

Support for Early Reading Placement Testing with use of Multiple Measures Resolution 2014-XX

Whereas, the Academic Senate is the organization whose primary function is to make recommendations with respect to academic and professional matters (Title 5, 53200) and is primarily relied upon for curriculum and instruction, for grading policies, for student preparation and success, and for degree and certificate requirements (Board Policy 3255); and,

Whereas, Mt. SAC is in compliance with assessment as guided by Title 5 (55522) which notes both the use of assessment tests for placement "must be used with one or more other measures to comprise multiple measures." and "...districts shall not. ...use any assessment test in a manner or for a purpose other than that for which it was developed or been otherwise validated;" and,

Whereas, the Academic Senate's Outcomes Committee has recognized that Reading Competence is one of our institution's General Education Outcome Zones and has stated that Reading Competence, "includes the ability to understand vocabulary, critically analyze content, meaning, and author's purposes, as well as the development of increased proficiency and depth of understanding. Includes analysis of a variety of written materials and styles appropriate to different disciplines;" and,

Whereas, reading professionals acknowledge the need for college students to have continuing instruction to access the texts of the academic arena; and that literacy demands are more challenging in college level texts so that students who were proficient in high school need more instruction on the types of texts they encounter in college;

Resolved, the Academic Senate strongly supports providing and encouraging early Reading Placement testing for all first year Mt. SAC students; and,

Resolved the Academic Senate strongly recommends compliance with Title 5 by automating and implementing the use of the multiple measures approved in Spring 2011 to ensure that students can access quality reading courses to address their needs as readers of college texts early in their college careers.

Submitted by:
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Pat Bower, LAC Department Co-Chair

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