

Reading Advisory Committee Meeting Minutes

Thursday, February 19, 2015

Present: Robin Arehart, Matt Cheung, Susan Corbin, Judy Crozier (via CCCConfer), Suzanne Gates (Notetaker)

1. Discussion of Reading Advisory Committee tasks

- a. College Consistency Project
- b. Reading Retreat in April
 - i. Saturday, 8:30-2:30, location TBA
 - ii. Committee can plan/moderate, and will be paid for work
- c. Pilot English 84 SLO assessment this semester, and consider resulting data

2. Decision-making power of the committee

We decided to consider each issue separately, with three possible decision outcomes:

- a. We can make recommendations to the larger reading program, leading to a vote
- b. We can “strongly recommend”
- c. We can revise the Course Outlines of Record to make particular decisions mandatory

3. Reading issues prioritized

The committee has a long list of issues to be addressed, and has decided to prioritize so that the reading retreat and English 84 SLO assessment pilot are first to be addressed. After the reading retreat, we will begin listing and prioritizing other reading issues. We made this decision for several reasons, chief among them that instructors need to regain the sense of program cohesion that has been lost over the last several years. Without a team atmosphere, we will gain little buy-in for policy changes. The English 84 SLO assessment pilot also is at the top of our list, because English 84 SLOs are scheduled to be assessed at the end of this semester. The remainder of these minutes focuses on our two top priorities.

4. Priority 1: Spring Reading Retreat

- a. Two goals of the retreat are faculty cohesion and program consistency.
- b. We will use the California Great Teachers Seminar as a philosophical and organizational model.
- c. The Great Teachers model will work best if facilitators other than reading instructors (including our committee members) lead the retreat. We suggest that Cynthia Mosqueda facilitate the retreat, as she co-facilitates the Great Teachers Seminar. Cynthia may be able to provide co-facilitators for our retreat.
- d. One idea for the retreat is for each instructor to list the books that have influenced them. At the end of the retreat, each attendee could receive a bag containing some of these books.
- e. We will consider holding the retreat on a Friday instead of Saturday.

5. Priority 2: English 84 SLO Assessment

- a. We will run a pilot of the SLO assessment type we developed last semester. We will look at numbers of 84 students and numbers of 84 sections to help us decide the number of classes/instructors we will ask to participate.
- b. Instructors need to be informed about why a change in assessment methods is required. Robin mentioned that when she read the Fall, 2014, SLO results she then understood why a new assessment method was important.
- c. We will consider the percentage of correct answers needed to pass the SLO assessment. Because each SLO will be assessed separately, we may need to add test questions to reach the percentage.

6. Next Steps

- a. We will stay in touch via email until Suzanne returns from NADE; our next meeting will be scheduled then.
- b. Suzanne will:
 - i. Provide a count of 84 sections and students, and forward these to committee members;
 - ii. Contact Irene Graff for her insights on how best to run a pilot and collect data;
 - iii. Ask Irene for an old assessment previously used by the reading department, which provided columns for instructors to fill out information;
 - iv. Ask Sara and Elise about the possibility for Cynthia to facilitate the retreat, and the board approval necessary for facilitators;
 - v. If Sara and Elise approve, contact Cynthia for her thoughts and ideas, and whether she would be available to facilitate the retreat;
 - vi. Contact the Salvation Army retreat center for pricing and availability, including breakout rooms