Bridge Over Troubled Waters

USING READING APPRENTICESHIP
FOR COLLEGE READINESS

Galveston College

TEXAS

WE ARE HERE!

Engaging Students through Faculty Development

- Personal reading histories
- Think-alouds
- Metacognitive journals
- Talking to the text (annotation)
- Muddy/Golden lines
- Class reading strategy list

Whitecaps Don't Just Ride the Waves
READ
DEEPER!
They Read Beneath the Surface!

Your college?

Our college

Corandic is an emurient grof with many fribs; it granks from corite, an olg which cargs like lange. Corite grinkles several other tarances, which garkers excarp by glarcking the corite and starping it in tranker-clarped storbs. The tarances starp a chark, which is expanged with worters, branking a storp. This storp is garped through several other corusees, finally frasting a pragety, blickant crankle: coranda.

Coranda is a cargut, grinkling corandic and borigten. The corandic is nacerated from the borigen by means of loracity. This garkers finally thrap a glick, bracht, glupous, grapant, corandic, which granks in many starps.

1. What is a corandic?
2. What does a corandic grank from?
3. How do garkers excarp the tarances from the cordite?

4. What does the slorp finally frast?
5. What is a coranda?

Retrieved from http://academic.evergreen.edu/f/fordter/ContentLit/corandic.htm

How did we motivate faculty to teach reading strategies in their content-area classes?

#1 Assemble the right leadership team

- Broad-based across college departments
- Authentically collegial rather than top-down
- Get a non-reading teacher to lead the charge

#2 Establish the need
(Do what academicians do: research it!)

- Collaborative input
- Surveyed faculty & students
- Anecdotal evidence

Win me!

Reading Topic Comments:
December 2012

GC Faculty Comment
These are surface readers. They simply skim information without stopping to think what is really being said.
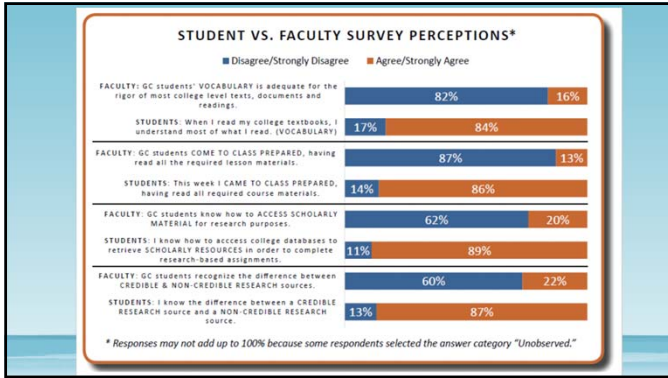
GC Staff Comment
If we as a college would develop a better assessment tool to gauge what level the student really reads, it would not only benefit the student but the college as well.

GC Student Comment
It's sometimes hard being interested in reading some of the material out of the textbooks. I think if there was a way to make it fun.

GC Faculty Comment
Students frequently read word-for-word an excerpt from the document that is relevant to the question. However, when I ask them to restate what they read in their own words, they are at a loss to do so.

STUDENT VS. FACULTY SURVEY PERCEPTIONS*

■ Disagree/Strongly Disagree ■ Agree/Strongly Agree

	Disagree/Strongly Disagree	Agree/Strongly Agree
FACULTY: GC students' VOCABULARY is adequate for the rigor of most college level texts, documents and readings.	82%	16%
STUDENTS: When I read my college textbooks, I understand most of what I read. (VOCABULARY)	17%	84%
FACULTY: GC students COME TO CLASS PREPARED, having read all the required lesson materials.	87%	13%
STUDENTS: This week I CAME TO CLASS PREPARED, having read all required course materials.	14%	86%
FACULTY: GC students know how to ACCESS SCHOLARLY MATERIAL for research purposes.	62%	20%
STUDENTS: I know how to access college databases to retrieve SCHOLARLY RESOURCES in order to complete research-based assignments.	11%	89%
FACULTY: GC students recognize the difference between CREDIBLE & NON-CREDIBLE RESEARCH sources.	60%	22%
STUDENTS: I know the difference between a CREDIBLE RESEARCH source and a NON-CREDIBLE RESEARCH source.	13%	87%

* Responses may not add up to 100% because some respondents selected the answer category "Unobserved."

#3 Achieving critical mass

- Not necessarily 50% + 1!
- Appeal to faculty love of learning
- Create a culture of excellence
- Show them that it makes a difference

Faculty Objections

"This takes away from me teaching my course material."

"I don't use the textbook much."

"I've already got too much on my plate."

"You want me to change how I teach?"

Our data

- Course pass rates
- Internally developed rubric
- Metacognitive Awareness of Reading Strategies Inventory (MARSI)
- ETS Proficiency Profile

How can you motivate your faculty?

Think-Pair-Share
- Consider it on your own
- Partner discussion
- Large group discussion

Contact us with questions:
Michael Berberich
mberberi@gc.edu

Janene Davison
jdavison@gc.edu

Galveston College

QEP Impact Report
Critical Reading
YEAR 3: 2016-2017

What are we doing?

The Goal:
Increase student success in gateway courses through critical reading

How we're going to get there:

- Professional development will be provided for incorporating Critical Reading best practices into the program curriculum

- Engage students in Critical Reading initiatives to promote active, reflective and analytical interactions with course texts

---

Engaging Students

Critical Reading Techniques:

- Personal reading histories
- Think-alouds
- Metacognitive journals
- Talking to the text (annotation)
- Muddy/Golden lines
- Class reading strategy list

Executive Summary

- Goal: Increase student success in gateway courses (CR courses 5% higher than non-CR courses)
- SLO#1: Students will demonstrate improvement in analyzing academic reading material.
- SLO#2: Students will demonstrate improvement in academic vocabulary.
- SLO#3: Students will demonstrate an increased metacognition and self-reported use of reading strategies.
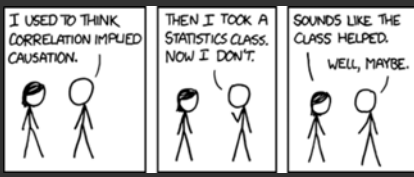
Professional Development
Year 3

- 2016-2017 Faculty Cohort Group:
  - Don Davison (ECON 2301)
  - Shane Wallace (ENGL 1302)

- Fall Training/Spring Implementation
- WestEd Reading Apprenticeship 101 Course
- Monthly cohort group training

Read Deeper Tentative Schedule
Faculty Cohort 2016-2017

September 2016	Welcome
	Establish group norms
	Summer reading golden lines
October 2016	Personal reading history
	Capturing your reading process
	Critical reading rubric introduction
November 2016	Observing student reading (Natasha videos)
	Talking to the text introduction
	Critical reading rubric scoring practice
January 2017	Building metacognitive conversations in the classroom
	Personal dimension
February 2017	Social dimension
	Refine and rehearse think alouds
	Review faculty portfolios
March 2017	Cognitive dimension
April/May 2017	Knowledge-building dimension
	Schema
	Year-end review
	Faculty & student interviews and self-assessments
	Portfolios due on Canvas

Assessment Results
Year 3

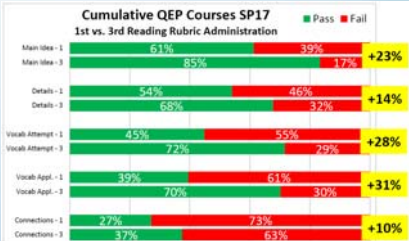## Assessment Results
Year 3

Measuring the Success of the QEP Strategies:
- Cohort faculty reading portfolios
- Cohort Faculty Questionnaires and Interviews
- Student Questionnaires and Interviews
- Community College Survey of Student Engagement (CCSSE)
- Professional development surveys

Assessment Results
Year 3

Measuring the Success of the QEP Strategies:
- Critical Reading rubric

Assessment Results
Year 3

Measuring the Success of the QEP Strategies:
- Metacognitive Awareness of Reading Strategies Inventory (MARSI)

MARSI Scores SP17
All QEP Classes

	Global	Support	Problem Solving
Pre	3.67	3.46	4.00
Post	3.78	3.64	3.98

■ Pre ■ Post

Assessment Results
Year 3

Positive MARSI indicators (Pre-test to Post-test):

- "I use context clues to help me better understand what I'm reading."
- "I critically analyze and evaluate the information presented in the text."
- "When text becomes difficult, I read aloud to help me understand what I read."
- "I try to picture or visualize information to help remember what I read."

Assessment Results
Year 3

Negative MARSI indicators (Pre-test to Post-test):

- "I try to get back on track when I lose concentration."
- "I check my understanding when I come across conflicting information."
- "I use typographical aids like boldface and italics to identify key information."
- "When text becomes difficult, I reread to increase my understanding."

Assessment Results
Year 2

Measuring the Success of the QEP Strategies:
- Communication College Survey of Student Engagement (CCSSE)
  - My coursework has emphasized synthesizing and organizing ideas, information or experiences in new ways.
  - My coursework has emphasized making judgements about the value or soundness of information, arguments or methods.
  - My experience at this college has contributed to my ability to think critically and analytically
  - My experience at this college has contributed to my ability to learn effectively on my own.
  - Students spent slightly more time preparing for class.

  - My coursework has emphasized memorizing facts, ideas or methods so that I can repeat them in pretty much the same form.
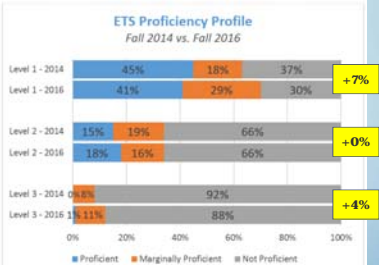
Assessment Results
Year 2

Measuring the Success of the QEP Strategies:
- Communication College Survey of Student Engagement (CCSSE)
  - I have discussed ideas from readings or classes with instructors outside of class.
  - I have discussed ideas from readings or classes with others outside of class (students, family members, etc.)
  - My coursework has emphasized analyzing the basic elements of an idea, experience or theory.
  - My coursework has emphasized applying theories or concepts to practical problems or new situations.
  - My coursework has emphasized using information to perform a new skill
  - Number of assigned course readings is down slightly.

Assessment Results
Year 3

Measuring the Success of the QEP Strategies:

ETS Proficiency Profile
Fall 2014 vs. Fall 2016

Level 1 - 2014	45% 18% 37%	+7%
Level 1 - 2016	41% 29% 30%	
Level 2 - 2014	15% 19% 66%	+0%
Level 2 - 2016	18% 16% 66%	
Level 3 - 2014	0 8% 92%	+4%
Level 3 - 2016	1 11% 88%	

0%   20%   40%   60%   80%   100%

■ Proficient   ■ Marginally Proficient   ■ Not Proficient

Assessment Results
Year 3

Recent Faculty Feedback:

- New Cohort:
  - Helped improve disciplinary vocabulary
  - Good fit with current course material
  - Favorite tools were personal reading history, think-alouds, and the reading strategy list
- Previous cohorts:
  - Wide variety of tools
  - More time in class doing work and less lecturing
  - Not particularly effective/students not interested

Assessment Results
Year 3

Student Feedback:

Critical Reading Strategies (n=84)	Reading Approaches Professor Used	Reading Approaches That Helped Me Understand Texts
Think aloud: professor demonstrated how they read a text, verbalizing their thinking as they read	71.4%	62.9%
Student think aloud: professor asked students to read aloud, verbalizing their thinking as they read	53.9%	49.4%
Think-pair-share: students worked on a reading alone, shared findings in pairs, then shared findings with the whole class	58.2%	50.6%
Metacognitive journals: multi-column note-taker with reading summaries in one column, and reading questions or interpretations in the other	41.8%	29.2%
Text annotations: summaries, thoughts, and questions written on the text itself	73.6%	59.6%
Personal reading history: students wrote about their experiences learning to read	57.1%	33.7%
Student reading strategies list: as individuals or as a class students made a list of reading strategies that could be used with difficult texts	41.8%	24.7%
Golden lines/muddy lines: students were asked to identify favorite or meaningful lines or key ideas and/or unclear concepts from the reading	45.1%	39.3%

Assessment Results
Year 3

Student Feedback:

Do you plan to use any of these reading strategies for future courses?
- No 7%
- Yes 93%

Read Deeper course or Regular Course?
- Regular Course 23%
- Read Deeper Course 77%

Assessment Results
Year 3
What results did you see that suggest you understood the text better?

A much clearer picture of what I'm reading if I visualize the experience of what I'm reading.

Grades improved.

I found that annotations really helped for me.

This is a terribly simple QEP. QEP's should really target something more meaningful than how a person reads.

I have overall become a better reader and writer.

I learned how to read with a purpose and to make annotations which help me a lot.

I interact more with the text; I talk back, I ask questions, I try to find answers to my questions.

Able to follow along during class better.

Year 4: 2017-2018

Term	Number of Sections	Number of Students (Based on Section Capacity)**
Year 1/Pilot: SP15	3	75
Year 2: FA15	3	75
Year 2: SP16	9	305
Year 3: FA16	8	265
Year 3: SP17	13	380
Year 4: FA17	11	335
Year 4: SP18	16*	458*
Year 5: FA18	15*	490*
Year 5: SP19	33*	635*

* Future scheduling is based on past semester's data.
** Actual course enrollment, thus number of students, is likely smaller than capacity enrollment

2017-2018 Faculty Cohort Group:

Liz Lacy
DRAM 2361/2362

Fred Khoury
MATH 1314

Elizabeth Tapp
PSYC 2301

Future Changes to Consider

- CCSSE Trends
- Faculty Professional Development survey
- Expanded faculty training
- Additional Critical Reading rubric training
- More one-on-one meetings

Questions and Discussion

_____
_____
_____
_____
_____
_____
_____