

Reading Task Force Meeting  
Tuesday, October 1<sup>st</sup>, 1 – 2 p.m. H-214

Attendees:

Gene Armao	Suzanne Gates	Rosemarie Kistler	Claudette Parks
Maria Bauer	Amber Gillis	Shamiran Lazar	Stephanie Schwartz
Sara Blake	Christopher Halligan	Victoria McCallum	Chelvi Subramaniam
Rose Cerofeci	Angie Kirk	Inna Newbury	Nikki Williams

Thank you to Inna Newbury for taking notes!

1. Faculty reviewed Dean Lew's email explaining Title 5's position that "No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course."
  - a. Faculty discussed the need for any SLO assessment to be based on course content.
  - b. Chelvi reported that the Compton campus uses the ratio of tests/30% and other measures/70% of the course grade.
  - c. No departmental decision was made regarding making any changes, but to comply with Title 5 it was recommended that this semester we incorporate exit exams into course grades.
2. Need for a common measurement to assess SLOs
  - a. Faculty discussed the need for SLO assessment methods that reflect course content. Current assessments (Townsend Press and DRP) were discussed, with some faculty concerned that if the TP text or Cloze method is not used in some classrooms, then those assessment methods cannot be used to assess SLOs. Other faculty members discussed the TP's focus on skills listed in the course outline of record, and that the TP exam does test skills central to course content.
  - b. Faculty discussed the possibility that one ENGL 84 SLO is not being measured: "Students will demonstrate their ability to analyze non-fiction texts written at the 9th-12th grade level." The concern is that current assessments do not measure students' analysis abilities. Faculty also discussed that the TP tests do have inference questions, and these questions may measure analysis skills.
3. Suzanne introduced her proposed project: that exploring SLO assessments presents an opportunity to identify a research-based theoretical platform that reflects our department's thinking about reading. We then can use our shared perspective to research and choose SLO assessments.
  - a. Suzanne will provide a summary of current research, what is being used and what works.
  - b. Faculty discussed updating our mission statement based on the results of our future discussions on research and theory.
  - c. Faculty voted unanimously that Suzanne Gates take the role of reading coordinator.

4. Faculty discussed the importance of understanding what prepares students for reading in English 1A and transfer courses in other disciplines.
  - a. Faculty discussed creating a text that incorporates chapters from a variety of disciplines. It was reported that Pearson can provide this for \$20 – McGraw Hill for \$30
  - b. Faculty requested that a few 1A, 1B, and 1C faculty attend a reading meeting to discuss what reading skills students should have at these levels.
  - c. Inna offered to send out the approved book list.
5. Suzanne asked for task force volunteers to discuss assessment measures for English 80 SLOs. Volunteers should contact Suzanne.