

## Reading Meeting Minutes

December 2, 2014, H306

**Present:** Gene Armao, Sara Blake, Matt Cheung, Susan Corbin, Allison Devaney, Suzanne Gates (Notetaker), Kendra Hatchett, Inna Newbury

### 1. This meeting was accessible offsite via CCCConfer

The Dec. 2 meeting was available through CCCConfer, although the computer in the classroom did not have the software necessary to log on. However, participants could still join by phone. Allison Devaney joined the meeting by phone. For the next meeting, Suzanne Gates will bring her laptop and log onto CCCConfer.

### 2. Quick review of shared Dropbox folder

Suzanne Gates gave those present a tour through our shared Dropbox folder. The folder contains meeting minutes, SLOs and course outlines, approved book lists, presentation powerpoints, relevant articles, our belief statement, and adopted pedagogical models. Anyone who needs an “invitation” to view the folder should email Suzanne.

### 3. Security of exams

Faculty discussed the recent sightings of students with reading exams outside the classroom. Faculty are reminded to keep all exams secure, including not letting students leave the classroom with exams. Suzanne will send a reminder email about exam security at the beginning of spring semester.

### 4. Listing Lexile and grade level on SLOs

Faculty discussed the listing of Lexile measures and grade levels on SLOs. Concerns from recent faculty emails were discussed, including students not knowing what the Lexile measure is, and that listing grade levels may be viewed by students as insulting. Faculty propose that we list Lexile measures on SLOs, and delete grade levels. The proposal will be put to a vote by all faculty, with a quorum of 21 considered a passing vote.

### 5. Revise English 84 SLO assessment

Faculty discussed the English 84 SLO draft, and determined that a simplified version of the test would be easier to prepare, easier to score and generate data, and appropriate for the assessment of SLOs. The revised draft includes the following:

1. One text will be used for all classes. Unfamiliar topics would focus students’ responses on context and strategy skills rather than on topical prior knowledge. The text will change yearly, with old tests used as practice;
2. Texts will be at 1250-1300 Lexile, and approximately 900-1000 words;
3. Persuasive nonfiction texts will be used, such as op-ed, opinion, or other text with a demonstrable/contestable thesis;
4. Students will read the text “cold”—that is with no prior knowledge of the text’s topic or content;
5. Students will be given the entire class period to complete the exam, and will not take it home;
6. SLO 1 and SLO 2 will be assessed by multiple choice;

7. SLO 3 will be assessed by short answer, or possibly by multiple choice;
8. Assessment will be online;
9. Assessment may be coordinated for online use by Institutional Research, and IR would aggregate multiple choice data; and
10. Short answers will be holistically read/scored by faculty, including a short norming session.

The revised English 84 assessment guidelines are attached to these minutes.

#### **6. Next steps**

- a. Suzanne will draft a revised test and present the test to instructors for discussion and voting. Voting will need to be accomplished by the end of fall semester, so instructors teaching spring semester are aware of the SLO assessment and can design their syllabi accordingly.
- b. Susan Corbin suggested that we discuss the writing component in the English 84 course outline; Sara Blake asked that we use our spring 84 SLO results to review the 84 course outline in Fall, 2015.

## English 84 SLO Assessment Guidelines (Draft 12/3/14)

To assess English 84 SLOs, our reading instructors use an assessment that follows the guidelines below.

### Guidelines:

1. One text will be used for all classes. The text will change yearly, with old tests used as practice;
2. Texts will be at 1250-1300 Lexile, and approximately 900-1000 words;
3. Persuasive nonfiction texts will be used, such as op-ed, opinion, or other texts with demonstrable/contestable theses;
4. Students will read the text “cold”—that is with no prior knowledge of the text’s topic or content;
5. Students will be given the entire class period to complete the exam, and will not take it home;
6. SLO 1 and SLO 2 will be assessed by multiple choice;
7. SLO 3 will be assessed by short answer, or possibly by multiple choice;
8. Assessment will be online
9. Assessment may be coordinated for online use by Institutional Research, and IR would aggregate multiple choice data; and
10. Short answers will be holistically read/scored by faculty, including a short norming session.

<b>English 84 SLO Assessment Template</b>		
	<b>SLO</b>	<b>How to assess</b>
SLO 1	Demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend and analyze non-fiction texts written at the college freshman level (a Lexile range of 1250-1300).	Write two or three multiple choice Cloze questions that assess students’ ability to comprehend a text’s vocabulary at both connotative and denotative levels. Students may not use a dictionary.
SLO 2	Demonstrate their ability to employ comprehension strategies necessary to comprehend non-fiction texts written at the college freshman level (a Lexile range of 1250-1300).	Write two or three multiple choice questions that assess students’ ability to comprehend a text at a literal level.
SLO 3	Demonstrate their ability to analyze non-fiction texts written at the college freshman level (a Lexile range of 1250-1300).	Write two or three open-ended, short answer questions that assess students’ ability to comprehend a text at an interpretive or inferential level. <i>(Alternatively, two or three multiple choice questions)</i>