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Relationship Between Community College Students' Socioeconomic Status, Completing Reading Strategies Courses, and English Achievement

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Walden University
2024

Abstract

Relationship Between Community College Students' Socioeconomic Status, Completing

Reading Strategies Courses, and English Achievement

by

Renee Bothwell

MS, California State University, Fullerton, 2014

BA, University of California, Riverside

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

May 2024

Abstract

Although academic success among diverse community college students requires effective reading skills, providing support for struggling readers is becoming increasingly more difficult. The problem addressed in this quantitative study was that due to Assembly Bill 705, prohibiting colleges from offering remedial courses without data to substantiate their effectiveness, students at a Southern California community college may have no avenue to learn reading comprehension strategies that are necessary to be successful in college. The purpose of this quantitative study was to determine the predictive value of taking a reading strategies course (RSC) and socioeconomic status (SES) on final grades in English 1A, which was required for all students. Through an ex-post facto correlational methodology, the proficient academic reader was applied as the framework to operationalize and posit relationships between the variables. Two research questions provided insights regarding potential benefits of explicitly teaching first-year community college students reading comprehension strategies. Binomial logistic regression was used to determine if taking RSCs and SES were associated with final grades in an English 1A course. Results indicated that RSC and SES were not statistically significant predictors of final grades in English 1A. The results informed a curricular plan for an alternative English 1A integrated reading and writing course for students interested in developing college reading skills within the college writing classroom. Development of an English IA integrated reading and writing course has the potential for positive social change by supporting students in terms of acquiring reading strategies that are necessary for college success, lifelong learning, and social mobility.

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Dedication

     I dedicate this project study in loving memory to my dad, John Charles Bothwell. You always believed that I would be a scientist with my own office; while I would consider myself more of a researcher than a scientist, I figure that is close enough. Additionally, I dedicate this project study to my mom, Yvette Bothwell. Your love, encouragement, and belief that I could become a doctor pushed me to keep going. Every step I took was to make you both proud. To my kids—Johnathon, Allie, and James—I hope you see this project study as proof of the power of perseverance. May it inspire you to chase your dreams, knowing that anything is possible with dedication and hard work!

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Section 1: The Problem

More than two million students enter community colleges in California each year seeking a higher education (Cuellar-Mejia et al., 2020). One goal of higher education is to promote the success of students with diverse backgrounds, skill sets, and levels of academic preparedness (National Assessment of Educational Progress [NAEP], 2019). Promoting success among community college students may require effective reading support for struggling readers (Talwar et al., 2022). Providing effective reading support for struggling readers is becoming more difficult due to recent legislation eliminating remedial reading courses. Furthermore, in 2025, legislation in California will eliminate lifelong learning requirements at the community college level, which include reading strategies courses (RSCs). Reading strategy instruction can potentially increase student understanding of college-level readings, lead to developed metacognitive skills, and foster student success and achievement in community colleges (Bilici & Subasi, 2022; Daguay-James & Bulusan, 2020).

In this section, I describe the problem and rationale that prompted this study. Next, I address the significance of the problem and describe why studying this problem might be helpful to the local educational setting. I also state guiding research questions (RQs) to address the problem. The literature review follows, where I describe theoretical foundations. Finally, I review current research and definitions for reading instruction at the college level.

The Local Problem

In California, Assembly Bill 705 (AB 705) was enacted to improve college success rates and provide equitable placement in college level English and math courses. As a result, colleges can no longer offer remedial courses without data to substantiate their effectiveness. Students who struggle with reading comprehension and literacy skills can no longer enroll in college courses to learn skills and strategies that are necessary to comprehend their college-level readings (California Legislative Information, 2017). The problem is that due to AB 705, students at a Southern California community college (SCCC) may have no avenue to learn reading comprehension strategies that are necessary to be successful in college.

In response to AB 705, this SCCC began offering a RSC to support students in developing reading comprehension strategies that were necessary to understand their college level readings. The RSC has the potential to improve college success and achievements by teaching students specific strategies that further their understanding of required college readings. However, the course may be eliminated during the 2024-25 school year as it will no longer transfer to California 4-year universities. AB 928, the Student Transfer Achievement Reform Act, streamlines the process for California community college students who plan to transfer to 4-year universities. It establishes one lower division pathway that meets requirements for community college and university systems, eliminating existing lifelong learning category that this course fulfills (California Legislative Information, 2021). There is a gap in practice in terms of how to appropriately support and increase success of students at a SCCC who may have no

avenue to learn reading comprehension strategies that are necessary to be successful in college.

Rationale

It is essential that students be given the opportunity to learn reading comprehension strategies from experts. Most students graduating high school and enrolling in community colleges are performing below expected standards in reading (NAEP, 2019). The American Association of Community Colleges (AACC, 2019) found inadequate academic preparation, including poor reading comprehension, is one risk factor facing community college students, contributing to their lack of achievement, success, and persistence. Determining relationships between taking a RSC, socioeconomic status (SES), and final English 1A grades may inform potential contributions involving teaching disciplinary reading strategies and student achievement.

Evidence at the Local Level

AB 705, which requires community colleges to place students directly into college-level courses, prohibits California community colleges (CCCs) from using placement tests to determine courses for community college students (CCC, 2018). As a result, data on reading comprehension levels of entering students are lacking. However, 73.81% of Grade11 students in the local school district near the SCCC performed below standard in reading.

Table 1

2021-22 California Assessment of Student Performance and Progress Reading Test Results for Grade 11 Students

	Reading Scores	
Performance Level	*n*	%
Above Standard	817	26.20
Near Standard	1698	54.47
Below Standard	602	19.33
Total	3117	100.00

Since the 2020 COVID-19 pandemic, enrollment in the RSC at the SCCC has dwindled despite faculty reports that students continue to struggle with their course readings. Faculty members at this SCCC have noticed many students struggle to read textbooks, instructions, and test questions effectively. Furthermore, English 1A professors have asked reading professors to provide strategies to assist students in better comprehending assigned readings. Supporting students with low reading comprehension is vital in raising English 1A grades and college achievement.

According to the NAEP (2019), reading preparedness is not isolated to the local area. Of the 27,600 Grade 12 students nationwide who took the 2019 reading assessment, 37% were proficient readers. Moreover, of those who applied to 2-year colleges, 26% were considered proficient readers (NAEP, 2019). Causes of problems with comprehension included unfamiliar words or word meanings, unfamiliar text structure, limited reading experiences, and ineffective reading habits (Liu & Read, 2020).

Evidence at the Professional Level

Many community colleges offer various academic and nonacademic support services to help students master college-level literacy skills and encourage academic

success (Pechac & Slantcheva-Durst, 2021). Leaders in college reading and learning have advocated for embedded reading strategy training, considering it fundamental for long-term proficiency (Stahl et al., 2021). Discourse structure knowledge, or discipline-specific literacy, is essential to academic reading. Furthermore, comprehension skills, reading strategies, and efficiency are crucial skills for academic reading (Liu & Read, 2020). Placing students in below college-level remedial courses to learn reading comprehension skills can have detrimental effects. Students who start college in remedial courses are less likely to earn a degree or transfer; if they do finish, it takes longer. For example, 24% of CCC students who took a remedial course transferred within 6 years; 65% who were college ready before entering community college transferred within 6 years (Cuellar et al., 2019).

In the United States, high school graduates' reading proficiency is a concern. The percentage of 12th grade students performing below NAEP basic in reading increased by 2% in 2019 compared to the last reading assessment in 2015. Moreover, the increase in students performing below basic was most prominent among lower-performing 12th graders in the 10th and 25th percentiles. Finally, 37% of students who applied to 2-year community colleges performed below NAEP fundamentals in reading. Reading comprehension skills and strategies are crucial to academic reading (Liu & Read, 2020). Table 2 includes the NAEP reading achievement level results for Grade 12 students from 2015 to 2019.

Table 2

NAEP Reading Achievement Level Results from 2015 to 2019 for Grade 12 Students

	Student achievement %, $n = 27{,}600$		
Category	2015	2019	2023
Below Basic	28	30	n/a
Basic	35	33	n/a
Proficient	31	31	n/a
Advanced	6	6	n/a
Total	100	100	

Underpreparedness is a pervasive problem for college readers. Schnee (2018) reported 80% of faculty members believe reading was essential for course success. Gregory et al. (2019) found while college faculty felt confident in their abilities to teach reading comprehension skills, they did not have time to do so during class time. Although reading comprehension skills are an essential aspect of student success in college, few studies have explored potential contributions of explicitly teaching reading comprehension strategies and knowledge in a college-level RSC.

Definition of Terms

College Readiness: When students are prepared to enroll and succeed without remediation in a credit-bearing general education course at a postsecondary institution (Conley, 2007).

College Success: Completing a degree, certificate, or transfer-related outcome (CCC Chancellor's Office, 2019).

Course Success: Completing a transfer-level course with a C grade or better on the first attempt (Cuellar et al., 2020).

Reading Strategies Course (RSC): College-level credit-bearing courses where students review and study reading strategies that are necessary for success in various college disciplines as well as lifelong literacy (SCCC, 2020).

Remedial Course: Also known as developmental or basic skills courses in California; these courses generally cover materials that are considered to be high school level or below. The course does have units associated with it, and therefore costs the same as a credit-bearing college-level course; however, the credit does not count toward a transfer or degree (Reynolds et al., 2017).

Significance of the Study

In this quantitative study, I addressed the gap in practice regarding how to support and improve English 1A grades and achievement of students at a SCCC who may have no avenue to learn reading comprehension strategies that are necessary to be successful in college. The AACC (2019) found inadequate academic preparation, including poor reading comprehension, is one risk factor facing community college students, contributing to their lack of achievement, success, and persistence. Furthermore, low SES is linked to poor academic skills, including reading comprehension. Using SES as an independent variable (IV) along with RSCs will lead to information regarding relative contributions each variable has on students' final grades in English 1A. Finally, examining predictive effects of SES and participating in standalone RSCs may inform administrators in terms of improving community-college student achievement.

Exploring reading comprehension strategies community college students use when reading required text has implications for positive social change in the local setting.

With current policy changes resulting from AB 705, which led to the elimination of remedial reading courses, college faculty need to identify causes of problems with comprehension and ineffective reading habits that students exhibit. Sharing this information with local community college stakeholders enables development and implementation of appropriate academic support services for students who struggle with reading comprehension and literacy skills they need to be successful in terms of their college coursework. Supporting students who need reading comprehension and literacy will lead to benefits from postsecondary education.

RQs and Hypotheses

In this study, I used the following RQs:

RQ1: Are RSCs a predictor of whether SCCC students in English 1A pass or fail?

$H_0 1$: RSCs are not a predictor of whether SCCC students in English 1A is pass or fail.

$H_a 1$: RSCs are a predictor of whether SCCC students in English 1A pass or fail.

RQ2: Does SES predict whether SCCC student grades in English 1A are high or low?

$H_0 1$: SES is not a predictor of whether SCCC student grades in English 1A are pass or fail.

$H_a 1$: SES is a predictor of whether SCCC student grades in English 1A are pass or fail.

Review of the Literature

I present the review in two parts. First, I share the theoretical foundation of Talwar's proficient academic reader (PAR) and then a review of current literature from online databases, peer-reviewed articles, bibliographies, books, and journals. I gathered these resources from Academic Search Complete, Education Source, Taylor and Francis Online, Google Scholar, SAGE Premier, and ProQuest. The sources I examined related to the reading strategies that were necessary for community college achievement and success. I used the following keywords: *college reading*, *reading strategies*, *strategic reading*, *reading skills*, *academic reading*, *higher education*, *community college*, *low socioeconomic status*, *disciplinary literacy*, *remedial reading*, and *college reading*.

Theoretical Foundation

Talwar et al.'s PAR framework was used for this study. I applied the PAR to ground research investigating effects of explicitly teaching reading strategies to community college students in order to promote academic success. College success is defined as academic and nonacademic skills that are necessary for success in terms of entry level college coursework (Monahan et al., 2020). Further, college success depends on students being able to anticipate expectations and demands of courses, engage in course activities, and achieve learning objectives (Conley, 2007; Talwar, 2022).

Origin

The PAR framework involves Conley's theory of college readiness. Conley's theory of college readiness is used to define general strategies that are necessary for success and achievement in college academic environments. Conley based his theory of

college readiness on empirical research involving college readiness standards, entry level college courses, and authentic interactions with educators who were trying to improve college programs. There are several key cognitive strategies that entry-level college course professors have consistently identified as critical to college success.

Conley (2007) defined academic behaviors, contextual skills, and awareness as necessary to achieve college success. College readiness is evaluated by assessing whether students have mastered key cognitive strategies, content knowledge, learning skills and techniques, and transition knowledge and skills. Key learning skills and techniques that prepare students for rigorous academia include strategic reading, study skills, and self-monitoring (Conley, 2012).

PAR Framework

The PAR framework has three essential components. First, students must have reading literacy skills to process text and derive meaning. Second, they must be able to use metacognitive reading strategies to monitor their comprehension and use of strategies. Finally, they must have motivation to engage and persist with academic readings and tasks (Talwar et al., 2022).

Literacy Skills. First, reading literacy skills allow readers to understand, construct meaning, and evaluate texts. Purposeful reading in academic contexts requires that readers have foundational reading literacy skills, such as decoding and processing words at the sentence level to accurately process and use information from reading (Magliano et al., 2020). Proficient readers can comprehend academic reading tasks

deeply when they possess reading literacy skills to process the written word accurately (Talwar et al., 2022).

Metacognitive Reading Strategies. In addition to reading literacy skills, metacognitive reading strategies are necessary to monitor comprehension and strategy use throughout the reading process. Metacognitive reading strategies are used to ensure understanding of text (Talwar et al., 2022). Conley (2007) asserted students need to know when to slow down to understand critical points, when to reread passages, and how to underline and highlight only the most essential points in texts. Metacognitive reading strategies are used to understand complex text, acquire new knowledge and information, and facilitate learning independence (Villanueva, 2022). Reading motivation also contributes to proficient academic reading.

Reading Motivation. College students must also take ownership of their learning, which includes goal setting, self-awareness, motivation, self-monitoring, and self-efficacy (Conley, 2012). Reading motivation is the third element of the PAR framework. Reader beliefs and values determine levels of engagement and efforts when encountering reading tasks (Talwar et al., 2022). Positive associations between motivation and achievement have been demonstrated in primary and secondary education; highly motivated readers tend to be more engaged with texts and have greater comprehension (Talawar et al., 2022). Bilici and Subasi (2022) found reading motivation increased with reading strategy instruction and resulted in better comprehension when looking at reading strategies of university students. Motivated students likely have stronger reading skills.

SCCC RSC

SCCC has an RSC that involves studying and reviewing reading strategies that are necessary for success in terms of various college disciplines and lifelong literacy. Students learn to understand and articulate their strengths and challenges as learners and adapt and apply reading strategies for academic use to process information efficiently. The goal of the course is for students to demonstrate understanding of learning strategies for use in college and beyond. The course covers reading literacy skills, metacognitive reading strategies, and reading motivation. Determining whether the RSC and SES predict if students pass or fail English 1A, a course required of every student at SCCC, may lead to strengthening courses and curriculum as well as identifying other ways to support college readers.

Application to Problem

With the growing number of students who are academically unprepared for collegiate reading and elimination of remedial reading courses due to AB 705, it is necessary to address how to better prepare adult college students for reading demands of college through college-level coursework. Reading strategies that are necessary for college success provide a lens into understanding factors that enable students to succeed in community colleges. Research on college readiness and proficient academic readers provides an avenue to determine if directly teaching students specific reading strategies in a college-level RSC improves their GPA and success in English 1A. Adult learners who do not have necessary reading comprehension strategies to understand and learn from course readings may be more likely to experience college success when provided with

direct and intentional instruction involving using specific reading strategies efficiently and effectively (Bilici & Subasi, 2022).

Review of the Broader Problem

College reading underpreparedness is a concerning problem in higher education. Furthermore, one risk factor involving academic preparedness is low reading comprehension (Perin, 2018). Reading unpreparedness in college was historically addressed through remedial courses based on theories of child development combined with andragogical approaches (Stahl & Armstrong, 2018). Standardized placement tests were administered to incoming students to determine whether they needed remedial coursework before taking college-level courses. College placement tests are not accurate predictors of students' college performance (Henson & Hearn, 2019), and placement into remedial courses was often one of the most significant barriers to student success in college (Cuellar Mejia et al., 2019). Efforts to improve remedial education include accelerating the pace at which students complete remedial courses and improving assessment measures that determine course placement (Edgecombe & Bickerstaff, 2018). However, accelerated remedial courses continued to hinder student success in colleges. Completing transfer-level reading, English, and math courses early in students' college careers was associated with improved college success and achievement (Cuellar Mejia et al., 2020). AB 705 was developed in California and mandated students be placed directly into college-level courses, including English 1A, regardless of their level of preparation (CCC, 2018). Despite this legislation, students and professors continued to report that

students are unprepared for college-level reading demands (Kalbfleisch, 2021; Wahleithner, 2020).

High School Versus College Reading Demands

Common Core State Standards (CCSS) are explicitly designed to scaffold K-12 students toward college and career readiness and include information about what students should know and be able to do in each subject grade. More specifically, in terms of reading, grades 11 and 12 students are expected to be able to determine central ideas of a text, cite strong and thorough textual information, analyze ideas and determine how those ideas build upon one another, and integrate and evaluate various sources of information to address questions or solve problems (California Department of Education, 2022a). However, many U.S. students, including those who meet high school graduation requirements, are still entering college unprepared for demands of entry-level college coursework (NAEP, 2019).

A mismatch between high school and college reading demands may contribute to reading underpreparedness among college students. Wahleithner (2020) found what first-generation college students learned in high school did not prepare them for reading they encountered in their college courses. Holschuh (2019) found literacy demands vary greatly from high school to college, as well as between institutions and professors; even proficient readers did not have academic reading skills that were necessary to make sense of texts in the context of academic readings (Desa et al., 2020). High school curriculum includes teaching students generic reading strategies; however, in college, students must independently read and understand specific language that is used in each discipline

(Gregory & Bean, 2021). Stahl and Armstrong (2018) advocated for college reading instruction that builds upon Grade11 and 12 CCSS to promote college reading competency. Discipline-specific reading comprehension skills may help prepare students to read and comprehend complex and discipline-specific texts and synthesize ideas across texts, which is a common requirement in college.

Furthermore, college students can engage in disciplinary-specific reading practices that use language of the discipline to acquire knowledge (Hollander et al., 2022). For example, in an introductory history course at SCCC, students are required to demonstrate the ability to interpret primary and secondary sources and compose a written argument citing examples from multiple sources.

Specific guidance on reading and comprehending complex discipline-specific texts helps bridge the gap between high school and college demands. College educators can teach reading strategies to assist students in their college reading tasks (Holschuh, 2019). Lampi et al. (2019) suggested college instructors use disciplinary literacy tasks in the classroom to generate experiences with rigorous and cognitively demanding reading tasks. Additionally, college reading support classes can be beneficial when students enter college unprepared for expectations to learn across disciplines (Howard et al., 2018).

Evolving Practices Involving College Reading Instruction

Remedial education does not support college success (Henson & Hearn, 2019; Jaggars & Bickerstaff, 2018). Remedial courses have historically been considerable obstacles to student success (Cuellar Mejia et al., 2020), with most students never completing remedial course sequences (Jaggars & Bickerstaff, 2018). Moreover,

disproportionately placing students from historically disadvantaged backgrounds in remedial courses adds additional time and financial burdens to their college journeys (Mokher et al., 2021).

AB 705 and its expansion AB 1705, remain unclear in terms of their effectiveness. Although there are signs of progress, persistent achievement gaps continue. California implemented AB 705 in 2018, which prohibited offering of remedial courses at the college level unless there was proof students were not ready (CCC, 2018). Since implementation of AB 705, completion of transfer-level courses has increased by approximately 20% for all racial groups. However, Latinx and African American students continue to show lower college completion rates when compared to their European American peers at 79% and 67%, respectively (Cuellar Mejia et al., 2020). In 2021, the governor of California approved AB 705, which expanded provisions of AB 705. Starting July 1, 2023, colleges were prohibited from enrolling students in remedial courses if they graduated from a U.S. high school or were issued a high school equivalency certificate (California Legislative Information, 2022). Due to its recent inception, there are no data on AB 1705's influence on college success.

AB 928, the Student Transfer Achievement Reform Act, will be implemented in fall 2025. AB 928 will establish one lower division pathway that meets community college and university system requirements and will eliminate existing lifelong learning and self-development RSC categories (California Legislative Information, 2021). Courses include RSCs, early childhood studies, health science, kinesiology, psychology, and sociology (SCCC, 2021).

With California's legislative efforts to address college readiness through AB 705 and its expansions (i.e., AB 1705 and AB 928), the next step is to implement evidence-based improvement measures (California Legislative Information, 2021). Students lacking the necessary reading readiness skills, including those facing challenges with reading comprehension, will need support in the classroom (Conley, 2012; Henson & Hearn, 2019). One avenue for improvement could include equipping faculty with practical strategies for integrating reading support directly into their course content to support those with low reading comprehension (Sun & He, 2020).

Academic Reading in Community College

Proficient academic reading is essential to college success and achievement and can be used to acquire and construct knowledge. A fundamental expectation of college is that students can learn from reading discipline-specific text (Holdschuh, 2019). Academic reading requires the reader to understand a written text to acquire information, construct knowledge, and participate in scholarly conversations (Desa et al., 2020). Moreover, successful comprehension of academic reading tasks involves using a broad range of reading skills and strategies. These strategies help the reader understand and link the ability to read texts with complex subject matter, read lengthy texts, read efficiently, and quickly find relevant information (Liu & Read, 2020). Identifying the reading skills integral to successful comprehension of college-level academic texts is beneficial in helping students experiencing reading difficulties.

Studies have shown that proficient college readers possess a particular skill set. Talwar et al. (2023) studied students at a 4-year university and concluded that proficient

college readers possess various reading literacy skills, metacognitive reading strategies, and relevant behaviors. Martin (2019) investigated the reading strategies used by college students and found that successful readers process different types of text by using strategies specific to the task. In a similar study, Reynolds et al. (2022) found that participants with extensive reading experiences (i.e., those who have served on editorial boards of literary journals) read differently depending on the reading demand, while novice readers relied on a few general strategies. A crucial component of successful reading at the college level is understanding where, when, and why to use a specific strategy.

Several researchers suggested that college students need to be able to choose which strategies are appropriate to use in different reading situations. Martin's (2019) research into the reading strategies used by college students led to the recommendation that college students need direct instruction on when, where, and why to use specific strategies. Similarly, when researching early academic success in college, Talwar et al. (2022) recommended that colleges provide sustained reading strategy support for students to foster student success in college. Creating opportunities in literacy courses that allow students to use various disciplinary literacy strategies can prepare students for the variety of disciplinary reading tasks encountered in the college classroom (Lampi et al., 2019). The combined conclusions of research on reading strategy use seem to indicate that explicit reading strategy instruction is valuable for increasing student understanding of when, where, and how to use reading comprehension strategies to better facilitate reading comprehension.

Academic Reading Value Versus Practice

Everyday reading struggles of FY college students are one concern with college academic reading. An additional concern resides within the conflicts between reading value and reading practice in the college classroom. Holdschuh (2019) researched academic literacy demands in college and found differences in practice and literary expectations between colleges and even between professors at the same college. Stahl and Armstrong (2018) found that, although most college faculty reported reading is valuable, many have developed other means of delivering that do not require reading, avoiding the responsibility to promote, integrate, or provide instruction on how to read academic content (Stahl & Armstrong, 2018).

Faculty adopting practices that do not require students to learn from reading have resulted in a disconnect between the epistemological value of reading and reading practice. According to research by Benjamin (2023), between 15% and 30% of college students complete readings prior to class when students are not held accountable for completing course readings. In another study, over 80% of professors in community colleges noted that reading has value and is integral to success; however, nearly half responded that students could pass the class without doing the readings (Schnee, 2018). Often, academic readings are assigned without evidence of further use (Desa et al., 2020), and the purposes of reading in college courses are vague (Benjamin, 2023; Desa et al., 2020; Schnee, 2018).

Examining college professors' perspectives on reading instruction has helped researchers answer questions about what contributes to the disconnect between reading

value and practice. Desa et al. (2020) found that professors must sacrifice course content to teach academic reading strategies, that students should already have the reading skills to be successful college readers, and that professors may have a limited understanding of the importance of the developmental nature of reading. Furthermore, content area professors generally lack the pedagogical knowledge to teach reading strategies within the classroom (Gregory et al., 2019). The assumption that college-level reading skills are developed during K–12 education fails to address the disconnect between reading expectations in high school and college.

Research on student perspectives shows mixed evidence on the degree to which students see the value in completing collegiate academic reading assignments. Johnson (2019), in a report on the fall and rise of reading, indicated that between 20 and 40% of students prepared for class by reading the assigned texts, while Schnee (2018) stated, in a study of community college student and faculty perspectives on reading, that 66.1% of students surveyed reported completing all reading assignments. Students are often motivated by extrinsic factors, such as completing readings for assignments and receiving a passing grade. (Huang & Reynolds, 2022). Furthermore, when faculty use reading compliance strategies such as quizzes, homework, structured reading assignments, and randomly calling on students to answer questions requiring reading comprehension, student reading compliance rises (Cserni & Rademacher, 2021). Moreover, Hollander et al. (2022) found that students often judged whether it was worth their time to do a particular reading; they are more apt to engage in the reading process when there is a direct benefit, such as a higher grade in the course.

Students cite several reasons for not completing assigned readings, including the perspective that reading is unnecessary to get a good grade, confusion about instructor expectations, lack of time, and lack of strategies to comprehend what they read effectively (Ritchey & List, 2022; Schnee, 2018). Faculty and students can address these challenges collaboratively. Faculty can share reading practices and equip students with strategies for active engagement with the material. As Hollander et al. (2022) suggested, professors can play a crucial role in instilling the value of reading by demonstrating its connection to learning and providing students with practical strategies to extract meaning and knowledge from texts. By focusing on changeable factors, such as reading comprehension, faculty and students can create a learning environment that fosters academic success (Clinton-Lisell et al., 2022).

Barriers to Student Engagement and Completion of Reading Assignments

College textbooks can be difficult to read due to subject matter vocabulary, format, content, and discipline-specific vocabulary. These difficulties can result in poor comprehension and resistance to reading the text (Culver & Hutchens, 2021). Although students are assumed to be proficient in decoding and reading comprehension skills by high school, this is not always the case (Wang et al., 2019).

Par (2020) reported that problems with decoding and reading comprehension often begin in grade school and persist into college, becoming barriers to college success. When looking into the relationship between decoding and reading comprehension in a sample of over 10,000 Grades 5–10 students, Wang et al. (2019) found that as many as 38% of Grade 5 and 19% of Grade 10 students were unable to decode grade-level text

resulting in poor reading comprehension. Furthermore, the 2022 NAEP Grade 8 reading assessment results show that reading scores declined since 2019, and Grade 4 reading scores declined in 2015. Thirty-seven percent of Grade 4 students performed below basic in reading; in Grade 8, 30% were below basic (The Nations Report Card, 2022).

The National Center for Education Statistics reported that many first-year college students do not read at levels proficient enough to be successful in college courses (Higgs et al., 2023). Kalbfleisch (2021) presented findings that eliminating remedial reading classes has left students unprepared for college reading tasks; 40% of students could not identify the main idea in a text, and 26% identified the exact opposite point. In a study examining college students' views on reading, 25% of history students and 40% of science students claimed they skipped reading due to difficulties understanding text organization and writing style (Hollander et al., 2022). Similarly, Schnee (2018) reported that 11.9% of students surveyed did not complete assigned readings because they were too hard, and 27.6% reported that they were too long. Additionally, college students reported that they could achieve a successful class outcome by bypassing the reading process, often seen as too voluminous and irrelevant to their learning (Gorzycki et al., 2020). Reading comprehension difficulties appear to result in students skipping assigned readings.

SES and Academic Achievement

SES can affect income, financial security, and educational achievement. SES is related to several student characteristics, which, in turn, are related to academic performance. For example, children from wealthier families attend better funded schools

and access a wealth of educational resources to support their academic achievement, putting them at an educational advantage over children from low SES backgrounds (O'Donnell & Blankenship, 2018). Additionally, in 2022, the Haider and Von Strum stated that schools that serve low-income students have high teacher turnover and cannot hire the same caliber of teachers as higher-funded schools. Moreover, low SES college students are more likely to be first-generation, meaning they may lack family support in understanding the college system and higher education process (Eveland, 2020). Furthermore, students from low SES backgrounds may not have adequate access to high-speed internet, academic support services, and other supports that can enhance their academic achievement (Rodriguez-Hernandez et al., 2020). Finally, students with low SES are more likely to leave college without a degree than high SES students (Zembrodt, 2019).

Research has shown that children from low SES households develop academic skills at a slower rate than those from higher SES households. While few studies in the United States examined how SES is directly related to reading skills development, a study in Romania found that children from low SES homes showed slower growth in their reading skills compared to children who did not come from poverty (Dolean et al., 2019). Selvitopu and Kaya (2021) conducted a meta-analysis that combined the effect sizes from research studies on SES and achievement and found a medium relation to language achievement, including reading. In addition, Lee et al. (2019) used data from the Programme for International Student Assessment that measured 15-year-olds' ability to use their reading, math, and science knowledge in real-life challenges and found that a

composite measure of parental occupation, parental education, and family wealth were predictors of academic success. Finally, Michael and Kyriakides (2023) found an influence between SES and reading by age; the effect of SES on reading is more pronounced in early reading development. They suggested that as children age, schooling and experiences in reading have a more significant impact than SES. Haider and Von Strum (2022) reported that students from low SESs were likelier to attend college when assigned to higher-quality classrooms.

As students from low SES transition from K–12 education to college, low SES can continue to influence college achievement. Jury et al. (2019) conducted two studies with 562 undergraduate students to investigate the influence of low SES on a sense of belonging in college, which can affect academic achievement. They found a positive association between SES and a student's sense of belonging in college; however, the study further revealed that even the most competent SES students experience challenges in feeling like they belong, which can ultimately affect their achievement. Moreover, in a systematic review of the literature, Rodriguez-Hernandez et al. (2020) reported that previous research has shown a weak to moderate relationship between SES and academic performance in higher education; prior academic achievement, university experience, and working status had a stronger relationship to academic performance than did SES. Sixty-nine percent of students enrolled at the SCCC have low SES as indicated by their eligibility to receive a Pell Grant. Given the well-documented correlation between SES and academic achievement (Jury et al., 2019; Rodriguez-Hernandez et al., 2020),

exploring the potential influence of SES could provide a more comprehensive understanding of factors that influence reading comprehension and college success.

Debate on College Reading Strategy Instruction

There is ongoing debate on whether reading instruction should occur at the college level. Some college professors argue that reading is a skill that needs to be mastered before entering college (Desa et al., 2020). Desa et al. (2020) and Gregory et al. (2019) explored college faculty perceptions of academic reading in the college classroom and had similar findings; college faculty assume that students already know how to read. Nadelson et al. (2022) surveyed 345 college faculty members and found that faculty members feel a low level of responsibility for teaching their college students to read. Lack of training in evidenced-based reading instruction may lead to ineffective reading instruction in college.

Community college faculty are not required to have teaching experience or formal pedagogical training; instead, a person's subject matter expertise determines whether one is qualified to teach at a California community college (CCC, 2022). Gregory et al. (2019) found that college faculty feel they are not trained to provide instruction in reading and would have to sacrifice time and content to do so. Similarly, Gregory and Colclough (2018) asserted that college faculty do not have adequate training to teach reading, so they encounter challenges when asked to help struggling readers. These studies show that a lack of pedagogical skills in teaching reading may lead to resistance to teaching reading skills and strategies.

Finally, some college faculty and administrators argue that colleges should provide academic support services to help underprepared readers rather than stand-alone reading courses (Sung et al., 2020). Academic support services for struggling readers can include tutoring, mentoring, and counseling (Caldwell et al., 2021). First, the costs associated with taking extra courses can financially burden students, whereas academic support services are free (Mokher et al., 2021). Further, remedial or co-requisite reading courses can be time consuming and may not be feasible for community college students with obligations outside of school (Bauer-Kealey & Mather, 2019). Finally, Zimmer et al. (2019) argued that the typical skill and drill, uncontextualized reading instruction typically found in remedial or co-requisite reading courses is ineffective and may not transfer into their future college readings.

However, the above beliefs about teaching college students to read do not consider that learning to read is a developmental process that requires instruction and support that extends into college (Nadelson et al., 2022). Teaching reading in college is necessary and beneficial, especially for underprepared readers. Gorzycki et al. (2019) asserted that academic reading skills develop throughout schooling, and building reading skills and strategies increases disciplinary understanding and helps students move from novice to skilled readers.

Skilled readers purposely use strategies to create and monitor meaning (Par, 2020). Since not every college student knows what strategy fits each reading purpose, explicit instruction is necessary (Daguay-James & Bulusam, 2020). Bilici and Subasi (2022) emphasized the need for students to be exposed to strategy instruction to become

more accomplished readers. Furthermore, students need direct instruction on when to use specific strategies and how to adapt strategies to different texts (Ritchey & List, 2022). Students need to be thinking about what and how they are reading. Hollander et al. (2022) surveyed college faculty who reported that students need to work on gaining reading comprehension proficiency to obtain discipline-specific reading comprehension skills and general skills necessary for success in college. Direct reading strategy instruction is one avenue for increasing college success and achievement.

Several studies have investigated the effects of reading strategy instruction concerning college success and academic achievement. Bilici and Subasi (2022) examined the impact of reading strategy instruction through reciprocal teaching. They found that participants showed increased reading comprehension skills and fostered their use of metacognitive reading strategies. Moreover, adding reading strategy instruction helped students become more active and motivated to take responsibility for learning, allowing the adult learner to see the value in what they are learning, a tenant of andragogy. Similarly, Ghavamnia (2019) reported a significant improvement in participants' reading comprehension after explicit reading comprehension strategy instruction. In a study by Clinton-Lisell et al. (2022), a small association between performance on reading comprehension assessments and college grades indicated that reading comprehension skills and strategies are essential to college achievement.

Ghavamnia (2019) found that reading strategies enhance a reader's efficiency in reading tasks. Therefore, teaching college students reading strategies can help them become more efficient, resulting in a greater understanding of the text. Likewise, Par

(2020) claimed that reading comprehension is the most critical skill to master to guarantee success in learning. When students develop reading strategy proficiency, they become more prepared to experience the rigorous and cognitive demands of discipline-specific college readings (Lampi et al., 2019)

In addition to the necessity of reading comprehension skills for college success, reading is crucial to the workforce (Bilici & Subasi, 2022). Culver and Hutchens (2021) reported that college graduates are entering the workforce with reading and critical thinking deficiencies. Bower (2021) advocated for comprehensive literacy skill development as part of workforce development programs, citing that hiring is unlikely if a job applicant does not have the reading comprehension skills to understand the material. Further, Bower found that the most successful community college remedial programs combine essential reading, writing, math, and study skills with actual college courses. Reading is crucial not only for academic life but also for success in career and life (Daguay-James & Bulusan, 2020).

Summary

Improving college completion rates for academically unprepared students has become a significant concern for stakeholders at the community college level (Schrynmakers et al., 2019). Insufficient reading comprehension skills of first-time college students contribute to the academic unpreparedness facing students. Research into explicit reading strategy instruction in college directly affects improved reading comprehension, preparing college students for the academic rigor and demands of college reading (Bilici, 2022; Ghavamnia, 2019; Lampi et al., 2019). Many community colleges

in Southern California offer a RSC to teach the reading strategies necessary to comprehend the various text types students encounter in their college course readings. However, recent legislation may lead to the elimination of RSCs in California. In this study, I examined whether taking a RSC is associated with whether a student receives a passing grade in English 1A. The findings may provide insight into how to best prepare first-time college students who lack the reading skills to read and comprehend college-level textbooks, instructions, test questions, and other required readings.

Implications

Legislation in California and other states has fueled the need to discover ways to support college students who lack the reading comprehension strategies necessary for college achievement and course success. The results of this study may provide insight for college faculty and administrators into how to best support the gap in practice on how to support and increase the success of students at an SCCC who, due to legislation, may have no avenue to learn the reading comprehension strategies necessary to succeed in college.

A potential outcome of the study is to enable the development and implementation of appropriate academic support services for students who struggle with the reading comprehension and literacy skills they need to be successful in their college coursework. One possible direction for the project is re-designing an RSC that encompasses disciplinary literacy strategies and provides instruction and practice in the three essential components of the PAR framework: reading literacy skills, metacognitive reading strategies, and motivation to engage and persist with academic readings and

tasks. Another direction would be to develop a co-requisite RSC that underprepared students could take with introductory content area courses such as biology, history, or English 1A. Additionally, a white paper could strengthen support to add a RSC to the general education requirements at the community college level. A final direction would be to develop a series of professional development modules for faculty members teaching introductory-level content area courses that include training on how to teach reading strategies within the context of the content area classroom.

The study may further the social change agenda of supporting students with comprehension and literacy skills development to support their achievement in postsecondary education. Furthermore, the development of lifelong comprehension and literacy skills can be beneficial in life and the workplace. Increasing literacy, knowledge, and skills through postsecondary education can help people flourish throughout their lifespan. Higher education supports higher incomes, social mobility, and better health.

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Summary

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Developing reading comprehension strategies can bolster students' academic achievement in community colleges. In Section 1, I examined the local problem and provided local and professional evidence. I then provided definitions of terms, the study's significance, a literature review relating to the theoretical framework and broader problem, and implications for the project. Current legislation limits remedial courses involving reading comprehension, leading to a gap in practice in terms of supporting and increasing success of students who may have no avenue to learn reading comprehension strategies that are necessary to succeed in college. The purpose of this study was to

determine the predictive value of taking a RSC and SES on final grades in English 1A. In

Section 2, I describe the methodology, research design and approach, participants, data

collection methods, data analysis, and study limitations.

Section 2: The Methodology

The problem that I addressed in this quantitative study was that due to AB 705, which prohibits colleges from offering remedial courses without data to substantiate their effectiveness, students at SCCC may have no avenue to learn reading comprehension strategies that are necessary to be successful in college. In this study, I used an ex-post facto methodological design with a binomial logistic regression.

Findings may provide information on whether RSCs address the problem involving reading comprehension strategies that are necessary to succeed in college. Additionally, findings include information about means to acquire reading comprehension strategies that are necessary for English 1A and college success now that AB 705 has eliminated all remedial and below-college-level reading courses.

In this section, I explain the methodology and sampling process. Additionally, I explain procedures for data collection. Finally, I provide the data analysis plan and results.

Research Design and Approach

I addressed whether RSCs effectively provide students with reading comprehension strategies that are necessary for English 1A and subsequent college achievement. This raises questions about how to best prepare students with low reading comprehension with reading strategies they need to be successful in their college courses. I used the following RQs to guide my study:

RQ1: Are RSCs a predictor of whether SCCC students in English 1A pass or fail?

H_01: RSCs are not a predictor of whether SCCC students in English 1A is pass or fail.

H_a1: RSCs are a predictor of whether SCCC students in English 1A pass or fail.

RQ2: Does SES predict whether SCCC student grades in English 1A are pass or fail?

H_01: SES is not a predictor of whether SCCC student grades in English 1A are pass or fail.

H_a1: SES is a predictor of whether SCCC student grades in English 1A are pass or fail.

Description of Design

I used an ex-post facto correlational methodological design for this study. Study populations were divided between those who took the RSC, those who did not, those with low SES, and those who were not categorized as low SES. Because I analyzed archived data and students took the RSC in the past, random assignment was impossible in this study. RSC and SES were measured to answer RQs and determine the predictive value of variables on final grades in English 1A.

Justification

The quantitative design and logistic regression were appropriate for answering RQs because they provided a means to determine predictive effects of IVs on a DV. I examined whether SES had an effect on students' English 1A grades. Additionally, the ex-post facto design was appropriate for answering the RQ because the college has

collected and archived English 1A course grades of students who have not taken the RSC as well as information on SES status.

Quantitative Research Tradition

The quantitative design was appropriate to study effects of a RSC on achievement of community college students. Quantitative research is used to translatie a concept into a variable that can be empirically tested (Crawford, 2020). This study involved operationalizing the concept of teaching reading strategies to improve college achievement. I used logistic regression to predict how much the RSC and SES were related to final grades in English 1A. Other quantitative designs were considered but not used. A randomized experimental design, which can be used to compare two equivalent groups except for the IV, was rejected because data were archival, and random assignment into groups was impossible.

Though a qualitative study could have led to information on faculty and student experiences regarding the usefulness of teaching reading strategies, I focused on whether students taking a RSC demonstrated greater college achievement compared to those who did not. Furthermore, a qualitative study design was not appropriate because data are numerical, and understanding college students' reading experiences was not the focus. Finally, a mixed methods design could be used to examine data to address this topic. However, mixed methods studies can be complex and require more expertise to collect and analyze data and interpret results.

Summary

An ex-post facto quantitative methodological design was appropriate to determine if taking a RSC in SCCC was adequate for addressing reading comprehension strategies that were necessary to succeed in college. In this study, I used deidentified archival data that were analyzed to answer RQs and address the purpose of the study.

Setting and Sample

Setting

The setting for this study was an open-access SCCC located in an urban area of Southern California. The total college enrollment in 2021 was 35,920, with 28.1% who were enrolled full-time and 71.9% part-time. In 2021, 69% of students were Pell Grant eligible, which is used to determine SES. Furthermore, the SCCC is a primarily Hispanic serving institution, with 84.08% of its students belonging to minority groups. Less than 15% of enrolled students at SCCC are European American (see Table 3).

Table 3

Student Enrollment at SCCC by Race/Ethnicity for 2021

Race/Ethnicity	% $N = 35,920$
Hispanic/Latino	66.00
European American	14.90
African-American	7.23
Asian	6.61
Two or more races	3.64
Native Hawaiian/Other Pacific Islanders	0.38
American Indian/Alaska Native	0.22
Total*	98.98

Note. *Due to rounding, the total % may not be 100.

The retention rate, which measures the number of first-time students who returned to continue their education 1-year later, was 64% (Deliotte, 2021). A college's retention rate is important because it indicates student satisfaction with the teaching staff and student perception of the value of their learning.

Sampling Strategy, Size, and Justification

With the permission of the SCCC's Office of Institutional Service Institutional Review Board (IRB) and Walden University's IRB (i.e., approval #10-04-23-1155552), I requested deidentified, preexisting data from the Office of Institutional Effectiveness. As the dataset was preexisting and had no identifying markers, there were no actual participants in this study. Instead, my data collection consisted of requesting and receiving specific data sets. I did not recruit participants in this study.

Sample

The desired data set from Fall 2019 to Spring 2023 terms included all students who received a letter grade in English 1A and those who took the RSC before or during the semester they took English 1A. According to Laerd Statistics (2019), there should be a minimum of 15 cases per independent variable, with some recommending at least 50 cases per independent variable. The SCCC's Office of Institutional Effectiveness provided the original data set in Excel. The data set consisted of 20,315 students who had taken English 1A between Fall 2019 and Spring 2023. The data set was cleaned based on the following exclusion criteria: all students who withdrew, received an incomplete, or did not receive a letter grade in their last English 1A attempt were excluded, leaving 16,059 students who received a letter grade in English 1A (A = 4,272, B = 4,476, C =

3,354, D = 818, and F = 3,139). For those considered low SES (i.e., Pell Grant eligible),
8283 did not take the RSC before or during the term they took English 1A, and 149 took
the RSC before or during the term they took English 1A. For those not considered low
SES (i.e., not Pell Grant eligible), 7549 did not take the RSC before or during the term
they took English 1A, and 78 took the RSC before or during the term they took English
1A.

Sample Criteria and Characteristics

I specifically gathered deidentified markers for participants, final letter grade
information for students in English 1A, term year information, final RSC letter grades,
RSC term year information, Pell Grant eligibility status, and gender.
The analysis includes all student data sets with these required elements.

Instrumentation and Materials

As I used archived data in this study, there were no researcher-created or
published instruments. Within courses, teachers calculated grades based on a 100% scale
and then converted scores to letter grades. There were 16,059 students who received
letter grades in English 1A. Grades were then dichotomized into pass (i.e., A-C) and fail
(i.e., D-F). Raw archived data were deidentified and stored in a secure database.

Data Collection and Analysis

I analyzed English 1A grades for students. These were deidentified and obtained
from SCCC's Office of Institutional Effectiveness.

Data Required to Address RQs

To measure the DV for the RQ, I used deidentified archival data collected from Fall 2019 to Spring 2023 and created two groups: SCCC students who took an RSC and SCCC students who did not take an RSC. Additionally, I obtained the final grade in English 1A for students in each group. Furthermore, information on whether students were eligible for a Pell Grant determined a student's SES status.

Process

With the permission of the SCCC's Office of Institutional Service, I requested deidentified, preexisting data from the Office of Institutional Effectiveness. As the dataset was preexisting and had no identifying markers, there were no actual participants in this study. Instead, my data collection requested and received specific data sets.

Variable Scales

The data were archival and collected at the end of the fall and spring semesters from Fall 2019 to Spring 2023, so there was no manipulation of variables. When using logistic regression to analyze the data, one or more categorical IVs must be measured on a continuous or nominal scale, and the DV must be dichotomous (Frankfort-Nachmias, 2020). Table 4 includes the scale for each IV and the DV used to answer the RQs in this project study.

Table 4

Description and RQ Alignment of Nominally-Scaled Variables

RQ	Variables		Raw data values	
	IV	DV	0	1
1 Does taking a RSC predict whether a student passes or fails English 1A?	RSC		No	Yes
			Fail	Pass
		English 1A grade	DF	ABC
2 Does SES predict whether a student passes or fails English 1A?	SES		Ineligible	Eligible
			Fail	Pass
		English 1A grade	DF	ABC

Data Analysis Plan

Using descriptive and inferential analysis aided in preparing a plan to analyze the data and answer the RQs. The descriptive analysis summarized and described the data succinctly, whereas the inferential analysis answered the RQs.

Descriptive Analysis

The first step in the data analysis plan was to prepare the data set. The plan includes setting up the archival data collected from the SCCC in an Excel data sheet and organizing it into deidentified sets that could be analyzed. The plan was to use Version 28 of the Statistical Package for Social Sciences (SPSS) to complete the descriptive and inferential statistical analyses. The data spreadsheet included columns for English IA final grades, RSC completion, and SES eligibility, coded 0 for "no" or "fail" and 1 for "yes" or "pass," respectively. Additionally, there were columns for a deidentified data set marker, gender, and school term that the student completed the RSC.

Once data were organized in the spreadsheet and dummy coded, the data sets were ready to be analyzed by variable with the SPSS descriptive tools to identify any incomplete data sets. The entire data set description is provided by variable in the data analysis section.

Inferential Analysis

The RQs in this study were addressed with inferential analysis, which was used to draw conclusions about a larger population, based on a sample from that population. The plan included applying logistic regression to examine the effects of two or more IVs on the DV (Frankfort-Nachimas et al., 2020). A binomial logistic regression analysis in SPSS is appropriate to determine if taking an RSC and SES was related to whether a student's English 1A grade was pass or fail. The data analysis section of this study includes a detailed narration of the results with appropriate tables.

Statistical Assumptions

When testing statistical hypotheses, the researcher must make assumptions in consideration of the variable's measurement level, the sampling method, the population distribution shape, and the sample size (Frankfort-Nachmias et al., 2020). When the assumptions are violated, the calculation of the logistic regression model may result in problematic effects such as biased coefficients, inefficient estimates, or invalid statistical inferences (Menard, 2002). Further, violations of assumptions will influence the predictive power of the model (Frankfort-Nachimas et al., 2020). To run logistic regression, seven assumptions about the data must be considered: the first four assumptions are related to the choice of study design and measurements, while the other

three assumptions relate to the nature of the data and may be tested using SPSS statistics (Laerd, 2019). Laerd (2019) further stated that checking and ensuring the data can be analyzed using this test is critical. If an assumption is violated, it is vital to apply appropriate solutions.

In the following section I detail the process I applied to the data set to test each of these required assumptions.

Assumptions 1-4. The first four logistic regression assumptions relate to the study design and measurements (Laerd, 2019). First, the DV must be dichotomous because binomial logistic regression predicts the probability that an observation falls into one of two categories; in the case of this study, whether a student receives a passing or failing grade in English 1A. Next, the IVs must be measured at either the continuous or nominal level. In this study, both IVs are measured at the nominal level. Also, there cannot be a relationship between the observations in each group or between the groups themselves. There were different participants in each of the two groups in this study, and a student could not be in both categories. Finally, there must be a minimum of 15 cases per IV. Therefore, the data set in this study met Assumptions 1-4.

Assumptions 5-7. To verify Assumptions 5, 6, and 7, a researcher must determine the presence of a linear relationship, multicollinearity, and outliers. In this study, there are no continuous IVs, only nominal IVs. There are many ways to test for a linear relationship between a continuous IV and the logit of the DV. If it was necessary to verify a linear relationship in the data set for this study, I would use a Box-Tidwell approach, which adds an interaction term between the continuous IV and their natural

logs to the regression equation. However, there were no continuous independent variables in this study; and, by definition, no linear relationship. The data set met Assumption 5.

To check for multicollinearity, when the IVs are highly correlated with one another, it is important to inspect the correlation coefficients (Laerd, 2019). The IVs should not have correlations greater than 0.7. Additionally, the Tolerance and variance inflation factor (VIF) values must be analyzed to verify if Tolerance values are greater than 0.1. If multicollinearity is revealed, the researcher must decide to remove one of the offending variables from the analysis. The results of my test for Assumption 6 is included in the Results section of this study.

Laerd (2019) stated that the final assumption is tested by checking for outliers, high-leverage points, and highly influential points. "Casewise diagnostics," which is an option that can be selected when running binomial logistic regression in SPSS, is used to detect outliers, high-leverage points, and highly influential points. When running binomial logistic regression, the standardized residuals from the Casewise List table produced by SPSS were investigated to determine if any are ± 2 standard deviations from the observation to the predicted regression line to determine significant outliers. If there are significant outliers, the researcher must determine if they result from data entry or measurement errors or are genuinely unusual values. If the latter, the researcher must decide about including or removing the outlier. The results of my tests for Assumption 7 are included in the Results section of this study.

Assumptions, Limitations, Scope, and Delimitations

Assumptions

Research assumptions can influence the design of studies, including how they are conducted and interpreted. Recognizing and addressing assumptions in research allows the researcher to determine if the conclusions drawn from the results are reliable (Babbie, 2017). I made several assumptions that could not be verified. First, I assumed that all professors who taught the RSC and English 1A did so with fidelity and adhered to the Course Outline of Record, addressing all the student learning objectives and course content. A second assumption was that the professors teaching the RSC followed the suggested methods of instruction in their course sections.

Limitations

It is essential to acknowledge that no research design is flawless; factors such as bias, research design, methodology, and conclusions can shape the knowledge produced by a study and limit the study's applicability to other settings. Identifying limitations allows the researcher to explain to readers the influence the limitations may have on the results and provide directions for future research (Greener, 2018). My study is limited to one community college district located in Southern California. A potential weakness is that several different professors taught the RSC and English 1A; therefore, there may be inconsistency in how the student learning objectives and course content were addressed in each section of the courses. Furthermore, students in English 1A were assessed on subjective essays scored on a rubric; there may be some variability in how the final grades for the course were assigned. Another potential weakness is a threat to the internal

validity or the confidence that the statistical relationship was not influenced by other extraneous variables, such as the amount of time a student spent outside of class working on assignments, extra tutoring, or student motivation.

It was also impossible to completely randomize the groups or manipulate the IV (Drost, 2011). Babbie (2017) explained that it is challenging to establish equivalency between groups who receive treatment and those who do not with ex post facto data. Community college is open entry, and there are no requirements for admittance. Students may have had biases when deciding whether to take the RSC. During the enrollment process, students use a platform that suggests courses for enrollment based on the student's selected plan of study. Some students work with an advisor who will advise them on which courses are appropriate based on self-reported high school GPAs and college goals, while others choose not to.

Finally, threats to external validity or the extent to which the findings will hold true in other settings were mitigated by a thorough literature review and building the design of this study based on previous research on college reading interventions (Stewart & Hitchcock, 2020).

Scope and Delimitations

The scope of the study was to determine whether SES or taking an RSC is a predictor of an SCCC student's final grade in English 1A. Therefore, the quantitative results are only generalizable to other groups of college students in similar situations. Results may need replication, and more extended studies may be needed to determine if the results are generalizable to larger populations. However, results from the proposed

data sets are appropriate to inform recommendations to colleges in the SCCC district and as a basis for further research.

Protection of Participants' Rights

As there are no ex post facto study participants, my responsibility is to protect the data of the SCCC students in the dataset. Deidentified data allowed me to protect students' identities. My study was completed after the Walden University IRB validated that it was within the ethical bounds of appropriate research. The IRB approval number for this study is 10-04-23-1155552, and I adhered to all IRB guidelines.

Once IRB approval was granted, I communicated approval to SCCC's Office of Institutional Effectiveness and received IRB approval from the SCCC. Next, I communicated to Walden IRB that I had received IRB approval from RCC and was subsequently approved by Walden's IRB to request data. I then requested and collected deidentified archived data. The administration at SCCC verbally supported this study in its proposal state; therefore, there were no anticipated limitations from the SCCC. All the data were stored on a password-protected computer and will be disposed of in 5 years.

Data Analysis Results

The purpose of this project study was to determine if taking a RSC and SES predict whether a student passes or fails English 1A, a course required of all students in the SCCC district. The first RQ focused on whether taking a RSC predicts whether a student passes or fails English 1A. The second RQ focused on if SES predicts whether a student passes or fails English 1A.

Descriptive Statistics

Of the 16,059 students in the data set, 227 took the RSC before or while taking English 1A; 15,832 did not take the RSC. There were 8,432 students who were low SES (i.e., Pell Grant eligible); 8,283 did not take the RSC, and 149 took the RSC before or during the term they took English 1A. For those not considered low SES (i.e., Pell Grant ineligible), 78 took the RSC before or during the term they took English 1A, and 7,549 did not take the RSC before or during the term they took English 1A. Table 5 shows that students who did not take the RSC passed at a higher rate than those who did take the RSC.

Table 5

Number and Percent of RSC Enrolled Students Passing and Failing English 1A

| | English IA grade | | | |
| | Pass | | Fail | |
Enrolled in RSC	*n*	%	*n*	%
Yes	160	70.5	67	29.5
No	11942	75.4	3890	24.6

Table 6 shows that those considered low SES (i.e., Pell Grant eligible) passed at higher rates than those who were not Pell Grant eligible.

Table 6

Number and Percent of Pell Grant Eligible Students Passing and Failing English 1A

| | English IA grade | | | |
| | Pass | | Fail | |
SES: Pell Grant status	*n*	%	*n*	%
Eligible	6394	75.8	2038	24.2
Ineligible	5708	74.8	1919	25.2

Addressing Logistic Regression Assumptions

I analyzed the RQs using logistic regression, which relies on seven assumptions. According to the first assumption, the DV of receiving a passing grade in English 1A is dichotomous, meeting this assumption. The IVs of the RSC and SES consisted of two categorical independent groups, and there was no relationship between the observations in each group or between the groups themselves. There were different participants in each of the two groups, and a student could not be in both categories. Therefore, the data set in this study met Assumptions 1–4. Assumptions 5–7 were tested in SPSS.

Assumption 5: Linear Relationship

There were no continuous independent variables. For the first IV of RSC, I split students into two groups: those who took the RSC and those who did not take the RSC. The variable of RSC was categorical. For the second IV of SES, I formed two groups: those who were Pell Grant eligible and those who were ineligible. Therefore, all the independent variables were categorical, and there was no violation of this assumption.

Assumption 6: Multicollinearity

According to Laerd (2019), multicollinearity is not tested unless there are two or more continuous IVs. The first IV of RSC was nominal with two groups. Additionally, the second IV of SES consisted of two groups. Both IVs are nominal; therefore, meeting this assumption.

Assumption 7: Outliers, High Leverage Points, and Highly Influential Points

According to Laerd (2019), SPSS will produce a Casewise List table as part of the output if there are cases with standardized residuals greater than 2.5 SD to allow the researcher to inspect those cases in further detail to determine why they are outliers and remove them from the analysis if deemed necessary. If all cases have standardized residuals less than ± 2, a Casewise list table will not be produced as part of the SPSS output. SPSS did not produce a Casewise List table as part of the output for the analysis in this study; therefore, there were no outliers greater than 2.5 SD, meeting Assumption 7.

Research Questions

Two RQs guided this study to determine the predictive value of taking a RSC and SES on a student's English 1A grade. Analyzing the data to respond to these RQs was essential in addressing the problem in this study.

RQ1

To answer RQ1, I performed a logistic regression analysis, using the binary logistic procedure in SPSS to assess the predictive effects of taking the RSC on receiving a passing grade in English 1A. After running the procedure, I interpreted the results for

the assumption of outliers; there were no significant outliers. Next, I analyzed the tables produced by SPSS to report the results. The logistic regression module was not statistically significant, $\chi2(2) = 5.111$, $p = 0.078$, ($p \leq .05$), resulting in the rejection of the alternative hypothesis for RQ1. The null hypothesis was accepted; enrollment in a RSC did not predict whether a SCCC student's grade in English 1A was pass or fail.

RQ2

To answer RQ2, I performed a logistic regression analysis to assess the predictive effects of SES on receiving a passing grade in English 1A. The logistic regression module was not statistically significant, $\chi2(2) = 5.111$, $p = 0.131$, resulting in the rejection of the alternative hypothesis for RQ2. The null hypothesis was accepted. Neither of the two predictor variables was statistically significant. Table 7 includes the statistical output from the logic regression analysis.

Table 7

Likelihood of Passing English 1A Based on RSC and SES

Independent Variable							95% CI for Exp (β)	
	β	S.E.	Wald	*df*	*p*	Exp(β)	Lower	Upper
SES (1)	-.055	.037	2.280	1	.131	.946	.880	1.017
RSC (1)	-.259	.147	3.104	1	.078	.772	.579	1.030

Summary

In this section, I presented data collection outcomes, results from descriptive statistics, and logistic regression. The logistic regression model showed insignificant

results, indicating that SES and RSC are insignificant predictors of whether students pass or fail English 1A. Based on results, I had to rethink instruction of effective reading strategies to community college students. Section 3 includes a literature review addressing the local problem and rationale for the selected project. Additionally, it includes a detailed description of the project, evaluation plan, and social and local implications of the project.

Section 3: The Project

In Section 3, I present the rationale for the project, literature review, project description, project evaluation plan, and project implementation. My deliverable for this project study is a curriculum plan: a proposed 15-week English 1A Integrated Reading and Writing (IRW) course as an alternative to the traditional English 1A course. While designed primarily for students seeking to strengthen their reading comprehension strategies, the IRW course also offers valuable resources for students wishing to further develop and refine their college reading skills within the writing classroom context.

Rationale

While the RSC was not shown to significantly impact student success in English 1A, the need to support college students struggling with reading comprehension remains. I explored different deliverables for the project, including a curriculum plan, professional development curriculum, and policy recommendation. I considered a redesign of the English 1A curriculum to integrate embedded reading strategy instruction within writing classrooms. This approach aligns with the established practice of adapting curriculum to address evolving student needs and educational policy shifts. Notably, curriculum redesign is a potential solution in the context of recent legislation eliminating developmental reading courses.

In response to faculty challenges involving supporting struggling readers within their courses, a potential solution was a 24-hour professional development workshop spread over 3 to 4 days. However, two key considerations would need to be addressed. First, Chandran et al. (2021) emphasized successful professional development must

contain relevant content. As student learning objectives in content area courses prioritize mastery of content and not reading strategies, instructors may perceive reading instruction as outside the scope of their core responsibilities. Second, while research shows benefits of embedded reading strategy instruction in content areas, some faculty hold the belief that reading comprehension proficiency is a prerequisite for college-level work. This perspective might lead faculty to resist professional development on this topic. Additionally, concerns about sacrificing course content to accommodate reading instruction may further deter participation. Therefore, addressing these potential barriers is crucial for successful implementation of such professional development initiatives.

A policy recommendation was another deliverable that was considered for this project study. Policy recommendations can influence instructional practices and improve student outcomes (Woulfin & Gabriel, 2022). They offer decision makers in-depth analyses of problems with recommendations for addressing them. Policy documents tend to adopt negative tones, focusing on problems rather than actionable solutions (Kruizenga-Muro, 2023; Ozbay & Karaoglu, 2022). I was seeking a deliverable that had immediate applicability. My decision was further informed by potential limitations associated with policy implementation timelines, which could extend beyond immediate needs of struggling readers.

Ultimately, I chose to design curriculum for a 15-week English 1A IRW course. This course would embed reading strategy instruction directly within the writing curriculum, aiming to equip students, especially those lacking prior exposure to these strategies, with necessary tools to succeed. Redesign of an existing mandatory course was

a viable option for implementation within approximately 1 year, allowing for a more immediate impact on student success.

Review of the Literature

This quantitative project study showed that taking a standalone RSC and SES did not predict whether students receive passing or failing grades in English 1A. However, the local problem still exists. Three themes emerged from the literature review in Section 1. First, college faculty have expectations for college students to learn from reading discipline-specific texts (Holdschuh, 2019). Second, there are barriers to student engagement and completion of reading assignments (Culver & Hutchens, 2021; Par, 2020; Wang et al., 2019). Third, there is a link between low SES and academic achievement (Eveland, 2020; O'Donnell & Blankenship, 2018; Rodriguez-Hernandez et al., 2020; Zembrodt, 2019). In this literature review, I synthesized and analyzed how theory and research support curriculum revision to address providing community college students with reading strategies that are necessary to succeed in college.

Databases and Search Terms

This literature review includes publications as wel as online and higher education research from professional organizations such as the College Reading and Learning Association, National Council of Teachers of English, and California Acceleration Project. Electronic databases used to search for literature were ERIC, ProQuest, Taylor and Francis Online, and EBSCOHost. I used the following key words: *integrated reading and writing*, *community college*, *course redesign*, *curriculum*, *motivation*, *metacognition*, *reading literacy skills*, *extracurricular barriers*, *asset-based learning*, *critical thinking*,

equity, *diversity*, *hidden curriculum*, *reading activities*, *writing activities*, *integrated reading and writing*, *barriers*, *technology*, *flipped learning*, *online learning*, and *modularized learning*.

Project Genre: Curriculum Plan

Using evidence-based strategies to improve college success and racial equity is a priority at California community colleges (Cuellar-Mejia et al., 2023). According to Harris and Graham (2019), effective teaching practices must align with aims and purposes of the educational system and students it serves. As the American educational system evolves and needs of students change, so must the curricula. Historically, curricula and curricular design have been instrumental in the evolution of the American education system (Glatthorn et al., 2019).

Curriculum redesign, or the process of transforming curriculum to meet needs of students and institutions, is a proactive approach to address educational challenges and problems (Howson & Kingsbury, 2023). It is a suggested approach to respond to shifts in educational policies (Sutherland et al., 2023). Furthermore, conception and application of curriculum models help educators to respond to current needs of society (Barron, 2023). Curriculum redesign actively supports diverse learners by catering to their specific needs (Kelly et al., 2019).

There are two distinct yet interconnected curricula in education: official and hidden curricula. The official curriculum, which is documented in syllabi and course outlines of record, explicitly outlines learning objectives, content areas, and instructional methods (Baron, 2023). Conversely, hidden curriculum encompasses attitudes, values,

and beliefs in school systems that are not explicitly stated in written documents (Nahardani et al., 2022). Hidden curriculum, while not explicitly stated, plays a significant role in shaping students' attitudes, values, and behaviors, equipping them not only with academic knowledge but also with skills to become employable graduates and contributing members of society (Rossouw & Frick, 2023). Curriculum evaluation and redesign can clarify aspects of hidden curriculum for both teachers and students.

Educators have actively used curriculum design and redesign to promote equity, inclusion, and support for diverse learners, improving student learning outcomes. Sutherland et al. (2023) emphasized the importance of incorporating diverse perspectives and experiences into the curriculum to foster inclusive learning environments and address historical biases. Similarly, Mena et al. (2023) found redesigning a psychology curriculum helped in terms of addressing equity, diversity, and inclusion in the classroom to support students and improve learning outcomes. Kelley et al. (2023) claimed incorporation of differentiated instruction and personalized learning strategies into an existing curriculum served as a means to enhance accessibility and foster student success. Additionally, Billici and Subasi (2022) demonstrated the potential of curriculum redesign to address specific skill gaps, such as weak reading comprehension, ultimately leading to improved academic performance.

Aligning curriculum content with evolving needs, promoting inclusivity, and addressing identified skill gaps can improve student learning outcomes and prepare them for success in a rapidly changing world. The redesigned curriculum can enable teachers to guide their students through activities, readings, and experiences and provide them

with the tools to use that knowledge in their educational pursuits and beyond (Glatthorn et al., 2019).

IRW

Historically, many community colleges treated reading as a separate discipline, inadvertently promoting a culture that teaching reading is "someone else's responsibility" (Choseed et al., 2023; Desa et al., 2020; Gregory, 2019). Integrating reading and writing instruction can promote the integral relationship between the two; effective reading instruction fosters writing skills, and conversely, strong writing instruction can enhance reading comprehension (Paulson et al., 2021). In response to the diverse student populations they serve, IRW may provide the opportunity to create proficient academic readers and writers through authentic experiences (Regalado & Armstrong, 2023). In IRW courses, the processes of reading and writing are deliberately weaved together, focusing on how reading and writing are connected (Paulson & Van Overshelde, 2021). For example, a course unit can begin with previewing vocabulary in a text; next, in the during-reading stage, students can interpret and discuss the text; in the post-reading stage, students can check how well they understood the text through various activities; and finally, they can write an essay about what was learned during reading (Nam & Seong, 2020). A structured approach like the one outlined, which incorporates pre-reading, during-reading, and post-reading activities culminating in a writing task, allows students to understand the connection between reading and writing, empowering students to become proficient readers and confident writers.

Shannahan (2016) asserted that reading and writing in IRW courses can help students accomplish tasks and promote learning and problem-solving skills. Incorporating reading practice and explicit instruction within the traditional English 1A classroom can provide opportunities to empower students, boost their self-esteem, and contribute to future academic success. Bickerstaff et al. (2022) reported that many more students would successfully pass introductory college courses, such as English 1A, if they were granted direct access to college-level courses in their first term, with additional support provided. IRW can provide additional reading support necessary for completing English 1A and other college courses with complex reading components. Traditionally, in higher education, IRW courses have been delivered in developmental and accelerated developmental education formats (Armstrong et al., 2023). With the movement away from developmental education due to policy shifts, co-requisite developmental IRW courses were offered to students who lacked foundational college reading and writing skills (Regalado & Armstrong, 2023).

Corequisite Developmental Courses. Co-requisite developmental courses, where students are enrolled in a foundational college-level course while also enrolling in concurrent reading and writing developmental education support, have been used in U.S. colleges to support student success. In a randomized controlled trial study of corequisite remediation in reading and writing, Miller et al. (2022) found that the number of students completing a first college-level English course in the first year rose by 24%. Likewise, Ran and Lin (2022) found that students placed into co-requisite remediation were up to 18% more likely to pass gateway courses in their first year when compared to peers who

took prerequisite remediation. Like co-requisite remedial courses paired with college level courses, IRW courses can potentially cover reading and writing skills within the college-level writing courses.

Enhancing College Students' Reading Comprehension Skills. However, recent legislative changes in California have eliminated developmental education (California Community Colleges, 2018; California Legislative Information, 2022) and necessitated a reconceptualization of how essential academic skills, such as reading comprehension, are taught to college students. This reconceptualization presents an opportunity to redesign IRW courses as college-level courses. By integrating specific and targeted reading and writing instruction within the existing English 1A curriculum while simultaneously fulfilling the requirements of the student learning objectives of the course. Additionally, these courses can potentially support students with the necessary skills while adhering to the new community college policies such as AB 705, AB 1705, and AB 928.

PAR

According to the PAR framework, the reading curriculum at the post-secondary level supports a design where adult learners acquire proficient academic reading skills (Talwar et al., 2022). Because of the mismatch between high school and college reading demands and the barriers students encounter when attempting to engage in and complete reading assignments, it is critical for course designers to create a curriculum that engages and motivates community college students, teaches literacy and metacognitive skills for use in college and beyond, and focuses on an andragogical approach to instruction (Bilici

& Subasi, 2022; Talwar et al., 2022). As a result, explicit instruction in metacognitive reading strategy use and motivation must be integral parts of an English 1A IRW course.

Metacognitive Reading Strategies. Metacognitive activities are intentional, iterative cognitive activities that a reader uses to comprehend text (Talawar et al., 2020). Furthermore, metacognitive reading activities are specific tasks in the reading process whereby the reader relates words in the mind to find the main idea (Ali & Razali, 2019). They are devices for solving problems encountered when deeply engaging with and reading text (Villanueva, 2022). Examples of metacognitive activities include having a purpose in mind when reading, previewing, stopping to think about the reading periodically, re-reading to ensure understanding, and taking notes while reading (Mokhtari et al., 2018). Metacognitive reading allows the reader to be aware during the reading process. As a result, I included metacognitive reading strategies in the proposed English 1A IRW curriculum plan.

When the reader has an awareness and control of their thinking throughout the reading process, they can plan for the reading act, monitor progress during reading, and evaluate text (Fogarty & Pete, 2020). Those with higher levels of metacognitive knowledge can monitor their performance more accurately on a reading task, thus improving comprehension (Hennecke & Burgler, 2023). Explicit instruction in metacognitive reading strategies promotes comprehension by equipping students with the tools to monitor and regulate their thinking while they read actively.

Metacomprehension, a metacognitive behavior, refers to the ability to monitor the understanding of a text (Fulton, 2023; Guerrero et al., 2023; Hennecke & Bürgler, 2023).

Using metacomprehension helps raise a reader's awareness of comprehension issues (Talawar et al., 2020). Those who have an accurate awareness of comprehension failures, who can then adjust reading, can enhance their comprehension of a text (Guerrero et al., 2023). A student who uses metacomprehension can avoid not remembering what was read at the end of a text, a common barrier to a student's comprehension of college-level text (Fulton, 2023). In a study with students with intellectual disabilities, Rodriquez et al. (2022) found that metacognition and metacomprehension predicted 67% of the variability in a student's reading comprehension performance. In a study on first-year college students, Guerrero et al. (2023) asserted that developing instructional approaches within a real course context to help students improve their metacomprehension was vital. Three types of reading strategies relevant to metacognition and metacomprehension: global strategies, problem-solving strategies, and support strategies were also included in the proposed English 1A IRW curriculum plan (Talawar et al., 2022).

Using global, problem-solving, and support metacognitive strategies as part of the reading process can help college students in the IRW classroom develop the comprehension skills necessary for proficient academic reading and college success. Global reading strategies such as setting a purpose for reading, activating prior knowledge on a topic, and previewing a text can help prepare readers to receive information from the text (Utku Bilici et al., 2023). Problem-solving reading strategies, used during the reading process, can be used to address potential comprehension and attention issues. They include stopping periodically to reflect on the text, using metacomprehension as a self-checking mechanism, reading aloud when the text is

complex, and using annotation techniques to help with memory of what was read (Villanueva, 2022). Finally, reading support strategies support comprehension during the reading process; these include looking up unfamiliar words in a dictionary, highlighting, and taking notes, which can be used during the reading process to help with comprehension (Par, 2020). Used in conjunction, global, problem-solving, and support metacognitive strategies have been shown to bolster reading comprehension and memory of what is read (Par, 2020; Talawar et al., 2022; Utku Bilici et al., 2023; Villanueva, 2022).

Readers can better monitor their metacomprehension when they know which strategies provide the most flexibility and success in reading (Villanueva, 2022). Nunaki et al. (2019) found that self-directed learning with relevant topics effectively developed metacognitive and metacomprehension skills among high school students. Rereading text and making metacomprehensive judgments about how well the text was understood has also improved comprehension accuracy (Rodriquez et al., 2022). Similarly, think-aloud methodology, where students voice their thoughts at specific points in the text, improves comprehension (Magliano et al., 2020). To improve comprehension, I incorporated metacognitive skills into the IRW curriculum.

Explicit instruction on how to read metacognitively as part of the course curriculum has resulted in positive results. In a review of research on teaching metacognitive reading strategies, Ali and Razali (2019) found that when teachers modeled strategies such as questioning, summarizing, clarifying, predicting, pausing and thinking about reading, and asking themselves questions, students exhibited higher

comprehension. Likewise, in a study examining the relationship between reading comprehension scores of diverse texts, Miguez-Alvarez et al. (2022) found that students with low metacognitive awareness overestimate their abilities; those with high metacognition were more accurate in their comprehension of text. Villanueva (2022), when studying reading comprehension among college students, found that students can improve their comprehension of complex text using metacognitive and metacomprehension reading techniques. These studies demonstrate that metacognition plays an essential role in reading and underscore the importance of metacomprehension instruction in the college classroom.

To inform the project's curriculum redesign, I used metacognition and metacomprehension research. I incorporated strategies best suited to the needs of students who struggle with reading comprehension in the proposed curriculum. Teaching and modeling strategies such as reciprocal reading, annotation, paired reading using the say-something strategy, and reflection will be incorporated as activities in the English 1A IRW curriculum to help students become more metacognitively aware of the reading act (Mulcahy-Ernt & Caverly, 2018).

Motivation. In a seminal definition of reading motivation, Gutherie and Wigfield (2000) stated that reading motivation encompasses a person's individual goals, values, and beliefs regarding the topics, processes, and outcomes of reading. They further explained that constructing meaning during reading is a motivated act. Reading motivation differs by the individual and depends on the context (Davis et al., 2019). Research on how motivation affects reading comprehension and student response to

reading interventions has found that motivated students are more likely to be actively engaged with the text and implement more strategies while reading (Tonks et al., 2021). Conversely, students who disengage from the reading process may resist reading due to a lack of motivation rather than a lack of ability to read (Davis et al., 2019).

Motivation is also a significant contributor to a student's reading comprehension skills. In a review of studies on reading literacy, Lan and Yu (2023) found that reading motivation played an essential role in reading literacy achievement in the context of formal schooling. Chen (2019) found that high reading motivation can mitigate the effects of poor reading caused by high reading anxiety. Specifically, intrinsic reading motivation correlates to better reading comprehension, effective reading strategies applications, and connecting with prior knowledge.

Attitudes toward reading and motivation will inform effective reading instruction (National Council of Teachers of English, 2019). Reading motivation can be addressed in the college classroom as a set of practices that can be contextualized with other aspects of reading comprehension instruction (Duke et al., 2021). Motivational reading interventions that offer choices and provide process-oriented feedback positively affect reading comprehension and motivation (McBreen & Savage, 2020). Consequently, a comprehensive approach to reading instruction should consider the mechanics of comprehension and promote positive attitudes and motivation in students by providing choice and supportive feedback.

Research on motivation will inform the redesigned curriculum for the project. Activities and assignments in the English 1A IRW curriculum plan will be contextualized

to improve students' motivation to take the course. Additionally, motivation, an essential determinant of proficient academic reading (Duke et al., 2021), will be addressed in the project's curriculum redesign with practices that motivate successful reading. Allowing students to choose what they read, reading strategies instruction, having a reading model, building a balanced selection of books, highlighting text, reading aloud, fostering group discussions, and offering incentives will be important aspects of the curriculum redesign (Lan & Yu, 2023).

Project Content

The proposed English 1A IRW course includes online learning modules, contextualized reading and writing activities, reading literacy skills, metacognitive strategies, and motivation. Furthermore, a professional learning community will be established before implementation and extended through at least the first year. I describe the project, its modules, and contextualization in this section.

Online Learning Modules

One form of providing access to learning materials is through online modules. Although research into using online modules to supplement face-to-face college courses is scant, recent research into online learning modules for distance education provides suggestions for developing online modules as additions to face-to-face courses. For instance, when Murphrey et al. (2023) investigated the use of online learning modules to improve the communication skills of students studying agricultural sciences, they found that modules that embed short videos, printable handouts, quizzes, and overviews of the critical points of a reading were helpful for students. Furthermore, Rillero and Ying-Chih

(2019), when studying undergraduate preservice teachers and their perspectives on online learning modules, found that students like concise and organized modules that provide effective and practical examples. Additionally, students liked the interactive modules with engaging videos (Sointu, 2023). Finally, a study with teacher candidates enrolled in graduate-level courses found that online modules with discussion forums promoted enhanced learning (Lee & Griffin, 2021).

Though online modules are the primary teaching material in online learning, they can also enhance face-to-face learning (Delita et al., 2022). Instructors can design online modules to supplement the face-to-face classroom experience by providing additional resources and opportunities to enhance learning. Online learning modules also allow the learner to retrieve visual tutorials at any time and provide the ability to learn at their own pace outside of class (Chin, 2023). Additional resources and opportunities in online learning modules include interactive multimedia content, online discussions, and self-paced learning activities (Lee & Griffin, 2021; Sointu, 2023).

Scaffolded online learning modules can boost student motivation and interest. Instead of passively receiving information, students will actively engage and manage their learning by independently exploring manageable activities. (Delita et al., 2022; Rajabalee& Santally, 2021). Providing practice opportunities, asking questions, analyzing, and reflecting in an online module encourages students to participate in their learning actively, allowing them to become more autonomous and committed as learners (Rajabalee & Santally, 2021). Students can also develop increased metacognitive skills

when engaging with online learning modules because they require students to independently apply strategies and behaviors that help them learn better (Sointu, 2023).

Online learning modules as supplements to face-to-face classes will be used to deliver instruction and information to students before class, leaving class time for interactive activities and discussions. Flipped learning with online modules allows students to learn and practice skills; students are asked to commit time before class to engage in instruction and learning activities (Chin, 2023). Students can watch videos, pre-recorded lectures, or other learning material before attending class, learning the content independently, fostering self-directed autonomy (Rochmawait & Efendi, 2023). A flipped classroom has improved self-directed learning and metacognitive awareness (Khodaei et al., 2022). Supplemental online learning modules optimize the strengths of online and face-to-face learning environments, allowing students to understand the material more deeply.

This approach allows students to practice lower-order thinking skills such as remembering, understanding, and applying at their own pace (Chin, 2023). Face-to-face classroom time can then focus on interactive and hands-on activities to further students' understanding of the content and immerse them in higher-order thinking abilities such as analysis, evaluation, and creation with instructor guidance (Maidin & Shukor, 2021).

Online learning modules allow for flipped learning, characterized using online modules to deliver content. Flipped learning allows instructors to dedicate class time to fostering student engagement and critical thinking through interactive activities and collaborative learning (Lapitan et al., 2023). This approach can enhance interaction and

communication. The shift in focus from content delivery to interactive exercises during class time facilitates richer instructor-student interaction, fostering critical thinking and communication skills, and increased student engagement (Rodriguez et al., 2019). Additionally, students can acquire key competencies, including critical thinking and interpersonal skills, through in-class collaborative learning; in class, students apply, analyze, evaluate, and build knowledge together (Lapitan et al., 2023).

Quality Matters rubrics, which literature reviews of online learning research have supported, can be used to incorporate best practices in the online learning modules (Quality Matters, 2023a). The higher education rubric sets specific review standards in course overview and introduction, learning objectives, assessment and measurement, instructional materials, learning activities and learner interactions, course technology, learner support, and accessibility and usability (Quality Matters, 2023b). High-quality online course design has been associated with improved student learning (Zimmerman et al., 2020). Adhering to these standards will help create a focused learning experience for students as they move through the online learning modules and create greater student satisfaction (Sanosi, 2023).

Contextualization

Contextualization is an approach where students develop reading and writing skills directly related to real-world issues (Zimmerer et al., 2019). Research on contextualizing curricula in reading courses is scant, and those involving reading only incorporate a few contextualized elements. However, Zimmerer et al. (2019) developed a developmental reading curriculum that incorporated project-based activities that

integrated relevant, meaningful, and authentic texts, and student comments attested to increased confidence in their reading skills.

Engaging in meaningful reading and writing topics, especially those connected to real-world problems, tends to develop better critical thinking and reading skills than traditional composition essays in introductory English courses (Golden, 2018). Focusing the curriculum on noncognitive barriers that college students experience, such as anxiety about intellectual ability, hunger, housing insecurity, and childcare, can allow students to develop resilience. Choseed et al. (2023) found that when students discuss these barriers, read about them, and write about them in the IRW classroom, they felt less embarrassed or isolated in their experiences. Encouraging students to work through their perspectives and reshape them as part of their quest for new understandings through reading, writing, and discussing culturally relevant literature allows them to feel validated and supported by their teachers and peers (Erwin, 2022).

Contextualization can also improve student motivation by making the content less abstract and more relatable (Perin & Holschuh, 2019). Engaging students in a contextualized curriculum with authentic literacy tasks resembling those they will encounter throughout their college experiences foregrounds the higher-level competencies students need to succeed in college-level courses and life beyond college (Bickerstaff et al., 2022).

Faculty Learning Communities

Faculty learning communities can support teacher development and improve instruction (Hower et al., 2023). These communities create spaces for collaboration and

exchange of expertise across disciplines (Trube et al., 2019), fostering critical reflection on teaching practices and innovative approaches to curriculum design (Mooney, 2018). Having a faculty learning community for professors of English, faculty teaching the new English 1A IRW, professors of reading, and other content area faculty will allow the expression of shared values, which will bring unique talents, ideas, and skills to the community of practice. Connecting ideas will allow the development of lesson plans and activities that engage and inspire students (Bothwell-Vas, 2022). Incorporating language around noncognitive barriers, trauma-informed practices, and holistic support helped faculty shift their language into student-centered language, facilitating formal and informal conversations about instruction and support (Choseed et al., 2023).

Trube et al. (2019) developed a collaborative mentorship module that includes agency, values, engagement, patterns, and roles. This model allowed faculty to interact by assuming roles based on strengths and served as a support and accountability measure for implementing best practices. Learning communities can also be a safe space where faculty can feel supported to examine their class success rates, reflect on their praxis, and make changes to close gaps (California Acceleration Project, 2023). Monthly meetings that begin with discussing successes will allow sharing of what is working. Subsequently, discussing needed improvements can lead to planning, taking the ideas discussed, and translating them into concrete implementation methods. This helps create a culture of collaborative inquiry where faculty members can commit to continuous improvement, build collaboration skills, and share the responsibility for improving learning for all students (Garrett et al., 2021). Learning communities allow greater engagement of faculty

members in the process, which can help faculty overcome feelings of uncertainty with change (Saperstein, 2023).

Empowering students through teaching practices can instill a passion and belief that motivates students to strive toward their passions and goals (Bothwell-Vas, 2022). Further, through professional learning communities, faculty can help their students see education as a powerful tool for justice, a source of hope, and an equalizer in today's diverse world. The development and commitment to participate in learning communities can enable educators to evolve their practice and reflective skills, challenging them to pursue lifelong learning and commit to continuous improvement.

Project Description

I designed a 15-week English 1A IRW curriculum plan with supplemental online modules to provide students with a course to develop proficiency in college-level reading and writing strategies. Appendix A details the proposed course outline of record, including a course description, course objectives, student learning outcomes, course content and activities, and methods of instruction and evaluation. It includes sample assignments, course materials, and an assessment of student achievement. Finally, I also provide a proposed pacing schedule for the course and assignment summaries.

Based on the project study results, the proposed curriculum aims to provide an alternative to the traditional English 1A course, emphasizing reading and literacy strategies as students develop English and writing skills. The proposed curriculum will contain the same number of units as the current English 1A course. Online learning modules and flipped learning will replace some of the current homework requirements of

the course; therefore, the in-class and outside-of-class time requirements will be unchanged in the proposed course. While the English 1A curriculum at the SCCC focuses mainly on writing skills, with some supplementary reading support, the English 1A IRW course I outline will provide students with contextualized IRW assignments. The contextualized assignments focus on non-cognitive barriers to success and provide students with motivation, autonomy, and a support system while completing English 1A.

Proposed Course

The proposed course content will include lectures, activities, and psychological, social, and physical discussions for academic and lifelong success; learning principles including learning styles, multiple intelligences, and time management; critical reading and thinking skills; essay writing; and research writing. Students will also work in the writing lab to practice writing concepts covered in class, reading strategies, and research skills. Additionally, students can access peer tutoring and instructor conferences in the writing lab.

I recommend teachers use multiple instructional methods in the proposed curriculum plan to achieve student learning outcomes and course objectives. Examples of instruction include no or low-stakes reading and writing activities, mini-lessons followed by practice, modeling reading and writing skills and strategies, and class discussion of topics. Instruction should also focus on guided reading activities using a 3-step reading process that leverages student interests, prior knowledge, and experience. Additionally, I recommend using online learning modules that adhere to Quality Matters standards to supplement in-class material and instruction.

Students will be evaluated for progress in and mastery of student learning outcomes and course objectives through participation in activities, discussion boards, no-stakes or low-stakes reading and writing opportunities, formal essay writing, and multimodal texts and presentations. Formal essays and essay drafts will be assessed using single-point rubrics (see sample rubric in Appendix A). Each draft will be assessed on a single-point rubric. Single-point rubrics differ from multiple-point or holistic rubrics in that only one level of performance is identified (St. Jean et al., 2023). Where multiple-point rubrics tend to emphasize deficits, single-point rubrics emphasize the assets of the draft and focus on the writer's growth (Warner, 2018). A single-point rubric collapses the categories and the success criteria into one column (Wilson, 2018).

Resources and Existing Supports

The SCCC has many resources needed to implement the English 1A IRW course. The SCCCC currently uses Canvas as its learning management system (LMS); therefore, the course syllabus, modules, readings, and assignments allow entry into the course shell. Administrators and faculty members are researching and proposing various research-based practices on literacy to improve student success and retention. The English department chair and dean overseeing the Academic Literacy and Reading (ALR) and English department support course redesign as an effort to improve student success and retention at the SCCC.

The SCCC has a formal process when a new course is developed or an existing course has been modified. The first step is writing a Course Outline of Record, which defines the course content, course objectives, student learning outcomes, methods of

instruction and evaluation, sample assignments, sample course materials, and assignment summaries. Next, members of the department that the course will be part of review and revise the content and vote on whether to move the course into Curricunet, the system used to develop and approve curriculum at the SCCC. Once in Curricunet, the course moves through various committees before being formally adopted.

To determine who is qualified to teach what courses, the Board of Governors of the California Community Colleges established a minimum set of qualifications an instructor must meet to teach a course in a particular discipline (The Academic Senate for California Community Colleges, 2004). Upon meeting minimum qualifications, instructors receive a Faculty Service Area (FSA) assignment. Two members of the reading discipline concurrently hold an FSA in reading and English. Both faculty members have experience in teaching English 1A and RSCs. Furthermore, both faculty members are trained and are certified in distance education, a necessary certification for Canvas use at the college. Additionally, training several English faculty members who taught high school English courses before teaching at the community college in reading pedagogy and praxis can provide them the expertise to teach the course effectively. The other members of the reading discipline are dedicated to regular assessment and review of the curriculum, ensuring that regular review and revising will occur to meet the needs of the current student population at the college.

Finally, IT resources are necessary to implement the redesigned English 1A IRW course. The course will have online modules that will require using Canvas, the learning management system the college uses. Instructors can access IT and distance education

(DE) support by emailing the IT/DE department and requesting a consultation or by attending several live and recorded webinars offered by the distance education department. DE and IT department members regularly work one to one with instructors to design courses in Canvas that adhere to online best practices. The Quality Improvement framework will also be used to ensure high quality and focused online learning modules (Quality Matters, 2023a).

Potential Barriers and Solutions to Barriers

A few barriers may inhibit the implementation of the proposed English 1A IRW curriculum plan. Communication of new courses to students has been a barrier at the SCCC. Counselors are not always aware of new courses. As a result, it will be essential to meet with the academic counseling department, which works with students to form an academic plan and list of courses necessary to achieve their intended college degrees and certificates. I will explain the new course's content and engage in a discussion of students who will benefit from taking the course. Moreover, it will be necessary to communicate with the Dean of Humanities to get permission to offer the new course with a lower-than-normal course cap during the 6-week intersession due to financial implications. Finally, faculty resistance to change may be another barrier; faculty may not want to teach a new course that requires new teaching pedagogy. SCCC typically offers a few pilot sections for new courses during the shorter winter or summer terms, introducing potential financial implications.

Communication

A potential barrier to this proposed IRW course involves communication with the academic counseling department to add the course to the current pathways. In the past, the process of adding new courses to current educational pathways has been time intensive and inconsistent. To ensure success, I must meet with the academic counseling department chair and attend an academic counseling department meeting. In these discussions, the goal is to provide an overview of the course and encourage counselors to suggest it to current and incoming students who may benefit from improving their reading skills while taking an English course.

Communication with current English and Reading faculty, who will not be teaching the course, about the purpose, benefits, and content of the new English 1A IRW course will be vital. Students may realize in the beginning weeks of taking the traditional English 1A course that they would benefit from the English 1A IRW course, which includes explicit reading instruction. Multiple offerings of the English 1A IRW throughout the day can enable students to transfer from English 1A to English 1A IRW during the first few weeks of the semester without altering their schedules.

Approval to offer the course as a pilot section during the summer intersession necessitates communication with the Dean of Humanities. By limiting the enrollment cap to 20 students, this initial course offering will serve as a data-gathering resource to refine the curriculum before fully launching in Fall 2025. By limiting class size, instructors gain the opportunity to actively engage with students and gather feedback, ultimately strengthening the course for future semesters.

Faculty Resistance

Another potential barrier is that some faculty may resist change and add a course as an alternative to the traditional English 1A course. It will be essential to develop a professional learning community to discuss the course, the activities and assignments, and potential concerns with the curriculum to mitigate these concerns. The professional learning community would be available to all faculty members across disciplines. Further, the learning community would begin meeting the year before implementation to develop suggested readings, activities, and assignments. The learning community would continue the year following course implementation to support those teaching the new course, those teaching the traditional English course, and any other interested faculty members to continue discussions and support all.

Implementation Timetable

Sharing the course with the Dean of Humanities and other interested stakeholders at a spring faculty senate meeting will be the first step in implementing the new course. I will present a summary of the data along with the course outline of record and syllabus with suggested course sequencing, assignments, and assessments. Next, I will share the new English 1A IRW curriculum with the English department (i.e., English, ALR, Film, and English as a Second Language (ESL) disciplines) at the first meeting of the spring semester. I will gather feedback from stakeholders and make changes if warranted. Once all stakeholders are satisfied with the content of the course, the English department will formally vote on whether to approve the proposed course. All new courses require a two-thirds yay vote to move the course to the next level of approval in Curricunet. If the

course does not receive a two-thirds yay vote, I will work with department members to incorporate feedback and revise as necessary to receive a yay vote. Once approved by the members of the English Department, the proposed course will be entered into the college's curriculum system, Curricunet, for formal approval. All courses submitted by June 2024 will undergo the curriculum approval process during the subsequent school year. I expect final approval at the end of Spring 2025, with the expected rollout of the first offerings of the course to be in Summer 2025.

Stakeholder Roles and Responsibilities

Relevant stakeholders of this proposed English 1A IRW curriculum include the SCCC's administration team (i.e., board of trustees, executive cabinet, committee on teaching and learning, and dean of humanities) and SCCC faculty (i.e., curriculum members and chair, English department chair and faculty). Further, the lead faculty members of various departments are responsible for disseminating information on proposed new or revised course curricula to relevant stakeholders.

Project Initiation and Revision

As the lead faculty member of the Academic Literacy and Reading department and the course originator, I am responsible for disseminating the data from this project study and the proposed English 1A IRW curriculum to the ALR and English departments. The ALR and English department members will be responsible for approving the course content and providing feedback, input, and suggestions if changes are necessary. The course will then be provided to the Dean of Humanities for additional feedback.

Formal Approval in CurricuNet

Once the dean has approved the curriculum, the English department will submit it to CurricuNet for formal approval. Once a course is submitted to CurricuNet, several approval steps take place. First, a review of the course by SCCC curriculum members and chair will ensure it addresses the college's mission and strategic goals. Next, the curriculum committee reviews the course, followed by the district curriculum chair, executive cabinet, committee on teaching and learning, and the board of trustees. If the course needs revision at any level, detailed feedback on the necessary changes is provided to the course originator. The course originator then makes any necessary revisions and resubmits the course.

While the course is going through the curriculum approval process, the English department will contact the chair of the academic counseling department to schedule a time to attend an academic counseling department meeting to present the new course and proposed self-placement survey. Relaying all questions to me and other ALR department members through email or follow-up meetings is standard procedure. At the SCCC, a few pilot sections with lower-than-normal course caps (20 students or less) of a new course are offered, usually during the 6-week summer or winter semesters. The pilot allows instructors to suggest improvements to the course before offering many sections in subsequent semesters. With the permission of the Dean of Humanities, the pilot courses will be offered in the Summer of 2025 with four sections with a cap of 20 students. Instructors will make suggestions for improvement before fully implementing the course in Fall 2025.

Project Evaluation Plan

Evaluations are conducted as part of the decision-making process to determine a program's worth and to make recommendations to improve the program (Spaulding, 2014). Those reforming curriculum must consider many steps when planning for literacy reform or alternative practices through curriculum reform. Critical to the success of literacy reform is having a plan for data gathering, ensuring that the data collected is valid and reliable, and using the data to troubleshoot and determine if implementing a new course is effective. Finally, data through program review will determine the overall effectiveness of a new course and be used in a continual cycle of inquiry (Mandinach & Jackson, 2012).

Type of Evaluation

The English 1A IRW course curriculum will include an outcomes-based evaluation plan to evaluate student progress toward the student learning outcomes, student and faculty satisfaction with the course, and overall student retention and success at the college. Further, the evaluation results will incorporate the recommendations in the current literature on using the outcomes as benchmarks of the course's purpose and provide a framework for continuous improvement (Chen, 2015). The outcomes-based evaluation plan will allow me to evaluate how well the proposed English 1A IRW course supports students' proficient academic reading and overall college success. College stakeholders will be able to see if the course furthers the goals of the college and increases college success. A logic model will be presented to stakeholders to explain the evaluation.

A logic model (Appendix B) visually displays the relationship between the resources dedicated to the course, services provided, products of the services, and the outcomes and benefits of the course to evaluate the English 1A IRW course (Chen, 2015). Logic models identify key short-term, immediate, and long-term outcomes that can reflect changes in knowledge, skills, attitudes, and behavior resulting from the course (LaForett & De Marco, 2020). Creating a program evaluation matrix, in addition to the logic model, will provide a good foundation for evaluating the course using an outcomes-based approach. The program evaluation matrix (Appendix C) contains objectives, stakeholders, and a timeline that will serve as the blueprint for evaluating the English 1A IRW course. The logic model and matrix will be distributed to evaluators and stakeholders and used to guide the evaluation.

Evaluation Goals

The purpose of the program, along with the goals of the evaluation, aligns with the SCCCs college's mission to provide excellent educational opportunities that foster growth and continual learning, equity-mindedness, responsiveness to the needs of students, and creating meaningful learning environments that bring the lived experiences of our students to the forefront of the classroom (SCCC college website, 2019). The English 1A IRW course also supports the California Community College's (2023) Vision for Success goals to increase certificate and degree attainment, improve transfer, and close equity gaps. The measured outcomes will ensure that students at SCCC have opportunities to learn the reading comprehension and literacy strategies necessary to succeed in college and life beyond college. The course objectives of the English 1A IRW

course will be to provide students with the literacy strategies they need to develop proficiency in college-level reading and writing. Stakeholders will be interested in whether the course will increase student success and retention at the college.

Informing and Engaging Stakeholders

Key stakeholders interested in the evaluation plan results will include faculty members, students, and administrators at SCCC. Furthermore, other local community college leaders can use the evaluation data to implement programs and courses to support students' acquisition of reading and literacy strategies necessary for college and career success. Furthermore, examining research using the data collected from this evaluation can determine college-wide supports, such as peer tutoring and reading support services, that can increase college success and retention, which will be essential. Finally, it is essential to use data on the effectiveness of the IRW course to strengthen and expand other programs to improve success and retention at the community college level.

Project Implications

Developing an English 1A IRW course has implications for positive social change in the local setting and social change in general. As current legislation in California limits student access to courses that develop their reading and literacy skills, it is vital to develop support so students can learn the reading strategies necessary for college success, lifelong learning, and social mobility.

Social Implications

Social change is an ongoing process that is essential in promoting equality. Reading and other literacy skills provide the foundation for solving problems and acting.

Effective reading instruction in college helps to produce proficient academic readers. Proficient academic reading is essential to college success, career, and participation in a democratic society (Conference on College Composition and Communication, 2021). Integrating reading strategies with the existing English 1A curriculum may promote college success; students who complete transfer-level requirements in their first year are more likely to graduate from college (Henson & Hern, 2019).

Local Stakeholders

At the local level, students who enroll and complete the proposed English 1A IRW course will have the opportunity to learn the reading strategies necessary to become proficient academic readers. I will share this research with college administrators at the SCCC and other local community colleges, which can assist local colleges in implementing evidence-based practices that enhance proficient reading for all students. Colleges may see higher success rates as a result. Sharing this information can help further social change by equipping students with the literacy support to benefit from a college education and further social mobility.

Section 4: Reflections and Conclusions

In Section 4, I discuss the project's strengths and limitations in terms of addressing the problem. Furthermore, I provide recommendations for alternate approaches to address the problem differently. Next, I address scholarship, project development, leadership, and change. Finally, I present my reflections on the importance of the work, implications, applications, and directions for future research.

Project Strengths and Limitations

The proposed English 1A IRW project curriculum is a result of findings from the project study that showed taking RSCs and SES are not significant predictors of whether students receive passing or failing grades in English 1A. As a result, I presented a revised English 1A IRW course that includes reading strategy instruction for students who would like to become more proficient college readers. The course is based on the PAR framework and incorporates best practices in reading and writing based on research.

A strength of the project is that it provides SCCC students information learn reading comprehension strategies that are necessary to succeed in the required English 1A course. The project also has the potential to help students move through their education with fewer obstacles and clearer pathways. Finally, the curriculum plan innovatively delivers culturally relevant instruction that honors community college students' unique needs and experiences.

Two potential limitations exist involving addressing this problem: findings stem from data from a single community college, and garnering faculty buy-in for the proposed course might be challenging. Several community colleges in the area offer

RSCs which may address reading strategy instruction differently. Results of this study may not accurately reflect other community colleges. Results may have differed if I had included data from several community colleges.

Second, there may be faculty resistance to teaching new courses. I can address faculty buy-in by implementing a faculty learning community to support instructors teaching the redesigned course. I suggest that the faculty learning community begin the semester before implementing the English 1A IRW course to provide faculty with opportunities to collaboratively design instruction, assignments, and assessments. In this learning community, faculty can collaborate, learn and build new knowledge, develop activities and assignments to engage students, discuss noncognitive barriers, and support one another.

Recommendations for Alternative Approaches

There are additional means to approach the problem based on findings of this study. Qualitative research can be used to provide an interpretive and naturalistic approach to addressing a problem. Culver and Hutchens (2021) found although students stated they could learn relevant information from course readings, they did not always have relevant strategies to comprehend readings. As a result, college instructors consider teaching reading strategies as part of their college courses. Additionally, Gregory et al. (2019) measured college faculty perceptions of classroom practice regarding literacy instruction and found faculty without K-12 experience were more resistant to providing literacy instruction within their college courses. Using qualitative research would allow exploration of which strategies college students felt would promote their college and

subsequent workplace success. Moreover, examining faculty attitudes regarding literacy instruction could lead to information regarding how to best support their students who struggle with reading comprehension.

Qualitative survey data could also help lead to conversations based on affective factors and noncognitive barriers that influence community college students' ability to succeed in college. The Institute for Women's Policy Research (2022) found success improved when noncognitive barriers such as lack of childcare, family concerns, and financial obligations were addressed via family resource centers. Additionally, Ayu and Berg-Cross (2023) found college mental health clubs were attractive to LGBTQ students, students of color, and those who come to college with trauma and identity issues. Because noncognitive barriers can vary, gathering survey data on noncognitive barriers SCCC students face would help instructors revise their current courses to include relevant support and resources for these students.

Another approach would be to study effectiveness of the reading and writing peer tutoring program at SCCC. SCCC offers two peer tutoring courses that students can take to become either reading or writing peer tutors. Once students take the course, they can be hired as paid peer tutors. Since the COVID-19 pandemic, reading and writing peer tutoring courses have suffered from low enrollment, and only six to seven peer tutors are employed each semester. Additionally, many students are unaware of the peer tutoring program or are hesitant to work with peer tutors. Students who had attended peer tutoring sessions showed statistically significant improvements in terms of academic performance compared to students who did not (Arco-Tirado et al., 2020; Kim et al., 2021). Therefore,

evaluating how peer tutoring courses and peer tutoring are advertised to students can help promote and strengthen programs.

Scholarship, Project Development, and Leadership and Change

Reflecting on what I have learned through my doctoral journey and development of this project study, I have grown as a scholar, practitioner, and project developer. As a scholar, my research into reading at the community college level has allowed me to read, research, analyze, and critically evaluate past and current research in the field of college literacy extensively. I learned to use an iterative process to think through educational problems and devise recommendations to increase success and retention of community college students. Additionally, I learned how to integrate feedback from my committee members and have positive and constructive attitudes regarding making revisions and accepting advice. I have been able to confidently share my research with colleagues and administration and advocate on behalf of students.

I have also grown as a practitioner and faculty member. I learned to critically analyze and examine data regarding college literacy and reading, which will help me identify challenges college students face and devise supports to increase college success. This was the first time I had analyzed a large amount of data using SPSS. I learned that most of my insights regarding college reading were not a result of analysis but rather the process of developing the project based on data analysis. My growth as a practitioner directly reflects knowledge I gained throughout my doctoral journey.

As a project developer, I learned to use an iterative process to reflect, refine, and revise my project study ideas. Analysis showed that taking a standalone RSC course did

not provide students with strategies to comprehend future college readings. It was necessary to hone my skills as a curriculum designer; I had to align desired student learning outcomes with research-based instructional practices and activities that were learner-centered and enabled transfer of skills to future courses. As a result, I researched and devised alternate ways to effectively deliver reading strategy instruction while focusing on noncognitive learning barriers for community college students. Data analysis and research regarding successful college teaching strategies are necessary to continue to use in the future. My journey as a doctoral student and researcher has been instrumental in my growth as a leader and advocate for social change.

Before beginning my doctoral program, I was content to let others lead and focus my efforts on my courses and pedagogy. The knowledge I gained in this program has given me the confidence to be a leader and advocate for the community college's reading and lifelong literacy courses. I now have the confidence to lead by example. I can inspire others by leading professional development workshops and faculty learning communities and serving as a mentor for new community college faculty.

I have learned that to be an effective leader, one must also be an agent of positive social change. By critically examining the challenges faced by community college students, such as access to essential resources and preparation for successful careers, I can gain a deeper understanding of factors influencing student success. To achieve this, fostering collaboration and open communication among colleagues is paramount. Leveraging resources and exploring opportunities such as grants, student support services, and research opportunities are additional strategies to leverage positive social

change. Finally, I will embrace continuous learning and growth by reflecting and adapting based on societal needs and feedback. Positive social change can start with me and extend to my colleagues and students as I use my education and position as an educator to make a real and sustainable difference in the community I serve.

<div align="center">**Reflection on the Importance of the Work**</div>

This project can provide community college students with the reading strategies necessary for college success and lifelong learning. The outcome of this project study was that a stand-alone RSC and SES do not predict whether a student passes or fails English 1A. As a result, I designed an English 1A IRW course to allow students to learn and practice reading strategies in the college writing classroom. All students at the SCCC are required to take English 1A; therefore, students who wish will have the opportunity to learn and practice reading comprehension strategies, equipping them to learn from their required college readings, the workplace. Furthermore, the reading strategies learned in the course can be used for workplace success and in life in general.

The data analysis and research throughout this project study provided me with a working knowledge of reading comprehension. I gained an understanding of how the ability to read well is essential in the acquisition of knowledge. Further, the ability to read well correlates with the ability to write well, which can help one express themselves and communicate better with others.

In a larger context, this study adds to the body of knowledge of support students need to succeed in their college education. Current Research into reading and literacy at the college level has shown a positive correlation between the use of reading strategies

with reading comprehension performance and college success (Clinton-Lissel et al., 2022; Ghavamnia, 2019; Villanueva, 2022). The results of this project study did not show that taking a RSC predicts whether a student passes or fails the required English 1A course; however, a stand-alone course is not the only means of delivering reading strategy instruction. Peer tutoring is one support that could aid students in developing their reading strategy use (Arco-Tirado et al.,2020 & Kim et al., 2021).

Additionally, this study can potentially advance the practice of reading strategy instruction at the college level. Researching best practices in college instruction helped me develop the proposed English 1A IRW course curriculum, which incorporates evidenced-based strategies to enhance student reading comprehension and engagement. Implementing this curriculum and analyzing data on the effectiveness of the course in increasing college success can offer insights into the instructional practices that best support college students' transition to academic reading and writing demands. By sharing these findings with college faculty, the study has the potential to continue contributing meaningful ongoing dialogue on improving reading instruction at the college level.

As the lead faculty member of the academic literacy and reading department, I plan to continue to collect and analyze data from all reading and English courses to ensure that community college students have access to the support they need to achieve a college education successfully. This data-driven approach will help my colleagues and me identify where students struggle and design instruction to bridge those gaps. Analyzing data in a collaborative environment and sharing best practices and insights from various courses can create a cohesive learning environment that reinforces reading

and writing skills across disciplines. This can ensure that what students learn in their reading and English courses transfers to future classes, their chosen careers, and their general lives.

Implications, Applications, and Directions for Future Research

In this project, I researched and presented pertinent data on the importance of acquiring college reading skills that will contribute to scholarly literature. I have proposed an English 1A IRW course that can assist students in acquiring the reading comprehension strategies necessary for college and life success. The results can strengthen the need to develop reading support for underprepared community college students who struggle with their college readings. The proposed English 1A IRW course that integrates the instruction and practice of reading strategies within the college writing classroom can potentially increase overall college success.

This research could result in positive social change by improving college students' reading comprehension, which will provide students with the skills necessary for increased educational attainment and employability (States News Service, 2023). Further, increasing the reading comprehension skills of college students can foster informed citizenship and civic engagement. Effective reading comprehension allows individuals to critically evaluate written information and form independent judgments with is crucial for active and engaged citizenship (Chen, 2018; Mercado-Sierra et al., 2023). Finally, students from low SES often fail to achieve proficiency in reading achievement (Rodriguez-Hernandez et al., 2020), therefore improving reading comprehension can equip individuals form disadvantaged backgrounds with the tools necessary to access

higher education and help address equity gaps, compete for better paying jobs, and increase social mobility. Improving reading comprehension among college students can empower individuals to navigate the complexities of society and contribute to positive social change.

Conclusion

The purpose of this study was to determine if taking a RSC and SES predict whether a student receives a passing or failing grade in English 1A, a course required of all students at the SCCC. The study was driven by the problem that due to AB 705 and other legislation in California, students may have no avenue to learn the reading comprehension strategies that are necessary to be successful in college. The study results indicated that taking a RSC and SES do not predict whether a student receives a passing or failing grade in English 1A; therefore, it became necessary to rethink how to effectively teach reading strategies to the struggling community college reader. I used the results to redesign the current English 1A curriculum to include reading strategies instruction. According to the NAEP (2019), only 26% of students who applied to community colleges were proficient readers. The results of this study and the development of the English 1A IRW curriculum may provide a blueprint for other community colleges to support students with low reading comprehension and increase success rates.

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Appendix A: The Project

Proposed Course Outline of Record for English 1A IRW

Any similarity of this integrated reading and writing curriculum to the SCCC's original English 1A course outline of record is a result of the author's revision of the original course and consideration of the SCCC's curriculum policies. Although the author created the English 1A course outline of record for the SCCC, this proposed curriculum revision includes original integrated reading and writing student learning outcomes, content, and activities.

English 1A IRW: Integrated Reading, Writing, and English Composition
Lecture Hours: 72
Lab Hours: 18
Outside of Class Hours: 144
Total Student Learning Hours: 234
Units: 4
Grading Methods: Letter Grade

Course Description:

Emphasizes skills in critical reading, information literacy comprehension and response, and writing, including research. Psychological, social, and physical elements for academic and lifelong success along with learning principles will be included. Integrated reading and writing assignments respond to various rhetorical situations. Students will produce a minimum of 7500 words of assessed writing. Classroom instruction integrates reading and writing lab activities. Students may not receive credit for both ENG-1A and ENG-1A IRW. 72 hours lecture and 18 hours lab. (Letter Grade.)

Course Objectives:

Upon successful completion of the course, students should be able to demonstrate the following activities:

1. A growth mindset when confronted with academic, personal, workplace, and social obstacles.
2. Use metacognitive strategies to enhance a reader's comprehension in academic and lifelong literacy.
3. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and the use of appropriate language that advances the writer's purpose.
4. Analyze rhetorical strategies, content, and contexts in a variety of non-fiction texts written by authors representing and reflective of students in the classroom, including those written Black, Indigenous, Latinx, and People of Color and the LGBTQ+ community.

5. Use research materials and techniques to expand knowledge on topics from course readings and that extend to lifelong literacy.
6. Develop and use effective reading and revision strategies to compose college-level assignments and essays.
7. Practice citation conventions systematically.
8. Learn to give and to act on productive feedback to works in progress.
9. Practice reading and composing in more than one genre to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes.
10. Gain experience writing timed essays, including ungraded or low-stakes writing.
11. Practice writing moves like problem-solving, posing questions, analyzing, interpreting, generalizing without stereotyping, and generating examples.
12. Gain experience at proofreading and editing for presentation of writings.

Student Learning Outcomes:
1. Understand and articulate one's own strengths and challenges as a learner.
2. Adapt and apply reading strategies for academic use to process information in an efficient manner.
3. Write texts using diverse rhetorical or multimodal strategies.
4. Write an inquiry-driven, analytical, or argument-based research essay on a culturally relevant issue that demonstrates critical reading and analysis of text-based resources

General Education Outcomes:
- **SCCC General Education Pattern-** D1- Language and Rationality- English Composition

Course/Lecture Content:

1. Psychological, social, and physical elements for academic and lifelong success
    a. Affective domain
        i.   Attitudes about learning
        ii. Factors that interfere with learning
        iii. Learning goals
        iv. Growth mindset vs. fixed mindset
    b. Sociocultural factors
        i.   Socioeconomic status
        ii. Culture
        iii. Gender
        iv. 1st generation college student
    c. Well-being

        i.   Diet, sleep, exercise

       ii.   Stress management

2. Learning principles
   a. Learning styles
   b. Multiple intelligences
   c. Time management
3. Critical reading and thinking skills
   a. Engagement and analysis of non-fiction texts that address culturally responsive issues and extracurricular barriers to success.
   b. Inclusion of African-American, Indigenous, Hispanic/Latino, Writers of Color, and LGBTQ+ writers and other marginalized writers to ensure broad representation of thinkers
   c. Reading strategies
      i. Active vs. passive reading and learning
      ii. Metacognition and metacomprehension
      iii. Prereading strategies such as previewing, reflecting on relevant background knowledge, and establishing a purposeful approach.
      iv. Active and post-reading reading strategies, which may include read-something say-something, asking questions, notetaking (i.e., SQ3R, Cornell notes, PAR, KWL), identifying rhetorical strategies of a text, writing back to a text about the content and reading process (i.e., conceding, acknowledging, doubting, challenging, puzzling over, registering discomfort, affirming, inferring, exploring implications, weighing evidence), synthesizing ideas across texts, and increasing confidence and stamina in reading
   d. Awareness and understanding of elements of argumentation in texts
      i. The assertion and defense of claims
      ii. The use of sufficient and varied evidence in support of those claims
      iii. The use of logic/reasoning to construct arguments
      iv. The use of personal narrative to build effective arguments
      v. The use of tone as it impacts audience and purpose
      vi. The identification of patterns, trends, generalizations
4. Essay writing
   a. Instruction/practice in effective composition strategies
      i. Practicing strategies and developing individual processes for writing
      ii. Anticipating audience and purpose and adapting tone accordingly
      iii. Constructing arguable thesis statements
      iv. Using cause and effect, problem/solution, generalization from example, exemplifying

       v.   Crafting introductory and conclusion paragraphs
      vi.   Constructing topic sentences (or: making the point of paragraphs clear)
     vii.   Employing word, sentence, and paragraph transitions as necessary

    b. Development of supporting ideas
       i.   Consistent line of reasoning as suggested by the thesis
      ii.   Use of textual evidence to support ideas
          1. Integrating textual evidence
          2. Quoting texts
          3. Paraphrasing texts
          4. Summarizing texts
      iii.   Use of transitional and organizational patterns
      iv.   Strategies for enhancing style

5. Research writing
    a. Instruction/practice in topic generation
    b. Locating and evaluating sources, including electronic resources
    c. Fair use of sources (avoiding plagiarism)
    d. Synthesis and integration of sources
    e. Documentation, including parenthetical citations and works cited

Lab Content:

Students working in the writing lab will:

1. Practice writing concepts which complement class content and activities, such as citation and documentation, integrating sources, organizational strategies, textual analysis, comparative analysis
2. Practice reading strategies, such as activating prior knowledge, academic thought patterns, notetaking, talk-to-the text, metacognitive reading logs, modeling reading of different texts)
3. Practice research skills, such as finding and analyzing sources, using the library databases, interviewing for oral histories

Methods of Instruction:

Methods of instruction driven by culturally responsive and antiracist pedagogies used to achieve student learning outcomes may include, but are not limited to, the following activities:

- No-stakes, collaborative reading and writing activities and projects (e.g., speed dating, poster sessions and gallery walks, jigsaw, read-something say-something, writing groups, literature circles, collaborative writing)
- Student-centered instruction: mini-lessons (5-10 minutes), followed by students practicing skills (40-45 minutes) and receiving one-on-one assistance as they work

- Modeling reading and writing skills and strategies via instructor or student samples
- Class discussion of texts (e.g., sharing out golden lines, student-generated discussion questions, think-pair-share)
- Guided reading activities, using a 3-step reading process
- Scaffolded writing activities (e.g., a sentence summary template that provides a model for introducing sources, collaboratively writing sections of the essay in class)
- Leveraging students' prior knowledge and experience
- Fostering community and relationships in the classroom
- Individual conferences with students to provide feedback and support
- Integration of multimodal and collaborative technologies and multimedia to engage students (e.g., use of the document camera to co-write as a class or for students to present their teamwork; use of media such as Padlet, Google Jamboard, PerUsall, Google Docs, Flipgrid; short YouTube videos, TED talks, or clips in class)
- Use of embedded supports, such as SIs or embedded tutors who can participate in collaborative activities with students, answer questions, facilitate discussion, and help model reading and writing skills

Methods of Evaluation:

Students will be evaluated for progress in and/or mastery of student learning outcomes using methods of evaluation which may include, but are not limited to, the following activities:

- Multimodal texts that reflect a variety of experiences, interests, and histories
- Expository and argumentative essays
- Ungraded, scaffolded writing opportunities
- Account for scaffolded ungraded assignments (evidence of their writing process) that lead to larger writing assignment
- Participation in discussions and small group activities
- Laboratory work that helps students' development of their reading and writing skills
- Summaries of and responses to readings
- Reports and presentations

Sample Assignments:

Outside-of-Class Reading Assignments

Note: the following sample assignments are driven by culturally responsive and sustaining and antiracist pedagogies:

- Read texts and articles that are relevant to the lives, issues, and experiences of our students to draw on students' funds of knowledge and the expertise they bring to class
- Read texts and articles designed to build linguistic awareness of varied language uses
- Read texts and articles related to course or unit themes in order to discuss topics, ask questions, build vocabulary in different discursive contexts, generate lines of inquiry and guiding RQs, examine evidence, develop and contribute perspectives, and problem-solve
- Low-stakes, outside-of-class reading assignments: generating discussion questions and lines of inquiry; evidence charts or double-sided notes; guided annotations; summary; answering focus questions; finding and discussing golden lines; making text-to-self, text-to-text and/or text-to-world connections
- Low-stakes, in-class reading assignments: writing summaries, selecting and interpreting golden lines, freewriting, asking or answering questions, making personal connections; or using Reading Apprenticeship strategies
- Low-stakes, in-class collaborative assignments: collaborate with peers in pairs and/or teams or families to discuss works, hear new and divergent perspectives, deepen rhetorical awareness, listen and respond to diverse views on and approaches to a range of topics, engage in consensus-building, draft responses, and share works generated

Outside-of-Class Writing Assignments

- Research, via library research and/or an internet search, to develop depth and/or breadth in a topic or to corroborate findings
- Write scaffolded assignments aimed at offering practice in developing skills, such as an introduction or a conclusion following a template designed to address misconceptions or problem-solve
- Write works, such as personal narratives, literacy narratives, or educational narratives designed to promote critical introspection, connect to topics, reflect on relevant experiences, and pose real-world questions drawn from and relevant to the student-writer's experiences
- Write essays and other works that offer perspectives supported by evidence
- Write a research essay where students research and explore a topic relevant to their lives and their communities

- Collaborate on and co-author writing and research projects, such as research essays or annotated bibliographies
- Multimodal writing in response to different rhetorical situations, such as a codex, podcast, pamphlet, or op-ed
- Create a multimodal research or writing projects (e.g., a podcast, a YouTube video, a Padlet, piece of art, performative piece, creative writing)
- Create a writing portfolio with revisions and showcasing student growth and work throughout a unit or term
- Conduct interviews and create an oral history
- Present, share, and respond to student-generated works
- Reflect on or self-assess student-generated works via metacognitive journals, or reflective letters designed to develop understanding of and address affective domain

Other Outside-of-Class Assignments

- A sample of a housing insecurity unit is where students read the novel *Evicted* and underreported news stories that analyze housing insecurity through the lens of budgets, evictions, and homelessness in the United States. Throughout the unit students will read, summarize, and analyze the novel and news stories focusing on how they exemplify inequality and justice. The readings will for the basis for discussions about living wages and budgets, evictions, homelessness, and the stereotypes surrounding the unhoused and other social issues facing those living in poverty. Students will engage in several mini and group projects throughout the unit where they learning about basic costs of living expenses, create collages representing housing insecurity which will culminate in a research project and essay that requires the synthesis of research into housing insecurity.

Sample Course Materials:

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include the following:

- Faculty should bring to the center authorial voices that have been historically marginalized on the basis of race, gender, sexuality, and ability—including racialized groups that best reflect our student population: i.e. Latinx, Black. Purposefully incorporating BIPOC and LGBTQ+ writers intentionally addresses the needs of students who have been disproportionately impacted by racism and other forms of systemic discrimination. Readings should demonstrate a commitment to the valuing of student minds who may never have felt seen in education and should encourage learning that disrupts and challenges the historical norms that cultivated that traditional marginalization. To the extent possible, faculty should select Open Educational Resources (OER) materials, low-cost, and no-cost materials consistent with teaching Course Content to meet

Course Objectives and Student Learning Outcomes. All materials used in this course will be periodically reviewed to ensure that they align with the COR. Possible texts include the following:

- OER HANDBOOK: Guptill, Amy. Writing In College: From Competence to Excellence https://open.umn.edu/opentextbooks/textbooks/writing-in-college-from-competence-to-excellence, 2016.
- OER HANDBOOK: Gagich, Melanie, and Emilie Zickel. A Guide to Rhetoric, Genre, and Success in First-Year Writing. https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/, 2017.
- OER HANDBOOK: Kashyap, A. & Dyquisto, E. Writing, Reading, and College Success: A First-Year Composition Course for All Learners https://human.libretexts.org/Courses/City_College_of_San_Francisco/Writing_Reading_and_College_Success%3A_A_First-Year_Composition_Course_for_All_Learners_(Kashyap_and_Dyquisto)?fbclid=IwAR0i1ByWKZPRocgXA4y8ufPs4Zoot2eek1Ti7aCzUPfgjvAybjk_BTB1_9A
- OER HANDBOOK: Mills, A. How Arguments Work–A Guide to Writing and Analyzing Texts in College https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills)?fbclid=IwAR2XbzCYUZFiYIPVCAuzJ7B0Sr--zdCkWoTnxkqfIyU7_sVidBEyT8FfEKU
- BOOK/READER: Brenda Wintrode's *Tulsa Landlords Were Offered Rent if They Didn't Evict. Few Took the Deal.* 2020
- BOOK/READER: Gonzales, Roberto. *Lives in Limbo: Undocumented and Coming of Age in America*. University of California Press, 2015.
- BOOK/READER: Desmond, Matthew. *Evicted: Poverty and Profit in the American City*. Crown. 2017.
- BOOK/READER: Rios, Victor. Human Targets: Schools, Police, and the Criminalization of Latino Youth. University of Chicago Press, 2017.
- BOOK/READER: Steele, Claude. *Whistling Vivaldi*. W. W. Norton & Company, 2011.
- BOOK/READER: Cox, Rebecca: *The College Fear Factor.* Havard University Press, 2009.
- ARTICLE/EXCERPT: Anzaldúa, Gloria. "How to Tame a Wild Tongue." 1987/2012.
- ARTICLE/EXCERPT: Ho, Limay and Amanda Northrop. "Confessions of a Wealthy Immigrant: "Model Minority" is a Myth." Vox. 2017. (Also Multimodal)
- ARTICLE/EXCERPT: Hunt, Jerome and Aisha C. Moodie-Mills. "The Unfair Criminalization of Gay and Transgender Youth" Center for American Progress. 2012.
- ARTICLE/EXCERPT: Staples, Brent. "Black Men and Public Space." 1986.

- TEDTALK: Adichie, Chimamanda Ngozi. "The Danger of a Single Story," 2009.
- DOCUMENTARY: Facing Eviction. Frontline 2022
- DOCUMENTARY: The True Cost. 2015
- DOCUMENTARY: Back to Natural. 2019
- DOCUMENTARY: Ken Burns: The Central Park Five. 2012
- ONLINE HANDBOOK: OWL at Purdue https://owl.purdue.edu/
- Library research guides available at SCCC

Evaluation of Student Achievement:

A grade of C or better must be earned to fulfill the General Education requirement.

- A (4.0) = 90-100%
- B (3.0) = 80-89%
- C (2.0) = 70-79%
- D (1.0) = 60-69%

Proposed Syllabus for English 1A Integrated Reading and Writing (IRW)

Location:
Day and Time:
Office Hours:
Instructor:
Email:
4 units

"Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours." -John Locke

Course Description: Emphasis and study of critical reading strategies, information literacy comprehension and response, and writing composition, including research. Psychological, social, and physical elements for academic and lifelong success along with learning principles will be included. Reading and writing assignments will be assigned where the student will respond to various rhetorical situations. A minimum of 7500 words or assessed writing will be assigned. Classroom and online instruction will be integrated with reading and writing lab activities. 72 hours lecture and 18 hours lab. (Letter Grade)

This transfer-level class satisfies the Language and Rationality-Area D General Education requirement at SCCC, Cal State University, and the University of California.

Upon successful completion of this course, you should be able to:

1. Understand and articulate your strengths and challenges as a learner.
2. Adapt and apply reading strategies for academic use to process information efficiently.
3. Write college-level texts using various rhetorical, multimodal, and other writing composition strategies.
4. Write a college-level argument-based research essay on a current culturally relevant issue that demonstrates your use of critical thinking strategies and your analysis of various texts.

Required Textbooks

Writing, Reading, and College Success: A First-Year Composition Course for All Learners. OER Handbook by Kashyap, A. & Dyquisto, E

Class Policies

Attendance: Being present in classes is crucial to building an academic community and developing all aspects of college learning. Missing class discussions, lectures, and activities can significantly impede your learning. After two absences, you are required to make an appointment with the instructor to discuss your attendance. After the third absence, you may be dropped from the course, hindering your progression towards your college goals. In addition, your class participation grade will also be affected. If you know in advance that you will miss a class, please contact the instructor. If you see this, please send me an email and let me know what your favorite snack is. If you decide to drop the course, you must follow the procedures outlined by the SCC.

Class Assignments: All major assignments will be submitted through Canvas. You will bring hard copies of low-stakes assignments (i.e., drafts, evidence charts, double-sided notes, pre-reading questions, and golden line assignments) to class for peer and instructor review and discussion. Please refer to the weekly checklists in Canvas for point value, due dates, and instructions on how to submit various assignments.

Late Work: Completing assignments on time is an essential skill in college. Throughout this course, you will have small, lower stakes activities as well as larger, more heavily weighted essay assignments and exams that count towards your overall grade. All assignments are due and should be submitted using the method specified in the assignment details by the date and time stipulated and in the format specified in the assignment details. Late papers will **be accepted up to 1 week late and incur a 20% penalty** unless prior arrangements have been made with the instructor. No late assignments will be accepted after one week. If you have difficulty completing an assignment and need support, please contact the instructor before the due date.

Academic Honesty: To honor authentic learning experiences, it is essential to honor and practice academic dishonesty. This course will discuss how to avoid plagiarism in many forms and unethical use of AI under various circumstances (i.e., difficult assignments, grammar and sentence structure difficulties, peer pressure, etc.). Plagiarism not only interferes with your ability to learn but also carries severe penalties that can impede your academic progress in college. For more detailed information, please refer to SCCC's Policy xxx in the SCCC course catalog.

Generative AI Statement: Generative AI is defined as any Large Language Model and includes Co-Pilot, ChatGPT, Google Gemini, and others. In class, we will discuss ethical uses of AI (i.e., brainstorming, exploring new ideas, expanding knowledge on a subject area) and how to cite the use of AI. Submitting work that is entirely or mainly AI generated is prohibited. Assignments must contain original thoughts and ideas.

Students with Disabilities and Other Campus Support: SCCC provides many resources to accommodate learning and physical disabilities, including temporary disabilities due to trauma or injury. You are encouraged to communicate with me privately to ensure any accommodations are provided by the Disability Resource Center

(DRC). If you believe you have a physical, medical, emotional, or learning disability that may interfere with your ability to complete assignments and assessments, you are encouraged to contact and work with staff in the DRC. The DRC is located in xxx and can be reached by phone at (XXX)-XXX-XXXX. All information provided to instructors and DRC staff will remain confidential.

Everybody needs a little help now and again. SCCCC offers free service through Student Health and Psychological Services (SHPS). Basic medical care, counseling, and health education are free. SHPS is located xxx and can be reached by phone (xxx) xxx-xxxx.

Inclusion & Diversity Statement: As your instructor, I am committed to creating a diverse and inclusive learning environment where all feel valued, respected, safe, and welcome. The diverse perspectives brought to the classroom will be viewed as resources and learning opportunities. Please let me know if you have a name and/or pronouns different from those on your official school records. If you feel something was said or happened in class that made you uncomfortable, please let me know in person or by email as soon as possible. Also, please let me know if you have suggestions for improving the class activities and assignments.

Methods of Instruction: Various instructional methods will be used throughout the course. Although this course is taught in person, you will be required to work through online modules as part of your homework requirements. Methods of instruction will include culturally responsive pedagogies that may include but are not limited by the following activities and strategies: no-stakes reading and writing projects, whole class and small group instruction, poster and gallery walks, read-something-say-something collaborative writing, literature circles, mini-lessons, skill practice, modeling of reading and writing strategies, use of instructor and/or student samples, guided reading activities that utilize the 3-step reading process, scaffolded reading and writing activities (i.e., graphic organizers, sentence summary templates, collaborative writing opportunities, activating schema, individual student conferences, peer review, integration of multimodal and collaborative technologies (i.e., doc camera modeling, Jamboards, PerUsall, Google docs, Flipgrid, YouTube videos, TED talks), and the use of embedded supports such as peer tutors, embedded tutors, and/or Supplemental Instructional Leaders. No or low stakes reading and writing activities, followed by scaffolded instruction, will be provided that leverage your interests, prior knowledge, and experience.

Instructional Philosophy (Why I teach the way I do): This class will be focused on integrating and contextualizing reading and writing instruction to develop the college reading and writing skills necessary to be successful in college. An emphasis will be placed on reading, writing, and other activities that discuss non-cognitive barriers to success. The chosen readings and assignments will be focused on providing you with motivation, autonomy, and a support system. At the same time, you will engage in required work to fulfill your Area D Language and Rationality requirement for the SCCC general ed requirement and transfer to Cal State or UC systems.

I believe you will excel in reading and writing if you are interested and excited about the content and experiences in the class. I intend to provide you with a safe environment to explore the non-cognitive barriers to college achievement with your classmates. I hope to provide you with the skills and strategies that transfer into your other college courses, making you more efficient and effective readers and writing.

Assignment Summaries

Essay #1: Compare and Contrast *(15 points for first draft, 75 points for second draft).* Reflect on your experiences in college so far. What do you wish you knew about college before starting here at SCCC? Now consider the experiences of the students profiled in "The Student Fear Factor." Find and reflect on a student who had a similar experience to yours and one who had a different experience. Next, explain what advice you would give to someone who is first entering college. Finally, what advice would you give to college faculty who teach first-year courses to make the transition from high school/work/home into a college student. (minimum 1200 words)
(Student Learning Objectives: 1, 2, 4)

Essay #2: Rhetorical Analysis *(20 points for first draft, 100 points for second draft)* This assignment will ask you to analyze how a speaker is using rhetorical strategies to produce an affective argument for their target audience (minimum 1500 words)
- Text options: Devon Price's "Laziness Does Not Exist, but Unseen Barriers Do," Michelle Alexander's "The New Jim Crow," Kiese Laymon's "How to Slowly Kill Yourself and Others in America" and Limay Ho and Amanda Horthrop's "One Wealthy Family's Immigration Story Told in Three Ways."
(Student Learning Objectives: 2, 3, 4)

Essay #3: Summary and Response *(20 points for first draft, 100 points for second draft)* This assignment will ask you to effectively summarize and respond to the argument being made in a text (minimum 1800 words)
Now that you have read *Evicted*, choose a current, significant issue (local or national), and propose an original "nudge" for it. Make sure to explain the problem (sources required), discuss the various elements of your nudge (how it works, time, cost, etc.), and discuss at least two reasons why the nudge could work. At least three sources must be used. Cite the sources in-text, and create Works Cited entries.
(Student Learning Objectives: 2, 3, 4)

Essay #4: Research Paper (*25 points for first draft, 125 points for second draft*): This essay will ask you to construct an argument regarding a social problem surrounded by silences. You will be using rhetorical appeals to appeal to a specific audience and credible research as evidence (minimum 2000 words)
(Student Learning Objectives*: 2, 3, 4)*

Metacognitive Assignments *(75 points, 25 points x 3)*
A) For this assignment, you will take some time to follow up on the work that you submitted for Essays #1, 2, & 3 for this semester so that you can review the feedback and grades you have received and consider how you can make changes to your writing process so that you can improve on your next essays for this class.

Directions:
Review the feedback I have provided on your essay, and then provide your responses to the following questions based on that feedback:
1. What areas of your essay do you still need to improve on?
2. What strategies will you use to ensure your writing skills improve with your next essay?
3. What are you most proud of from writing this essay? Why?
4. What did you learn about the assigned topic after writing this essay that you did not know before writing this essay?
5. Provide a revision of the section of your essay that I have highlighted for you, working through the feedback I have provided on how to improve that section.

B) Review my comments for essay's 1, 2, and 3 and write a 25-word reflection. Discuss my comments and your reflection with an instructor in the WRC. Does the instructor have any suggestions for improvement? If so, what are they?
(Student Learning *Objective: 1)*

Online Modules *(100 points, 10 points x 10):* You will choose 2 online modules per unit to work on skills based on diagnostic test results and other skills you wish to work on. These will be completed and turned in via Canvas.
*(*Student *Learning Objectives: 2, 3)*

Annotated Bibliography (*65 points*): This assignment will ask you to cite, summarize, evaluate, and reflect on multiple sources you hope to use in your essay #4 (1000 words).
(Student Learning Objectives*: 2, 3)*

Discussions (*100 points*, *10 points x 10):* For each week that you do not have a first-draft due, you will participate in a Canvas discussion board. These asynchronous discussions ensure that everyone's voice is heard. I will post questions related to what we are reading or writing about in class, and you will post, read your classmates' posts, and respond to at least two classmates each week. Discussion posts are due Fridays, and comments on classmates' posts are due Mondays (minimum 500 words each post, minimum 100 words each comment).
(Student Learning Objectives: 1, 2)

Peer Reviews: (*15 points each x4*) We will be doing peer workshops for each of our four essays. Getting feedback from peers is very valuable because you get to hear multiple

perspectives and will receive great ideas about making your papers stronger, often in ways I did not even consider!
(Student Learning Objectives: 1, 2)

We Are Here Project: (*50 points*) This project will ask you to practice your research skills to find three authors you relate to in some way to advocate for reading texts in college that are most engaging to you (minimum 500 words).
(Student Learning Objectives: 1, 2, 3)

WRC Assignments: (*150 points*) These weekly assignments will be done during your 50 min. a week of WRC time, which will be submitted on Canvas. Don't think of your time in the WRC as something you have to do just to do it. Think of it as a crucial step towards learning and developing the reading, writing, and thinking skills that you will require in future classes, and even your careers.
(Student Learning Objectives: 2, 3)

Participation and Engagement Logs (2): (*150 points, 15 weeks x 10pts)* Your participation is crucial to this class since most of the work we do will be student-centered. If you are the focus, and you are not here, or are not making your voice heard, this class will be not as beneficial to you as it could be. You will be graded on actively participating in class discussions and discussion boards, staying focused, coming to class prepared, turning work in on time regularly, communicating with me and with each other in a productive manner, and filling out and submitting your log at midterm and at the end of the semester. After each class session, you will track your participation so that when I calculate this grade at the end of the semester, you will have some input. Sometimes, as a teacher, I don't get to see all the ways in which you participate (especially online), so this will help me get some insights into all aspects of your participation.
(Student Learning Objectives: 1, 2)

Final Exam: (*125 points)* This exam will be a culmination of everything you have learned in this class and will take place during finals week. The goal for the final is for you to reflect on the learning and insight you have gained over the semester. If we have done our jobs correctly as both student and instructor, you now know a bit more about college reading writing than you did at the start of the semester. Reading, writing, and critical thinking is a journey that never ends. Lifelong learning means you are always discovering new things about yourself and the issues at hand and improving how you read about and analyze issues and communicate your thoughts about them. For this essay, you will analyze your journey in this class and what you have learned over the semester. You will write an in-class essay that answers all of the following prompts about the work you have produced and uses the writing terms you have learned this semester:
   1- Think about the reading and study strategies you have learned this semester. Explain a set of reading, studying, and learning strategies that will help you

continue to achieve academic success in college. What have you learned about college reading?

2- Review the comments I 've made on your essays. What are the most frequent issues? In thinking about these issues, what have you learned about writing an essay? Please reference specific parts of your essay.

3- Which essay do you feel is your best and why? Please reference specific parts of your essay and use the terms we have discussed in class.

4- Which essay do you feel needs the most work and why? Please reference specific parts of your essay and use the terms we have discussed in class.

5- The final part of this assignment is to assign yourself a letter grade for the course based on your participation, discussion, reading assignments, and essays and explain why you would give yourself that grade for the course. Please reference specific assignments and activities from class and use the terms we have discussed in class.

(Student Learning *Objectives: 1, 2, 3)*

Grading Policy: A grade of C or better must be earned to fulfill the Language and Rationality-Area D General Education requirement.

A (4.0) = 90-100%

B (3.0) = 80-89%

C (2.0) = 70-79%

D (1.0) = 60-69%

F (0)   = 59% and below

Proposed 15-Week English 1A IRW Course Pacing Guide

OER Textbook: *Writing, Reading, and College Success: A First-Year Composition Course for All Learners (Kashyap and Dyquisto)*

Unit	Topic
0 Week 1	Introductions, Expectations, Syllabus Diagnostic essay sample-history of yourself as a reader and writer Diagnostic Reading test- Townsend Press Textbook Ch. 1 Discussion 1
1 Weeks 2-4	*College Fear Factor* Kashyap and Dyquisto Textbook Ch. 3, 4, 5 Discussions 2, 3 Online modules (complete 2 based on diagnostics) Essay #1: Compare and Contrast
2 Weeks 5-7	**Finding Your Voice-** Book clubs- Your group will choose 1 novel and 2 supplementary readings based on an issue (Immigration, of your choice. Metacognitive Assignment 1 Kashyap and Dyquisto Textbook Ch. 2, 7, 11 Discussion 4, 5 We Are Here Project Online modules (Complete 2 of choice) Essay #2: Rhetorical Analysis
3 Weeks 8-11	*Evicted* Metacognitive Assignment 2 Kashyap and Dyquisto Textbook Ch. 8, 9 Discussions 6, 7 Online modules (Complete 2 of choice) Essay #3: Summary and Response
4 Weeks 12-15	**Research Paper** Metacognitive Assignment 3 Kashyap and Dyquisto Textbook Ch. 10 Discussions 8, 9, 10 Online modules (Complete 2 of choice) Annotated Bibliography Essay #4: Research Paper
Week 16- Final Exam	

Assignment Summaries

Essay #1: Compare and Contrast *(15 points for first draft, 75 points for second draft)*
Consider the struggles of the students profiled in "The Student Fear Factor" and then reflect on your own experience so far in college. No matter what path you took to get to college, whether your first time at college or not, what do you wish they had told you about college before you arrived here? What changes might be put into place so that the challenges you faced are not faced by future students? (1200 words)
(Course Objectives: 2, 3, 6, 7 ,9; Student Learning Objectives: 1, 2, 4)

Essay #2: Rhetorical Analysis *(20 points for first draft, 100 points for second draft)*
This assignment will ask you to analyze how a speaker is using rhetorical strategies to produce an affective argument for their target audience (1500 words)
- Text options: Devon Price's "Laziness Does Not Exist, but Unseen Barriers Do," Michelle Alexander's "The New Jim Crow," Kiese Laymon's "How to Slowly Kill Yourself and Others in America" and Limay Ho and Amanda Horthrop's "One Wealthy Family's Immigration Story Told in Three Ways."
(Course Objectives: 2, 3, 4, 6, 7 ,9, 11; Student Learning Objectives: 2, 3, 4)

Essay #3: Summary and Response *(20 points for first draft, 100 points for second draft)* This assignment will ask you to effectively summarize and respond to the argument being made in a text (1800 words)
Now that you have read *Evicted*, choose a current, significant issue (local or national), and propose an original "nudge" for it. Make sure to explain the problem (sources required), discuss the various elements of your nudge (how it works, time, cost, etc.), and discuss at least two reasons why the nudge could work. At least three sources must be used. Cite the sources in-text, and create Works Cited entries.

Essay #4: Research Paper *(25 points for first draft, 125 points for second draft)*: This essay will ask you to construct an argument regarding a social problem surrounded by silences. You will be using rhetorical appeals to appeal to a specific audience and credible research as evidence (2000 words)
(Course Objectives: 2, 3, 4; Student Learning Objectives: 2, 3, 4)

Metacognitive Assignments *(75 points, 25 points x 3)*
A) For this assignment, you will take some time to follow-up on the work that you submitted for Essays #1, 3, & 3 for this semester, so that you can review the feedback and grades you've received and consider how you can make changes to your writing process so that you can improve on your next essay for this class.

Directions:
Review the provided feedback on your essay, and then provide your responses to the following questions based on that feedback:

1. What areas of your essay do you still need to improve on?
2. What strategies will you be using to make sure that your writing skills improve with your next essay?
3. What are you most proud of from writing this essay? Why?
4. What did you learn about the assigned topic as a result of writing this essay that you didn't know before writing this essay?
5. Provide a revision of the section of your essay that I have highlighted for you, working through the feedback I have provided on how to improve that section.

B) Review my comments for Essay's 1, 2, 3 and write a 25-word reflection. Discuss my comments and your reflection with an instructor in the WRC. Does the instructor have any suggestions for improvement? If so, what are they?
(Course Objectives: 1, 2, 6, 8, 12; Student Learning *Objective: 1)*

Online Modules *(100 points, 10 points x 10):* You will choose 2 online modules per unit to work on skills based on diagnostic test results and other skills you wish to work on. These will be completed and turned in via Canvas.
(Course Objectives: 1, 2, 4, 5, 6, 7 ,10; Student *Learning Objectives: 2, 3)*

Annotated Bibliography (*65 points*): This assignment will ask you to cite, summarize, evaluate, and reflect on multiple sources you hope to use in your essay #4 (1000 words).
(Course Objectives: 3, 5, 7 ,8, 9, 10, 12; Student Learning Objectives*: 2, 3)*

Discussions (*100 points*, *10 points x 10):* For each week that you do not have a first-draft due, you will be participating in a Canvas discussion board. These asynchronous discussions ensure everyone's voice is heard. I will post questions related to what we are reading or writing about in class, and you will post, read your classmates' posts, and respond to at least two classmates each week. Discussion posts are due Fridays, and comments on classmates' posts are due Mondays (500 words each post, 100 words each comment).
(Course Objectives: 1, 2, 3, 4, 5, 6, 7 ,9, 10, 11, 12; Student Learning Objectives: 1, 2)

Peer Reviews: (*15 points each x4*) For each of our four essays, we will be doing peer workshops. Getting feedback from peers is very valuable because you not only get to hear multiple perspectives, but you get to hear great ideas about how to make your papers stronger, often in ways I did not even consider!
(Course Objectives: 1, 2, 4, 6, 9, 12; Student Learning Objectives: 1, 2)

We Are Here Project: (*50 points*) This project will ask you to practice your research skills to find three authors you relate to in some way to advocate for reading texts in college that are most engaging to you (500 words).
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WRC Assignments: (*150 points*) These weekly assignments will be done during your 50 min. a week WRC time and will be submitted on Canvas. Do not think of your time in the WRC as something you have to do just to do it. Think of it as a crucial step towards learning and developing the reading, writing, and thinking skills that will be required of you in future classes, and even your careers.
(Course Objectives: 1, 2, 4, 5, 6, 7 ,10; Student Learning Objectives: 2, 3)

Participation and Engagement Logs (2): (*150 points, 15 weeks x 10pts*) Your participation is crucial to this class since most of the work we do will be student-centered. If you are the focus, and you are not here, or are not making your voice heard, this class will be not as beneficial to you as it could be. You will be graded on actively participating in class discussions and discussion boards, staying focused, coming to class prepared, turning work in on time regularly, communicating with me and with each other in a productive manner, and filling out and submitting your log at midterm and at the end of the semester. After each class session, you will track your own participation so that when I calculate this grade at the end of the semester, you will have some input over your grade. Sometimes, as a teacher, I do not get to see all the ways in which you participate (especially online), so this will help me get some insights into all aspects of your participation.
(Course Objectives: 1, 8, 10, 11; Student Learning Objectives: 1, 2)

Final Exam: (*125 points*) This exam will be a culmination of everything you have learned in this class and will take place during finals week. The goal for the final is for you to reflect on the learning and insight you have gained over the semester. If we have done our jobs correctly as both student and instructor, you now know a bit more about college reading writing than you did at the start of the semester. Reading, writing, and critical thinking is a journey that never ends. You are always discovering new things about yourself, the issues at hand, and always improving upon the way you read about and analyze issues and communicate your thoughts about them. For this essay then, you will be analyzing your learning over the semester and thinking about it as a journey. What You Need To Do: You will write an in-class essay which answers all of the following prompts about the work you have produced and uses the writing terms you have learned this semester:

1- Think about the reading and study strategies you have learned this semester. Explain a set of reading, studying, and learning strategies that will help you continue to achieve academic success in college. What have you learned about college reading?

2- Review the comments I 've made on your essays. What are the most frequent issues? In thinking about these issues, what have you learned about writing an essay? You do not need to quote your essays, but you need to reference specific parts of them.

3- Which essay do you feel is your best and why? You do not need to quote your essays, but you need to reference specific parts of them. You must also use the terms we have discussed in class.

4- Which essay do you feel needs the most work and why? You do not need to quote your essays, but you need to reference specific parts of them. You must also use the terms we have discussed in class.
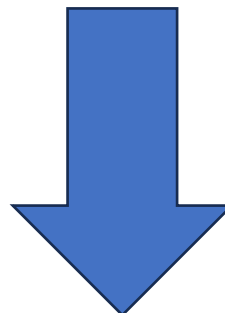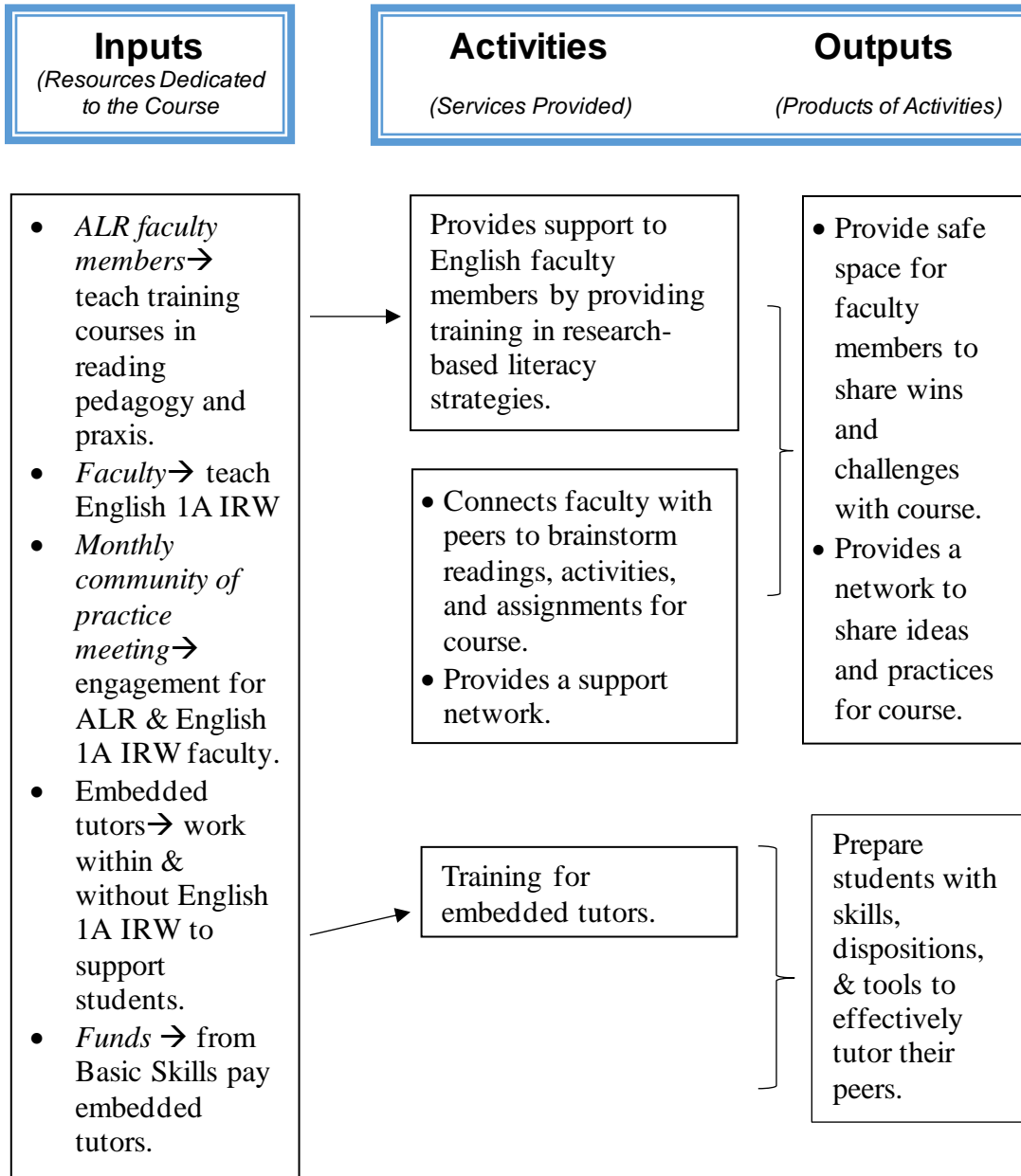
The final part of this assignment is to assign yourself a letter grade for the course based on your participation, discussion, reading assignments, and essays.
(Course Objectives:1, 2, 3, 4, 5, 6, 8 , 9, 10, 11, 12; Student Learning *Objectives: 1, 2, 3)*

Sample Essay Rubric

Goal	Not Yet	Somewhat	Yes	Comments
Response to Topic				
Does the writer present a clear argument in direct response to the prompt? Is the thesis clearly identifiable?				
Understanding & Use of the Assigned Reading(s)				
Does the writer demonstrate a critical understanding of the assigned reading(s) in developing an insightful response?				
Understanding & Use of Evidence; Development with Support				
Does the writer include analysis of the evidence provided? Is it clear how/why the evidence included supports the writer's main idea?				
Does the writer avoid overly summarizing source materials and/or evidence?				
Does the writer include specific and descriptive examples to help support the writer's main idea?				
Organization				
Does the writer clarify the relationships between ideas? (use of transitions, topic sentences, etc.)				
Does the writer connect & build upon their own ideas in their writing? Is it clear why one idea follows another?				
Mechanics				
Does the writer use proper MLA conventions for in-text citations and the Works Cited page?				
Is the paper free from major grammatical errors that would impede meaning?				
Fulfilled requirements: Word count, number, and types of required texts				
Additional Feedback?				

Appendix B: English 1A IRW Logic Model Flowchart

Inputs *(Resources Dedicated to the Course)*	**Activities** *(Services Provided)*	**Outputs** *(Products of Activities)*

- *ALR faculty members*→ teach training courses in reading pedagogy and praxis.
- *Faculty*→ teach English 1A IRW
- *Monthly community of practice meeting*→ engagement for ALR & English 1A IRW faculty.
- Embedded tutors→ work within & without English 1A IRW to support students.
- *Funds* → from Basic Skills pay embedded tutors.

Provides support to English faculty members by providing training in research-based literacy strategies.

- Connects faculty with peers to brainstorm readings, activities, and assignments for course.
- Provides a support network.

Training for embedded tutors.

- Provide safe space for faculty members to share wins and challenges with course.
- Provides a network to share ideas and practices for course.

Prepare students with skills, dispositions, & tools to effectively tutor their peers.

Outcomes
(Benefits of Course)

Short-term	Intermediate	Long-term

Reading and writing support for community college students.

Increased reading, writing, & metacognitive skills as measured by surveys.

Higher grade in English &/or content area courses.

Increased student retention in course measured by comparing the retention rate of students who took IRW course and those who took traditional English 1A.

Increased community college success & retention (TARGET: from 30% to 35% over 2 yrs.

Increased student confidence, motivation, & self-efficacy as measured by pre-/post-test scores on a student self-efficacy scale.

Appendix C: Program Evaluation Matrix English 1A IRW

Type of objective	Evaluation objective Question(s)	Stakeholders	Data collection tools	Timeline	
				Data collection	Dissemination of Information
Capacity-Intent	To document the extent to which program components are in place and function appropriately.	ALR and English faculty, WRC staff, peer tutors, students	Interviews with faculty teaching English IRW course, WRC staff, students requesting tutoring	Feb-May 2026	June 2026
	How many students are enrolling in English 1A IRW? How many students receive passing grades at the end of the course?				
Validation	To conduct a criteria-based validation of materials, curriculum, lessons, and activities of the English 1A IRW course.	Chancellor, President, Dean of Humanities, English and ALR faculty, faculty whose students participate in English 1A IRW	Review Course Outline of Record and instructor syllabi	Feb- Mar 2026	June 2026
	Does the English 1A IRW course stress the importance of PAR framework? Does the course curriculum allow transfer or reading and writing skills to future courses? Does the curriculum address non-cognitive barriers to academic success in college?				
Activity Fidelity	To document the quality and fidelity of the English 1A IRW course.	Students, faculty	surveys	Mar-April 2026	June 2026
	Are course offerings (days and times) convenient for students? How many students are enrolling in English 1A IRW? Do students who participate in English 1A IRW have higher success and retention rates than those in traditional English 1A?				
Participant Satisfaction	To document the satisfaction of students, faculty, and other participants in English 1A IRW.	Students, faculty	surveys	Mar-April 2026	June 2026
	Do students feel comfortable and safe asking for help during				

	English 1A IRW ? What experiences during English 1A IRW make students want to continue in the class? What experiences make students want to recommend the course to other students? What, if any, feedback do faculty members get from students who participate in English 1A IRW? Are faculty who teach the course started with the curriculum and outcomes? Would faculty teach the course again? Would faculty recommend to other faculty to teach the course?				
Intermediate Outcomes	To document whether students who participate in English 1A IRW have higher grades, retention, and success rates than those who take traditional English 1A? To document whether there is an increase in student confidence and motivation.	Students, faculty, office of Institutional Effectiveness	Surveys, course grades, data on retention and completion	April- May 2026	June 2026
	Do students continue to use the reading skills introduced during English 1A IRW on their own? Do students share the skills they learned in peer tutoring with other students? Do students show an increase in the ability to successfully complete class readings, assignments, and exams by participating in English 1A IRW? Do faculty see increased skills, motivation, and self-efficacy in their students who take English 1A IRW?				
End Outcomes	To document whether the English 1A IRW increases student success and course retention.	Chancellor, President, Dean of Humanities, English and	Surveys, course grades, data on retention	May 2026	June 2026 and will be ongoing until next review

	To document modifications made to programming based on previous evaluation recommendations.	ALR faculty, faculty whose students participate in English 1A IRW, students	and completion, document analysis of syllabi and curriculum for English 1A IRW		
	Do students who participate in English 1A IRW graduate/transfer sooner and at a higher rate than those who do not				
Sustainability	To document whether the English 1A IRW course, faculty learning community and course training of new instructors are sustainable over time.	Chancellor, President, Dean of Humanities, ALR and English faculty	Surveys, course grades, data on retention and completion	May 2026	June 2026 and will be ongoing until next review
	How many students are registering English 1A IRW? Do students who participate in English 1A IRW have higher success and retention rates in their current courses?				