

Spring 2016

Dear Learning Assessment Council,

This past year for Developmental Education has been an exciting one. Of the most momentous of our accomplishments is the passing of the new CCOGs for the new integrated reading and writing courses at both the 90 and 115-level. They were developed through a cross-SAC (DE and CL) process and were approved during a joint SAC meeting with a significant majority approval. Though we did not undergo a standard assessment process due to our work in program redesign and collaboration, we would like to report on how past assessment work has been used to inform the work of the redesign, in particular, the CCOGs. We do not have to convince the LAC of the importance of CCOGs; these CCOGs will drive the assessment work of the future as DE and Comp-Lit collaborate to develop some consistent pedagogical practices and work to improve student success.

Context: Previous year's assessment projects

2013-2014

We assessed the outcomes 1) communication and 2) critical thinking and problem solving by collectively evaluating sixty WR 90 student essays using a detailed rubric. According the report, "The results suggest that sections that combined reading and writing instruction (as well as more contact time with a single instructor and classmates) result in better overall outcomes for text-based student writing. It also seems clear that the SAC needs to develop clearer expectations for the WR 90 course outcomes that require students to 'demonstrate critical thinking in response to a text.' Our assessment shows that most students aren't clearly demonstrating it, nor are most students practicing text-based writing in WR 90. In addition, professional development around the SAC's expectations for organization and development may help the minority of low-scoring students achieve passing benchmarks in those areas. For example, if the SAC discusses and communicates the expectation that students are able to create a rudimentary introduction or conclusion by the end of WR 90, it is reasonable to expect that more students would meet this benchmark when we re-assess." Furthermore, the report continues "We hope to re-assess these outcomes after the Task Force recommendations have been implemented." It also reads "A key stakeholder in this work is the Composition and Literature SAC, since our students will exit into their program.

2014-2015

The last academic year was an exploratory year for reading assessment. We aimed to build a shared vision of RD 115 and lay the groundwork for future assessment of core and core outcomes. Our assessment work was two part: 1) The collection of significant assignments

(COSA), and 2) course embedded reading assessment (CERA). The COSA was developed in collaboration with the CL SAC. As stated in last year's report, "Both parts of the this project helped us identify our current practices in reading assessment, our current values when it comes to reading instruction, and points of disagreement about reading instruction and assessment. With a firmer sense of what constitutes reading instruction and assessment – a sense that is based on student work rather than our guesses and intuitions – the assessment committee can help guide the SAC toward a common understanding of reading instruction, from which authentic assessments can emerge."

Recommendations made were:

- Process-based approaches to writing
- Genre awareness as an important concept in reading and writing
- Inquiry-based curricula at the 115 level
- Engagement with Reading Apprenticeship as a framework for metacognitive conversations about reading process
- If not common assignments, then at least a common element – like identify the targeted course outcome(s) of an assignment – on all assignment sheets

This Year: The development of the CCOGs for IRW 90 and IRW 115

PROCESS

For expediency, the DE and CL SAC co-chairs; DOI, Kurt Simonds; and division deans, Karen Paez and David Stout selected the members for the CCOG revision committee. This was a cross-SAC collaboration. Two representatives, one from DE and one from CL, were chosen from each campus. In order to make the process as transparent and inclusive as possible, the chairs of the CCOG committee created campus representatives, spokes-council model, so that each CCOG committee member of the respective SACs would be responsible for engaging their colleagues at their campus to bring back the ideas and concerns of your respective departments to the committee.

The work of the CCOG committee was informed by 1) district-wide survey results, 2) campus discussion with campus reps, and 3) the assessment work of the previous years. Furthermore, a group of people from both the DE and CL assessment committees were on the CCOG team (Leslie Boyd, DE; Allison Gross, CL; and Jessica Johnson, DE and CL).

ACTIONS TAKEN/IMPLEMENTED RECOMMENDATION

Per the recommendations made from the 2013/2014 assessment project, our new CCOGs, at both the 90 and 115 level, intentionally combine reading and writing instruction as integrated

skills to support a course with a single instructor and single cohort. See outcomes in addendum below.

We also addressed the assessment recommendation for responding to text and explicitly designed outcomes appropriate to the two levels, with the 115 level increasing in difficulty from the 90 level that asks students to read and understand basics such as main idea, supporting details and purpose; using reading strategies to write coherent texts that develop ideas in support of a central idea to the 115 level that asks students to analyze a text for rhetorical concepts; locating and evaluating information to construct a line of inquiry; and composing texts with source synthesis.

Another recommendation implied collaboration with the CL SAC as a key stakeholder. These CCOGs were developed between both of our SACs.

Please see the attached addendums for the new CCOGs for both courses, as they were informed by assessment work.

Highlights from the CERA and COSA assessment projects include recognition of metacognition. The project found a consistent emphasis in both SACs on students' meta-awareness of reading and writing as a process and as socially constructed activities. In terms of integrated courses, this could mean infusing genre-awareness throughout both Reading and Writing curricula. Responding to a text was a significant area of overlap and is included on the suggested activities list in our CCOGs (Summary, however, is more common on the RD 115 side, even though many WR 115 instructors assign "Summary-Response" papers.) Clarifying how we teach summary and response, or representation and interpretation, seems essential in an integrated curriculum and can be point of focus for future professional development.

Information Literacy was an important point of the COSA and CERA projects. However, consistency in what this means was not found. WR 115 is ambiguous in terms of the expectations for Information Literacy, and the parameters and expectations of a "115 Research Paper" were not clarified. Thus, the CCOGs include two levels of outcomes:

- IRW 90: Develop a process to access information in textbooks and other reference texts.
- IRW 115: Practice locating, evaluating and using information effectively and ethically to construct a line of inquiry and encourage intellectual curiosity.

FURTHER USE OF DE ASSESSMENT WORK

Integrated 115 Community of Practice (CoP)

A CoP rose from a need felt by instructors of the integrated courses. Instructors wanted to share ideas about curriculum and pedagogy. This group has transformed into a larger, dual-SAC community of teachers, led by Caroline LeGuin of the CL SAC. This group has discussed of shared elements of summary and response, the information literacy project, and ways to align the courses throughout the district. In an 4/19 email, LeGuin wrote: "In our last meeting in March, when we came up with this idea, we agreed that this work will be based on, influenced by, and/or draw from the following:

1. existing assignments
2. the new Integrated RD/WR CCOGs as they develop,
3. work already created by the librarians, who will be invited to our meetings
4. *The COSA work done by the DE and Comp/Lit AssComms last year*"

Though an informal group of teachers who are gathering per their own volition, this group will be using past assessment work.

Placement

DE's work of the past couple of years have also informed the conversation around PCC's new placement standards, too. Two members of the DE SAC, Adon Arnett and Laurel Spillum, are on the placement team. Furthermore, Blake Hausman, Comp-Lit SAC co-chair and DE SAC member with knowledge of assessment findings from both SACs is on the committee. Importantly, these new CCOGs have the capacity to be change and be changed by the new placement process being implemented this summer. As we learn more about both the new DE program structure and its relationship to placement, the hope is that not only will students be initially placed more accurately into the right DE level but that our future assessment work will allow more flexible movement in the Writing and Reading sequence.

Professional Development

Getting to where we are has not been easy. There has been a lot of conflict specifically around the 115 level in terms of to which SAC does the course belong and who is qualified to teach the course through a demonstration of "competency." Though structural ownership of the course has not been determined, we've found a path forward for instructors. The CCOGs play a key role in developing course- and level-specific professional development. The opportunity for collaboration is promising: Both SACs are engaging rigorously in what we want our students to do when they leave our courses. This is an opportunity to develop common practices around assessment that hasn't been there before.

All of us need on-going professional development in all areas of our work. However, teaching an integrated course is new for most of us. With our diverse backgrounds, we need to be

professionally developed for integration. The CCOGs help us identify discrete areas on which to focus.

One obvious use-area for CCOGs is to inform what happens in the class through collaborative discussion. There is an informal cross-SAC Community of Practice (CoP) looking at teaching and learning, pedagogy, and assignments who can use these CCOGs to ground their work in SAC approved outcomes.

The Future

We plan to take up the traditional assessment process and reporting next year now that we have clearer CCOGs to assess.

Sincerely,

The Developmental Education SAC

*This report was written with the help of the following individuals:

- Leslie Boyd
- Danica Fierman
- Beth Haworth-Kaufka
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- Lisa Rosenthal
- John Wright

Addendum 1:

IRW 90 CCOG DRAFT

Course Number:

IRW 90

Course Title:

Foundations of College Reading and Composition

Credit Hours:

6

Lecture Hours:

60

Lecture/Lab Hours:

0

Lab Hours:

0

Special Fee:

0

Course Description:

Prepares students for WR 115 and other college level coursework by focusing on developing flexible strategies for reading and writing, and producing clear and coherent paragraphs and essays. Emphasizes strategies for comprehension and metacognition, critical reading and thinking skills, intellectual curiosity, vocabulary development, and writing conventions. Covers reading and writing processes, topic development, and revision for clarity. Students write at least one paragraph and a minimum of two to three essays (2-3 pages each). Audit available. RW 90: Placement into RD and WR 90 or completion of RD 80 and WR 80.

Intended Outcomes for the Course:***Rhetorical Knowledge***

1. Read to understand main ideas, supporting details, and a writer's purpose in a variety of texts.

Critical Thinking

2. Use composing and reading strategies for comprehension.
3. Use reading strategies to write coherent texts that develop ideas in support of a central idea.

Conventions

4. Use writing conventions (content, form, format) to communicate the writer's ideas.
5. Develop strategies to enhance and diversify knowledge of vocabulary

Process

6. Develop a process to access information in textbooks and other reference texts.
7. Learn flexible strategies for pre-reading, reading, reviewing, rereading, correcting comprehension, drafting, revising, and editing.

Course Activities and Design:

This course may be designed and delivered with a diversity of approaches, respecting instructor autonomy and the needs of students. This list describes some activities that students might engage in to meet the outcomes listed above. It does not prescribe activities, which must take place.

1. Read to understand main ideas, supporting details, and a writer's purpose in a variety of texts.

- Identify main ideas in texts of varying lengths
- Develop strategies for distinguishing key details from minor ones
- Notice personal connections to texts
- Distinguish author's meaning and purpose from one's own

2. Use composing and reading strategies for comprehension.

- Use stages of reading
- Develop self-reflection and metacognitive habits and strategies
- Adjust reading rate to needs of the text.
- Ask questions of a text to increase comprehension and focus
- Write for audience and for self; produce polished as well as unpolished work

3. Use reading strategies to write coherent texts that develop ideas in support of a central idea.

- Evaluate one's own reading and writing processes in order to increase comprehension, clarity, and communication
- Notice commonalities and characteristics of different types of writing based on class readings
- Practice emulating forms based on models

4. Use writing conventions (content, form, format) to communicate the writer's ideas.

- Write clear and coherent sentences and paragraphs
- Focus writing through use of topic sentences or clear topics
- Consider paragraph unity
- Develop a variety of adequate and relevant support
- Practice use of proofreading conventions

5. Develop strategies to enhance and diversify knowledge of vocabulary.

- Recognize common Greek and Latin roots
- Analyze roots and affixes of words
- Use context clues to determine the meaning of unfamiliar words
- Navigate reference text entries, including dictionaries, glossaries, and thesauri
- Practice using new vocabulary in appropriate contexts

6. Develop a process to access information in textbooks and other reference texts.

- Use reading strategies to predict the location of useful and relevant information
- Accurately interpret reference materials, such as dictionary and glossary entries
- Employ reference texts as resources and support

7. Learn flexible strategies for pre-reading, reading, reviewing, rereading, correcting comprehension, drafting, revising, and editing.

- Practice annotation and self-monitoring skills when reading and revising
- Develop multiple techniques for previewing, prewriting, recalling, note-taking, and revising
- Write to discover attitudes and inconsistencies; develop and determine thesis
- Improve writing through revision, incorporating instructor feedback
- Consider structure, purpose, word choice, and conventions in one's own written work, as well as that of authors and of peers

Outcome Assessment Strategies:

- Portfolio
- In-class writing
- Out-of-class writing, which may include a range of genres: e.g. expository, classification, definition, personal narrative, formal letters and emails, application essays, reading responses.
- Responses to assigned texts
- Group/individual work demonstrating comprehension strategies
- Group/individual work demonstrating vocabulary usage
- Book review/project of novel, biography, or autobiography
- Conference with instructor
- Individual projects, such as dictionaries, artist statements, journals, flash cards, outlines, maps, diagrams, multi-media compositions, note-taking methods, career exploration readings, Service Learning
- Midterm and/or comprehensive final
- Quizzes on vocabulary and correct usage
- Class participation (Attendance policies may vary. Students missing 4 or more classes may not pass the course.)

Course Content (Themes, Concepts, Issues and Skills)

- Identifying reasons to write;
- Writing for particular purposes and audiences;
- Supporting claims by the use of general and specific examples;
- Addressing clarity as a component of good writing;
- Reading other writers as models;
- Developing familiarity with a range of texts:
 - Textbooks
 - Articles
 - Books
 - Online media
- Having respect for other points of view and developing sensitivity to the social and political implications of a variety of texts, including one's own;
- Understanding the elements that make up a piece of writing:
 - Sentences
 - Paragraphs
 - Introductions
 - Conclusions
 - Audience
 - Purpose
 - Summary

Competencies and Skills:

Recurring themes and concepts that students will work with include

- Reading actively
- Identifying a writer's stated thesis
- Using experience, observation and analysis as part of the writing process;
- Monitoring one's own reading and composing skills and abilities;
- Developing strategies to correct errors in comprehension and composition
- Building vocabulary through context and word parts study;
- Understanding key ideas and details; summarizing
- Attribution of authorship
- Recognizing and avoiding plagiarism.
- Understanding correct sentence structure;
- Developing the ability to identify structural elements in an author's work and to make generalizations about sample texts
- Adjusting reading rate to text

Addendum 2:**IRW 115 CCOG****Course Number:**

IRW 115

Course Title:

Introduction to College Reading and Composition

Credit Hours:

6

Lecture Hours:

60

Lecture/Lab Hours:

0

Lab Hours:

0

Special Fee:

0

Course Description:

Prepares students for WR 121 and other college level coursework by focusing on critical reading as a basis for academic inquiry, exploring one's ideas in response to texts, and developing thesis-driven essays. Emphasizes strategies for comprehension and response, critical reading and thinking skills, information literacy, adaptive reading and metacognition. Covers reading and writing processes, organization, thesis development, and revision for clarity. Students meet with the instructor for two out-of-class conferences. Students write 2000-2500 words (10 pages) of revised, final draft copy, including at least one essay that incorporates source materials and employs citation conventions. Audit available.

Placement into RD 115 or successful completion of RD 90 AND placement into WR 90 OR IRW 90 OR ESOL 260 and ESOL 262

Intended Outcomes for the Course:**Rhetorical Knowledge**

1. Read to understand the use of rhetorical concepts (situation, audience, purpose, argument, inquiry, voice, tone, formality, & design)

Critical Thinking:

2. Use composing and reading strategies for inquiry, comprehension, and critical thinking.

3. Practice locating, evaluating and using information effectively and ethically to construct a line of inquiry and encourage intellectual curiosity.

4. Use reading strategies to compose texts that integrate the writer's ideas with appropriate sources in support of a central idea.

Conventions:

5. Use writing conventions (content, form, format, citation) to meet the expectations of diverse audiences.

Process:

6. Develop flexible strategies for pre-reading, reading, reviewing, rereading, correcting comprehension, drafting, revising, and editing.

Course Activities and Design:

This course may be designed and delivered with a diversity of approaches, respecting instructor autonomy and the needs of students. This list describes some activities that students might engage in to meet the outcomes listed above. It does not prescribe activities which must take place.

1. Read to understand the use of rhetorical concepts (situation, audience, purpose, argument, inquiry, voice, tone, formality, & design)

- ☐ Analyze texts in order to identify explicit and implicit ideas.
- ☐ Distinguish fact from opinion.
- ☐ Determine the author's potential bias.
- ☐ Cultivate flexibility and skepticism as a reader.
- ☐ Explore relationship between audience and rhetorical choices in texts.

2. Use composing and reading strategies for inquiry, comprehension, and critical thinking.

- ☐ Use stages of reading.
- ☐ Develop self-reflection and metacognition.
- ☐ Adjust reading rate to needs of the text.
- ☐ Broaden use of vocabulary development strategies to learn and use new words.
- ☐ Use active reading strategies to formulate questions and develop a line of inquiry.

3. Practice locating, evaluating and using information effectively and ethically to construct a line of inquiry and encourage intellectual curiosity.

- ☐ Formulate a research query.
- ☐ Select appropriate sources of information.
- ☐ Identify and make use of steps in the research process.
- ☐ Maintain academic honesty by acknowledging all sources in written work.
- ☐ Refine connections between text, the student's life, student's knowledge of the world, and other texts.

4. Use reading strategies to compose texts that integrate the writer's ideas with appropriate sources in support of a central idea.

- ☐ Evaluate one's own reading and writing processes.

- Accurately describe ideas in source material and relate them to one's own.
- Evaluate one's own writing skills and writing process to revise drafts to emphasize a central idea and the relevance of evidence.
- Notice commonalities and characteristics of different types of writing
- Practice emulating forms based on models

5. Use writing conventions (content, form, format, citation) to meet the expectations of diverse audiences.

- Focus writing through use of topic sentences or clear topics
- Construct unified essays
- Develop a variety of adequate and relevant support
- Practice use of writing conventions like mechanics and grammar
- Practice crediting source material using a recognized academic style.
- Shift form to meet audience needs.

6. Develop flexible strategies for pre-reading, reading, reviewing, rereading, correcting comprehension, drafting, revising, and editing.

- Adjust reading rate to the nature of the material
- Use critical thinking to evaluate increasingly complex and diverse information and sources for learning.
- Practice writing to learn.
- Improve essays through revision, incorporating peer and instructor feedback
- Examine interactions between structure, style, vocabulary, and purpose within complex texts.

Outcome Assessment Strategies:

Assessment may include, but is not limited to:

- Portfolio
- Timed, in-class essay writing
- In-class writing
- Out-of-class writing
- Responses to assigned texts
- Research tasks
- Group/individual work demonstrating comprehension strategies
- Group/individual work demonstrating vocabulary usage
- Book review/project of novel, biography, or autobiography
- Conference(s) with instructor
- Individual projects, such as journals, flash cards, outlines, maps, diagrams, multi-media compositions, note-taking methods, career exploration readings, Service Learning
- Midterm and comprehensive final
- Quizzes on vocabulary and correct usage
- Class participation

Attendance policies vary with instructors: Students missing a week's worth of classes may not expect an A; those missing two weeks worth may not pass the course.

Course Content (Themes, Concepts, Issues and Skills)

- Identifying reasons to write;
- Understanding the relationship of the writer to the topic;
- Identifying which arguments one has a stake in;
- Understanding that the thesis is a contract between writer and reader;
- Writing for particular purposes and audiences;
- Supporting claims by the use of specific examples;
- Addressing style as a component of good writing;
- Reading other writers as models;
- Having respect for other points of view and developing sensitivity to the social and political implications of a variety of texts, including ones own;
- Understanding the elements that make up a piece of writing:
 - Sentences
 - Paragraphs
 - Tone
 - Introductions
 - Conclusions
 - Audience
 - Purpose
 - Summary
 - Paraphrase
 - Citation

Competencies and Skills:

Recurring themes and concepts that students will work with include

- Reading actively
- Using inquiry to explore ideas;
- Analyzing audiences for appropriate language and content;
- Identifying a writer's stated or implied thesis
- Identifying author's bias
- Analyzing the writer's use of argumentation to affect audience;
- Using experience, observation and analysis as part of the creative process;
- Monitoring one's own reading and composing skills and abilities;
- Developing strategies to correct errors in comprehension and composition
- Building vocabulary through context and word parts study;
- Summarizing, paraphrasing, and citing sources;

- Understanding correct sentence structure;
- Developing the ability to integrate and connect one writer's ideas with another's
- Recognizing and avoiding plagiarism.
- Identifying organizational patterns
- Adjusting reading rate to text