1. Description of the Reading Department –
 - a. Course and Program Content

Mission Statement

The Reading Department at Cerritos College is committed to helping students achieve success in their classes and in the workplace by offering academically challenging courses ranging from basic skills instruction to advanced transfer level classes to offer students a variety of instructional options.

Integration with the mission of Cerritos College

Cerritos College's mission is "To serve the community by building futures through learning" (Cerritos College Strategic Plan, 2002-2008, p. 5). At the heart of its mission is student success in learning, which is driven by the state Community College's mission, particularly Principle 1, Access to Quality Higher Education (CCCCO strategic plan, 2006), which ensures that the California Community Colleges provide for an affordable, quality educational experience, accompanied with any support services that are needed to insure student success (CCCCO, 2006).

Course and Program Content

- i. *As part of an open-access institution, the Cerritos College Reading Department embraces a diverse student body from a wide range of educational backgrounds and needs. The department offers students a core of sequenced developmental Reading courses, designed to prepare them for college-level reading, as well as success in vocational-technical programs. The department offers self-paced individualized reading, and a course in effective study methods for college success. Students may continue to improve and build their reading skills through CSU transfer level classes in rate building and also in critical reading and analysis. The Reading courses are offered in a variety of instructional platforms, including traditional, hybrid, online, and individualized self-paced courses. In addition, the Reading department continues to connect and integrate Reading courses across disciplines through involvement in Learning Communities, paired classes, and First Year Experience cohorts.*

Diagnostic/prescriptive instructional methodologies are the cornerstone of the program. All students enrolled in a

sequenced core Reading course are provided a pre and post assessment to evaluate their Reading proficiency at each instructional level (see appendix)

The Reading Center is the department's hub of operation. Inside, there are twenty-seven networked computers for use with the CAI programs available for students in Reading Classes. There are also study tables for students to do independent and small group work with an abundance of reading materials for various reading skills improvement. Reading Faculty now staff the Reading Center during all hours of operation, and along with the support of one full-time and one part-time instructional aide, provide instructional support for students.

The Reading Dept. offers a series of courses, whose content addresses a wide range of reading needs and abilities from the basic skills to the advanced critical college reading level. All current and existing courses of the Reading curriculum have been approved by the college's curriculum committee. Ongoing revisions of specific courses are indicated in the following course descriptions.

Reading 41 – Individualized Reading: (open-entry-open exit)

This course is designed for students who wish to improve their reading skills outside of a structured class. Students are tested as they enter class, or by the reading component of the Cerritos College Assessment Center. Based on their test scores, or their reason for taking the class, work may be assigned in phonics, vocabulary study, comprehension, critical reading, or study related reading strategies. (revised 02/22/07).

Reading 42 – (Reading Access for College Success) *Designed to help culturally diverse students transition from non-credit to college credit courses. Course utilizes a variety of learning styles, and includes instruction in phonics, vocabulary, and literal comprehension skills (revised and added lab component to course 02/22/07).*

Reading 43 – (Introduction to College Reading) *is designed for students who wish to improve basic reading skills. Course work includes work on fundamental word analysis skills and fundamental comprehension skills. . Also, students learn to understand words through the use of context clues (revised and added lab component 02/28/07).*

Reading 54 –(Advanced College Reading) improves literal, interpretative, and critical comprehension by developing the student’s ability to recognize implied main ideas, distinguish between fact and opinion, to make references, determine writer’s tone and propose, and to recognize the main point of an argument, and determine if the argument’s support is relevant and adequate. Analysis of content from pro and con articles about controversial issues is required in Read 54, as are written critiques of reading assignments which reflect evaluative and analytical skills. Reading 54 meets the AA reading requirement for Cerritos College (revised 02/22/07).

Reading 200 – (Analysis and Critical Reading) focuses on applications in interpretation, analysis, and criticism of academic readings, including, but not limited to, understanding logical fallacies, syllogisms, biased thinking, problem solving, etc. Analysis of content from pro and con articles about controversial issues in Read 200; also required are written critiques of reading assignments which reflect evaluative and analytical skills (revised and approved for GE transfer to the CSUs 09/27/07).

Reading 44- (Effective Study Methods for College) students become aware of and gain experience using proven learning strategies to support success in their college careers. Skills include time management, methods for reading textbooks efficiently, note-taking techniques, preparation for exams and test-taking strategies, effective listening techniques, memory techniques and the preparation of research papers and library skills (revised in 2001*).

* In 2010 department plans to configure Reading 44 (Effective Study Skills) to Introduction to College Success. This course will be targeted to students who read below the 10th grade comprehension level.

Reading 100 (Speed Reading Methods and Applications) designed to increase reading speed and comprehension in college-level material. Emphasis is placed on developing an improved reading method through learning rapid reading techniques and gaining flexibility in adjusting reading speed to suit purpose for reading and difficulty of material (revised in 2001*).

*In 2010 department plans to revise Reading 100 (Speed Reading) for UC and CSU transfer; moreover, offer the course as an option in the “life-long learning” category for GE.

- ii. Discuss the appropriateness of course designs and identify important issues or problems. For example:
1. How the number, type, depth and breadth of the courses support program student learning outcomes and goals.

Reading skills are scaffolded through the core reading course sequence: Reading 42, Reading 43 and Reading 54. These courses provide the student with a structured pathway of reading skill development from basic skills through college level reading. Course content at each level is designed to introduce and reinforce specific reading skills and strategies in achieving SLOs delineated at each course level (see p. 9 for list of course SLOs).

2. How courses in the program articulate with or complement each other?

At each core course level, the sequenced courses articulate a progressive, ladder progression of skills at increasing levels of difficulty from basic through college reading levels.

- *Read 42 (Read Access College Student) covers phonetic analysis, vocabulary in context, main ideas, supporting details, location of main ideas, and transitions at the 5th-8th grade levels;*
- *Read 43 (Intro. to College Reading) covers dictionary use, vocabulary in context, main ideas, supporting details, locations of main ideas transitions, inferences, implied main idea, and argument at the 7th-10th grade levels;*
- *Read 54 (Advanced College Reading) covers vocabulary in context, main ideas, supporting details, implied main ideas and central point, transitions, fact and opinion, inferences, purpose and tone, and argument at the 10th through college reading levels;*
- *Reading 44 - Effective Study Methods for College-is a college level study skills course for students at the highest level of reading; we are in the process of designing a study skills course for use with our lower level students; the Read 44 course is designed to help students in such areas as time management, self-knowledge of individual modalities, such as whether one is an auditory, visual, or tactile, so students can learn those strategies best designed to meet their needs.*

3. The appropriateness of the prerequisites, co-requisites, and advisories in terms of course content and program student learning outcomes and goals.

Our prerequisites are appropriate for our courses. For example, Reading 41 (Individualized Reading) course (has no prerequisite and is for any student who wishes to improve his/her reading skills outside of a structured class. Students will be tested as they enter the class, or by the reading component of the Cerritos College assessment test. Based on the scores from the test, work in any of the following areas may be assigned: phonics, vocabulary study, vocabulary in context, literal comprehension, inferential comprehension, critical reading or study-related reading. This course may be taken a maximum of 4 times. Reading 42 (Read Access College Reading) or satisfactory completion of the Reading Placement Process is the prerequisite for Reading 43 and Reading 43 or satisfactory completion of the Reading Placement Process is the prerequisite for Reading 54 (Intro. to College Reading). Reading 54 and English 100 (Freshman Composition) are both prerequisites for Reading 200 (Analysis and Critical Reading). English 100 is a prerequisite for Reading 200 because Reading 200 fulfills the GE Critical Thinking Area for the CSUs. There, no prerequisite for Reading 44 (Effective Study Methods for College) because all students need to acquire and use methods which will enable them to effectively study college course material. We do, however, plan on developing a study course for students at the lowest developmental levels.

4. If appropriate, how transfer and articulation agreements serve the needs of students usually enrolled in the courses.

Students who intend to transfer to the CSU or UC system, can fulfill the GE Critical Thinking requirement outlined in Cerritos College's transfer and articulation agreement by successfully completing the Reading 200, Analysis and Critical Reading course.

Reading 100, Speed Reading: Methods and Application, is applicable as a general education transfer elective course.

5. How the major(s) or occupational certificates are designed to meet the needs and goals of the students enrolled as

well as employer needs, if applicable.

N/A

6. How courses in the program interact with other programs on campus; (for example: cross-listing, overlapping content or shared resources).

Reading courses have shared resources, overlapping content, and been cross listed in other areas through participation in Learning Communities with other departments. For example, classes are linked through shared assignments and thematic instruction. Course content is enhanced through linked learning activities across disciplines.

The Reading Department may offer sections of Interdisciplinary Studies course INST 100 Principles and Strategies for Problem Solving. Other areas such as Philosophy and Counseling may offer this course.

- b. Student Demographics - Compare data on student demographics and comment on any specific requirements to affect student learning.

The Reading Dept. implemented a student demographic survey, Fall, 2009. The data collected from the survey of Reading 42, Reading 43, and Reading 54 students indicated the following trends:

- *42% of the Reading student population is first generation college students.*
- *59% of Reading student population are non-native English speakers*
- *65% of Reading student population are under 19 years of age*
- *66% of Reading student population are Hispanic*
- *61% of Reading student population are female*
- *57% of Reading student population are first time college students**

** see appendix for complete list of student characteristics for Reading*

Reading Department faculty are particularly sensitive to the diverse nature of the students at the college and have tailored their teaching approaches to cover a wide range of learning styles. The Reading Department is committed to culturally responsive teaching practices.

- c. Human Resources

- i. Analyze and discuss the instructional climate, including the program's relationship and involvement with faculty and their

access to instructional and administrative support services. Include in your analysis a discussion of training, currency, workload and teaching assignments.

The department meets regularly and works collaboratively on department flex projects. We are currently creating Flex Week activities designed for part-time faculty orientation/training. Reading faculty belong to, attend, and present at professional organizations, including College Reading and Learning Association (CRLA), National Association of Developmental Educators (NADE), and International Reading Association (IRA).

- d. Scheduling patterns - Discuss your class sizes and scheduling patterns and their relationship to student learning outcomes.

The department is currently in the process of collecting and analyzing SLO data. In an informal review of survey information collected, there seems to be an overall student satisfaction with current class sizes and scheduling patterns, although recent cuts in the number of course offerings have impacted the ability for students to enroll in recommended Reading courses. Some evening-only Reading 42 and Reading 43 students expressed the need for the Reading Center to remain open an additional hour until 8:00 pm so they may complete the 16 required lab hours.

- e. Advisory Boards - How does your advisory board (if applicable) contribute to the success of your program? *N/A.*

- f. Facilities – How do assigned facilities contribute to the success of your program?

The use of Reading Center contributes to the success of the program by augmenting and reinforcing classroom instruction. Students can receive individual and small group instruction from faculty. Faculty can identify struggling students and refer them to the Center for targeted individualized instruction for a more in-depth review of specific problem areas. The Center provides a variety of instructional options including a variety of CAI programs utilizing multiple modalities for diverse learners. Reading Center materials are designed to supplement each skill covered in every course so students may review, preview, or enhance their understanding of course skills. In a survey of 100 Reading 42 and 43 students from the fall semester of 2007, 96% found the computers in the Reading Center helpful. Also, 92.9% found the instructional materials in the book section of the Reading Center helpful in their presentation of the concepts they needed to learn in their classes (see appendix).

- g. Equipment – How does equipment contribute to the success of your program?

There are currently 27 computers in the Reading Center which enable the department to offer our students CAI for individualized instruction. The Reading department has two designated classrooms equipped with Internet access and screen projection, enabling faculty to utilize electronic instructional options through the use Internet and PowerPoint Presentations.

- h. Technology – How does the use of technology contribute to the success of your program?

Our Reading Center has current technology with computer programs, including the following:

Reading Horizons- Targets students with developmental reading level skills and reading disabilities. Program builds and strengthens student understanding of the phonemic structure of the language through a multi-sensory approach.

Diascriptive Reading –Targets developmental readers by providing a diagnostic profile and prescriptive instructional interventions. Students learn comprehension and critical thinking strategies needed to be successful in college level coursework.

Ultimate Speed Reader- Builds rate and fluency in higher-level readers by teaching skimming and scanning as well as comprehension skills.

Townsend Press Online-Instructional resource that allows students to reinforce skills presented in texts in an interactive format that includes immediate feedback.

Inspiration-Utilizes cognitive mind mapping strategies using both right brain and left brain functions. Mind mapping enables students to quickly, vividly, and accurately show relationships between ideas. Also mapping helps students to see general to specific by choosing main topics and identifying subordinate details.

Kurzweil 3000 -This program enhances student reading comprehension, fluency, and writing skills though the multi-sensory approach of listening and seeing, and is appropriate for all reading levels.

In a survey of 100 Reading 42 and 43 students from the fall semester of 2007, 96% found the reading software in the Reading Center helpful (see appendix).

2. Instructional Improvement

- a. Please discuss how teaching effectiveness is evaluated.

Reading faculty teaching effectiveness is evaluated by the following:

Formal evaluation is conducted for both fulltime an adjunct faculty according to the Cerritos College Board policy. Fulltime evaluations are conducted every 3 years; adjunct faculty every year.

Teaching effectiveness is also evaluated by measurement of the successful achievement of student learning outcomes based upon the following assessment measurements:

Pre and post course diagnostic tests of Student Learning Outcomes (SLOs); Departmental Midterm Exams for all core Reading classes; Departmental Final Exams for all core Reading classes. Successful completion of all Reading courses with a grade of "C" or above.

- b. Please provide a chronology or timeline to document the following:

- i. What activities has your department engaged in to improve student learning?

The Reading Department during February through May of 2009 has been fully engaged developing SLO's for READ 42, READ 43, and READ 54 and were approved by faculty on 5/14/09. SLO's will be included in course syllabus for all courses by fall 2010.

- ii. How does your department assess student learning outcomes, and what measures are used?

At the conclusion of READ 42 students will be able to:

- *Understand relationships between letters and their sound.*
- *Use word parts and context clues to understand the meaning of introductory vocabulary.*
- *Use a dictionary entry to find relevant information about words.*
- *Find the stated main idea in a paragraph.*
- *Distinguish between major and supporting details in a paragraph.*

At the conclusion of READ 43 students will be able to:

- *Use structural analysis to decode the pronunciation of a word.*
- *Use context clues to understand the meaning of intermediate vocabulary.*
- *Identify the expressed and implied topic and the main idea of a paragraph.*
- *Identify the major and minor supporting details of a paragraph.*
- *Recognize the signal words and patterns of organizations of a paragraph.*
- *Identify inferences and draw a conclusion.*

At the conclusion of READ 54 students will be able to:

- *Use advanced level context clues to learn meanings of advanced vocabulary.*
- *Identify the elements in a main idea and supporting details in readings from various disciplines.*
- *Recognize the central point of multiple paragraph reading selections.*
- *Identify types of relationships between sentences in paragraphs.*
- *Use critical reading strategy to distinguish between fact/opinion, inference, purpose/tone, and argument of multiple paragraph reading selections*

iii. How does the department ensure that student learning outcomes are assessed consistently across different sections of the same course?

- Pre/summative diagnostic tests have been developed for Reading 42, Reading 43, and Reading 43. This data will be evaluated for SLO's.
- A basic writing rubric is being developed for each level course.

iv. What program or course changes have been made based on the result of the assessed outcomes?

- *Wrote SLO's for three core Reading courses: Reading 42, Reading 43, Reading 54.*
- *Developed instruments to measure student outcomes.*

- *Revised Reading 42, and Reading 43 course outlines to include a lab component giving them access to Reading Center.*
- *Students in Reading 42 and Reading 43 are now required to complete sixteen hours of independent study in the Reading Center as a part of their class requirements.*
- *Each student takes a pre and post diagnostic test geared to their course level.*

v. How closely aligned are syllabi to course outlines of record?

- *By Fall 2010, all syllabi for Reading 42, Reading 43, and Reading 54 will reflect SLO's*
- *SLO's will be posted on the Reading Department website.*
- *SLO's will be applied consistently through all classes.*

c. Course grading and retention patterns. Explain any patterns in grading or retention in terms of the student demographics and program goals.

- *Overall retention Fall 2009: Reading 42 89%, Reading 43 87%, Reading 54 88%.*
- *Overall success rates Fall 2009: Reading 42 73%, Reading 43 72%, Reading 54 78%*

In a Fall 2009 survey, 60% of respondents identified themselves as non-native English speakers, and 42% as first generation college students. Student survey data collected Fall 2009 and Spring 2010 showed a positive correlation between specific skills taught in Reading 42 and Reading 43 and students perceived benefit of instruction. Pre and post diagnostic SLO data will be evaluated for specific skill attainment at each core level.

d. Course and Program Completion – Analyze and discuss the results of course and program completion rates for certificates, external certifications, licenses, and/or degrees. NA

e. Program Outcomes – Discuss the program's efforts to track students who complete the program.

Reading Department faculty will continue to work with the office of Research and Planning and the Developmental Education Committee to develop instruments to track students who complete reading coursework.

- f. Core indicators of the Program – Describe the core indicators, if applicable, and comment on any trends identified. (Occupational programs only). *NA*
- g. Student Feedback – Discuss any additional data gathered from students not specifically addressed above. (*see Student Surveys in appendix*).
- h. Institutional Data – Analyze all institutional data provided to the department not specifically addressed above. *See appendix E for a list of available data. An analysis of the data reveals the following for instructional Improvement:*
- *Collaborative strategies*
 - *Content strategies*
 - *Course grades*
 - *Student/course assessment*

An analysis of the data includes the following institutional data:

- *WSCH*
- *FTES*
- *Course Retention rate for Reading 42, 43, 54.*
- *Withdrawal rate for basic skill courses*

Primary data collected includes:

- *Minutes*
- *Memos*
- *Emails*
- *SLO strengths and weaknesses*
- *Student outcomes in terms of emergent, satisfactory, and good relating to learning strength and weaknesses.*

3. Strengths and Weaknesses of the Program

- a. Present any strengths or weaknesses from the self-evaluation process, referencing the specific topics above.

Strengths

1. *Students who take any of our core reading courses improve their reading comprehension by at least two grade levels.*
 - *Students who complete Reading 42 improve to the 8th grade.*
 - *Students who complete Reading 43 improve to the 10th grade*

- *Students who complete Reading 54 improve to the college level.*
2. *Students who take our reading courses improve multiple reading skills.*
 - *vocabulary*
 - *word attack/phonics*
 - *understanding paragraph structure*
 - *rate of speed*
 - *critical reading skills such as making inferences and judgments*
 3. *Reading faculty are well-trained to help students improve their reading.*
 - *Full-time professors have a Master's Degree in Education with a specialization in teaching reading.*
 - *Part-time faculty have completed at least 12 units of teaching reading courses.*
 - *Instructors are competent to teach all of the levels of reading courses.*
 - *Faculty adapt teaching styles to meet a variety of students' learning styles.*
 4. *Our Reading Center earns apportionment money for the college.*
 5. *Our Reading Center is in compliance with the new TBA (lab hours to be arranged) regulations from the State Chancellor's Office. Reading faculty are now available in the Reading Center to assist students during all hours of operation.*
 6. *Our Reading Center has current technology with computer programs including:*
 - Kurzweil 3000, Reading Horizons, Diascriptive Reading, Ultimate Speed Reader, Townsend Press, and Inspiration.*
 7. *We offer on-line, early morning, and weekend courses to help accommodate working students. [Weekend reading courses are not currently offered due to campus budget cuts.]*
 8. *We use diagnostic/prescriptive pedagogy in our Reading 41, 42, 43, and 54 courses, as well as in the Reading Center. Reading diagnostic pre/post tests are given to all Reading 42, 43, and 54 students.*
 9. *Our reading curriculum covers a wide range of skill levels from emergent reading (Reading 41) to college level critical reading (Reading 200).*

Weaknesses

1. *Many students who place into our basic reading classes—do not take reading classes.*
 - *66% of students who place in Reading 42—do not sign up for the course.*
 - *60% of students who place into Reading 43—do not sign up for the course.*

2. *There are too many current “loopholes” that let students bypass the reading requirement for the college.*
 - *Currently, those students who declare themselves transfer students are not required to meet college level reading proficiency.*
 - *Currently, those students who declare their majors as “undecided,” are not required to meet college level reading proficiency.*
 - *Students who test into Reading courses are not currently required to enroll in these courses within the first year of college, contrary to ARCC recommendations.*
 - *According to ARCC data, 58% of students assessed for Fall 2009 tested below the college reading level.*
 - *Most AA degree and transfer level courses on campus do not require Reading 54 as a prerequisite.*
 - *Reading 54 is not currently part of the required sequence leading to English 100.*

3. *We had to cut the amount of offered reading course sections by 20% (including weekend classes) due to mandatory administrative budget cuts.*

4. *Need for improved communication between the Assessment Center, the Counseling Dept., and the Reading Department regarding student placement in appropriate level courses.*

5. *Because of the new format in the Reading Center, there is a need for faculty orientation and in-service of part-time faculty, to prevent inconsistencies in the delivery of instruction in the courses and Reading Center.*

6. *Need for improved marketing of the elective reading courses (Reading 44, 100, and 200).*

- b. Present any strategies developed by the program to optimize strengths and improve identified weaknesses

Work with assessment, counseling and other stakeholders to establish new policies requiring students who test into reading classes to take those reading classes.

- *Work with English to establish Reading 54 to be a prerequisite for English 100 for those students who do not meet the reading clearance.*
- *Improve retention in content area courses by working with faculty to evaluate course content to begin the process of establishing appropriate Reading prerequisites for transfer level courses.*
- *Work with vocational/technical faculty to evaluate appropriate requisite reading levels for courses/programs.*
- *Expand on-site reading and study strategy instruction in vocational and technical areas.*

4. Opportunities and Threats of the Program

a. Describe any opportunities or threats to the program and their effect on student learning.

Opportunities

1. *To restore the number of reading course section offerings to pre budget cut levels (increase by 20%).*
2. *Reading faculty involvement in the Student Success Taskforce on campus.*
3. *Developmental Ed. Committee.*
Because the Reading Department is an integral part of Basic Skills Education, it's important and essential for the dept. to be at the forefront of planning and decision-making, to offer its expertise and suggestions in enhancing existing curriculum, as well as the development and formulation of new programs and curriculum that will serve the needs of our developmental students.
4. *Improve communication and build a partnership with the Assessment Center, the Counseling Department, and Reading Department to better meet the needs of our students.*
 - *Develop a rubric for the "multiple criteria for waiving the reading requirement." Involve Assessment, the Counseling Department, and the Reading Department in the process.*
 - *Re-evaluate the current cut scores for Accuplacer reading placement utilizing SLO data and student success rates*

5. *Reconfigure Reading 44 (Effective Study Skills) to Introduction to College Success. This course will be targeted to students who read below the 10th grade comprehension level.*
6. *To develop a new Reading Dept. higher level course for effective reading and study methods that is both UC and CSU transferrable.*
7. *To create a new phonetic analysis and vocabulary development course.*
8. *Revise Reading 100 (Speed Reading) for UC and CSU transfer; moreover, offer the course as an option in the “life-long learning” category for GE.*
9. *Revise Reading 200 (Critical Reading) for UC transfer; expand offerings to include the summer session.*
10. *Create a Flex Week Workshop that is designed for part-time faculty orientation.*

Threats

1. *Continued reductions in the number of class sections due to the state budget crisis will impact the students’ ability to enroll in reading courses that will support their college success.*
 2. *Inability to hire new faculty will impact the Reading Department’s ability to meet the needs of an increasing population of students at risk and in need of basic skills reading instruction.*
5. Goals of the Program
- a. Describe the program goals for mid-range (2 -3 years) and long term (>3 years) time periods. Use the ‘Instructional Program Review Goal Establishment Form’ (See appendix D). Discuss any projected changes and anticipate how the changes may affect staffing, facilities, equipment, and other operational areas.
 - b. If the program goals have changed since the last review, explain how and why they have changed.

The program goals delineated in the previous Program Review report have been updated and modified to reflect the current needs and budgetary constraints of the Reading department in particular and Cerritos College in general.

- c. Summarize program and/or course modifications made since the program's last self-evaluation. Show how the changes responded to changing demographics, technologies, requirements at transfer institutions or other relevant factors.

The Reading department is designed to support the reading and study needs of the Cerritos College student population by providing a sequenced level of instructional interventions incorporating a variety of instructional strategies and materials to support and promote student success.

Most recently the Reading department has added a lab component to the Reading 42 and Reading 43 courses. Students can now take advantage of additional instructional support for both their content courses and Reading classes in the Reading Center. This is a major change in the operation of the Reading Center. Faculty now staffs the Center during all hours of operation, and students now receive assistance from a faculty member on an individual and small group basis.

- d. Respond to the commendations and recommendations from the Executive Summary of the previous program review.

Report was revised per the suggestions and recommendations of the previous Program Review Committee report, Spring, 2008.

- e. Describe notable achievements since your last self-evaluation.

A lab component has been added to Reading 42 and Reading 43 to support student learning and achievement of core Reading courses' student learning outcomes (see appendix for core course SLO's)

Reading 200 has been approved by the Curriculum Committee as a GE course option fulfilling the Critical Thinking requirement for the CSUs transfer pattern.

Reading department had developed a strong alliance and partnership with the Nursing department to support student success in that area.

**Cerritos College
Instructional Program Review**

Instructional Program Review Goal Establishment Form (Appendix D)

Goals	Action to be taken	Timeframe	Person Assigned
Mid-range goals (next 3 years)			
<p><i>1. Meet the Reading needs of Cerritos College students in their course curriculum so they can successfully attain their educational goals.</i></p>	<p><i>1. Build alliances and partnerships with faculty across campus.</i></p> <p><i>2. Offer faculty-led workshops to students and provide individual assistance to students.</i></p> <p><i>3. Gather and assess readability data for content area textbooks.</i></p> <p><i>4. Explore and develop podcast delivery systems and content to be offered on Reading Center website.</i></p>	<p><i>August 2009 – May 2012</i></p>	<p><i>Dept Chair- Bonnie Helberg & F/T faculty member Geri Codd.</i></p>
<p><i>2. Offer more instructional options to all students campus-wide.</i></p>	<p><i>1. Expand the role of Reading Center faculty by creating Reading and Study Strategies workshops.</i></p>	<p><i>January, 2010 – May 2011</i></p>	<p><i>Dept Chair Bonnie Helberg & F/T faculty member Geri Codd</i></p>

<p>3. Determine if students enrolled in Rdg. 42, Rdg. 43, Rdg. 54 are appropriately placed.</p>	<p>The Reading Dept. will review SLO data for Rdg. 42, Rdg. 43, and Rdg. 54 courses for placement comparison with Accuplacer placement scores.</p>	<p>January 2010-May, 2011</p>	<p>F/T faculty members Bob Renteria & Matt Paige</p>
<p>4. Address appropriately the different skill levels and learning needs of Basic Skills Students and Transfer Students.</p>	<p>Review the course outline for Reading 44 and adapt course content and outline, thereby creating two new courses: one for basic skills students and one targeted for transfer students.</p>	<p>Fall, 2010-Spring, 2011</p>	<p>F/T faculty members Alice Miller for Rdg. 44 Basic Skills; Bonnie Helberg and Geri Codd for new transfer level course (Introduction to College Success).</p>
<p>5. Create an awareness of Reading department operation for Reading adjunct faculty.</p>	<p>1. Create a Flex Week Workshop that is designed for Adjunct faculty orientation.</p> <p>2. Create an orientation packet for adjunct with SOP's and FAQ's</p>	<p>August 2010-January 2011 (January 3-7 2011 Flex Week)</p>	<p>F/T faculty members Matt Paige & Barbara Belroy</p>

Long Term Goals			
<p>1 Offer two UC transfer classes through the Reading Dept.</p>	<p>1. Revise Reading 200 (Critical Reading) for UC transfer (Area 1B Critical Thinking).</p> <p>2. Revise Reading 100 (Speed Reading) for UC and CSU transfer; offer the course as an option in the “life-long learning” GE category.</p>	<p>Fall, 2012-spring 2013</p>	<p>F/T faculty members Bob Renteria, Barbara Belroy, bonnie Helberg & Matt Paige</p>
<p>3. Stress the importance of Reading within the counseling department.</p>	<p>1. Cultivate a strong alliance with counseling department and assessment.</p> <p>2. Develop Reading course quick reference guide for counselors</p>	<p>Fall, 2010-ongoing</p>	<p>F/T faculty member Matt Paige & Dept Chair Bonnie Helberg</p>
<p>4. Improve the reading skills for vocational-technical students.</p>	<p>Develop contextual reading modules incorporating SCANS (Secretary’s Commission on Achieving Necessary Skills) benchmarks for Rdg 42 Rdg 43 &</p>	<p>Fall, 2011-ongoing</p>	<p>Dept Chair Bonnie Helberg & F/T faculty member Geri Codd</p>

	<i>Rdg 54 targeting vocational students enrolled in Reading courses.</i>		
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