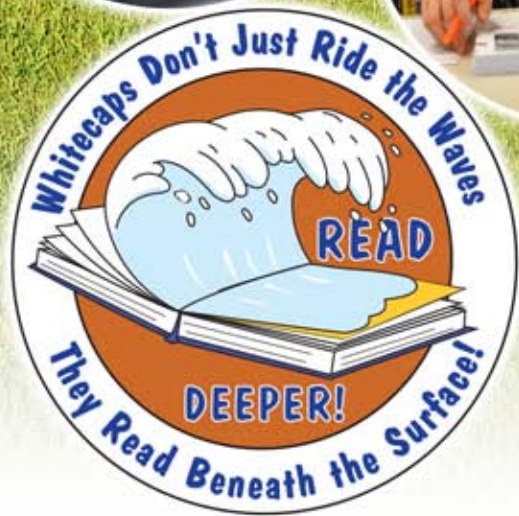


READ DEEPER

Critical Reading Across Disciplines



Quality Enhancement Plan
SACSCOC On-Site Review:
November 18-20, 2014
Galveston College

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We, the community of Galveston College,
dedicate this QEP to the
 families, friends, and educators who have
 influenced our *reading*
journey.
 May we help our students find their paths!



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EXECUTIVE SUMMARY

The Galveston College Quality Enhancement Plan (QEP) strives to improve students' critical reading proficiency of disciplinary content by engaging students in the active, reflective, analytical process of deriving meaning from a text.

The overarching goal of the QEP is to use critical reading best practices to increase the rate of student success in gateway courses. The progress toward this goal will be measured through three student learning outcomes (SLOs):

1. Students will demonstrate improvement in analyzing academic reading material.
2. Students will demonstrate improvement in academic vocabulary.
3. Students will demonstrate increased metacognition and self-reported use of reading strategies.

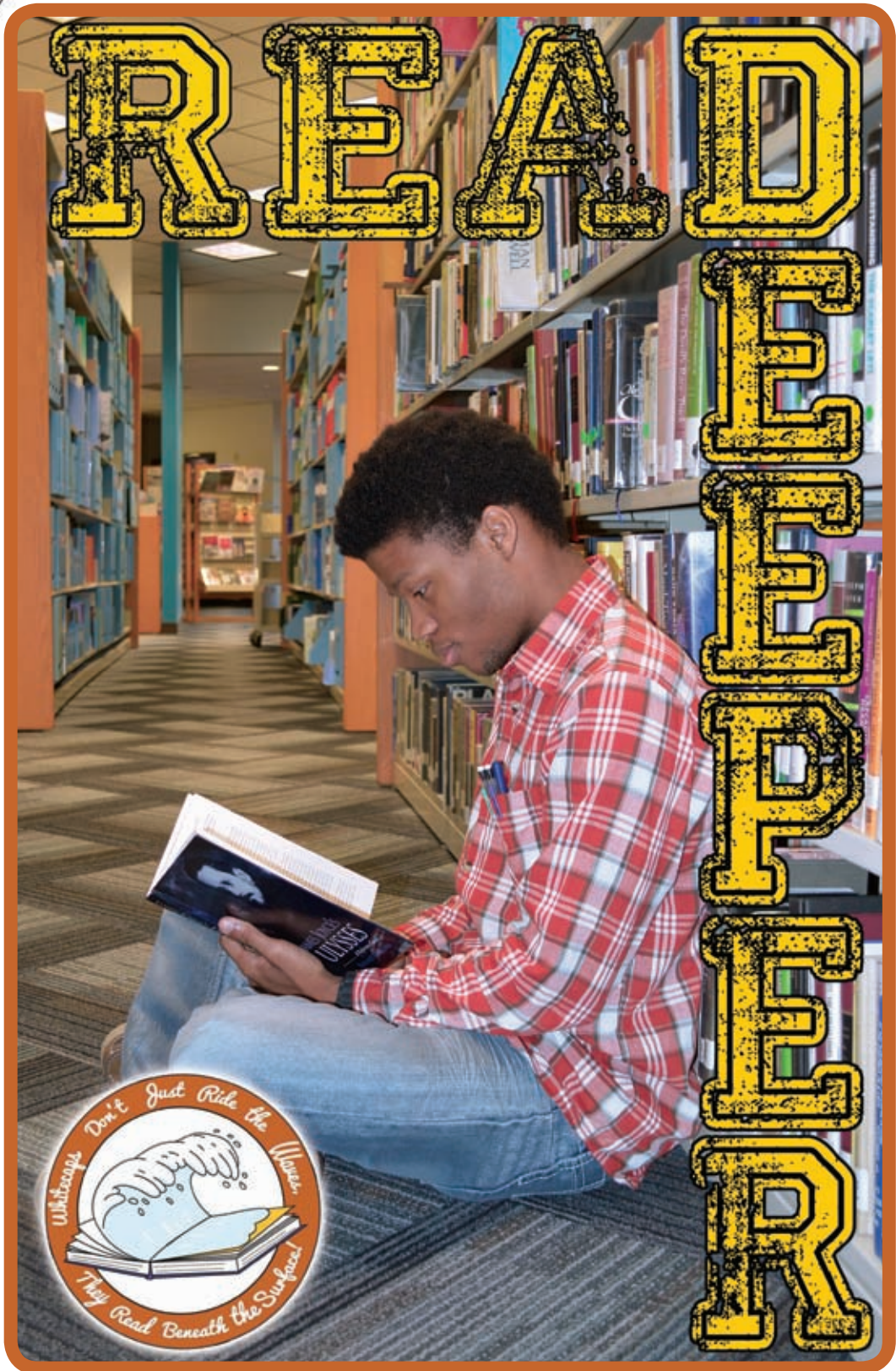
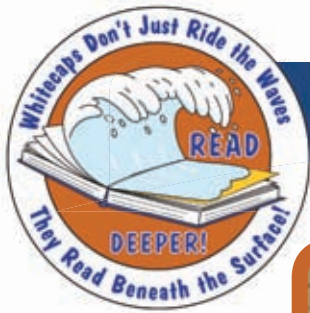
Critical reading proficiency will be achieved through a two-tiered strategy. First, select faculty and staff will be trained in critical reading best practices; second, students will participate in course initiatives designed to help them engage in critical reading habits and increase metacognitive awareness of reading practices. The critical reading QEP will be implemented primarily in gateway courses selected because of the broad base of students enrolled in those courses, the strong reading skills needed to succeed in those courses, and the willingness of faculty to participate.

Critical reading was chosen as the QEP topic at the culmination of an eleven-month, college-wide discussion in which faculty, staff, the Board of Regents, and students participated in meetings, presentations, online surveys, and break-out group discussions. During this broad-based conversation and analysis of institutional data, three topics rose to the surface and were seriously considered. Ultimately, critical reading was selected as the focus for the College's QEP, based on the feedback from relevant constituencies and the perceived impact it would have on student learning.

Embedded within the QEP are both formative and summative assessments. The ETS Proficiency Profile will measure student critical thinking and reading proficiency against a nationwide benchmark. A standardized critical reading rubric will gauge student progress throughout the semester, as well as assess the effectiveness of critical reading in specific courses. Student metacognition and use of reading strategies will be measured through the Metacognitive Awareness of Reading Strategies Inventory (MARSII). Additionally, select Community College Survey of Student Engagement (CCSSE) questions will further provide indirect measures of reading achievement across time.

Critical reading as a QEP topic is well within the College's ability to implement and supports the mission and strategic plan. Through critical reading of academic texts, GC will increase student learning and bolster students' overall academic competency, thus helping them become independent, lifelong learners.





GLOSSARY OF KEY TERMS

- Academic text/Text: A printed or electronic guide for instruction used to present the scholarship of each discipline.
- Academic vocabulary: The language used by the discourse community within a field of study.
- Active reading: A habit of mind where the reader is a participant in deriving meaning from the text. An active reader questions a text, compares and contrasts a text to outside knowledge, and applies appropriate disciplinary knowledge in order to better understand a text.
- Best practice: A standard of operating guided by academic literature and accepted disciplinary methodology.
- Critical reading: Reading that engages students in the active, reflective, analytical process of deriving meaning from a text.
- Critical thinking: A “habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion” (Rhodes, 2010).
- College-level reading: Readings and reading instruction that emphasizes the skills necessary for success in college courses as evidenced by understanding, applying, and evaluating texts at or above the college level. Students are able to remember, understand, analyze, and synthesize text-based information in credit coursework.
- Deep reading: *see Critical Reading*
- Developmental reading: Readings and reading instruction that emphasizes the skills necessary for transition to college-level reading.
- Disciplinary literacy: Habits of mind within disciplines that include the ability to read, speak, write, and think appropriately for that field of study.
- Gateway courses: Core courses which build the foundation for future field of study knowledge and disciplinary discourse. Galveston College’s gateway courses, identified for their emphasis in reading, will reach a broad cross-section of the College’s student population. (See Table 4.1 for a list of gateway courses.)
- Metacognition: The ability of students to monitor and evaluate their own thinking or learning processes.
- Reading Apprenticeship: Developed by WestEd, Reading Apprenticeship is a professional development course that teaches faculty theoretical and practical pedagogy for helping students improve their critical reading of academic texts.
- Reading circles: Cohort groups of faculty and staff that come together for the purpose of better understanding student learning, particularly as it relates to reading best practices.
- Student success: A favorable or desirable student outcome of the letter grade A-C in a gateway course.
- Think-aloud: Taken from Reading Apprenticeship, a pedagogical technique that asks students to articulate their thinking as they read academic texts. Think-alouds verbalize students’ stream-of-conscious thoughts, reactions, and questions as a first step of inquiry leading to a “deep reading” of texts.



CH 1: PROCESS USED TO DEVELOP THE QEP

Introduction to Galveston College

Located approximately 40 miles southeast of Houston, Galveston College (GC) serves the residents of Galveston Island and its surrounding region. The population has weathered literal storms together, resulting in a tightly knit community built around Texas' oldest medical school and a flourishing tourism industry.

While the College boasts a strong general academic program, it also partners with area businesses and organizations to prepare students for careers in nursing, allied health, culinary arts, industrial applied technologies, and criminal justice. In the fall of 2010 GC opened the Charlie Thomas Family Applied Technology Center. This new campus hosts programs in Welding, Heating Ventilation Air Conditioning and Refrigeration, Electrical and Electronics Technology, Cosmetology, and Medical Administration. In 2011 GC initiated a plan to enrich the instructional development of Science, Technology, Engineering, and Math (STEM). This five-year program was funded through a federal grant and has not only enhanced STEM course offerings, but has also provided funding for updating labs and technology infrastructure throughout the campus.

GC is proud to participate in multiple initiatives that strengthen its ability to serve students. One such program is Achieving the Dream: Community Colleges Count — a national endeavor to improve student success in community colleges and in which GC is designated a Leader College. Achieving the Dream provides support primarily to under-served student populations. In 2012 GC began Year 1 of a five-year project entitled Modern Strategies for Student Success. Funded through the U.S. Department of Education, this \$3.1 million dollar program is designed to increase the number of students earning a degree or certificate, particularly targeting Hispanic students.

In the fall of 2016 GC will celebrate its 50th anniversary. Planning efforts are underway to engage alumni and bolster funds for the Universal Access Scholarship Program. Funded through the Galveston College Foundation, Universal Access has been providing tuition assistance to Galveston high school, GED or home schooled graduates since 1996. Programs such as these further support GC's mission of providing accessible learning opportunities.

Figure 1.1 Galveston College by the Numbers*



1967 GALVESTON COLLEGE OPENS
occupying Moody Hall, a refurbished orphanage



2,130 STUDENTS
enrolled in fall 2013



154 FULL-TIME EMPLOYEES
56 full-time faculty
98 staff/administrators



17.4 STUDENTS PER CLASS
75% of credit hours are taught by full-time faculty
73% of students are part time



565 DEGREES AWARDED IN 2014
262 Associate Degrees
195 Certificates
227 Core Curriculum Completers (FY2013)
66 Enhanced Skill Certificates (FY2013)
26 Advanced Tech. Certificates (FY2013)

*Galveston College, (2014).

The QEP as Part of Galveston College's Mission, Vision, and Strategic Plan

At the start of each new semester all full-time employees of the college – from custodial staff to faculty to student services – gather to review and discuss issues of importance to the College. In 2011 and 2012 these general assemblies focused on reaffirming GC's mission and vision, appraising the strategic plan, and proposing college goals for the next five years (see Tables 1.1 and Table 1.3).

While continually working to meet the community's needs for a qualified work force, GC also strives to meet individual student learning needs. In 2013 nearly 70% of students entering GC sought to earn an associate degree or certificate. A quarter of students entered with plans to transfer to another school. However, because more than 50% of first time in college students entering GC do not demonstrate college readiness in reading, writing, or math, often developmental education or other supplemental aid is necessary to help bridge the gap so that students can achieve their goals. Unfortunately too frequently, even high quality developmental education does not bring students' abilities up to the expectations of college-level course faculty. A common complaint from college faculty is that students' skills are not up to the rigors of college course requirements. Data collected during the QEP development process showed a huge disparity between student perceptions of their skills and faculty evaluation of student skills (see Figure 1.2). This result illustrates the need for further student support beyond the developmental education curriculum. Integrating essential skills such as reading into college-level courses is one way to support under-prepared students.

Critical reading is aligned with the educational goals of the institution as outlined in the GC strategic plan. The "Education and Curriculum Development Goals" of the strategic plan state that the College will "work to increase the rate of success in gateway courses." Increasing the percentage of students who pass these crucial gateway courses would provide benefits not only to the students, but to GC as well. The QEP literature review indicates that improving reading skills will enable students to be more successful in their college coursework. Recognizing that many of our students come to college under-prepared, we believe that integrating critical reading into college-level courses can equip these students with the skills needed to help them realize their academic goals.

Table 1.1 GC's Mission, Vision, and Values

Mission

Galveston College, a comprehensive community college committed to teaching and learning, creates accessible learning opportunities to fulfill individual and community needs by providing high-quality educational programs and services.

Vision

A beacon of light guiding lifelong learning.

Values

The shared values listed below are among the beliefs that guide Galveston College in the development of its mission, goals, programs, and services:

- Access
- Diversity
- Integrity
- Stewardship
- Achievement
- Excellence
- Respect



Findings from Institutional Data

The QEP Steering Committee began by evaluating the College's needs based on previous institutional planning and data. In the spring of 2012 the Steering Committee divided up the dense stacks of institutional data, reviewed and synthesized that information, and then took turns presenting key findings over a series of meetings. Time was then spent discussing the relevance of various findings. Institutional data reviewed included student demographic records pulled largely from the Texas Higher Education Accountability data, the Community College Survey of Student Engagement (CCSSE), the Noel-Levitz Student Satisfaction Inventory, and college placement scores such as the ACT Compass. Throughout the development process the committee also reviewed outside data such as the American Association of Colleges and Universities (AAC&U) LEAP Initiative, literature on learning, and information gained at various conferences. This information is summarized in Table 1.2.

Table 1.2
Institutional Data Summary

GC Accountability Report (January 2012)*

- Item 1: GC has an increasing Hispanic population. We're now a majority minority college.
- Item 2: Annual unduplicated enrollment has fallen from 5,508 in 2000 to 3,678 in 2011.
- Item 3: Technical enrollment is up from 2010 and represents a growing percentage of overall enrollment.
- Item 5: Continuing Education enrollment is down significantly from 2000 (90%).
- Item 7: Twice as many students are enrolled part-time than full-time (1,451 part-time vs. 715 full-time).
- Item 9: 57% of students are enrolled in academic programs for fiscal year 2011.
- Item 9: 42% of our students come from out-of-district for fiscal year 2011.
- Item 12: A low percentage of students were awarded core completion (only 95 in 2011).
- Item 13: Transfer rate is decreasing and was already low (29% in 2000 and 18% in 2011).
- Item 14: Review of a fall 2007 cohort group of "first time in college" students showed improvement in the developmental math sequence. Accompanying commentary indicates that the Developmental Education will now focus on the reading/writing sequence.
- Item 15: First-time undergraduate persistence rates have worsened across all demographic groups (down 14% overall) and particularly for African American students (down 27%).
- Item 25: Course completion rates have dropped (2.4%). This is worth about 2,500 contact hours.

* Item numbers correspond to the 2012 Accountability Report.

Community College Survey of Student Engagement (2010)**

- 9c, d & f: Part-time students seem to be utilizing support resources better than full-time students. Part-time students are more likely than the national benchmark to receive encouragement to interact with others from a different background, to receive help coping with non-academic responsibilities, and to receive financial aid support.
- 13d1 & e1: GC students use tutoring services including peer tutoring and skills labs more frequently than the CCSSE cohort group. Skills labs usage might be attributed to the use of MyMathLab in all math courses.
- 4b, f & i: GC students were below the benchmark in many areas of active and collaborative learning. GC students were less likely than their peers at other institutions to have made a presentation, worked with other students on a project, or participated in a community based project as part of a course. More peer interaction could help facilitate learning.
- 6a & c: GC students were below the CCSSE benchmark in academic challenge. GC students wrote fewer papers and were assigned fewer course readings than their peers at other institutions.

** Item numbers correspond to CCSSE questions.

Table 1.2 continued**Noel-Levitz Student Satisfaction Inventory (Spring 2009)****Strengths:**

- Adequate amount of computer labs are available.
- Policies and procedures are clear and well publicized.
- Faculty provide adequate office hours.
- The campus is well-maintained.
- The registration process is facilitated smoothly.

Challenges:

- Course times are not convenient and there was not enough variety in course offerings.
- The campus does not feel safe and secure.
- Faculty are unfair and biased and there is a lack of feedback in relation to student progress.
- The counseling staff fails to show genuine care for students as individuals.
- Inadequate assistance is provided in educational planning and assistance.

Miscellaneous Information Identified through Discussion, Conferences and ReadingsUniversity of Houston Clear Lake (UHCL) 2012 GPA report:

Galveston College transfer students had the lowest cumulative GPA while attending UHCL of all Gulf Coast Consortium School transfer students.

ACT Compass Placement Scores (2011-2013):

Over half (50.5%) of students tested between 2011-2013 were not college ready in reading.

GC Writing Across the Curriculum Survey (2011)

Students don't engage in enough peer-to-peer activities, including non-graded writing assignments. Additionally, faculty perceive that writing mechanics need improvement.

AAC&U Value Rubrics (Rhodes, 2010):

These rubrics were discussed as excellent sources for topic definitions, as well as SLOs.

Texas A&M University Assessment Conference (Spring 2012):

- Four-year universities complained that students are under-prepared in reading, writing, and study skills.
- A number of colleges tried to increase students' critical thinking skills by targeting faculty practices in classrooms.
- Multiple breakout sessions focused on student engagement.

Misc. Steering Committee Discussions:

- Many adjunct faculty are not trained on how to use our Learning Management System.
- Part-time students take fewer hours, and so failure of a single course impacts them disproportionately.
- The tutoring center (Student Success Center) needs better publicity.
- GC needs a liaison between Ball High School and GC to help students make the transition to college. The new Gulf Coast Partners Achieving Student Success (GC PASS) program may help facilitate this goal.



Topic Selection Process

Based on the institutional data, outside information sources, and ongoing discussions, the Steering Committee identified and ranked ten topics of importance for GC. This list was later pared down to five topics, as many of the topics overlapped and several did not adequately address student learning. The five topics broadly considered were critical thinking skills, student goal planning, student advisement/campus connections, collaborative learning, and reading skills. In the fall of 2012 the Steering Committee spent time reviewing sample QEPs in the five topic focus areas including those of Coahoma Community College, Laredo Community College, Kentucky Christian University, and William Carey University on reading; Fayetteville State University, The University of Texas of the Permian Basin, Meredith College, and Thomas More College on critical thinking; Lawson State and Horry-Georgetown Technical College on student goal planning; Jackson State University, East Mississippi Community College, Midlands Technical College, and The Art Institute of Atlanta on collaborative learning; and Nash Community College and Carteret Community College on student advisement/campus connections.

Seeking broad-based involvement was a top priority for the Steering Committee and considerable effort was spent in soliciting input toward the QEP topic selection. The most valuable feedback was generated during the fall of 2012. During this period a combination of presentations, round table discussions, and an online survey were used to solicit ideas and gather information. In August 2012, during the college-wide general assembly, the QEP Steering Committee presented five potential QEP topics along with supporting institutional data. Through a series of round table discussions faculty and staff discussed the relevance and importance of these topics, brainstormed initiatives which could be developed to meet these needs, and generated additional QEP topics. These discussions generated 25 pages of QEP ideas and a handful of additional topics to consider including faculty/student interaction, career preparation, inter-college communication, and student service learning. The Steering Committee organized and categorized the voluminous feedback received and discussed the newly recommended topic selections. Based on this information, the five topics were further narrowed to three topics: reading, critical thinking, and freshman experience (a combination of student advisement, student goal planning, and career preparation, which was developed as a result of the round table discussion responses). Table 1.3 highlights the processes used to engage the campus in the selection of a QEP topic.

Table 1.3
QEP Topic Selection Timeline

Timeline	Activity	Details
Fall 2011 and Fall 2012	Broad-Based Affirmation of GC's Mission, Vision, and Values	<ul style="list-style-type: none"> Fall general assemblies were used as a platform to review the college's five-year goals. Reaffirmed GC's mission, vision, values, and strategic plan. See Table 1.1.
Spring 2012	QEP Steering Committee Appointed	<ul style="list-style-type: none"> QEP Director Janene Davison (Speech Communication faculty and Program Coordinator) was selected to lead the QEP Steering Committee. Steering Committee was appointed including representatives from student advising, the learning resource center, developmental education, institutional effectiveness, academic faculty, and workforce faculty. Later a student representative was also appointed. See Appendix A for a full list of QEP committee members

Table 1.3 continued

Spring/ Summer 2012	QEP Steering Committee Reviewed Data	<ul style="list-style-type: none"> Reviewed institutional data including student demographic data, Texas Higher Education Accountability Coordinating Board data, the Community College Survey of Student Engagement (CCSSE), the Noel-Levitz Student Satisfaction Inventory (Noel-Levitz), and college placement scores such as the ACT Compass. Reviewed relevant outside documents and best practices including the Association of American College's and Universities Liberal Education and America's Promise (LEAP) initiative and literature on learning. The QEP Director prepared a background paper including a brief literature review and a summary of supporting institutional data for each of the five topics under consideration. See Table 1.2 for a summary of institutional data used in planning the QEP.
Spring/ Summer 2012	Professional Development	<ul style="list-style-type: none"> Members of the Steering Committee and select GC faculty attended Texas A&M University's annual Assessment Conference. QEP Director and Institutional Effectiveness and Research Director attended SACSCOC Summer Institute.
Spring-Fall 2012	Topic Selections Narrowed	<ul style="list-style-type: none"> The Steering Committee identified ten potential topics based on institutional data and professional development findings. Ten topics were narrowed to five topics through merging of subjects and elimination of topics that did not directly address student learning. The Steering Committee reviewed other college's QEPs in the five topic areas under review. Once QEP topic choices were narrowed to three possibilities, the Steering Committee reviewed potential SLOs for each topic to ensure that the QEPs could be measured and adequately focused on student learning.
Fall 2012	Broad-Based Solicitation of Topic Ideas	<ul style="list-style-type: none"> A presentation of five QEP topics and relevant institutional data was given at the GC fall General Assembly. Topics included critical thinking skills, student goal planning, student advisement, collaborative learning, and reading skills. Round table discussions with faculty and staff talked about the relevance and importance of these topics, brainstormed initiatives which could be developed to meet these needs, and also generated additional QEP topics for consideration. Newly generated topics included faculty/student interaction, career preparation, inter-college communication, and student service learning. These topics were reviewed and considered by the Steering Committee. Based on round table discussion, topic selections were further narrowed to reading, critical thinking, and freshman experience (a combination of student advisement, student goal planning, and career preparation). A video presentation of the three topics and an online survey was issued to students, faculty, staff, and the Board of Regents to solicit additional feedback and information. Based on survey feedback, potential SLOs were generated for each of the three topics.
February 2013	QEP Topic Selected	<ul style="list-style-type: none"> Based on feedback from the fall 2012 survey and additional research, the topics of critical thinking and reading were merged into critical reading. Critical Reading is defined as <i>engaging students in the active, reflective, analytical process of deriving meaning from a text.</i>



In late fall 2012 the Steering Committee felt the need for more input, particularly student input. Using the ideas and feedback generated from the round table discussions, the three topics under consideration were scripted into a video (“QEP Launch Proposals” video available at <https://www.youtube.com/watch?v=iUgqvbQYixA>). An accompanying survey was used to gather quantifiable data, as well as open-ended comments. To encourage survey response a Kindle Fire, a Kodak PlaySport camera, and Beats Tour In-Ear headphones were offered in a drawing from all survey completers. The December 2012 survey data was invaluable to narrowing and selecting a final topic. There were 311 respondents including 219 students, 42 faculty members, 47 staff or administrators, and one member from the Board of Regents. Responses to the survey were favorable toward all three topics. But the most dramatic results depicted the disparity between student perceptions of their abilities and faculty perceptions of student capabilities (see Figure 1.2). The December 2012 survey also allowed open ended comments. Representative comments are provided in Figure 1.3.



Figure 1.2 Student vs. Faculty Survey Perceptions

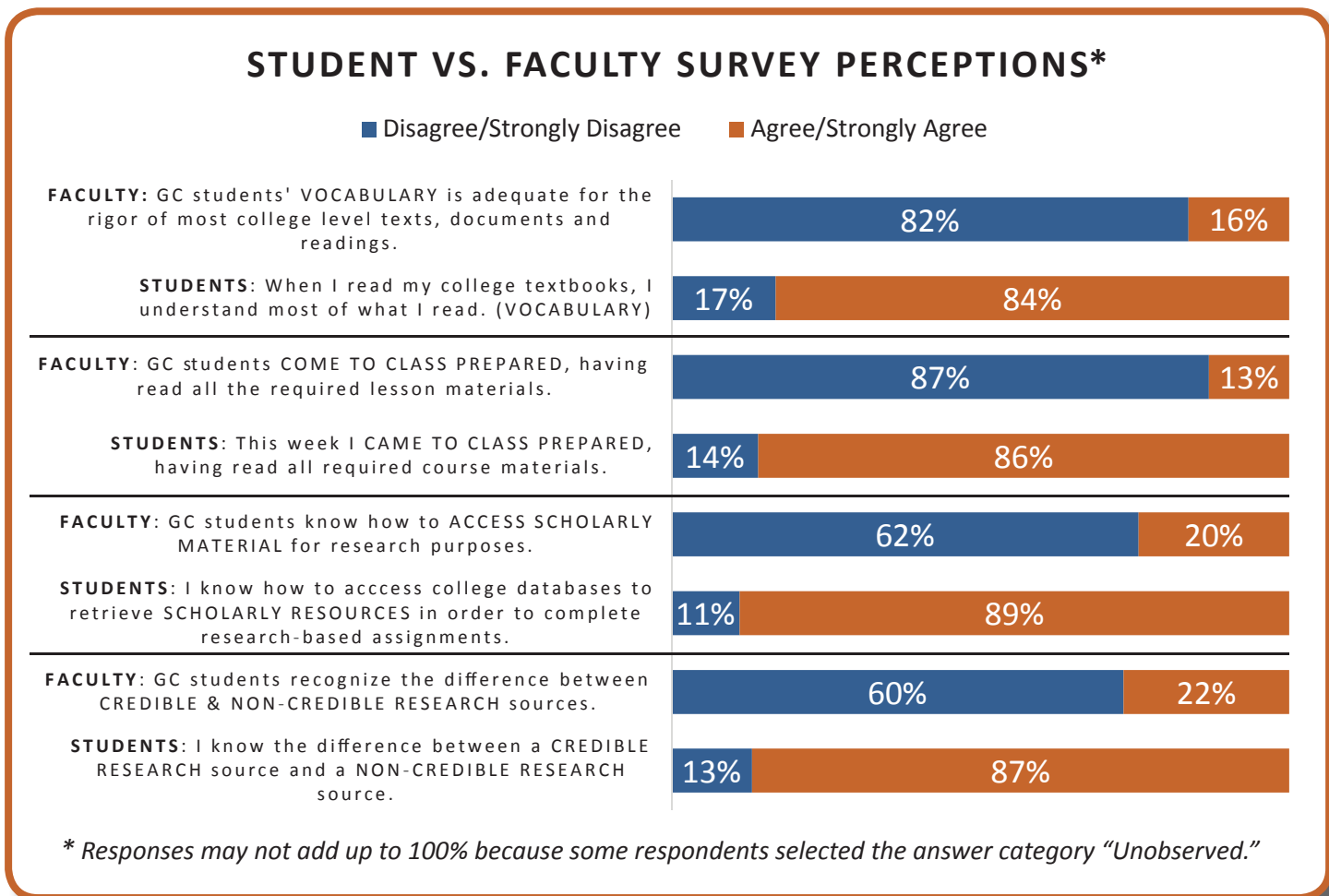


Figure 1.3 Open-Ended Fall 2012 Survey Comments

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.

Critical Thinking Topic Comments:

December 2012



GC Student Comment

...the instructions should be understandable, especially when being told to go to a website and research. Telling someone to go and research is not enough.



GC Faculty Comment

I think there is too much of a divorce between reading and critical thinking...the main issue is that students tend to take blocks of text as facts and are not reading for deeper meaning or to apply their reasoning ability.



GC Faculty Comment

Is there a way to blend reading and critical thinking skills?

Freshman Experience Topic Comments:

December 2012



GC Staff Comment

This experience is actually about me: I am a first generation college student plus a foreigner so I had no idea how to navigate college. I made a complete fool of myself by going to the Registrar to discuss my credits and what classes I needed to graduate...



GC Student Comment

I feel like adding a whole new class to the students is just a way to make money off the kids and their parents.



GC Faculty Comment

...helping first time students learn to balance their school, work, and family schedules is great. I have had students do poorly because they cannot find enough time to really study.



GC Student Comment

I was given extra credit for using the math lab once outside of class which helped me tremendously, and they turned me on to the Student Success Center where I credit much of my success at this campus...until I was actually given an incentive to check it out, I had no idea what a valuable resource it really was.

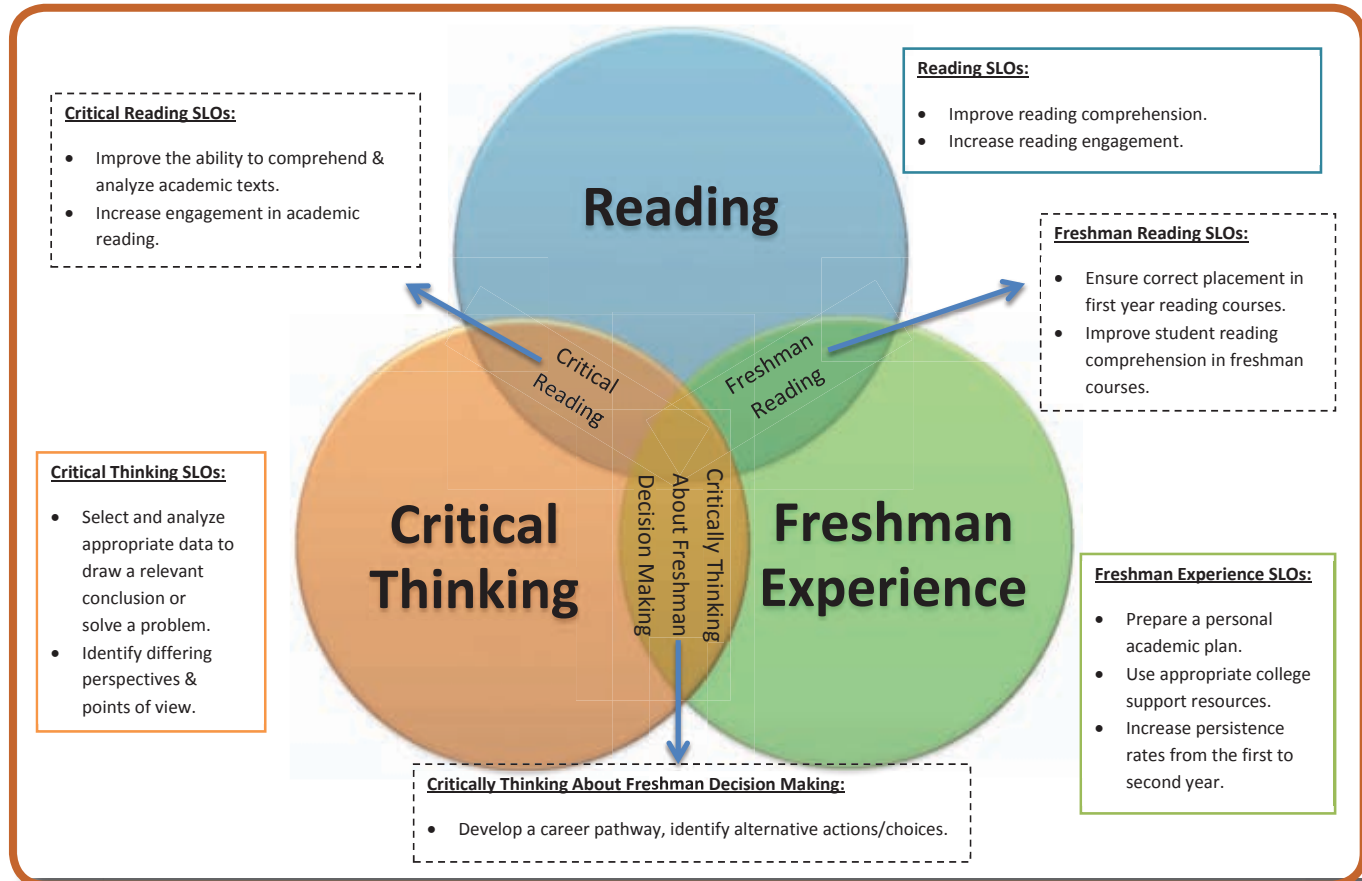


Finally, based on the survey responses, the QEP Steering Committee reconsidered the topics along with their potential learning outcomes looking for common ground (see Figure 1.4). Taking the feedback from the final survey, critical thinking and reading were combined into the topic of Critical Reading. The goal of GC's QEP is to improve students' abilities to critically read academic texts. Critical reading is defined as engaging students in the active, reflective, analytical process of deriving meaning from a text.

*The goal of Galveston College's QEP is to improve students' abilities to critically read academic texts. Critical reading is defined as engaging students in the **active, reflective, analytical** process of deriving meaning from a text.*

Stemming from survey feedback and supported by the literature review, the decision to meld critical thinking and reading was quite logical. College level reading requires much more than just comprehension and engaging with the text. College level reading requires students to question texts, to synthesize information across a variety of sources, to recognize and account for differing points of view, and to draw logical conclusions. Furthermore, the reader's role changes as the disciplines change; different habits of mind are required when

Figure 1.4 Topic Selection Venn Diagram



engaging a primary historical document, a poem, or a lab report. And as students move through general academics, they are expected to make these reading and thinking shifts, with little explanation on how to do so. Therefore, a critical reading QEP will enable GC students to become more active, reflective, and analytical readers and thinkers, as they learn to purposefully apply critical habits of mind to their course texts.

Critical Reading Development Process

The work of developing the QEP was divided between the QEP Assessment Committee (charged with fine-tuning SLOs and assessments), the QEP Best Practices Committee (charged with reviewing the literature to determine best practices, and recommending implementation strategies), and the QEP Marketing Committee (charged with building QEP awareness and excitement throughout the college). A member of the Steering Committee was assigned to chair each of the sub-committees, and the QEP Director also participated in sub-committee activities. (See Appendix A for a full list of QEP Committee members.) Table 1.4 summarizes the QEP development activities.

Table 1.4
Critical Reading Development Timeline

Timeline	Activity	Details
Spring/Fall 2013	QEP Sub-Committees Organized	<ul style="list-style-type: none"> • QEP Assessment Committee was appointed with Elizabeth Tapp (faculty and Program Coordinator for Psychology and Sociology) selected as chair. • QEP Best Practices Committee was appointed with Beverly Gammill (Developmental Education Activity Coordinator/Curriculum Specialist) selected as chair. On Ms. Gammill's retirement in spring 2014, Michael Berberich (Instructor of English) was appointed as chair. • QEP Marketing Committee was appointed with Dr. Alan Uyehara (Director of Library and Learning Resources) selected as chair. • See Appendix A for a complete list of QEP participants.
Spring/Summer/Fall 2013	Early Misc. Development Activities	<ul style="list-style-type: none"> • Steering Committee developed and refined a definition for critical reading. • Steering Committee reviewed and developed SLOs. • Steering Committee established criteria for pilot courses, and selected pilot courses (see Table 1.5 for a list of Pilot Phase I courses). • Steering Committee reviewed budget needs of the QEP. • QEP Director and the Institutional Effectiveness and Research Director attended the SACSCOC Summer Institute. • QEP Director attended the College Reading and Learning Association Conference.
Spring/Fall 2013	Broad Based Involvement Sustained	<ul style="list-style-type: none"> • QEP Director gave a college-wide presentation at the General Assembly (August 2013). • Monthly updates were given to faculty and staff at the President's Council meetings. • QEP naming and logo contest were widely publicized and prizes were used to increase response. Eighty name submissions and 12 logo submissions were received from faculty, staff, and students. Faculty, staff, and students also participated in voting on a QEP name.



Table 1.4 continued

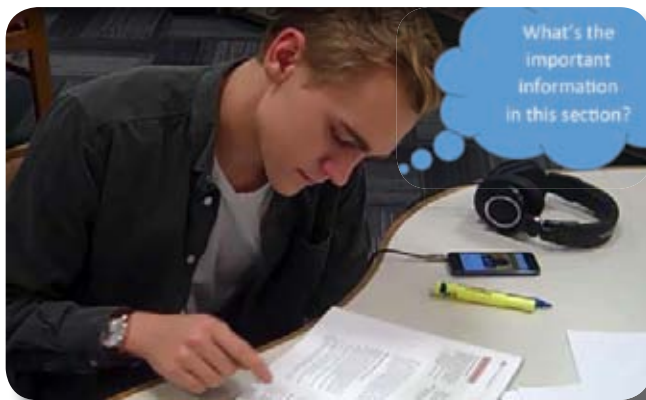
Timeline	Activity	Details
Spring/Fall 2013	Assessments Considered and Refined	<ul style="list-style-type: none"> Reviewed SLOs to ensure they were measurable using formative and summative assessments. Reviewed standardized national benchmarks, including the Nelson-Denny, the ETS, Degrees of Reading Power, the LASSI, and the Gates-MacGinitie. Ultimately the ETS Proficiency Profile was selected. Reviewed reading rubrics, and an internal rubric was developed (see Appendix C). Discussed various means of evaluating SLO3 “awareness and self-reported use of reading strategies” – the MARSII was ultimately selected. Assessed means of evaluating text book reading levels. Developed a standardized reading pre-test and post-test for administration during Pilot Phase I. See “Chapter 6: Assessing Critical Reading” for an expanded explanation of critical reading assessment considerations.
Spring/Fall 2013	Critical Reading Best Practices Reviewed	<ul style="list-style-type: none"> Literature review of best practices was initiated. Best practices were compared against SLOs and recommendations were made. Best practices were presented to pilot faculty and the following were selected: PORPE, inter-textual reading, text annotation and a focus on vocabulary Latin roots. A later decision was made to focus on text annotation alone for Phase I Pilot.
Spring/Summer 2014	Marketing Committee Begins Building Campus Awareness	<ul style="list-style-type: none"> QEP naming contest was developed and implemented including giveaways and prizes to encourage participation. The slogan “Whitecaps don’t just ride the waves, they read beneath the surface” was selected by a vote of faculty, staff, and students. QEP logo contest was developed and implemented including giveaways and prizes to encourage participation. The book/wave emblem was selected by the Marketing Committee. Plans for raising awareness of critical reading with students, faculty, and staff were recommended for fall 2014 implementation.
Spring 2014	Pilot Phase I: Refine Assessment Instruments and Experiment with Classroom Best Practices	<ul style="list-style-type: none"> Student Reading Health Reports with reading data of enrolled students were prepared and updated throughout the semester. Results were shared with pilot faculty (see Figure 1.5 for a sample Reading Health report). Pilot faculty were trained on how to encourage students to complete course readings, how to teach text annotation, and how to implement the reading rubric. Assessment instruments were tested and evaluated. Fluent Reading Training (FLRT) software was evaluated as a means to help under-prepared students. Baseline data was collected for the MARSII, the reading rubrics, and the standardized pre-test/post-test. QEP Committees reviewed findings from Pilot Phase I and made adjustments to professional development and administration of assessments for Pilot Phase II.

Table 1.4 continued

Timeline	Activity	Details
Spring/ Summer 2014	Later Misc. Development Activities	<ul style="list-style-type: none"> • Dr. Cheryl Cardell (SACSCOC Vice President) made a campus visit and reviewed the QEP. Modifications were recommended and incorporated (March 2014). • Dr. Elsie Burnett (Cedar Valley College) reviewed our QEP and made a campus visit. Modifications were recommended and incorporated (June 2014). • QEP Director gave a QEP update to the GC Board of Regents during their summer retreat .
Summer 2014	Professional Development	<ul style="list-style-type: none"> • QEP Director and Institutional Effectiveness and Research Director attended the SACSCOC Summer Institute (July 2014). • All faculty received professional development training in select critical reading best practices at the fall faculty assembly (August 2014).
In progress/To come		
Fall 2014	Assessment	<ul style="list-style-type: none"> • Baseline data will be collected for the ETS Proficiency Profile.
Summer/ Fall 2014	Professional Development	<ul style="list-style-type: none"> • Pilot faculty will participate in a 30-hour/6 week WestEd Reading Apprenticeship online course. • QEP Director and Best Practices Committee Chair will participate in a 50-hour/10-week WestEd Reading Apprenticeship Campus Coach online course. • Pilot faculty will participate in reading circle cohort groups. • Pilot faculty will receive training in critical reading best-practices including assistance in developing reading assessment assignments and training in evaluating assignments against the reading rubric. • Pilot faculty will be given the opportunity to attend the College Reading and Learning Association conference in Minneapolis. • See “Chapter 4: Actions to be Implemented” for an expanded description of professional development activities.
Spring 2015	Pilot Phase II/ Year 1	<ul style="list-style-type: none"> • Discipline-specific critical reading initiatives will be implemented in the classroom by cohort faculty. • Assessment tools will be implemented including the MARSII, the reading rubric, and the CCSSE. • See “Chapter 4: Actions to be Implemented” for an expanded description of critical reading classroom initiatives.
Summer/ Fall 2015	QEP Program Assessment and Full Impl. Begins	<ul style="list-style-type: none"> • Pilot Phase II data will be compiled by the QEP Director and QEP Assessment Coordinator. • A summary report will be prepared by the QEP Director and presented to relevant constituencies. • QEP Steering Committee and sub-committees will review findings and recommend adjustments. • The full implementation cycle will commence beginning with professional development for the new cohort faculty in fall 2015 and critical reading course activities in spring 2016. • See Table 4.1 and Table 4.2 for a timeline of implementation activities.



During the development process the Steering Committee decided that a two-phase pilot program would be used to refine the QEP. Pilot Phase I ran in the spring of 2014, and Pilot Phase II, coinciding with Year 1, will run in spring 2015 (see the full timeline in Table 4.1, “Chapter 4: Actions to be Implemented”). The Steering Committee had multiple criteria in selecting pilot classes in which to test critical reading practices. First, the student enrollment in the classes selected should be large enough to obtain a good cross section of students. Second, more than one section needed to be taught by the same faculty member so that there would be a control class and an experimental class. Third, a diverse cross section of gateway classes was desired. Finally, willing faculty members were needed to conduct phases I and II of the pilot. Pilot faculty were given a stipend to compensate them for the time and effort they put into the pilot training and student assessment. Table 1.5 details the pilot faculty and courses selected for Pilot Phase I. The same course selections and faculty members are also participating in Pilot Phase II/ Year 1 implementation.



During Pilot Phase I the QEP Director and the Assessment Committee Chair provided professional development for cohort faculty on how to evaluate student reading using the critical reading rubric (see Appendix C), how to administer the various assessments, how to evaluate the difficulty of their course texts, how to encourage and hold students accountable for reading content, and how to teach students to annotate reading materials. To support text annotation as an approach to critical reading, a video (“Annotate it!” video available at <http://youtu.be/GkZtC3o0AjE>) and bookmark (see Appendix B) were developed. Both of these were targeted at students

to help teach them how to breakdown a text, ask questions as they read, and make margin notes about important information. The critical reading support strategy of text

Table 1.5
Pilot Phase I Course Selections

Course	Faculty	Student Enrollment	Control/ Experiment
BIOL 2401-1020 Anatomy & Physiology I	Dr. James Salazar	29	Experimental
BIOL 2401-1200 Anatomy & Physiology I	Dr. James Salazar	29	Control
HIST 1301-1000 U.S. History I	Dr. Larry Blomstedt	29	Experimental
HIST 1301-1005 U.S. History I	Dr. Larry Blomstedt	36	Control
ENGL 1302-1023 English Composition II	Ms. Leslie Braniger	25	Experimental
ENGL 1302-1026 English Composition II	Ms. Leslie Braniger	31	Control
Total Students Participating:		179	

Figure 1.5 Reading Health Report

HIST-1301-1005-SP14 Annotation Applied? <input type="checkbox"/>			COMPASS: 81+=CR TSI: 351+=CR	Accuplacer: 78+=CR	100 pt. scale	MARSJ 1-5 Likert	Discipline Reading 1-5 Scale			Notes				
Student ID	Last Name	First Name	Test description	Start date	Score	Course PreTest	Course PostTest	Global Strat.	Support Strat.	Problem Solving	Disp. Read 1	Disp. Read 2	Disp. Read3	Notes
001101	Doe	Jane				90		Pretest: 3.31 Posttest: 3.85	1.00 2.56	2.50 3.63	3	2		
001102	Smith	Jane				70	70	Pretest: 3.54 Posttest: 4.31	3.89 4.67	4.88 5.00	3	2	2	
			COMPASS Reading	7/24/2012	60									
			COMPASS Reading	7/26/2012	81									
			COMPASS Reading	7/24/2012	60									
			COMPASS Reading	7/26/2012	81									
002103	Doe	John				80	60	Pretest: 4.08 Posttest: 4.46	4.22 4.22	4.50 4.50	5	4	3	
			TSI Reading Assessment	9/4/2013	356									
001801	Smith	Juan				70	90	Pretest: 2.77 Posttest: 3.00	3.00 3.00	3.75 3.00	0		4	
001109	Garcia	Bob				80	100	Pretest: 4.85 Posttest: 5.00	4.78 5.00	5.00 4.63	3	5	4	
			TSI Reading Assessment	11/14/2013	383									
003201	Brown	Jane				80	90	Pretest: 3.92 Posttest: 3.85	3.78 3.11	3.38 3.88	2	4	2	
			COMPASS Reading	8/21/2012	72									
			COMPASS Reading	4/13/2012	66									
007101	Garcia	Juana				60	70	Pretest: 3.31 Posttest: 3.69	4.22 4.11	3.88 4.25	2	0	2	

annotation was taught and implemented in the three experimental sections. Both control and experimental sections were administered the same assessments.

Assessment during Pilot Phase I commenced with a standardized reading test developed by the QEP Assessment Committee. This ten-question, multiple choice test served as an initial assessment of students' abilities to identify main ideas, understand vocabulary, and draw conclusions. Scores closely corresponded to students' college enrollment reading placement scores, and 59 students, or one-third of pilot participants, had scores of 60% or lower. These students met individually with the faculty and were referred to the Student Success Center to participate in the Fluent Reading Trainer (FLRT) software program which is used by the developmental education department as a reading intervention. A follow-up email reminder was also sent to these students. However, with a lack of incentive to participate, only four of the 59 students went to the Student Success Center for help, and these students spent very little time on the software. Other assessments administered during the pilot included the MARSJ as a pre-test and post-test, three discipline-specific assignments assessed using the critical reading rubric, and another standardized post-test at the end of the semester. (See "Chapter 6: Assessing Critical Reading" for more detail.)

During this spring pilot semester the QEP Director built an Access database to house and analyze incoming data. From this database "Reading Health Reports" (see Figure 1.5) were generated for each pilot section. These reports included a list of all students in each cohort section, along with incoming college placement scores in reading, and all of the individual QEP assessment scores. The reports were updated as data was collected, and periodically distributed to the faculty to help monitor student progress.

In late spring 2014 the QEP Director and the Best Practices Committee Chair both enrolled in an online six-week reading apprenticeship course designed by WestEd for community college faculty. Reading apprenticeship



helps students achieve metacognitive maturity toward reading as they learn to approach texts through the lens of the expert reader. The expert readers, or content area faculty, learn to become aware of their own reading processes and then model those thought processes for students.

Reading apprenticeship also breaks reading down into a metacognitive conversation consisting of four dimensions: personal, social, cognitive, and knowledge-building (see Figure 1.6). Reading apprenticeship techniques, including think-alouds, asking students to recall their personal reading history, and metacognitive journals were test-driven in the QEP Director's and Best Practices Committee Chair's

Reading apprenticeship helps students achieve metacognitive maturity toward reading as they learn to approach texts through the lens of the expert reader.

Figure 1.6 Reading Apprenticeship Framework (Schoenbach, Greenleaf, & Murphy, 2012)



spring courses. The results were promising. Reading apprenticeship practices were found to support the strategies and SLOs of the Critical Reading QEP and will therefore be adapted for faculty professional development and course activities moving forward.

Pilot Phase I was very helpful in testing assessments and collecting benchmark data. But in the end, the spring 2014 pilot had no effect on improving student critical reading skills. There was little or no difference in the control and experimental groups pre-test and post-test scores on the standardized reading exam. MARSII scores improved slightly, but not significantly. Critical reading rubric scores were inconsistent at the student level, and in multiple cases scores even went down across time in both control and experimental sections. The lack of success in the first phase of the pilot can be attributed to a number of factors including insufficient professional development, inconsistent implementation of the critical reading rubric, and the implementation of only one critical reading initiative (text annotation). Additionally, critical reading needs to be taught and encouraged as an ongoing habit of mind when interacting with texts not just as a one-off assignment.

The Pilot Phase I semester taught the QEP sub-committees many lessons which helped shape the development of the QEP strategies. First and foremost, more time needs to be spent on professional development. In addition to teaching faculty and staff about the critical reading best practices, time needs to be spent helping them to build lesson plans which integrate critical reading best practices into their classroom routines. Faculty also need more guidance to create assignments that can adequately assess students' reading skills, and then they need additional training to properly evaluate those assignments against the critical reading rubric. As a result of this pilot, the decision was made that a full semester of professional development will take place for each cohort faculty group in the fall with classroom application of critical reading initiatives occurring the following spring.

Another lesson learned from Pilot Phase I was that critical reading assessment needs to be more manageable for faculty, the QEP Director, and the QEP Assessment Coordinator. During Pilot Phase I, each student took seven assessments, generating over 1,200 pieces of data, and even more sub-data. Even though many of the assessments were quick and easy to administer, this was clearly a case of over testing. The number of assessments has been reduced as a result of Pilot Phase I, and much of the data will be collected at the course section level rather than the individual student level. An additional change also related to assessment data is that the Reading Health Reports generated by the QEP Director for cohort faculty will need to be significantly modified. During Pilot Phase I, the reports detailed scores for each individual student in the course, but the decision was made to collect data at the course level rather than the student level due to the cumbersome nature of collecting and maintaining the previously voluminous records.



The Steering Committee had anticipated that the FLRT program would prove beneficial for the lowest level readers, but students simply did not follow-through and use it. Due to its significant cost, and lack of student use, the FLRT program will not be part of the Critical Reading QEP but will still be available through the Student Success Center and Developmental English courses. Finally, the standardized pre-test diagnostic used to identify which students needed remediation has been eliminated. These Pilot findings were used in the development of the QEP and have been incorporated into the implementation plan (see Table 4.1 and 4.2 in “Chapter 4: Actions to be Implemented”).



CH 2: LITERATURE REVIEW & BEST PRACTICES

In 2008, the Strong American Schools project documented the endemic failure of high schools to adequately prepare students for college (*Diploma to Nowhere*). Open admission community colleges are apt to see matriculating students not ready for the rigors of college-level classes. A 2012 survey of GC faculty found that 64% felt that students did not understand what was expected of them in college. At GC, over 50% of students entering college for the first time in 2009 required developmental education in reading, writing, and/or mathematics (Galveston College, 2014). But developmental education does not seem to solve these under-prepared students' issues as is summarized in Noble and Sawyer's 2013 ACT Research Report. This analysis of over 118,000 students sought to determine if there was *any* benefit derived from students taking developmental coursework. The study found that if students earned an A in developmental coursework, they were more likely to succeed when enrolling directly in higher-level coursework. However, most benefits declined or disappeared after the first two years.

The premise of our QEP is that by improving students' abilities to critically read academic texts we will **improve student learning** *— and ultimately student success.*

Academically Adrift detailed how colleges fail students as well (Arum and Roksa, 2011). The authors found that important skills like critical thinking showed little improvement from the time students entered college through graduation. So how can the QEP help GC students succeed in college classes and be ready for the workforce or transfer to a university? The premise of our QEP is that by improving students' abilities to critically read academic texts we will improve student learning — and ultimately student success. Reading support must be provided for students not only within the confines of developmental education curriculum,

but also in content area courses.

Throughout the QEP development process, the QEP committees surveyed academic literature for guidance. It quickly became clear that much of the literature on reading focused on either K-12 practices or developmental education. However, much of this research proves relevant to college classroom reading. The literature related to reading, metacognition, and critical thinking proved the most helpful. The Steering Committee also reviewed the QEPs of other colleges, particularly those with a focus on reading. The following summary highlights the literature review findings.

Reading

Americans read less today than in previous generations. In 2002, *To Read or Not to Read*, a research report funded by the National Endowment for the Arts, found that more than half of 18-24 year olds read no books for pleasure. While education positively corresponds to literary reading, reading is declining even among college students and

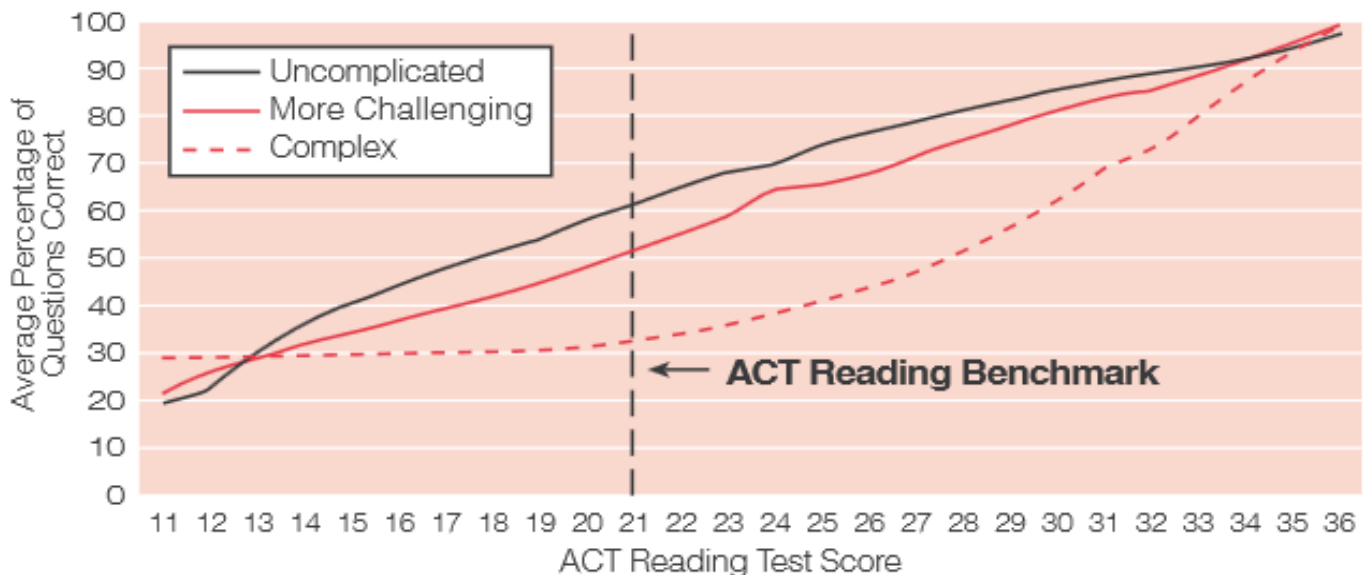
college graduates. Sixty-five percent of college freshman did not read for pleasure at all, or read less than an hour per week. By their senior year in college, one-third of students did no reading for fun in a given week. This is relevant in the college classroom, as a strong correlation is shown to exist between reading for pleasure and reading test scores (National Endowment for the Arts, 2007).

The 2006 study *Reading Between the Lines: What the ACT Reveals About College Readiness* indicated that only 51% of ACT-tested high school graduates met the college readiness benchmark for reading. GC students closely matched this trend with 50.5% failing to meet the reading benchmark between 2011-2013 (Galveston College, 2014). The ACT study also found that male students, African American students, Hispanic American students, and low income students were less likely to be prepared for college-level reading (2006). Other studies also confirm that a student's proficiency in basic academic skills has been shown to affect academic success (Tinto, 1994). Contrast this to students who met ACT reading benchmarks; these students were more likely to enroll in college, more likely to earn a first-year college GPA of 3.0 or higher, and more likely to return for a second year of college at the same institution (ACT, 2006).



The 2006 ACT study also examined specific reading difficulties students encountered. Reading comprehension was broken down into literal comprehension (information

Figure 2.1: Performance on the ACT Reading Test by Degree of Text Complexity (ACT, 2006)





explicitly stated in the text) and inferential comprehension (interpretations or inferences made from information not directly stated in the text). The ACT study also tested students' abilities to identify a main idea, make sense of vocabulary, or draw a conclusion. Students' ACT results in all of these areas were consistent with their overall reading ability or ACT score. The area that most differentiated the college-ready students from

Students who can successfully navigate

complex texts

are more likely to succeed in school

(ACT, 2006).

the students who did not meet college benchmarks was text complexity. When confronted with uncomplicated texts, or even slightly more challenging texts, students' success in answering questions paralleled their reading ability. But when confronted with a complex text, under-performing students performed at about the same level, answering only 30% of the questions correctly, whereas college-ready benchmark students showed a steep performance increase (see Figure 2.1).

The ability to successfully navigate complex texts is the most reliable indicator of reading ability across genders, ethnic groups, and incomes. Students who can successfully navigate complex texts are more likely to succeed in school (ACT, 2006).

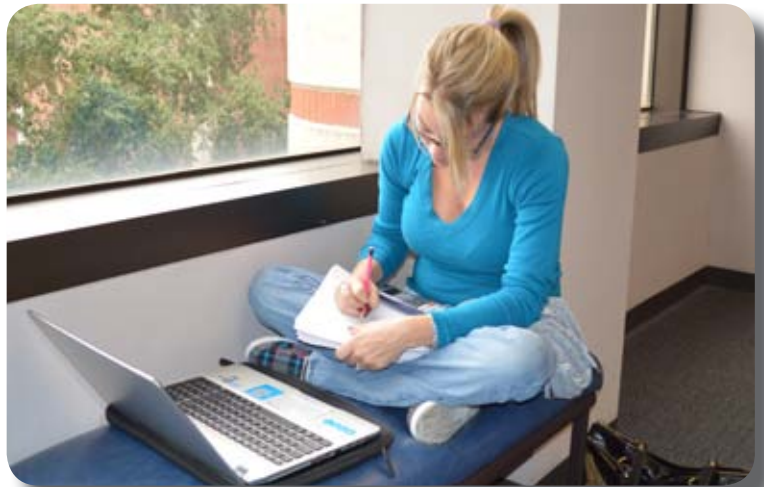
Another reading difficulty students encounter arises from a failure to adjust to the reading task. In the article "Addressing the Literacy Crisis: Teaching Reading in the Content Areas," the author noted that "ineffective readers...read text material as if it were completely unconnected to what they already know. They read as if all texts were structured in an identical fashion" (Barton, 1997, p. 24). Barton (1997) goes on to say that this is in contrast to strategic readers who "employ specific tactics that will help them if they encounter confusing text passages. Effective readers actively pursue meaning and carry on a mental dialogue with the writer" (p. 23). The author recommends that teachers use pre-reading activities to help activate students' prior knowledge, train students to pay attention to text features like headings and graphic elements, and pose reading process questions to help students build metacognitive knowledge of their reading skills (Barton, 1997).

Students are not the only ones who encounter reading roadblocks. Faculty often expect students to be at a college reading level by the time they arrive in their classrooms. Likewise, high school English faculty expect students to be reading proficient by the time they reach their classrooms (Ericson, 2001). For students who lag in reading skills, it is easy to slip between the cracks. Another complaint expressed by college faculty toward reading instruction is that it takes away valuable classroom time that is needed to cover an already crowded syllabus. Moje (2008) refers to this as a cultural belief that many teachers hold regarding what is appropriate practice for their respective disciplines. They believe that they should be teaching content, not reading. As Moje (2008) notes, "It is not uncommon, for example, to hear teachers in such subject areas argue that they should not be expected to assess a student's ability to construct a well-argued essay for their class: 'What matters is the content,' they say, 'I'm not the English teacher'" (Moje, 2008, p. 98). To move beyond such attitudes requires faculty to re-conceptualize their role from conveyors of content information to facilitators of knowledge construction. Integrating reading into the curriculum and expecting students to be responsible for

that reading transfers a portion of the responsibility for content delivery from the faculty member to the student. Class time can then be used for helping students to assimilate the text knowledge through deeper analysis, debate, discussions, and hands-on activities. These instructional practices can also assist in developing critical thinking skills.

For college courses that do incorporate reading, instructional routines have changed across time. In a survey of developmental education reading practices, Holschuh and Paulson (2013) discuss the change in reading pedagogy, asserting that classroom instruction has shifted “from a deficit-based remedial approach toward a multidimensional strategic approach based on social, cognitive, metacognitive, and affective aspects of learning. This approach relies on active, student-centered instruction” (p. 2). Another major change Holschuh and Paulson (2013) observed in the teaching of reading is the view that reading should not be offered as a stand-alone course. Instead, many colleges are integrating reading and writing into a single course. Recently in the state of Texas, pressure to reduce the number of developmental education hours has driven most colleges to integrate developmental reading and writing, whereas previously these were offered as separate courses.

The Common Core State Standards, though not adopted by Texas, are also having an effect on the teaching of reading in K-12 across the country and are thus impacting college instruction (Holschuh & Paulson, 2013). This broad-based effort to ensure that students are college and career ready by the time they complete high school has driven the integration of reading instruction into core studies like history, science and technical subjects. As a result, emphasis has shifted from content area reading, which focuses on study skills used generally across multiple subjects, to disciplinary literacy which “emphasize(s) the unique tools that the experts in a discipline use to engage in the work of that discipline” (Shanahan & Shanahan, 2014, p. 303). This transition from content area reading (study skills) to disciplinary literacy (reading skills unique to the discipline) is slowly making its way into many colleges as well (Holschuh & Paulson, 2013).



Disciplinary literacy helps answer another issue voiced by college faculty regarding the teaching of reading in their courses. High school English teachers are neither trained nor comfortable in teaching reading study skills which lie outside their expertise (Ericson, 2001). Community college faculty who are trained in their discipline area but not in reading best practices, are likewise ill at ease teaching outside of their specialty. But disciplinary reading focuses on the expert knowledge of the faculty member within his/her subject and is more accessible to most educators, as is exhibited in the following passage from Shanahan and Shanahan (2014):

Because the insights and strategies of disciplinary literacy are drawn from the disciplines themselves, a focus on this information does not pose the same



challenges to teachers whose self-actualization is tied to their identities as mathematics, science, English, or history educators. If anything, the insights drawn from disciplinary literacy help these teachers to better understand the practices of their respective disciplines. (p. 312)

For students to be proficient in a discipline, they must be able to read, write, and speak the language of the discipline. James Gee (2001) uses a sports analogy in describing the sociocognitive perspective of language. When sports fans talk about the turning point in a game, one can tell how well they understand the sport by the language they use. Similarly, a scientist must be able to read, write, and speak the language of science to become an accepted member of that discourse community.

Shanahan, Shanahan, and Misischia (2011) analyzed expert readers in the disciplines of history, mathematics, and chemistry. This investigation sought to identify specific tactics used by discipline experts and translate these practices for use by teachers. One finding compared how different disciplines consider the source of the text or the author's purpose. This was crucial information for expert history readers to use in interpreting the context and ultimately critiquing the validity of the historical argument. Scientists tended to look at the author or source of a paper when they were making choices about which text to read, but ultimately the source was not a factor in interpreting the validity of the paper's findings. Mathematicians actively made an effort not to use the source when interpreting data. Approaches to interpreting texts were also found to vary significantly between the disciplines in the areas of contextualization, corroboration, text structure, use of graphic elements, critiquing, use of re-reading, and selection of texts. The conclusions of this study illuminate the various ways in which educators from different disciplines approach texts. These findings can be used in helping college faculty characterize their subject's unique approaches to reading.

When reading challenging passages, or facing difficult vocabulary, researchers widely recognize that proficient readers will remain persistent and

monitor their understanding

(Schoenbach, Greenleaf, & Murphy, 2012).

Metacognition

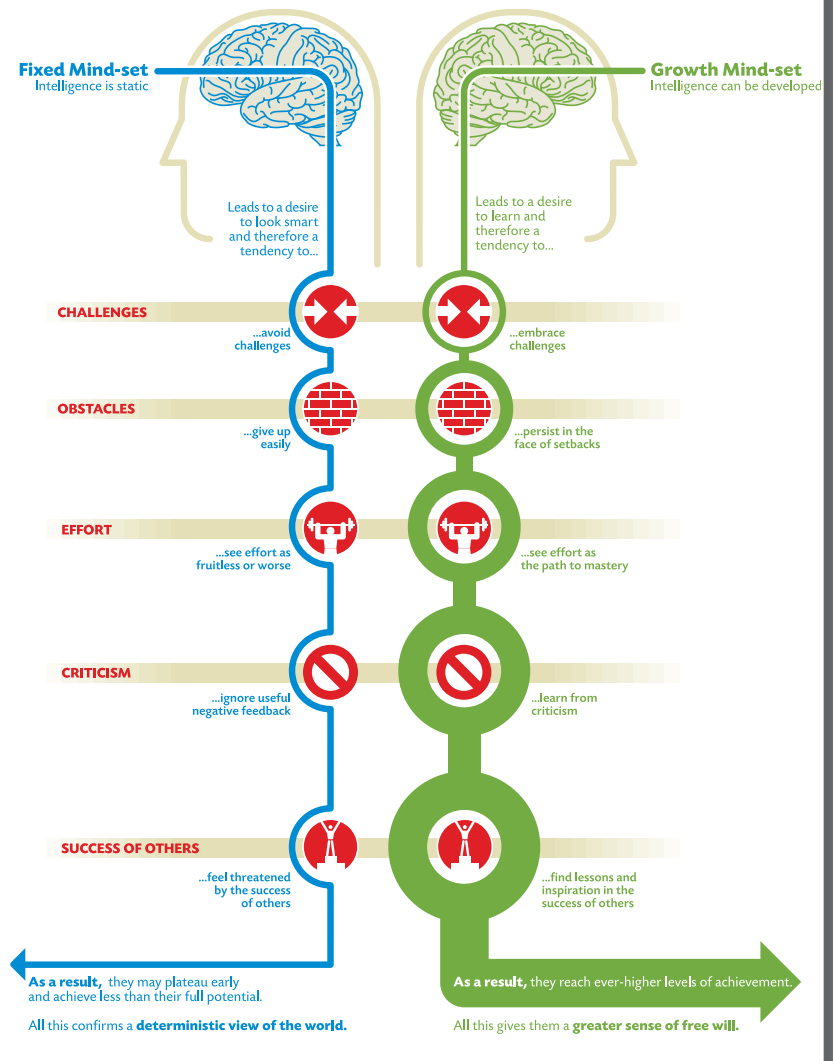
Metacognition is commonly defined as “thinking about thinking.” Holton & Clarke (2006) make the distinction between cognition, purposeful thinking based on experiential information, and metacognition. The authors further explain that, “metacognition mediates between the learner and their cognition. While cognition can be considered as the way learners’ minds act on the ‘real world’, metacognition is the way that their minds act on their cognition” (p. 132). When applied to reading, metacognition can be viewed as “the readers’ cognition about reading and the self-control mechanisms they exercise when

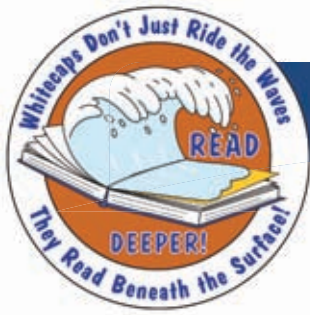
monitoring and regulating text comprehension” (Mokhtari & Reichard, 2002, p. 250). Reading apprenticeship is one methodology which helps students to become aware of their mental processes while reading and also helps them to learn to articulate

and discuss those processes. The goal of reading apprenticeship is to engage students in a metacognitive conversation with the text, built around a four-part framework including a social, personal, cognitive, and knowledge-building dimension. This framework, coupled with extensive reading, can help students acquire discipline and discourse specific knowledge and competence (Schoenbach, Greenleaf & Murphy, 2012).

Schoenfeld (1982) discussed how observable cognitive behaviors are shaped by a sociocognitive matrix including an individual's conscious or unconscious beliefs about "(a) the task at hand, (b) the social environment [*sic*] within which the task takes place, and (c) the individual problem solver's perception of self and his or her relation to the task and the environment" (p. 3). The author goes on to assert that students who "monitor and assess their own cognitive strategies" can be active participants in the learning process and optimize their personal development (p. 28). Similarly, Yeager and Dweck's (2012) work on implicit theories about oneself and resilience demonstrate that a student's beliefs and attitudes when confronted with adversity can strongly influence the outcome. Yeager and Dweck describe an unpublished study of more than 200 community college students enrolled in a developmental math course. The experimental group, who read and responded to an article about growth mindset and the brain's capacity to grow when challenged, were significantly more likely to have completed the course, passed the course, and made overall higher grades in the course than the control group. Based on this data, the authors concluded, "We believe the implicit theories intervention had its striking effects because it changed the meaning of challenges—instead of challenges making students feel 'dumb,' the challenges offered a way to get smarter. This belief was crucial for promoting resilience" (Yeager & Dweck, 2012, p. 306). Cultivating such a "growth mindset" (see Figure 2.2) in students is one way to encourage perseverance when confronted with a demanding reading (Krakovsky, 2007). When reading challenging passages, or facing difficult vocabulary, researchers widely recognize that proficient readers will remain persistent and monitor their understanding (Schoenbach, Greenleaf, & Murphy, 2012). Proficient readers show reading resiliency.

Figure 2.2 Fixed Mindset vs. Growth Mindset (Holmes, n.d.)





Another method for encouraging metacognitive development in students is the use of formative assessment. Information gleaned from early assessment helps guide faculty in making adjustments to classroom practices. In turn, faculty can also provide feedback to students so they can make constructive changes to aid their learning (Hudesman et al., 2013). A student's awareness and proactive participation in the learning process is sometimes called self-regulated learning. Another study notes, "These learners monitor their behavior in terms of their goals and self-reflect on their increasing effectiveness" (Zimmerman, 2002). Feedback provided by instructors through formative assessment is one means through which students can monitor their own achievement.



Critical Thinking

Knowledge of facts and information is a commodity that can quickly become outdated. Therefore, higher education must place a priority on teaching students critical thinking skills which is "a central element in lifelong learning" (Terenzini, 1993, p. 4). Many definitions of critical thinking exist. Paul and Elder (2008) define critical thinking as "the art of analyzing and evaluating thinking with a view to improving it" (p. 4). The Association of American Colleges and Universities lists

critical thinking as an essential intellectual skill and goes on to define it as a "habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion" (Rhodes, 2012, p. 6). Critical thinking uses self-evaluation to question assumptions and apply reasoning. Brookfield (2012) asserts that critical thinking occurs through a four-step process. First, an attempt is made to discover the assumptions underlying thought and action. Second, the assumptions must be appraised to determine if they are valid and reliable. Third, one must make an effort to see assumptions from different vantage points and consider alternative assumptions. Finally, informed ethical action can be taken on the basis of the analysis conducted. Terenzini and Pascarella (1991) identify a number of skills used in critical thinking, including the ability to identify central issues and assumptions behind an argument, recognize relationships, draw inferences from data, and interpret the validity of a conclusion.

Terenzini (1993) studied the impact of curricular exposure (courses taken), classroom instructional practices (e.g., number of books assigned, number of papers written, instructor effectiveness) and out-of-class experiences (e.g., hours worked, time spent socializing with friends, extracurricular clubs) on the critical thinking skills of college freshmen. Controlling for pre-college variables and student motivation, the author found that instructional practices and out-of-class experiences positively impacted

critical thinking proficiency. Out-of-class variables such as the number of hours spent studying and the number of non-assigned books read over the course of a year corresponded to gains. Students who described their peer relationships as “friendly, supportive [or providing] a sense of belonging” were less likely to have critical thinking gains than students who reported their peer relationships as “competitive, uninvolved...alienat[ed]” (Terenzini, 1991, p. 8). Terenzini speculated that supportive peer environments place more of an emphasis on tolerance and compromise, thus not fostering an environment prone to questioning classmates’ assumptions.

Shim and Walczak (2012) documented specific instructional practices which influence critical thinking in students. Students were asked to rank the impact of various faculty-initiated classroom practices in regard to their influence on cultivating critical thinking skills. Self-reported data was corroborated by administering the Collegiate Assessment of Academic Proficiency (CAAP). The instructional practice most helpful in developing critical thinking was the instructor asking challenging questions, followed by a well-organized presentation/interpretation of information. Tasks which best promoted critical thinking were those that encouraged students to integrate ideas, followed by tasks requiring students to compare and contrast. Students perceived faculty feedback as a positive influence on critical thinking, but the CAAP showed feedback to be of little influence. Additionally, frequent group projects had a negative impact on students’ critical thinking skills.

Flores, Matkin, Burbach, Quinn, and Harding (2012) make a number of recommendations in their survey of critical thinking and its implications on future leadership in the workforce. Higher education needs to move away from content-based instruction, where critical thinking is part of a “program.” Instead, critical thinking needs to be ingrained in the organizational culture as a core value and embedded in each classroom. This change can only occur through professional development for faculty with administrative support from the top of the organization. Furthermore, the authors recommend establishing specific critical thinking goals and measurements.

Reading QEPs Instituted at Other Colleges

The Steering Committee surveyed the reading QEPs of other colleges. Reading QEPs tend to either focus on strictly academic reading (Mississippi Gulf Coast Community College, 2009; Northwest Florida State College, 2010; Coahoma Community College, 2010) or academic reading in conjunction with encouraging a culture of reading (Methodist University, 2009; Hopkinsville Community College, 2011). The Steering Committee felt that while developing a culture of reading was grounded in academic literature, that creating a QEP with such a goal posed several challenges. First, it is difficult to isolate and measure the effect of a program on an organization’s culture. Direct assessment of environmental change is problematic to quantify. Second, the steering committee expressed the concern that creating a culture of reading could dilute the human and financial resources allocated toward academic reading initiatives. Therefore, at GC the decision was made to focus on academic reading alone. Critical reading at GC will focus on discipline-specific reading embedded in gateway courses, as opposed to a culture of reading or leisure reading.



Literature Review Conclusions

The literature helped inform the QEP committees about best practices in reading, metacognition, and critical thinking. This broader understanding, in conjunction with the findings of the spring 2014 Pilot Phase I, led to the development of two specific strategies which will help accomplish the College’s critical reading goal and outcomes (see Figure 3.2 in “Chapter 3: Critical Reading Focus” for a summary of the QEP goal, strategies, and SLOs). The findings of the literature review are summarized in Table 2.1.

Table 2.1
Best Practices Based on the Literature Review

QEP Strategy	Best Practice	Source
Strategy #1: Professional development will be provided for incorporating critical reading best practices into the program curriculum.	Faculty should act as facilitators helping students engage in the task of knowledge building	Holschuh & Paulson, 2013; Moje 2008
	Faculty should model expert reading practices and help students scaffold readings skills	Shanahan, Shanahan, & Misischia, 2011; Schoenbach, Greenleaf & Murphy, 2012
	Assessment and faculty feedback can help build metacognitive awareness	Hudesman, Crosby, Flugman, Isaac, Everson, & Clay, 2013; Mokhtari & Reichard, 2002; Shim & Walczak, 2012
	Critical thinking is positively influenced by faculty posing challenging questions, and presenting well-organized presentations/interpretations	Shim & Walczak, 2012
Strategy #2: Engage students in critical reading initiatives to promote active, reflective, and analytical interactions with course texts.	Critical thinking is positively influenced by assignments which require students to integrate ideas, and compare and contrast	Shim & Walczak, 2012
	Reading practices are best integrated into college-level (non-developmental) courses	Noble & Sawyer, 2013; Holschuh & Paulson, 2013
	Students need repeated exposure to complex texts	ACT, 2006
	Pre-reading classroom activities can help activate prior knowledge and encourage critical thinking	Barton, 1997
	Students must be equipped with discipline-specific reading strategies	Barton, 1997; Moje, 2008; Shanahan & Shanahan, 2014
	Students’ beliefs about their reading ability impact the course outcome	Schoenfeld, 1982; Yeager & Dweck, 2012
	Metacognition can be used to establish self-regulation and develop reading resiliency	Schoenbach, Greenleaf, & Murphy, 2012; Yeager & Dweck, 2012; Zimmerman, 2002

CH 3: CRITICAL READING FOCUS

After evaluating institutional data, reviewing the relevant literature, and listening to what GC colleagues and students had to say about possible QEP topics, the Steering Committee determined that a focus on critical reading would have the greatest impact on student learning at GC. As discussed in Chapter 1, critical reading was chosen as a topic with the understanding that critical thinking and reading should not be taught separately. Both skills are complementary habits of mind and together they will help GC students to be successful academically and in the workplace. By teaching GC students to be critical readers, the College will be moving them along the path toward becoming lifelong learners.

Definition of Critical Reading

The Steering Committee sought to define critical reading by reviewing established definitions of reading, critical thinking, and critical reading. The Association of American Colleges and Universities defines critical thinking as “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion” (Rhodes, 2010, p. 6). The University of Dayton’s Competency Resource Center had a complex but helpful breakdown of critical reading. It connected critical reading to the following attributes: active, meaning-making, interactive, reflective, analytical, and oppositional. The Steering Committee also reviewed definitions of reading and critical thinking from Colorado State University’s Writing Center and Salisbury University’s Counseling Center.

Ultimately, the Steering Committee developed the following working definition of critical reading: *Critical reading engages students in the active, reflective, analytical process of deriving meaning from a text.* This definition goes beyond “simple” reading comprehension and reflects the metacognitive work and strategic tactics that deep readers must employ. It recognizes that academic texts require a different level of mental rigor than pleasure reading.

An important component of critical reading which emerged from the literature review was the recognition that reading requires different skill sets in various disciplines. Critical reading is not a one size fits all set of study skills. While some reading skills may overlap between disciplines, different types of reading require different habits of mind. For example, the expert historian reading a primary source needs to consider the veracity of the source, as well as the potential bias of the author. However a scientist reading an article in a scientific journal does not need to question the credentials of the author, so much as the methodologies employed. An expert reader of literature considers tone, voice, and literary devices like metaphor (Gee, 2001;

Figure 3.1
Definition of
Critical Reading

Critical reading engages students in the active, reflective, analytical process of deriving meaning from a text.

Critical reading is not a one size fits all set of study skills. While some reading skills may overlap between disciplines, different types of reading require different habits of mind.



Shanahan, Shanahan, & Misischia, 2011; Shanahan & Shanahan 2014). Ultimately the expert knowledge of the faculty member must be recognized and utilized to help give students insight into expert reading in that field. Different adaptable techniques have been reviewed by the Best Practices Committee toward achieving the SLOs, and these techniques will be adapted as appropriate for each discipline. Allowing flexibility in adapting reading practices in the classroom, and recognizing faculty as the discipline experts will be important in sustaining faculty acceptance of the QEP.

Critical Reading Goal, Strategies, and Student Learning Outcomes

Stemming from the strategic plan, the goal of the QEP is to increase student success in gateway courses through critical reading. Two strategies will be implemented to achieve the QEP goal. The first strategy will be professional development, rolled out over five years in small cohort groups (see Appendix F). Professional development will focus on helping faculty and select staff to understand critical reading best practices, select and apply the initiatives most appropriate for their discipline, learn to model and scaffold critical reading techniques, and appraise student artifacts for evidence of critical reading. The second strategy to help improve student success in gateway courses will focus on implementation of critical reading initiatives in the classroom. Using Reading Apprenticeship techniques, faculty will teach students to engage with the text through a more active, reflective, analytic lens. The Reading Apprenticeship approach helps students to have a metacognitive conversation with the text based on 1) understanding their own unique identity as a reader (personal dimension); 2) recognizing their peers and teachers as resources for creating understanding (social dimension); 3) interacting with the text to build knowledge and understanding (knowledge-building dimension); and 4) developing the mental processes and tools to make sense of challenging texts (cognitive dimension) (Schoenbach, Greenleaf, & Murphy, 2012).

The QEP Steering Committee sought to articulate measurable SLOs which reflect the knowledge and skills that students will have after participating in critical reading courses. The process of identifying SLOs began with a survey of other colleges' reading QEPs. The Steering Committee reviewed the SLOs of Methodist University



(2009), Calhoun Community College (2011), Coahoma Community College (2010), Northwest Florida State College (2010), and South Louisiana Community College (2011). Ultimately the Steering Committee chose to model GC's SLOs after those of Northwest Florida State College, with minor wording modifications. Figure 3.2 depicts the relationship between the critical reading goal, strategies, and SLOs.

Expected Benefits of Critical Reading

The overarching goal of the College's critical reading QEP is to increase student success in gateway courses (see Figure 3.2). While this goal serves to increase student learning and achievement, it will also benefit the students, faculty, and the College in other meaningful ways. It is our expectation that the following gains will result from this QEP:

For Students:

- More efficient use of study time
- Increased academic performance
- Higher completion rates of gateway courses
- Greater engagement in courses and course texts

For Faculty:

- Foster more engaged students who have completed course readings before class and arrive prepared and ready for discussion
- More class time to move beyond rote course knowledge and facilitate deeper exploration and application in their disciplines
- Opportunities to grow professionally

For Galveston College:

- Continued progress towards fulfilling the College's mission to be a comprehensive community college committed to teaching and learning
- Increased student success in gateway courses which is tied to state funding
- Bolster its reputation of preparing knowledgeable thinkers and problem solvers, ready to transfer to other institutions and enter the workforce

Strong reading skills are crucial to student success. Critical reading best practices need to be reinforced beyond high school and developmental education, and this is best accomplished by integrating critical reading into disciplinary courses. Students must be taught to engage the course texts in order to learn the language, vocabulary, and habits of mind for each field of study. Achievement of the QEP goal will continue to benefit GC students beyond the classroom as they obtain the skills needed to become lifelong learners.



Figure 3.2 Critical Reading Goal, Strategies, and Student Learning Outcomes

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

The goal will be achieved by applying two strategies:

**Strategy #1:
Professional
Development**

Provide professional development to facilitate the implementation of critical reading best practices into the program curriculum

**Strategy #2:
Classroom
Initiatives**

Engage students in critical reading initiatives to promote active, reflective, and analytical interactions with course texts

Success of the strategies will be measured through three student learning outcomes:

**SLO #1:
Text Analysis**

Students will demonstrate improvement in analyzing academic reading material by:

- Identifying the main idea(s)
- Paraphrasing the main ideas in their own words, citing relevant detail
- Relating the reading to previous knowledge/learning
- Exhibiting deeper understanding of texts (e.g. bias, cause and effect, comparison and contrast)

**SLO #2:
Academic
Vocabulary**

Students will demonstrate improvement in academic vocabulary by:

- Accurately applying discipline-specific vocabulary

**SLO #3:
Reading
Metacognition**

Students will demonstrate increased metacognition and self-reported use of reading strategies as indicated by:

- Increased awareness of reading strategies
- Appropriate application of reading strategies

CH 4: ACTIONS TO BE IMPLEMENTED

The goal of GC's QEP is to increase student success in gateway courses through critical reading. Evidence of critical reading success will be marked by student acquisition of the following skills:

- SLO1: Students will demonstrate improvement in analyzing academic reading material.
- SLO 2: Students will demonstrate improvement in academic vocabulary.
- SLO 3: Students will demonstrate increased metacognition and self-reported use of reading strategies.

Achievement of these SLOs will be reached as a result of a two-part strategy consisting of professional development and course-based reading initiatives.

Strategy 1: Provide professional development to faculty and academic support staff on critical reading best practices.

The spring 2014 Pilot Phase I demonstrated that considerable time needs to be spent helping faculty understand critical reading best practices. Additional training can help faculty select and apply the approaches most appropriate for their discipline, learn to model and scaffold critical reading techniques, and to appraise students' coursework for evidence of critical reading. All faculty will receive general critical reading professional development, but a number of new initiatives will be implemented toward achieving QEP strategies in select gateway courses.

The QEP Best Practices Chair, as part of the QEP Implementation Committee, will facilitate the professional development activities of faculty and academic support staff. While SLOs will not be directly impacted as a result of the professional development strategy, it is a necessary first step to ensure future classroom gains. Success of professional development will be measured through professional development evaluations, critical reading faculty portfolios, and group interviews with cohort faculty and critical reading students (see "Chapter 6: Assessing Critical Reading" for more detail).

The following activities will enable faculty and academic support staff to embed critical reading strategies into their program curriculum:

- **Training and implementation**
A major lesson from the spring 2014 pilot semester was the need to set aside dedicated training time separate from the implementation of the classroom





initiatives. Fall semesters are devoted to training faculty through Faculty Reading Circles and WestEd's Reading Apprenticeship course. The following spring semester the new critical reading skills, activities, and assessments will be officially introduced into the target gateway courses. This will give faculty a full semester to absorb, practice, and refine critical reading initiatives prior to implementation and assessment. It also provides distinct phases in which the QEP Implementation Committee can better execute the separate activities of professional development and classroom initiatives/assessment.

- **Faculty reading circles (cohort groups)**

Small groups of two to four faculty members will be trained in cohort groups

each fall beginning in 2014. They will then formally implement the critical reading initiatives and assessments into their courses the following spring. Cohort groups will consist of full time faculty who teach select gateway courses. Even though reading circles will only touch a limited number of faculty at a time, these faculty teach multiple sections of gateway courses, typically at capacity. Therefore, as roll-out progresses over the five years of the QEP, a significant percentage of students will receive the benefit of their teachers having received focused professional development (see Table 4.1). Training faculty in small groups will also allow individualized assistance so that critical reading can truly be tailored to the needs of the discipline, its students, and the faculty member.

*Training faculty in **small groups** will also allow individualized assistance so that critical reading can truly be **tailored** to the needs of the discipline, its students, and the faculty member.*

Regular meetings during the fall training semester will include discussions about shared readings, practice modeling critical reading skills, and opportunities to test-drive new activities on fellow cohort faculty members and current classes (see Appendix D). Since discipline-specific faculty will move through the training together, reading circles will also allow faculty the opportunity to share information while working collaboratively with their peers to develop classroom activities and assessments.

- **WestEd's Reading Apprenticeship course**

Each fall semester, the new Reading Circle of cohort faculty will enroll and complete a 30-hour, 6-week online Reading Apprenticeship course. Offered through WestEd and designed for community college faculty, this course teaches the foundation of critical reading skills. The WestEd Reading Apprenticeship program has been used at over 200 colleges since 2008 and has been shown to increase students' reading scores on standardized tests in three randomized controlled studies (<http://readingapprenticeship.org/research-impact/>). Both the QEP Director and the Best Practices Committee Chair have completed this course and found its teachings very compatible with GC's desired critical reading outcomes.

- **WestEd's Campus Coach course**

The QEP Director and the Best Practices Committee Chair will complete the Campus Coach course in the fall of 2014. This 50-hour, 10-week online course is designed to deepen understanding of Reading Apprenticeship practices and to help institutionalize the commitment to reading throughout the campus. Information learned in this course can then be disseminated in future professional development sessions to cohort faculty and the GC faculty community.

- **Critical reading online resources**

To support critical reading, a faculty and staff resource page has been created through the College's Learning Management Software (LMS). This page contains ideas and activities for incorporating critical reading into the curriculum. The web page will be an ongoing project, reflecting the growth of critical reading knowledge and initiatives. Each new faculty cohort group will contribute additional activities, assessment artifacts, and ideas for future users. This online resource will be regularly promoted as a tool available for all College faculty to utilize, and its contents can easily be linked to the individual faculty member's LMS course pages.

- **Student Success Center tutor training**

Peer tutors employed by GC's Student Success Center play an important role in supporting classroom initiatives. By providing fall and spring training to new and returning tutors, the College can ensure that student tutors are well equipped to employ critical reading best practices while working with students on discipline-specific assignments. Additionally, tutors will be trained on how to access and use the tools on the Critical Reading LMS page.

- **First Friday workshops**

Each first Friday during fall and spring semesters, the College's Faculty Professional Development Committee sponsors a lunch and speaker. These mini-workshops are well attended by faculty and staff across the college and cover a variety of topics relevant to teaching and learning. The QEP team, working in conjunction with the Faculty Professional Development Committee, will sponsor a fall and spring program related to critical reading. Program topics will either educate the group on a reading activity or showcase QEP outcomes.

- **Professional development travel**

Faculty will be given the opportunity to travel to professional development seminars related to critical reading and its assessment. Select cohort faculty and other members of the QEP team will attend either the regional or national convention of the College Reading and Learning Association each fall. The spring





Texas A&M Assessment Conference has also proven an informative meeting for identifying best practices for measuring student success.

- **Non-cohort faculty professional development**
While the QEP will only be formally implemented and measured in target classes, multiple faculty surveys have indicated that more faculty members would be interested in learning about ways to encourage critical reading among their students. A number of forums will be utilized to encourage non-cohort faculty participation. These will include but are not limited to a faculty-wide workshop each fall or spring, “book club” style common readings, and reading mini-workshops. Professional development opportunities will also be offered to adjunct faculty at the yearly adjunct faculty orientation.
- **Academic support staff professional development**
Beginning in year two of implementation, academic support staff will be trained in the basics of critical reading in order to help guide student course placement. Students who have prior evidence of reading difficulties (e.g., low reading placement scores, or past course failures) may benefit from critical reading courses. Through training, academic support staff will come to better understand critical reading classroom initiatives and how they can benefit students at all levels.
- **Read Deeper newsletter**
This email newsletter will feature a critical reading approach implemented by a faculty or staff member, provide additional resources on critical reading application, highlight a research article on critical reading, or give updates or share critical reading program outcomes. This newsletter will provide another avenue to share information with the greater GC community who may not be able to attend other on-campus professional development opportunities. This newsletter will be the responsibility of the QEP Director.



Strategy 2: Engage students in critical reading initiatives to promote active, reflective, and analytical interactions with course texts.

Professional development (Strategy 1) will help guide and refine appropriate reading initiatives in the classroom (Strategy 2). Evidence of the second strategy's success will be apparent through student achievement of the three learning outcomes. Course level attainment of these outcomes will be measured using the critical reading rubric and the Metacognitive Awareness of Reading Strategies Inventory (MARS). College-wide change will be measured using the ETS Proficiency Profile and the Community College Survey of Student Engagement (CCSSE). (See "Chapter 6: Assessing Critical Reading" for more detail.) The QEP Director and the Best Practices Chair will work with faculty to implement these initiatives into his/her courses as is appropriate for the discipline. The following are critical reading classroom initiatives that will be implemented.

- Review current reading practices (Reading Apprenticeship Personal Dimension)**
One of the first steps in developing metacognitive maturity requires that students accurately assess their current reading practices. What helps students learn, and what sidetracks them from achieving their goal? By helping students to be mindful of their reading habits, the QEP is helping them to develop metacognition about reading. This personal reader identity can be facilitated through journaling, pair-and-share activities, and classroom conversations.
- Modeling and practicing critical reading through think-alouds**
On the surface, reading appears to be a silent, solitary activity. But this silent conversation with the text can be illuminated through think-alouds in which the expert (the teacher) models his/her thought process as they engage in the mental work of reading a lab report, a journal article, a historical document, or a poem. Research says that the expert reader approaches a discipline text differently than a novice. He/she asks different questions, makes different assumptions, and relates to the text using extensive outside knowledge. Think-alouds should be rehearsed ahead of time and modeled throughout the semester. Students can then in turn think-aloud with a partner or in small groups and learn to develop their own inner voice as they make meaning of a complicated text. The ultimate goal is to help students learn to independently have a conversation with a text.
- Metacognitive journals**
A metacognitive journal is a multi-column log that asks students to record what they read in one column, and their thoughts, feelings, insights, questions, or observations about what they read in another column (see Appendix E). Variations of the metacognitive journal can be adapted to different disciplines. The purpose of the journal is to help students learn to pick out key ideas, summarize in their own words, and grapple with challenging vocabulary. Additional columns can give students insight into difficulties they encounter in a reading, help them learn what questions to ask, and monitor their understanding. It can also be used to help grow critical thinking skills. Metacognitive journals can be done as homework, and then class time can be given to allow students to compare journal findings or guide classroom discussion.



- **Apply critical reading to disciplinary literature**

Critical reading will be embedded in gateway courses across the disciplines, giving students the opportunity to apply critical reading techniques to a variety of genres. Cohort student groups were considered by the Steering Committee as an ideal delivery method, assuring that students would be exposed to a range of critical reading courses. But since nearly 75% of GC's students are part-time (Galveston College, 2014), such ideal conditions would be too unwieldy to implement. However, critical reading will be implemented across disciplines in gateway courses, and at the end of the five-year cycle nearly one-third of full time faculty will have participated in a faculty cohort group. By this time all other faculty will have received repeated exposure to critical reading professional development. Therefore, there will be a statistical likelihood of students having multiple exposures to critical reading in different areas of their studies.
- **Monitor critical reading self-growth throughout the course**

According to findings in the literature, faculty feedback can be a good way to help foster metacognitive growth in students (Hudesman, Crosby, Flugman, Isaac, Everson, & Clay, 2013; Mokhtari & Reichard, 2002; Shim & Walczak, 2012). A critical reading rubric will be used to evaluate students' abilities to identify main ideas, appropriately utilize discipline vocabulary, and apply critical thinking strategies (e.g., comparing and contrasting, drawing connections from past readings, or identifying cause and effect). This assessment will be administered three times: early semester, mid-semester and late semester. It will serve as a formative assessment tool, which can be shared with students to help them learn from their reading mistakes and successes, and also to monitor their personal reading growth throughout the semester.
- **Evaluate metacognitive awareness of reading strategies**


The Metacognitive Awareness of Reading Strategies Inventory (MARS) is a tool that measures students' self-reported use of reading skills in three areas: global reading strategies, support reading strategies, and problem-solving reading strategies. Though the MARS is an assessment tool which will be administered outside of class, it can also be used to raise students' mindfulness of reading tactics that they can employ. Conversations about the MARS after it is first administered can be used as an instrument for teaching reading mindfulness.

Implementation Timeline

Table 4.1 provides a global perspective for the implementation of the two reading strategies and Table 4.2 outlines the timeline for the assessment plan. Appendix F displays course implementation by discipline.

Table 4.1 Strategy Implementation Plan Schedule

Table 4.1: Implementation Plan Schedule																			
	Planning Year/ Pilot Phase I		Pilot Phase 2/ Year 1		Year 2		Year 3		Year 4		Year 5								
	FA13	SP14	SU14	FA14	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17	SP18	SU18	FA18	SP19	SU19	
	Strategy #1: Provide professional development to faculty and academic support staff on critical reading best practices.																		
Faculty 101 Course: QEP Dir. & Best Practices Chair																			
Campus Coach Course: QEP Dir. & Best Practices Chair																			
Reading Circles (Cohort faculty) (See Appendix F: Faculty Cohort Groups for a list of participants)		3* faculty		3* faculty 3 total			4 cohort 7 total		3 faculty 10 total				3 faculty 13 total				3 faculty 16 total		
Faculty 101 Course (Cohort faculty)																			
Faculty assembly workshop (All faculty fall or spring)																			
First Friday Prof. Dev. (All faculty)																			
Prof. Dev. Travel - CRLA																			
Prof. Dev. Travel – TX A&M Assessment																			
Student Success Center Peer Tutor training																			
Academic Support Staff Training																			
Critical Reading Online Resources																			
Read Deeper newsletter																			

 Designates that these activities will take place in either the fall or spring semester, but not both.

* Pilot Phase 1 and Pilot Phase 2 faculty are the same group of instructors.

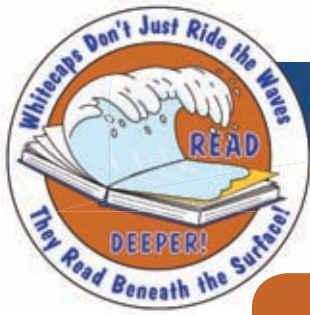


Table 4.1 continued

Table 4.1: Implementation Plan Schedule

	Planning Year/ Pilot Phase I		Pilot Phase 2/ Year 1		Year 2		Year 3		Year 4		Year 5							
	FA13	SP14	SU14	FA14	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17	SP18	SU18	FA18	SP19	SU19
Strategy #2: Engage students in critical reading activities which will promote active, reflective and analytical interactions with course texts. <i>Success measured by achievement of SLO1 (text analysis), SLO 2 (vocabulary), and SLO 3 (metacognition)</i>																		
Pilot Phase 1 (90 students/ 3 experimental sections): <ul style="list-style-type: none"> Anatomy & Physiology I American History II Composition II 		90 students in 3 sections																
Pilot Phase 2 (100 students/ 3 experimental sections): <ul style="list-style-type: none"> Anatomy & Physiology I American History II Composition II 					100 students participating in 3 sections													
Year 2 (210 addl. students) <ul style="list-style-type: none"> Anatomy & Physiology I&II* Intro. to Humanities 																		
Year 3 (180 addl. students) <ul style="list-style-type: none"> Federal Government General Psychology Composition II* 																		
Year 4 (120 addl. students) <ul style="list-style-type: none"> Math for Bus./Soc. Science I Principles of Macroeconomics 																		
Year 5 (90 addl. students): <ul style="list-style-type: none"> Workforce gateway (Culinary Arts, Radiography & Criminal Justice) 																		800 students participating in 26 sections

* These courses are being implemented in new cohort faculty member groups.

Table 4.2 Assessment Implementation Plan Schedule

	Planning Year/ Pilot Phase I		Pilot Phase 2/ Year 1		Year 2		Year 3		Year 4		Year 5							
	FA13	SP14	SU14	FA14	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17	SP18	SU18	FA18	SP19	SU19
Assessment Activities Timeline (See Chapter 6: Assessing Critical Reading for expanded detail)																		
ETS Proficiency Profile (SLO 1-3/Strat. 2)																		
Critical Reading Rubric embedded in target CR courses and administered 3x per semester/course (SLO 1-3/Strat. 2)		3x			3x	3x	3x	3x	3x	3x	3x	3x	3x	3x	3x	3x	3x	3x
Metacognitive Awareness of Reading Strategies Inventory (MARS) – pre-test and post-test (SLO3/Strat. 2)		pre/post			pre/post	pre/post	pre/post	pre/post	pre/post	pre/post	pre/post	pre/post	pre/post	pre/post	pre/post	pre/post	pre/post	pre/post
Community College Survey of Student Engagement (CCSSE) – select questions (SLO 3/Strat. 2)																		
Faculty Professional Development surveys (Strat. 1)																		
Faculty Reading Portfolios (Strat. 1)																		
QEP Faculty & Student Interviews (Strat. 1)																		
Gateway course success rates – comparison of CR and non-CR course success rates (QEP goal)																		
Annual Critical Reading Report (QEP goal)																		



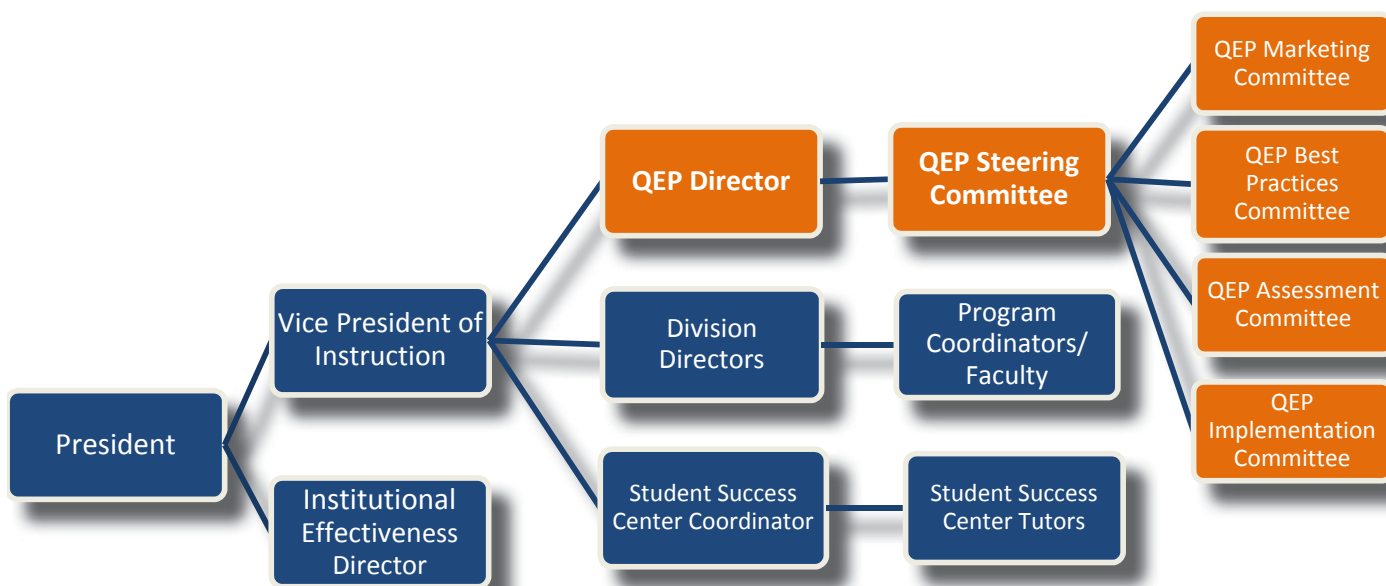
CH 5: SUPPORT FOR QEP GOALS

Recognizing that adequate financial and human resources are needed to achieve the QEP goal, strategies, and SLOs, the following support has been committed toward the critical reading program.

Organizational Structure

Critical reading focuses on improving student learning through providing faculty professional development and discipline embedded classroom initiatives. Given that GC is a small institution employing 56 full-time faculty with an average student enrollment of 2,200, no new positions have been created to manage the QEP. Rather, offset class time and stipends will be given to existing faculty and other key personnel to manage the demands of implementation. Also, as faculty have the best understanding of their students' learning needs and are a key constituency in the critical reading QEP, this structure best facilitates faculty involvement in the planning and implementation of critical reading initiatives. Figure 5.1 depicts the organizational structure supporting the critical reading QEP.

Figure 5.1 Organizational Structure Supporting the QEP



No facilities changes are foreseen as part of the critical reading QEP as neither classroom nor library spaces require modification to implement critical reading initiatives. Records will be maintained electronically and hard-copy files will be kept in the QEP Director's office and the office of Institutional Effectiveness and Research.

Table 5.1 outlines the roles and responsibilities that members of the college community will play in implementing the objectives of the QEP. (See Appendix A for a complete list of QEP committee participants.)

Table 5.1 Critical Reading Roles and Responsibilities

Position	QEP Roles and Responsibilities
President Dr. Myles Shelton	<ul style="list-style-type: none"> • Inform the College’s Board of Regents and solicit input on QEP planning and implementation. • Secure funding for the QEP budget and its activities. • Ensure that QEP activities align with the mission, vision, values, and strategic goals of the College.
Vice President of Instruction Dr. Cissy Matthews	<ul style="list-style-type: none"> • Supervise key QEP personnel. • Verify that QEP activities are in compliance with SACSCOC CR 2.12 and CS 3.3.2.
QEP Director Janene Davison <i>Program Coordinator for Speech Communication</i>	<ul style="list-style-type: none"> • Ensure that QEP planning involves broad-based involvement. • Ensure that implementation is sustainable and has direct input and participation from affected personnel. • Coordinate QEP-related assessments, professional development, marketing activities, budgets, and data collection/analysis. • Prepare yearly QEP status reports to present to the QEP Steering Committee, Vice President of Instruction, and other relevant constituencies. • Prepare the Fifth-Year Interim Report. • Serve as a liaison between faculty, staff and all QEP activities, and chair the QEP Steering Committee.
QEP Steering Committee Janene Davison (Chair/QEP Director) <i>Program Coordinator for Speech Communication</i>	<ul style="list-style-type: none"> • Safeguard the focus of the QEP and its SLOs and program goal. • Oversee all QEP activities from topic selection to implementation, verifying that involvement is broad-based, that key personnel and opinions are considered, and that activities are sustainable. • Members of the Steering Committee will chair other QEP Committees to provide continuity.
QEP Marketing Committee Alan Uyehara (Chair) <i>Director of Library and Learning Resources</i>	<ul style="list-style-type: none"> • Create excitement and execute a plan to educate faculty, staff, students, Regents and other relevant constituencies about the critical reading QEP, its mission and goals.
QEP Best Practices/Professional Development Committee Michael Berberich (Chair) <i>Instructor of English and Humanities</i>	<ul style="list-style-type: none"> • Perform a literature review to identify best practices in critical reading. Determine which best practices are most feasible to implement and will best accomplish the QEP SLOs. • Develop a strategy for training cohort faculty and key staff in critical reading best practices, and periodically review the effectiveness of activities. • Coordinate with the College’s Professional Development Committee to identify critical reading speakers and training opportunities.



Table 5.1 continued

Position	QEP Roles and Responsibilities
<p>QEP Assessment Committee Elizabeth Tapp (Chair/QEP Assessment Coordinator) <i>Program Coordinator for Psychology and Sociology</i></p>	<ul style="list-style-type: none"> • Develop a plan to measure the effectiveness of the QEP program and its impact on student learning. • Evaluate assessment tools and options for measuring the achievement of the QEP SLOs and program goals. • Assure that measurements are both formative and summative, and that direct measurements are employed. • Oversee the implementation of assessments. • Provide guidance to faculty in best practices of using the assessment instruments, as well as inter-rater reliability training for standardized rubrics.
<p>Institutional Effectiveness and Research Director Dr. Larry Root</p>	<ul style="list-style-type: none"> • Provide guidance to the Assessment Committee to assure that assessment best practices are being utilized. • Administer the ETS Proficiency Profile during years 1, 3 and 5 of the QEP implementation. • Administer the CCSSE during years 2 and 4 of the QEP implementation.
<p>Division Directors</p>	<ul style="list-style-type: none"> • Support cohort faculty and provide administrative assistance as required.
<p>Faculty (See Appendix F for a full list of committee members)</p>	<ul style="list-style-type: none"> • Lend discipline-specific expertise to developing and implementing critical reading strategies in the classroom. • Substantiate that chosen strategies are feasible and appropriate for supporting their existing teaching goals, and that the strategies enhance student learning. • Cohort faculty will participate in critical reading professional development, develop discipline-specific reading activities, and administer assessments in designated course sections (see Appendix F for a list of cohort faculty). • All faculty will be given the opportunity to participate in critical reading professional development workshops.
<p>Student Success Center Coordinator Chandra Matthews</p>	<ul style="list-style-type: none"> • Ensure that Student Success Center (SSC) Tutors are aware of critical reading best practices and are implementing them appropriately as they work with students.
<p>Student Success Center Tutors</p>	<ul style="list-style-type: none"> • Provide critical reading instruction as appropriate to students who seek tutoring services.
<p>Student Success Advisors</p>	<ul style="list-style-type: none"> • Offer guidance in placing students in critical reading course sections. • Participate in critical reading professional development activities.

Budget

The following budget summarizes the activities of the QEP, as well as the program strategies and the SLOs they support. Critical reading strategies and outcomes are as follows:

- Strategy 1: Provide professional development for incorporating critical reading best practices into the program curriculum.
- Strategy 2: Engage students in critical reading initiatives to promote active, reflective, and analytical interactions with course texts.
- 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 increased metacognition and self-reported use of reading strategies.

Where appropriate, expenditures in Table 5.2 are labeled according to the strategies and/or SLOs they support.





Table 5.2 QEP Five-Year Budget

Pilot Phase 2/Year 1 Budget Fall 2014-Summer 2015		
Category	Activities	Budget
Assessment	• Administer MARSII: Metacognitive Awareness of Reading Skills Inventory (Survey Monkey fee) (→SLO 3 and Strat 2)	\$250
	• Administer the ETS Proficiency Profile to establish baseline benchmark (250 exams FA14) (→SLO 1&2 and Strat 2)	\$3,625
	• Student interview lunches (→Strat 2)	<u>\$150</u>
		<u>\$4,025</u>
Professional Development	• Train Student Success Center tutors in critical reading strategies (→Strat 1)	\$150
	• Fall or Spring Faculty Assembly professional development speaker (→Strat 1)	\$1,500
	• Fall and Spring First Friday lunches (1/semester) (→Strat 1)	\$1,400
	• College Reading and Learning Association Conference (3 faculty) (→Strat 1 & SLO 1-3)	\$6,000*
	• WestEd “Reading Apprenticeship Faculty 101” 30-hour course (3 faculty) (→Strat 1 & SLO 1-3)	\$1,590*
	• WestEd “Campus Coach” 30-hour course (2 faculty) (→Strat 1)	\$1,200*
	• Critical Reading Rubric inter-reader reliability training (→Strat 1 & SLO 1-3)	\$150
	• Faculty cohort reading circles (→Strat 1 & SLO 1-3)	<u>\$500</u>
		<u>\$12,490</u>
Marketing	• Market the QEP vision to faculty, students, staff and other relevant constituencies	\$2,500
	• Faculty/staff QEP polo shirts (Fall 2014)	\$3,060
	• Student roll-out events	<u>\$500</u>
	<u>\$6,060</u>	
Administrative	• QEP Director offset time/stipend (6 offset courses + \$1k stipend/semester)	\$28,137
	• Adjunct Salaries (for QEP Director offset time)	\$11,250
	• QEP Assessment Coordinator stipend	\$2,000
	• Cohort faculty stipend (\$1k fall and spring x 4 faculty)	\$8,000
	• Resource materials	\$1,000
	• General supplies (copies, phone, office supplies, etc.)	<u>\$1,100</u>
	<u>\$51,487</u>	
PILOT PHASE 2/YEAR 1 BUDGET TOTAL		\$74,062

* Professional development money in Pilot Phase II/Year 1 is partially funded through an existing Scaling and Sustaining Success (S3) grant written to develop a multi-literacy center to improve student success (developmental and credit students) by utilizing current technologies and teaching techniques. The S3 grant was for \$300,000 and runs from 1/29/13 to 8/31/15.

Table 5.2 continued

Year 2 Budget Fall 2015-Summer 2016		
Category	Activities	Budget
Assessment	• Administer MARSII: Metacognitive Awareness of Reading Skills Inventory (Survey Monkey fee) (→SLO 3 & Strat 2)	\$250
	• Student interview lunches	<u>\$150</u>
		<i>\$400</i>
Professional Development	• Train Student Success Center tutors in critical reading strategies (→Strat 1)	\$150
	• Fall or Spring Faculty Assembly professional development speaker (→Strat 1)	\$1,500
	• Fall and Spring First Friday lunches (1/semester) (→Strat 1)	\$1,400
	• College Reading and Learning Association Conference (4 faculty) (→Strat 1 & SLO 1-3)	\$8,000
	• WestEd “Reading Apprenticeship Faculty 101” 30-hour course (4faculty) (→Strat 1 & SLO 1-3)	\$2,200
	• Critical Reading Rubric inter-reader reliability training (→Strat 1 & SLO 1-3)	\$150
	• Faculty cohort reading circles (→Strat 1 & SLO 1-3)	<u>\$500</u>
	<i>\$13,900</i>	
Marketing	• Market the QEP vision to faculty, students, staff and other relevant constituencies	\$500
	• Student education sessions (student government, Phi Theta Kappa, etc.)	<u>\$150</u>
		<i>\$650</i>
Administrative	• QEP Director offset time/stipend (6 offset courses + \$1k stipend/semester)	\$28,700
	• Adjunct Salaries (for QEP Director offset time)	\$11,466
	• QEP Assessment Coordinator stipend	\$2,000
	• Cohort faculty stipend (\$1k fall and spring x 4 faculty)	\$8,000
	• Resource materials	\$1,000
	• General supplies (copies, phone, office supplies, etc.)	<u>\$1,100</u>
		<i>\$52,266</i>
YEAR 2 BUDGET TOTAL		\$67,216



Table 5.2 continued

Year 3 Budget <i>Fall 2016-Summer 2017</i>		
Category	Activities	Budget
Assessment	• Administer MARS: Metacognitive Awareness of Reading Skills Inventory (Survey Monkey fee) (→SLO 3 & Strat 2)	\$250
	• Student interview lunches	<u>\$150</u>
	• Administer the ETS Proficiency Profile benchmark (FA16) (→SLO 1&2 and Strat 2)	<u>\$3,625</u>
		<u>\$4,025</u>
Professional Development	• Train Student Success Center tutors in critical reading strategies (→Strat 1)	\$150
	• Fall or Spring Faculty Assembly professional development speaker (→Strat 1)	\$1,500
	• Fall and Spring First Friday lunches (1/semester) (→Strat 1)	\$1,400
	• College Reading and Learning Association Conference (4 faculty) (→Strat 1 & SLO 1-3)	\$8,000
	• WestEd “Reading Apprenticeship Faculty 101” 30-hour course (3 faculty) (→Strat 1 & SLO 1-3)	\$1,650
	• Critical Reading Rubric inter-reader reliability training (→Strat 1 & SLO 1-3)	\$150
	• Faculty cohort reading circles (→Strat 1 & SLO 1-3)	<u>\$500</u>
	<u>\$13,350</u>	
Marketing	• Market the QEP vision to faculty, students, staff and other relevant constituencies	\$500
	• Student education sessions (student government, Phi Theta Kappa, etc.)	<u>\$150</u>
		<u>\$650</u>
Administrative	• QEP Director offset time/stipend (4 offset courses + \$1k stipend/semester)	\$19,516
	• Adjunct Salaries (for QEP Director offset time)	\$7,800
	• QEP Assessment Coordinator stipend	\$2,000
	• Cohort faculty stipend (\$1k fall and spring x 3 faculty)	\$6,000
	• Resource materials	\$1,000
	• General supplies (copies, phone, office supplies, etc.)	<u>\$1,100</u>
	<u>\$37,416</u>	
YEAR 3 BUDGET TOTAL		\$55,441

Table 5.2 continued

Year 4 Budget Fall 2017-Summer 2018		
Category	Activities	Budget
Assessment	• Administer MARSI: Metacognitive Awareness of Reading Skills Inventory (Survey Monkey fee) (→SLO 3 & Strat 2)	\$250
	• Student interview lunches	<u>\$150</u>
		<i>\$400</i>
Professional Development	• Train Student Success Center tutors in critical reading strategies (→Strat 1)	\$150
	• Fall or Spring Faculty Assembly professional development speaker (→Strat 1)	\$1,500
	• Fall or Spring First Friday lunches (1/year) (→Strat 1)	\$700
	• College Reading and Learning Association Conference (4 faculty) (→Strat 1 & SLO 1-3)	\$8,000
	• WestEd “Reading Apprenticeship Faculty 101” 30-hour course (3 faculty) (→Strat 1 & SLO 1-3)	\$1,650
	• Critical Reading Rubric inter-reader reliability training (→Strat 1 & SLO 1-3)	\$150
	• Faculty reading circles (Strat 1 & SLO 1-3)	<u>\$500</u>
		<i>\$12,650</i>
Marketing	• Market the QEP vision to faculty, students, staff and other relevant constituencies	\$500
	• Student education sessions (student government, Phi Theta Kappa, etc.)	<u>\$150</u>
		<i>\$650</i>
Administrative	• QEP Director offset time/stipend (4 offset courses + \$1k stipend/semester)	\$19,906
	• Adjunct Salaries (for QEP Director offset time)	\$7,980
	• QEP Assessment Coordinator stipend	\$2,000
	• Cohort faculty stipend (\$1k fall and spring x 2 faculty)	\$4,000
	• Resource materials	\$1,500
	• General supplies (copies, phone, office supplies, etc.)	<u>\$1,100</u>
		<i>\$36,486</i>
	YEAR 4 BUDGET TOTAL	\$50,186



Table 5.2 continued

Year 5 Budget <i>Fall 2018-Summer 2019</i>		
Category	Activities	Budget
Assessment	• Administer MARSII: Metacognitive Awareness of Reading Skills Inventory (Survey Monkey fee) (→SLO 3 & Strat 2)	\$250
	• Student interview lunches	\$150
	• Administer ETS Proficiency Profile benchmark (FA18) (→SLO 1&2 and Strat 2)	<u>\$3,625</u>
		<u>\$4,025</u>
Professional Development	• Train Student Success Center tutors in critical reading strategies (→Strat 1)	\$150
	• Fall or Spring Faculty Assembly professional development speaker (→Strat 1)	\$1,500
	• Fall or Spring First Friday lunches (1/year) (→Strat 1)	\$700
	• College Reading & Learning Association Conference (4 faculty) (→Strat 1)	\$8,000
	• WestEd “Reading Apprenticeship Faculty 101” 30-hour course (3 faculty) (→Strat 1 & SLO 1-3)	\$1,650
	• Critical Reading Rubric inter-reader reliability training (→Strat 1 & SLO 1-3)	\$150
	• Faculty reading circles (Strat 1 & SLO 1-3)	<u>\$500</u>
	<u>\$12,650</u>	
Marketing	• Market the QEP vision to faculty, students, staff and other relevant constituencies	\$500
	• Student education sessions (student government, Phi Theta Kappa, etc.)	<u>\$150</u>
		<u>\$650</u>
Administrative	• QEP Director offset time/stipend (6 offset courses + \$1k stipend/semester)	\$20,304
	• Adjunct Salaries (for QEP Director offset time)	\$8,100
	• QEP Assessment Coordinator stipend	\$2,000
	• Cohort faculty stipend (\$1k fall and spring x 4 faculty)	\$8,000
	• Resource materials	\$1,500
	• General supplies (copies, phone, office supplies, etc.)	<u>\$1,100</u>
		<u>\$41,004</u>
YEAR 5 BUDGET TOTAL		\$58,329
QEP TOTAL BUDGET (YEARS 1-5)		\$305,234

CH. 6: ASSESSING CRITICAL READING

Integrating QEP Assessment into Current Assessment Practices

Galveston College has a strong culture of assessment. SLOs exist for each course and each program, and faculty are responsible for maintaining and tracking these records each semester. Regular professional development is provided on how to better use specific assessment tools (e.g., developing rubrics or the value of capstone projects/ assignments) and the College sends a group of faculty to participate in a two-day regional assessment conference hosted by Texas A&M University. Additionally, the SACSCOC Summer Institute has offered valuable assessment guidance. Assessment is part of the rhythm of regular semester activities, and faculty and staff recognize the importance of collecting data as a tool towards continuous improvement. GC's culture of assessment makes evaluating the QEP more clear-cut for the institution and will facilitate a smooth assessment process.

SLOs created for the QEP do not directly correspond to existing course or program SLOs. Therefore, the critical reading outcomes will be tracked separately. However, care has been taken by the QEP Assessment Committee, in conjunction with advisory faculty, to select measurement tools that are straightforward to administer and that will not require an unreasonable amount of classroom time to implement. Furthermore, the critical reading SLOs are complementary to existing course objectives and will support student learning in these classes. The system which the college currently uses to track course SLOs and general education outcomes, Strategic Planning Online (SPOL), will also be used to track the majority of the critical reading course outcomes. Other data will be managed in an Access data base maintained by the QEP Director and the QEP Assessment Coordinator, or by the College's Institutional Effectiveness and Research office.

The QEP assessment plan is designed to measure the effectiveness of the overall QEP on a macro and micro level as illustrated in Figure 3.2. The QEP Assessment Committee believes that the assessment plan will provide rich data towards measuring the effectiveness of individual components of the plan, and will evaluate the effectiveness of the overall QEP.

Organizational Structure Supporting Assessment

Responsibility for assessing the QEP will be shared among the QEP Director, the QEP Assessment Coordinator, the QEP Assessment Committee, and critical reading faculty and staff. Critical reading assessment responsibilities will be divided as indicated in Figure 6.1.

*Galveston College's culture
of assessment
makes evaluating the QEP more clear-cut
for the institution and will facilitate
a smooth assessment process.*

**Figure 6.1 Organizational Roles Supporting QEP Assessment**

Additionally, the Institutional Effectiveness and Research Director for the College will be responsible for collecting ETS data at years 1, 3 and 5, and CCSSE data during years 2 and 4. The Institutional Effectiveness and Research Director will also assist in collecting and analyzing gateway course success rates for the critical reading goal.

Assessing the Critical Reading Goal

The overarching goal of the QEP is to increase student success in gateway courses through the implementation of critical reading strategies. Student success is defined as having completed a gateway course with a grade of C or higher. For formal assessment purposes, student success rates in ENGL 1302, HIST 1302, and BIOL 2401 are the benchmark by which achievement of the QEP goal will be measured. At the end of five years sections of ENGL 1302, HIST 1302, and BIOL 2401 taught by faculty trained in critical reading pedagogy techniques (cohort groups) should have a 5% higher success rate than their non-critical reading section counterparts. The QEP Assessment Committee will review the fall and spring student success data at the end of each spring semester, and the results will be used to monitor the attainment of the QEP goal. As additional courses are rolled out during the five-year implementation, the success rate of those critical reading courses compared to their non-critical reading course counterparts will also be monitored.

Table 6.1 Assessing the Critical Reading Goal

Course	Desired QEP Goal/Outcome	Measurement				Criteria for Success	
		Measurement Tool	Formative/Summative	Direct/Indirect	Frequency	Baseline (Previous 3-year average)	Benchmark
ENGL 1302 Composition II	Increase student success in gateway courses through critical reading (CR)	Comparison of success rates between CR ENGL 1302 and non-CR ENGL 1302	Summative	Direct	Fall/ Spring data collected and analyzed each spring	71.5% success rate	At the end of 5 years, CR ENGL 1302 courses will have a 5% point higher success rate (~76.5% avg.) than non-CR ENGL 1302 courses
HIST 1302 U.S. History	Increase student success in gateway courses through critical reading (CR)	Comparison of success rates between CR HIST 1302 and non-CR HIST 1302	Summative	Direct	Fall/ Spring data collected and analyzed each spring	74.4% success rate	At the end of 5 years, CR HIST 1302 courses will have a 5% point higher success rate (~79.4% avg.) than non-CR HIST 1302 courses
BIOL 2401 Anatomy & Physiology I	Increase student success in gateway courses through critical reading (CR)	Comparison of success rates between CR BIOL 2401 and non-CR BIOL 2401	Summative	Direct	Fall/ Spring data collected and analyzed each spring	55.1% success rate	At the end of 5 years, CR BIOL 2401 courses will have a 5% point higher success rate (~60.1% avg.) than non-CR BIOL 2401 courses



Assessing the Critical Reading Strategies

Attainment of the QEP goal will be achieved through two strategies.

- Strategy 1: Provide professional development to facilitate the implementation of critical reading best practices into the program curriculum.
- Strategy 2: Engage students in critical reading initiatives to promote active, reflective, and analytical interactions with course texts.

*The assessment methods listed below for Strategy 2 are primarily intended to measure the **global success** of the strategy itself.*

While no direct SLOs are associated with Strategy 1, successful implementation of professional development will result in future student learning gains in the classroom. Strategy 2 can be directly measured through SLOs 1-3 (see Table 6.3). However, the assessment methods listed below are primarily intended to measure the global success of the strategy itself. The success of these two strategies will be measured using the following methods:

- **Professional Development Evaluations:** At the end of each professional development session, the usefulness of the specific session will be assessed with an exit evaluation. The QEP Assessment Team will follow up on a yearly basis to determine the use of results from the workshops (e.g., How did the general faculty population implement the reading practices into their courses? How do faculty believe that the new reading practices affected student learning in their classrooms?).
- **Cohort Faculty Reading Portfolios:** As part of professional development, cohort faculty will maintain a portfolio of curricular reading activities, assignments, and a Reading Apprenticeship reflection paper which will be completed as part of the WestEd Reading Apprenticeship course. The QEP Implementation Committee will evaluate the portfolios against a rubric measuring the evidence and application of critical reading best practices (see Appendix H). Portfolios serve as both formative and summative assessments, as they can be used throughout implementation to gauge faculty understanding, and also provide summative evidence at the conclusion of the first semester of implementation.
- **Cohort Faculty Interviews:** At the conclusion of each spring semester, QEP faculty cohort groups will participate in a focus-group style interview. The QEP Assessment team will explore the groups' use of reading strategies, application of the critical reading rubric, perceived class performance, and recommended training and implementation changes (see Appendix G for sample interview questions).

- **Critical Reading Rubric:** The critical reading rubric (see Appendix C) was developed after reviewing other institutions' rubrics to identify a criterion which would suit the College's needs for evaluating both reading skills and critical thinking skills. As a formative tool, the rubric will be administered by faculty three times throughout a course. Rubric scores will help isolate individual student's reading difficulties, and will provide a snapshot of a class's strengths and weaknesses. As summative data, the average class score from the first rubric administration will be compared against the third and final rubric administration. Professional development will be provided to help faculty design reading assignments that are appropriate to use with the rubric, as well as to ensure inter-rater reliability of rubric scoring.
- **Metacognitive Awareness of Reading Strategies Inventory (MARSI):** Primarily used as a tool to evaluate students' awareness of general reading strategies, the pre-test will also serve as a formative tool to address student weaknesses in the areas of global reading strategies, problem-solving reading strategies, and support reading strategies. The post-test will provide a comparative snapshot of change in awareness over the duration of the course (see Appendix I for a sample MARSI).
- **Student Interviews:** At the conclusion of each fall and spring semester, students enrolled in critical reading sections of gateway courses will be invited to attend a focus-group style interview and lunch. The QEP Assessment Team will gather information regarding student understanding of critical reading, how students applied critical reading during the course, and perceptions of critical reading benefits/drawbacks (see Appendix J for sample interview questions).

Table 6.2 provides an overview of the assessments being implemented to measure the success of strategies one and two.



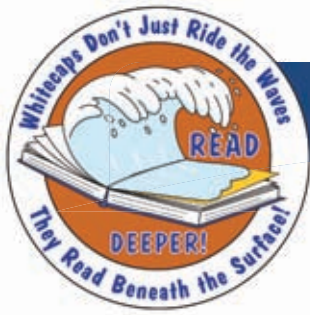


Table 6.2
Assessing the Critical Reading Strategies

Strategies Applied	Measurement				Criteria for Success	
	Measurement Tool	Formative/ Summative	Direct/ Indirect	Frequency	Baseline	Benchmark
<p>Strategy 1: Professional Development</p> <p>Provide professional development to facilitate the implementation of critical reading best practices into the program curriculum.</p>	<p>Professional Development Survey (non-cohort faculty and staff)</p>	Summative	Indirect	After each professional development session	Not applicable	Qualitative support for the likelihood of implementing critical reading strategies
	<p>Cohort Faculty Reading Portfolios (cohort faculty evaluated against a rubric) - see Appendix C</p>	Formative/ Summative	Direct	Annually (spring)	Not applicable	Artifacts displaying the appropriate implementation and understanding of critical reading strategies
	<p>Cohort Faculty Interviews - see Appendix G</p>	Formative/ Summative	Indirect	Annually (spring)	Not applicable - Qualitative Data	Qualitative support as evidence of critical reading knowledge and use of strategies

Table 6.2 continued

Strategies Applied	Measurement				Criteria for Success	
	Measurement Tool	Formative/ Summative	Direct/ Indirect	Frequency	Baseline	Benchmark
<p><u>Strategy 2: Classroom Initiatives</u></p> <p>Engage students in critical reading initiatives to promote active, reflective and analytical interactions with course texts.</p>	<p>Critical Reading Rubric administered in target courses against discipline-specific assignments - see Appendix C</p>	Formative and Summative	Direct	Three times per semester	<p><i>% change from first to third administration Pilot Phase I SP14:</i></p> <p>+1.7% increase in “Pass” for Main Ideas</p> <p>+15.4% increase in “pass” for Supporting Details</p> <p>-3.4% decrease in “pass” for Discipline Vocabulary Usage</p> <p>-4.3% decrease in “pass” for Vocabulary Application</p> <p>-17.4% decrease in “pass” for Critical Thinking</p>	10% point increase in the “pass” rate from the first application of the rubric at the start of the course, to the third application of the rubric at the end of the course
	<p>Metacognitive Survey of Reading Skills Inventory (MARSI) administered in target courses - see Appendix I</p>	Formative and Summative	Indirect	Twice each semester (Pre-test/ Post-test)	<p><i>Average Pilot Phase I SP14:</i></p> <p>71.6% scored a 3.5 or higher on a 5 point Likert scale</p>	<p><i>Post-test:</i></p> <p>75% of students will average a 3.5 or higher on a 5 point Likert scale</p>
	<p>Student Interviews (Critical Reading sections) - see Appendix J</p>	Formative/ Summative	Indirect	End of each fall and spring	Not applicable - Qualitative Data	Qualitative support as evidence of critical reading use of strategies



Assessing the Critical Reading Student Learning Outcomes

Direct evidence of student learning can be measured through the three critical reading SLOs. Attainment of these SLOs will also provide additional confirmation that the two strategies are effective. The following assessment tools will be used to measure the effectiveness of the critical reading SLOs:

- **ETS Proficiency Profile (ETS):** After reviewing multiple national reading assessments including the Learning and Study Strategies Inventory, the Nelson-Denny Reading Test, and the Degrees of Reading Power, the ETS Proficiency Profile was selected as a critical reading benchmark. From the designers of the SAT, GRE, and AP tests, this assessment measures both students' critical thinking and reading skills, and includes context-based sub-scores in the areas of humanities, social science and natural science. The data provided by ETS divides reading proficiencies into three levels of competency. Students who test proficient at the first level can successfully read for explicitly stated text information. Level two proficiency requires students to synthesize material across passages and to make inferences. The third level of reading proficiency incorporates the ability to evaluate and interpret explanations, procedures, or hypotheses, thus incorporating critical thinking skills. Because the ETS also assesses student achievement in the areas of math and writing, it will serve a dual purpose for the College in evaluating General Education curriculum. GC plans to administer the ETS every two years to a random sampling of 250 students or slightly more than 10% of the student population. Since baseline data will not be collected until the fall of 2014, future target goals were based on national norms of incoming freshman with no college-credit hours (see Appendix K).
- **Critical Reading Rubric:** This rubric (see Appendix C) was developed by the GC QEP Assessment Committee for the purpose of assessing specific critical reading proficiencies. It is a competency-based assessment, indicating whether a student has or has not met the standard in the areas of reading comprehension, vocabulary, and text analysis/critical thinking. The QEP Assessment Committee and the faculty advisory panel felt that this basic pass/fail evaluation would provide the necessary data, while still being relatively easy to score. The rubric is designed to measure students' written responses to a discipline-specific reading. Professional development will be provided to help faculty design reading assignments that are appropriate to use with the rubric, as well as to ensure inter-rater reliability of rubric scoring. Baseline data in Table 6.3 is based on the Pilot Phase I experimental courses.
- **Metacognitive Awareness of Reading Strategies Inventory (MARS):** First published in 2002 in the *Journal of Education Psychology*, this widely used Likert scale asks students to rate their use of various reading strategies. These strategies can be subdivided into the categories of global reading strategies, problem-



solving strategies, and support strategies. The MARSIs is a short, 30-question assessment and can be administered online, outside of class. This will be given to students at the start and the end of designated critical reading courses. Cumulative course results of the pre-test and post-test will be compared. In the spring 2014 cohort group, 71.6% of students scored a 3.5 or higher on the 5.0 Likert scale.

- **Community College Survey of Student Engagement (CCSSE):** Administered to approximately 20% of GC students every two years, this internationally used assessment asks students about their overall experience at the College. The QEP will monitoring changes to the following questions:
 - 4. In your experiences at this college during the current school year, about how often have you done each of the following? (Answer choices: Very often, Often, Sometimes, Never)
 - n. Discussed ideas from your reading or classes with instructors outside of class.
 - r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
 - 5. During the current school year, how much has your coursework at this college emphasized the following mental activities? (Answer choices: Very much, Quite a bit, Some, Very little)
 - a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form
 - b. Analyzing the basic elements of an idea, experience, or theory
 - c. Synthesizing and organizing ideas, information, or experiences in new ways
 - d. Making judgments about the value or soundness of information, arguments, or methods
 - e. Applying theories or concepts to practical problems or in new situations
 - f. Using information you have read or heard to perform a new skill
 - 6. During the current school year, about how much reading and writing have you done at this college? (Answer choices: None, 1 to 4, 5 to 10, 11 to 20, More than 20)
 - a. Number of assigned textbooks, manuals, books, or book-length packs of course readings
 - 10. About how many hours do you spend in a typical 7-day week doing each of the following? (Answer choices: None, 1-5, 6-10, 11-20, 21-30, More than 30)
 - a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
 - 12. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (Answer choices: Very much, Quite a bit, Some, Very little)
 - e. Thinking critically and analytically
 - i. Learning effectively on your own

Table 6.3 summarizes the above measurement tools, and how they will be used to measure the three SLOs.





Table 6.3
Assessing the Critical Reading Student Learning Outcomes (SLOs)

Desired Outcome	Measurement				Criteria for Success	
	Measurement Tool	Formative/ Summative	Direct/ Indirect	Frequency	Baseline	Benchmark
SLO #1: Students will demonstrate improvement in analyzing academic reading material.	ETS Proficiency Profile administered to a random sample of GC Students - see Appendix K	Summative	Direct	Every 2 years: Fall 2014 Fall 2016 Fall 2018	Level 1: 67% marginal or proficient* Level 2: 28% marginal or proficient* Level 3/Critical Thinking: 2% marginal or proficient*	Level 1: 3% pt. increase in 2016 and 3% pt. increase in 2018 Level 2: 3% pt. increase in 2016 and 3% pt. increase in 2018 Level 3/Critical Thinking: 2% pt. increase in 2016 and 2% pt. increase in 2018
	Critical Reading Rubric administered in target courses against discipline-specific assignments - see Appendix C	Formative/ Summative	Direct	Three times per course (Baseline, mid-course, Summative)	<i>% change from first to third administration Pilot Phase I SP14:</i> +1.7% increase in "Pass" for Main Ideas +15.4% increase in "pass" for Supporting Details -17.4% decrease in "pass" for Critical Thinking	10% point increase in the "pass" rate from the first application of the rubric at the beginning of the semester, to the third application of the rubric at the end of the course

* Because GC will administer the ETS for the first time in Fall 2014, the baseline data provided is based on the ETS Proficiency Profile's national norms of students with no prior college-credit hours.

Table 6.3 continued

Desired Outcome	Measurement				Criteria for Success	
	Measurement Tool	Formative/ Summative	Direct/ Indirect	Frequency	Baseline	Benchmark
SLO #2: Students will demonstrate improvement in academic vocabulary.	ETS Proficiency Profile administered to a random sample of GC students - see Appendix K	Summative	Direct	Every 2 years: Fall 2014 Fall 2016 Fall 2018	Level 1: 67% marginal or proficient Level 2: 28% marginal or proficient Level 3/ Critical Thinking: 2% marginal or proficient	Level 1: 3% pt. increase in 2016 and 3% pt. increase in 2018 Level 2: 3% pt. increase in 2016 and 3% pt. increase in 2018 Level 3/Critical Thinking: 2% pt. increase in 2016 and 2% pt. increase in 2018
	Critical Reading Rubric administered in target courses against discipline-specific assignments - see Appendix C	Formative/ Summative	Direct	Three times per semester	<i>Pilot Phase I % change from first to third administration SP14:</i> -3.4% decrease in “pass” for Discipline Vocabulary Usage -4.3% decrease in “pass” for Vocabulary Application	10% point increase in the “pass” rate from the first application of the rubric at the start of the semester, to the third application of the rubric at the end of the semester



Table 6.3 continued

Desired Outcome	Measurement				Criteria for Success	
	Measurement Tool	Formative/ Summative	Direct/ Indirect	Frequency	Baseline	Benchmark
SLO #3: Students will demonstrate an increased metacognition and self-reported use of reading strategies.	Metacognitive Survey of Reading Skills Inventory (MARSI) administered in target courses - see Appendix I	Formative and Summative	Indirect	Twice each semester - Post-test used for measurement	<i>Average</i> <i>Pilot Phase I SP14:</i> 71.6% scored a 3.5 or higher on a 5 point Likert scale	<i>Post-test:</i> 75% of students will average a 3.5 or higher on a 5 point Likert scale
	Community College Survey of Student Engagement (CCSSE) – questions 4n, 4r, 5a-5f, 6a, 10a, and 12e & i administered to a random sample of GC students	Summative	Indirect	Every 2 years: Spring 2014 Spring 2016 Spring 2018	<i>Spring 2014:</i> 4n often/very often: 23.3% 4r: 49.1% 5a quite a bit/very much: 74.5% 5b: 74.7% 5c: 63.1% 5d: 51.3% 5e: 59.7% 5f: 69.3% 6a 5-10+: 51.9% 10a 6-10+: 59.4% 12e quite a bit/very much: 73.0% 12i: 70.9%	2% point increase for each measure in 2016 and 2% point increase for each measure in 2018

Table 6.3 continued

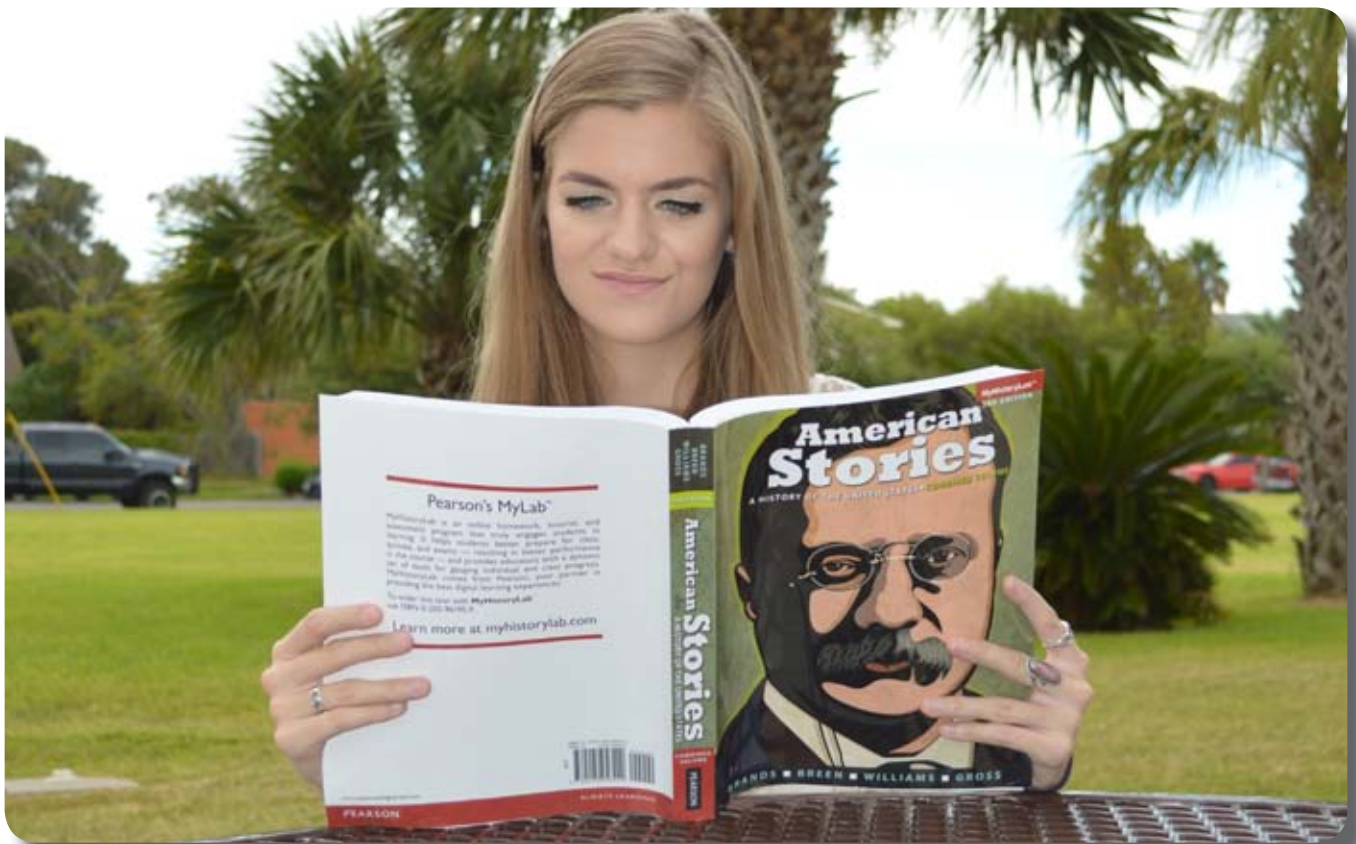
Desired Outcome	Measurement				Criteria for Success	
	Measurement Tool	Formative/ Summative	Direct/ Indirect	Frequency	Baseline	Benchmark
<u>SLO #3</u> continued	Critical Reading Rubric administered in target courses against discipline-specific assignments - see Appendix C	Formative/ Summative	Direct	Three times per semester	<i>% change from first to third administration Pilot Phase I SP14:</i> +1.7% increase in “Pass” for Main Ideas +15.4% increase in “pass” for Supporting Details -3.4% decrease in “pass” for Discipline Vocabulary Usage -4.3% decrease in “pass” for Vocabulary Application -17.4% decrease in “pass” for Critical Thinking	10% point increase in the “pass” rate from the first application of the rubric at the start of the semester, to the third application of the rubric at the end of the semester



Measuring the Effectiveness of the QEP Program

Regular introspective review is the cornerstone of any self-study project. As GC works to institutionalize the practices of the QEP, changes may need to be made to the plan in order to best meet the needs of our faculty, staff, and students. Therefore, the Critical Reading plan is flexible and will be monitored for necessary changes.

An annual report will be prepared by the QEP Director. This report will include quantitative data for the QEP to date as well as qualitative feedback from participating faculty, staff, and students. The first annual report will be prepared at the end of the spring term 2015. At the start of the following fall semester, the QEP Steering Committee, the QEP Assessment team, Critical Reading faculty and staff, and the Vice President of Instruction will meet to recognize accomplishments, discuss the data, and recommend improvements and changes. This cycle will be repeated each year leading up to the Fifth-Year Report to SACSCOC due in September 2020.



CH. 7: CONCLUSION

Galveston College believes that critical reading will lead to improved student learning. By teaching critical reading techniques to faculty and by weaving those techniques into classroom initiatives throughout the curriculum, GC will increase student success in gateway courses. The QEP topic selection and the development of the plan was the culmination of a broad-based conversation with key constituencies throughout the College community. This included a review of institutional data in which key issues relevant to GC's student learning needs were identified and considered. Multiple modes of assessment will be utilized in evaluating the success of the QEP, and a clear implementation plan involving all relevant constituencies has been formulated. Table 7.1 documents GC's achievement of the SACSCOC QEP guidelines set forth in CR 2.12 and CS 3.3.2.

Table 7.1
Indicators and Evidence of CR 2.12 and CS 3.3.2

Indicator	Evidence
<p>CR 2.12 Institutional Process</p> <p>Plan is directly related to institutional planning efforts. Topic selection involved processes that generated information and specific ideas from a wide range of constituencies. Selection of topic determined by representative process that considered institutional needs and viability of plan.</p>	<ul style="list-style-type: none"> • Planning stemmed from a college-wide conversation to reaffirm GC's mission, vision, and strategic plan (p. 5). • QEP goal is aligned with GC's Strategic Plan: Education and Curriculum Development Goals (p. 5). • QEP Steering Committee includes representation from academic and workforce faculty, student advising, library and learning resources, institutional effectiveness and research, and a student (p. 72). • A review of institutional data was conducted to assess the College's needs. Findings were shared with faculty, staff, and students (p. 6-7). This accompanied a survey seeking topic selection input (p. 10-12). • The Steering Committee sought broad topic solicitation from faculty, staff, the GC Board of Regents, and students through presentations, round table discussions, and an online survey (p. 8-11). • Personnel, facilities, and budget needs were carefully considered and resources were allotted as appropriate for the needs of the critical reading program (p. 42-50).



Table 7.1 continued

<p>CR 2.12 Key Issues</p> <p>A direct and strong relationship of QEP topic to institutional needs; clear how accomplishment of QEP would directly improve institutional/student performance.</p>	<ul style="list-style-type: none"> • Steering Committee assessed the College’s needs through a survey of data from the College’s Accountability Report, the Community College Survey of Student Engagement (CCSSE), and the Noel-Levitz Student Satisfaction Inventory. Additional information was also sought through conferences, student testing data, and academic literature (p. 6-7). • A literature review of reading, critical thinking, and metacognition demonstrates the connection between student academic gains, and strong reading skills (p. 20-28). • Strategies to achieve SLOs are grounded in best practices (p. 28). • Pilot Phase I (spring 2014) road-tested critical reading classroom initiatives, and influenced future strategy development (p. 18-19). • The College has a clear vision of how critical reading can benefit students, faculty, and GC (p. 31).
<p>CR 2.12 Focus on Learning Outcomes</p> <p>Detailed student learning outcomes tied directly to institutional needs.</p>	<ul style="list-style-type: none"> • Measurable SLOs are focused on achievable student proficiencies which will result in attainment of the critical reading goal (p. 32). • The assessment plan uses direct measures to gauge achievement of the goal (p. 52-53), strategies (p. 54-57), and SLOs (p. 58-63). • Assessment includes a process to monitor the success of the overall critical reading program (p. 64).

Table 7.1 continued

<p>CR 2.12 Focus on the environment supporting student learning</p> <p>A clear relationship between activities of QEP and the improvement of student learning, all tied to established institutional needs.</p>	<ul style="list-style-type: none"> • Critical reading was chosen as a topic after a thorough review of institutional effectiveness and research data, tying it to the needs of GC (p. 6-7). • The literature review supports the hypothesis that strengthening critical reading skills, will improve student achievement (learning) (p. 28). • The QEP strategies are designed to advance achievement of the SLOs, and the QEP goal (p. 32).
<p>CS 3.3.2 Capability to initiate the plan</p> <p>Very detailed budget information, institutional commitment of funds clearly indicated. If individuals are not yet identified, detailed job descriptions provided that indicate the specific skills and abilities needed for key personnel. Organizational structure shows clear reporting responsibilities and oversight structures.</p>	<ul style="list-style-type: none"> • A detailed budget is provided, tailored to the needs of the critical reading plan, and appropriate for the resources of the College (p. 45-50). • QEP roles and responsibilities have been outlined (p. 43-44; p. 51-52). • Organizational structure has been considered and established (p. 42).
<p>CS 3.3.2 Capability to implement and complete the plan</p> <p>Very detailed timetable is provided for year-by-year activities including specific actions, budgetary expenditures and assessment processes. Timetable indicates clearly that QEP can be realistically implemented and completed in five years.</p>	<ul style="list-style-type: none"> • The five-year plan demonstrates an achievable implementation timeline for critical reading strategies and assessment (p. 39-41). • The budget details expenditures for the next five years, and shows the connection between money spent and the achievement of critical reading strategies and SLOs (p. 45-50).
<p>CS 3.3.2 Broad-based involvement of institutional constituencies in the development of the plan</p> <p>Process used ensured input from all relevant constituencies in developing the plan.</p>	<ul style="list-style-type: none"> • The QEP planning committees included representatives from across the college including academic and workforce faculty, students, student support (advising, admissions, tutoring center, student activities, and library services), institutional effectiveness and research, developmental education, public affairs, distance education, and information technology (p. 72-73). • The QEP Director made regular presentations to keep the college community informed and solicit input (p. 13-15). • Faculty helped pilot critical reading initiatives in their classes, and provided feedback which helped refine the plan's development (p. 18-19).



Table 7.1 continued

<p>CS 3.3.2 Broad-based involvement of institutional constituencies in the proposed implementation of the plan</p> <p>All relevant constituencies have direct involvement in implementation.</p>	<ul style="list-style-type: none"> • QEP roles and responsibilities have been outlined (p. 43-44; p. 51-52). • Implementation committee includes representatives from faculty, students, library and learning resources, institutional effectiveness and information technology (p. 73). • The assessment plan includes qualitative feedback from faculty and students participating in the critical reading program (p. 79 & 82). Feedback will be used to make modifications as needed (p. 64). • Non-cohort faculty will receive professional development through First Friday lunches, faculty assembly workshops, online resources, and the <i>Read Deeper</i> newsletter (p. 35-36; p. 39). • Academic support staff will receive professional development. Student Success Center tutors will receive critical reading training each semester, and key academic support staff will receive training in the fall beginning in Year 2 (p. 35, 36, & 39). • The QEP Director will prepare and present a yearly progress report to keep key constituencies apprised of progress (p. 64).
<p>CS 3.3.2 Identified goals for the quality enhancement plan</p> <p>Goals are clearly stated, lead to specific, measurable outcomes.</p>	<ul style="list-style-type: none"> • A clear and achievable goal was identified, that ties back to the needs of the institution (p. 5 & 32).
<p>CS 3.3.2 A plan to assess the achievement of the goals of the quality enhancement plan</p> <p>Assessment is based on clear outcomes, assessment methods related to outcomes, and are direct measures of those outcomes.</p>	<ul style="list-style-type: none"> • The QEP goal, strategies, and student learning outcomes are measurable and directly assess student learning (p. 52-63).



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APPENDIX A: QEP COMMITTEE MEMBERS

QEP Committees

Steering Committee

Name	Title
Janene Davison, Chair*	Program Coordinator for Communications
Michael Berberich*	Instructor of English
Chandra Matthews	Student Success Center Coordinator
Paul Mendoza*	Program Coordinator for Culinary Arts
LaToya Mills	Student Success Advisor
Dr. Larry Root	Director of Institutional Effectiveness and Research
Dr. Susan Shea*	First Year RN Nursing Coordinator
Elizabeth Tapp*	Program Coordinator for Psychology and Sociology
Dr. Alan Uyehara	Director of Library and Learning Resources
Samantha Alfonso	Student Representative

Assessment Committee

Elizabeth Tapp, Chair*	Program Coordinator for Psychology and Sociology
Phillip Presswood*	Program Coordinator for Developmental Literacy
Paul Mendoza*	Program Coordinator for Culinary Arts
Dr. Larry Root	Director of Institutional Effectiveness and Research
Jonathan Walker	Systems Analyst

Best Practices Committee

Michael Berberich, Chair*	Instructor of English
Dr. Kimberly Ellis	Student Activities Coordinator
Carolyn Harnsberry*	Director of Developmental Education
Chandra Matthews	Student Success Center Coordinator
Dr. Larry Blomstedt*	Program Coordinator for History and Government
Leslie Braniger*	Program Coordinator for English and Humanities
Dr. James Salazar*	Program Coordinator for Life Sciences

QEP Committees continued

Marketing Committee	
Dr. Alan Uyehara, Chair	Director of Library and Learning Resources
Don Davison*	Program Coordinator for Business Administration
Joe Huff	Director of Public Affairs
Linda Kelly	Articulation/Graduation Specialist
Amanda Lozano	Student Success Specialist
Sylvia Ojeda	Graphics Specialist
Kay Reagan	Administrative Assistant I
Patricia Reyes	Distance Education Coordinator
Nick Saum	Media and Print Specialist
Jason Smith	Network and Server Administrator
Connie Thomas	Continuing Education Account Executive
Maria Tripovich	Director of Development and GC Foundation
Implementation Committee	
Janene Davison, QEP Director*	Program Coordinator for Communications
Elizabeth Tapp, QEP Assessment Coordinator*	Program Coordinator for Psychology and Sociology
Michael Berberich, QEP Best Practices Chair*	Instructor of English
Dr. Alan Uyehara, Marketing Committee Chair	Director of Library and Learning Resources
Dr. Larry Root	Director of Institutional Effectiveness and Research
Jonathan Walker	Systems Analyst
Dr. Larry Blomstedt, Cohort Faculty*	Program Coordinator for History and Government
Leslie Braniger, Cohort Faculty*	Program Coordinator for English and Humanities
Dr. James Salazar, Cohort Faculty*	Program Coordinator for Life Sciences
Student Government Delegate	Student

* Faculty member

APPENDIX C: CRITICAL READING RUBRIC

Measure:	Score 1 (Pass)	Score 0 (No Pass)
Summary – Main Idea	Student's summary states the main idea of the reading.	Student's summary does NOT state the main idea of the reading.
Summary – Details	Student's summary supports the main idea referencing relevant details from the reading.	Student's summary does NOT contain details.
Summary – Discipline-Specific Vocabulary	Student's summary contains discipline-specific vocabulary.	Student's summary does NOT contain discipline-specific vocabulary.
Summary – Vocabulary Application	Student's use of discipline-specific vocabulary is relevant and accurate, demonstrating comprehension of the term.	Student's use of discipline-specific vocabulary is NOT accurate or relevant.
Summary – Connections	Student's summary relates the reading to concepts from class or previous learning (e.g., comparing and/or contrasting, identifying causes and effects).	Student's summary does NOT relate reading to concepts from class or previous learning.

This rubric was developed by the GCQEP Assessment Committee for the purpose of assessing specific critical reading proficiencies. It is a competency-based assessment, indicating whether a student has met the standard in the areas of reading comprehension, vocabulary, and text analysis/critical thinking. The QEP Assessment Committee and the faculty advisory panel felt that this basic pass/fail evaluation would provide the necessary data, while still being relatively easy to score. The rubric is designed to measure students' written responses to a discipline-specific reading. Professional development will be provided to help faculty design reading assignments that are appropriate to use with the rubric, as well as to ensure inter-rater reliability of rubric scoring.



APPENDIX D: FACULTY READING CIRCLE SCHEDULE

2014-2015 READING CIRCLE SCHEDULE

September 2014:	Orientation WestEd Reading Apprenticeship course preparation Discuss development of critical reading class activities
October 2014:	Explore new theories of metacognition WestEd Reading Apprenticeship course in progress
November 2014:	Critical reading rubric training WestEd Reading Apprenticeship course wrap-up
December 2014:	Review faculty portfolios Reading Apprenticeship reflection paper
February 2015:	Critical reading course implementation help: classroom initiatives and assessment planning
March 2015:	Refine and rehearse think-alouds
April/May 2015:	Year-end review Faculty interviews and self-assessments

APPENDIX E: METACOGNITIVE JOURNAL SAMPLES

The following are metacognitive journal examples from *Reading for understanding: How reading apprenticeship improves disciplinary learning in secondary and college classrooms* (Schoenbach, Greenleaf and Murphy, 2012, p. 112).

READ: "Diffusion, Osmosis, and Osmotic Pressure," pages 39-46	
Evidence	Interpretation

READ: To Kill a Mockingbird, pages 1-6	
Author's Important Ideas	My thoughts, feelings, questions

CLARIFY: The First Amendment		
What it actually says (quote a word or phrase that is confusing)	What we think it means (translate the word or phrase into something we understand)	We think it probably means this because... (explain how we figured it out)



APPENDIX F: FACULTY COHORT GROUPS

Faculty Cohort Groups*

Time Period	Faculty Member	Gateway Courses
Pilot Phase II/Year 1 Fall 2014 Professional Devl. Spring 2015 Classroom Impl.	Dr. Larry Blomstedt	HIST 1302: United States History II
	Leslie Braniger	ENGL 1302: Composition II
	Dr. James Salazar	BIOL 2401: Anatomy & Physiology I
Year 2 Fall 2015 Professional Devl. Spring 2016 Classroom Impl.	Elizabeth Johnson	BIOL 2401: Anatomy & Physiology I BIOL 2402: Anatomy & Physiology II
	Dr. Srirajya Rudrabhatla	BIOL 2401: Anatomy & Physiology I BIOL 2402: Anatomy & Physiology II
	Dr. Dragoslava Zivadinovic	BIOL 2401: Anatomy & Physiology I BIOL 2402: Anatomy & Physiology II
	Michael Berberich**	HUMA 1301: Introduction to Humanities
Year 3 Fall 2016 Professional Devl. Spring 2017 Classroom Impl.	Elizabeth Tapp	PSYC 2301: General Psychology
	Theron Waddell	GOVT 2305: Federal Government
	Dr. Shane Wallace	ENGL 1302: Composition II
Year 4 Fall 2017 Professional Devl. Spring 2018 Classroom Impl.	Jesse Warren	MATH 1324: Math for Bus/Soc. Science I
	John Rimar	MATH 1324: Math for Bus/Soc. Science I
	Don Davison	ECON 2301: Principles of Macroeconomics
Year 5 Fall 2018 Professional Devl. Spring 2019 Classroom Impl.	Paul Mendoza	Culinary Arts
	Hebert Callahan	Radiography
	Dr. Durrell Dickens	Criminal Justice

* Changes may occur to cohort groups as employee and curriculum changes occur.

** As Best Practices Chair, Michael Berberich will have already participated in the WestEd professional development courses. However, his Humanities courses will be formally added to the implementation for assessment in Year 2.

APPENDIX G: FACULTY USE OF CRITICAL READING

SAMPLE INTERVIEW QUESTIONS

Cohort Faculty Survey* Critical Reading QEP – Galveston College

Please respond to the following questions about your experience teaching a course using the critical reading initiatives developed for the QEP.

1. What reading approaches did you apply in your experimental class?
 - a. Annotating
 - b. Think-alouds
2. How often did you apply the reading initiatives(s) within your experimental class?
 - a. Annotating: _____
 - b. Think-alouds: _____
3. What process did you use to introduce the reading approaches?
4. Did you provide course specific reading assignments? Y N How many? _____
5. Did you assess the course specific reading assignments using the QEP rubric? Y N
6. Did you return a graded course specific reading assignment to your students with comments based on the rubric? Y N
7. How easy or difficult did you find the rubric to use?
8. Did you notice any improvements in class performance in the experimental class vs. your other classes? Y N Explain.
9. Comments

** This survey was administered during Pilot Phase I (spring 2014) and will be revised to reflect broader QEP activities.*



APPENDIX H: FACULTY PORTFOLIO RUBRIC

Faculty Portfolio Rubric

	Exemplary 3	Met Standard 2	Needs Improvement 1-0
Use of critical reading rubric	Discipline-specific reading/writing assignments were created and administered using the CR rubric three times over the course of the semester. Individual student feedback was provided and data was used as a formative tool in creating future critical reading initiatives targeted toward group reading needs.	Discipline-specific reading/writing assignments were created and administered using the CR rubric three times over the course of the semester. Feedback was provided to the class as a whole.	The critical reading rubric was not administered as intended. No student feedback was provided.
Samples of critical reading classroom activities	Critical reading classroom activities reflect the needs of disciplinary reading and vocabulary. Evidence is provided demonstrating consistent use of a variety of critical reading strategies. Classroom activities promote a culture of active, reflective, analytical reading.	Activities reflect discipline specific reading and vocabulary. Evidence demonstrates use of at least one critical reading strategy consistently.	Activities reflect discipline-specific reading and vocabulary, but not enough evidence of consistent use was provided.
Reflection paper	The Reading Apprenticeship (RA) reflection paper demonstrates an understanding and thoughtful consideration of RA concepts. The paper includes a detailed plan detailing how a variety of specific RA practices might be incorporated into the faculty member's courses.	Reflection paper demonstrates understanding of Reading Apprenticeship concepts. A simplified plan identifying only 1 or 2 RA practices is provided.	Reflection paper demonstrates knowledge of Reading Apprenticeship. No plan is included in the portfolio for implementing strategies in the faculty member's courses.

As part of professional development, cohort faculty will maintain a portfolio of curricular reading activities, assignments, and a Reading Apprenticeship reflection paper, which will be completed as part of the WestEd Reading Apprenticeship course. The QEP Implementation Team will evaluate the portfolios against a rubric measuring the evidence and application of critical reading best practices. Portfolios serve as both formative and summative assessment, as they can be used throughout implementation to gauge faculty understanding, as well as provide summative evidence at the conclusion of the first semester of implementation.

APPENDIX I: MARSI

Metacognitive Awareness of Reading Strategies Inventory

School name: _____ Teacher name: _____

Student name: _____ Date: _____

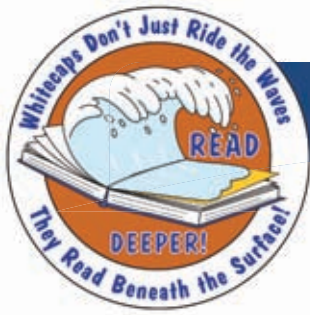
Directions: Listed below are statements about what people do when they read academic or school-related materials such as textbooks or library books.

Five numbers follow each statement (1, 2, 3, 4, 5), and each number means the following:

- **1** means “I **never or almost never** do this.”
- **2** means “I do this **only occasionally**.”
- **3** means “I **sometimes** do this” (50% of the time).
- **4** means “I **usually** do this.”
- **5** means “I **always or almost always** do this.”

After reading each statement, circle the number (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are no right or wrong answers to the statements in this inventory.

Strategy		1	2	3	4	5
1	I have a purpose in mind when I read.	1	2	3	4	5
2	I take notes while reading to help me understand what I read.	1	2	3	4	5
3	I think about what I know to help me understand what I read.	1	2	3	4	5
4	I preview the text to see what it’s about before reading it.	1	2	3	4	5
5	When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
6	I summarize what I read to reflect on important information in the text.	1	2	3	4	5
7	I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
8	I read slowly but carefully to be sure I understand what I’m reading.	1	2	3	4	5
9	I discuss what I read with others to check my understanding.	1	2	3	4	5
10	I skim the text first by noting characteristics like length and organization.	1	2	3	4	5
11	I try to get back on track when I lose concentration.	1	2	3	4	5
12	I underline or circle information in the text to help me remember it.	1	2	3	4	5
13	I adjust my reading speed according to what I’m reading.	1	2	3	4	5
14	I decide what to read closely and what to ignore.	1	2	3	4	5
15	I use reference material such as a dictionary to help me understand what I read.	1	2	3	4	5
16	When the text becomes difficult, I pay closer attention to what I’m reading.	1	2	3	4	5
17	I use tables, figures, and pictures in the text to increase my understanding.	1	2	3	4	5
18	I stop from time to time and think about what I’m reading.	1	2	3	4	5
19	I use context clues to help me better understand what I’m reading.	1	2	3	4	5
20	I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
21	I try to picture or visualize information to help me remember what I read.	1	2	3	4	5
22	I use typographical aids like boldface and italics to identify key information.	1	2	3	4	5
23	I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
24	I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
25	I check my understanding when I come across conflicting information.	1	2	3	4	5
26	I try to guess what the material is about when I read.	1	2	3	4	5
27	When the text becomes difficult, I reread to increase my understanding.	1	2	3	4	5
28	I ask myself questions I like to have answered in the text.	1	2	3	4	5



APPENDIX J: STUDENT PERCEPTIONS OF CR

Student Perceptions of Critical Reading Sample Interview Questions

Interviewer to explain at start: *This semester you participated in a class designed to improve your academic reading skills. This is the Read Deeper program, you may have seen promoted around the college. The purpose of this meeting is to find out what you thought about those reading skills, and how you applied them.*

1. What reading approaches or skills did your professor teach this semester?
Interviewer: Were students able to list skills unprompted? Y N
If students need prompting suggest personal reading reflections, think-alouds, metacognitive journals, discussion of the MARS (Metacognitive Awareness of Reading Skills Inventory), discussion of the critical reading rubric.
2. How often did your professor use these reading exercises or discuss reading skills during the course?
Once or twice 3-5 times 6-10 times Nearly every week Nearly every class
3. Which of these reading skills, if any, helped you better understand your academic texts?
4. What results did you see that suggest you understood the text better?
5. Did you use this strategy in any of your other courses?
6. Do you plan to use this strategy in the future?
7. If you knew a required course for your degree plan was a “Read Deeper” course, would you enroll in it instead of a “regular” section?
8. Comments

APPENDIX K: SAMPLE ETS READING QUESTIONS



Listening. Learning. Leading.®

ETS® Proficiency Profile Sample Questions

READING

Directions: Each stimulus (a passage, poem, graph, or table, for example) is followed by a question or questions based on that stimulus. Read each stimulus carefully. Then choose the best answer to each question following a stimulus.

Question 1

An increasing number of residents in Clarksville are rejecting conventional Western medicine and adopting alternative forms of medicine, particularly herbal remedies. Sales of herbal remedies, including ginkgo biloba, St. John's wort, and echinacea, have increased dramatically over the last three years. Moreover, during this same three-year period, the number of patients treated at the local medical clinic has declined.

Which of the following would be most useful in evaluating whether the assertion made in the first sentence is true?

- (A) The number of different herbal remedies currently available at local health food stores
- (B) The total revenue generated by the sale of herbal remedies at local health food stores over the last three years
- (C) Whether the increase in sales of herbal remedies at local health food stores over the last three years reflects an increase in use
- (D) Whether herbal remedies are increasingly available in Clarksville at stores other than health food stores

Question 2

Certain literary theorists claim to see no difference between literature and criticism. They rest their case on two similarities between the genres: both are impassioned and both use "literary language." The critical essays of John Ruskin (1819–1900) are surely impassioned, and surely full of literary language. However, we do recognize a difference, not in the use of language, but in the internal organization of parts between the literary genres (the novel, drama, poetry), which tend to be organized around a central, defining symbol or set of symbols, and the nonliterary ones (homily, criticism, the philosophical essay), which tend to be linear and discursive in nature. It is by some such structural principle, and not by any remarks about language, that we distinguish the critical essay from literary genres such as poetry.

The primary purpose of the passage is to

- (A) analyze a major trend in recent literary theory
- (B) point out the distinguishing features of certain important literary genres
- (C) question the claim that there are significant differences between literary and nonliterary genres
- (D) identify a means of differentiating between literary and nonliterary genres

Question 3

Which of the following claims, if true, would be most difficult to reconcile with the argument made by the author of the passage?

- (A) Few essayists are as skilled in their use of literary language as Ruskin was.
- (B) Many prose poets tend to avoid the use of impassioned literary language in their work.
- (C) The use of the symbol as a structuring device in poetry is more common in certain literary periods than in others.
- (D) The essay form was invented in the late sixteenth century as a way for writers to articulate personal thoughts and feelings.