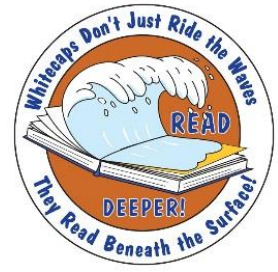


# QEP Impact Report

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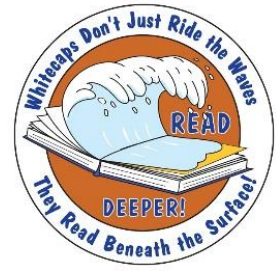
YEAR 1: 2014-2015

Critical Reading  
Presented October 23, 2015  
GALVESTON COLLEGE



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## Overview

The purpose of the Year 1 QEP Impact Report is to review the first year's progress, evaluate the success or achievement of the assessment plan, and look at improvements which can be made in future years. Year 1 is also Pilot Phase II in which changes from the first pilot were implemented. These changes included a full semester devoted to professional development, use of the West-Ed Reading Apprenticeship 101 course, and additional guidance for faculty on integrating critical reading best practices into classroom routines. This report is loosely modeled after the five-year report to be submitted to SACS-COC in September of 2020.

The QEP Assessment Committee continues to meet on a regular basis to review and evaluate data, and to make recommendations. Recommendations are considered by the QEP Leadership Team comprised of the QEP Director, the QEP Assessment Coordinator and the Faculty Professional Development Chair.

The conclusion of this report makes a number of recommendations for future implementation. However the data in this report represents a very small sample size – just a one semester snap shot of three classes. Overall the QEP Assessment Committee and the Leadership Team believe that a “wait and see” approach is best for now, given the small sample size, and the newness of the strategies for the faculty implementing them. As faculty become more seasoned Critical Reading practitioners, and as the number of classes and students involved in the project increase, we will have a better idea as to the effectiveness of the program.

## QEP Goals and Outcomes

The goal of our Critical Reading QEP is as follows:

Goal: Increase student success in gateway courses through Critical Reading.

This will be accomplished through two strategies:

Strategy 1: Professional development will be provided for incorporating Critical Reading best practices into the program curriculum; and

Strategy 2: Engage students in Critical Reading initiatives to promote active, reflective and analytical interactions with courses texts.

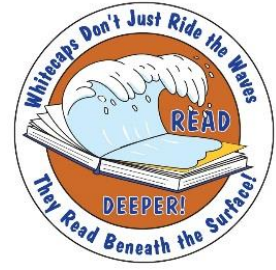
Success of these two strategies will be measured through three student learning outcomes (SLOs):

SLO #1: Students will demonstrate improvement in analyzing academic reading material.

SLO #2: Students will demonstrate improvement in academic vocabulary.

SLO #3: Students will demonstrate an increased metacognition and self-reported use of reading strategies.

The first year of Galveston College's Critical Reading initiative was the second part of a pilot project. In 2014-2015 three faculty members were trained in Critical Reading utilizing West Ed's Reading Apprenticeship Faculty 101 Course which is designed for community college faculty. Specific techniques



implemented in select classes included think-alouds, metacognitive journals, personal reading histories, talking to the text (annotation), golden lines and developing a class reading strategies list.

Success of the program is being measured in a number of ways. This document summarizes the data collected during the first year of implementation, discusses implications of the data, and recommends changes to the program training and its assessment.

## Measuring the Success of the QEP Goal

### Improved Course Success Rates:

Global student success of the QEP will be measured by comparing Critical Reading courses with non-Critical Reading courses in the following courses: ENGL 1302, HIST 1302 and BIOL 2401. Student success is defined as having completed a gateway course with a grade of C or higher. The goal is to see a 5% higher success rate in the Critical Reading courses over non-Critical Reading courses. Current results are as follows:

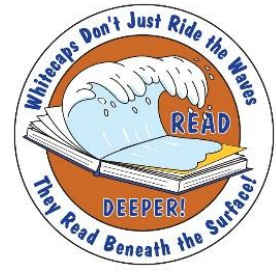
### COURSE SUCCESS RATES, SPRING 2015

Course	Baseline (Previous 3-year average)	Critical Reading Course Success Rate	Non-Critical Reading Course Success Rate	Difference between CR and Non-CR Courses
ENGL 1302 Composition II	71.5%	52.6%	78.1%	-25.5%
HIST 1302 U.S. History	74.4%	55.0%	81.0%	-26%
BIOL 2401 Anatomy & Physiology	55.1%	66.7%	54.2%	+12.5%

In two of the three classes success rates were considerably higher in the non-Critical Reading courses than the Critical Reading courses. Anecdotal evidence from the faculty suggest enrollment in their non-Critical Reading courses had better prepared students. At this point, one semester's worth of data in three classes is too small of a sample size to make any determinations.

## Measuring the Success of the QEP Strategies

A number of assessment tools are being used to assess the two strategies which included professional development and classroom initiatives. What follows is a discussion on the results of those assessments.



### Professional Development Surveys

The purpose of the professional development surveys are to gain feedback from the greater Galveston College faculty and staff as to the usefulness of QEP presentations, and the likelihood that they would implement any of the tools in their classrooms. During the fall of 2014 many QEP presentations were given to faculty, staff and student groups to prepare for the SACS-COC onsite visit. These presentations were not evaluated. The following spring, after the college had been inundated with QEP presentations, we gave everyone a rest and did not do any QEP related talks until the May 2015 First Friday lunch. At this time the three participating cohort faculty presented critical reading techniques they were using in their classes. Leslie Braniger presented on metacognitive Journaling, Larry Blomstedt presented his application of personal reading histories, and James Salazar presented on problem-based learning small group work and the use of case studies. Currently the Professional Development Committee is drafting a survey to be sent to all Galveston College faculty, monitoring use of results from professional development for fall 2014 and spring 2015, which will include this QEP program.

Peer tutors in the Student Success Center received Critical Reading training in both the fall 2014 and spring 2015. The fall training focused on the basics of Critical Reading including how to identify students with reading issues and ways to help students to make sense of difficult texts. The spring training taught tutors strategies for tackling heavy reading loads. A sign-in sheet was used at both tutor trainings, but evaluations were not given.

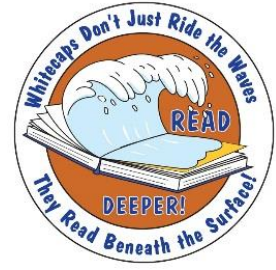
In early July of 2015 Michael Berberich, chair of the Professional Development Committee, and Janene Davison, QEP Director, attended an advanced "train the trainer" Reading Apprenticeship workshop through West-Ed in Oakland, CA. This four-day training was intended for community college faculty who had previously completed the Reading Apprenticeship 101 course, and who were responsible for implementing similar reading programs at their colleges. The techniques and knowledge gained at this event are currently being applied to the cohort faculty training. No assessment of this training was done internally.

### Cohort Faculty Reading Portfolios

Cohort faculty were asked to prepare a portfolio containing sample Critical Reading assignments, representative student work related to those assignments, and a self-evaluation paper written at the conclusion of the Reading Apprenticeship 101 course. All of these documents were compiled into a folder housed on each faculty member's professional portfolio using the College's Learning Management System (LMS). However, some difficulties arose as Galveston College transferred from the Angel LMS to Canvas LMS, and extra time was needed. All year 1 cohort faculty members have now submitted their online portfolios, and those are in the process of being evaluated by the QEP Assessment Committee using a rubric.

### Faculty Questionnaires and Interviews

At the end of year 1, Larry Blomstedt, Leslie Braniger and James Salazar presented their QEP course experience during a First Friday lunch presentation. Afterwards the three cohort faculty completed a



survey detailing their QEP professional development experience, and they met with the QEP Assessment Committee (see Appendix A).

Both Larry Blomstedt and Leslie Braniger reported that their control classes were better prepared for college and had better attendance than their experimental classes.

Leslie reported using 4 or 5 different activities over the course of the semester, but felt that her efforts were not repetitious enough. She particularly noted that performing additional think-aloud activities could have been beneficial.

When asked which Critical Reading activity they felt was most beneficial, Larry pointed to the metacognitive journal as the tool he would select if he only had to choose one. Leslie agreed that the metacognitive journals were beneficial to students, who also liked this strategy. She noted that journals can also be used as a tool for acquiring summaries. Leslie suggested that grading the journals was not necessary, but that the activity itself seemed to lead to grade improvement.

Both James and Larry agreed that modeling was important too. Modeling could include think-alouds or annotations samples discussed in class. James also stated that think-pair-share group activities worked well in his class. He used these exercises in conjunction with case studies which required students to read and research topical information.

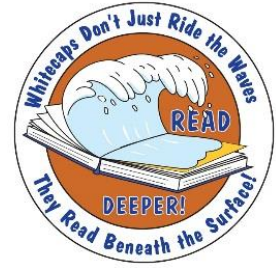
When asked what changes the group would recommend they cited more informal training and discussions. It would also be interesting to include students in these discussions. A First Friday type event that included new cohort faculty, former cohort faculty and students might be an appropriate forum. The group questioned the necessity of administering the MARS I twice during the semester (pre-test and post-test) and also the need to assess vocabulary twice on the Critical Reading rubric (once for attempted use and once for appropriate application). Both of these assessment issues were later reviewed by the QEP Assessment Committee who felt that they needed to remain in place for the time being.

### Student Questionnaires and Interviews

At the end of the spring 2015 semester, students who had participated in the experimental QEP sections were invited to attend one of two pizza lunches. Here they completed a brief survey (see Appendix B) and answered questions about their Read Deeper class experience. Unfortunately only 5 students participated, representing Leslie Braniger's class and James Salazar's class. Nonetheless the feedback received from those students was very useful.

Students reported that they had done more reading in their QEP courses than their other courses. They were very positive about the group activities and the metacognitive journals. One student said, "Reading aloud and journaling helped me see what I wasn't understanding, broke it down and I saw my own limitations." All of the participants said that they felt they were stronger readers as a result of having participated in these courses.

It was clear during the interview process that the students related the success or failure of a particular activity to the instructor. Each student prefaced their comments to their instructor's effort and



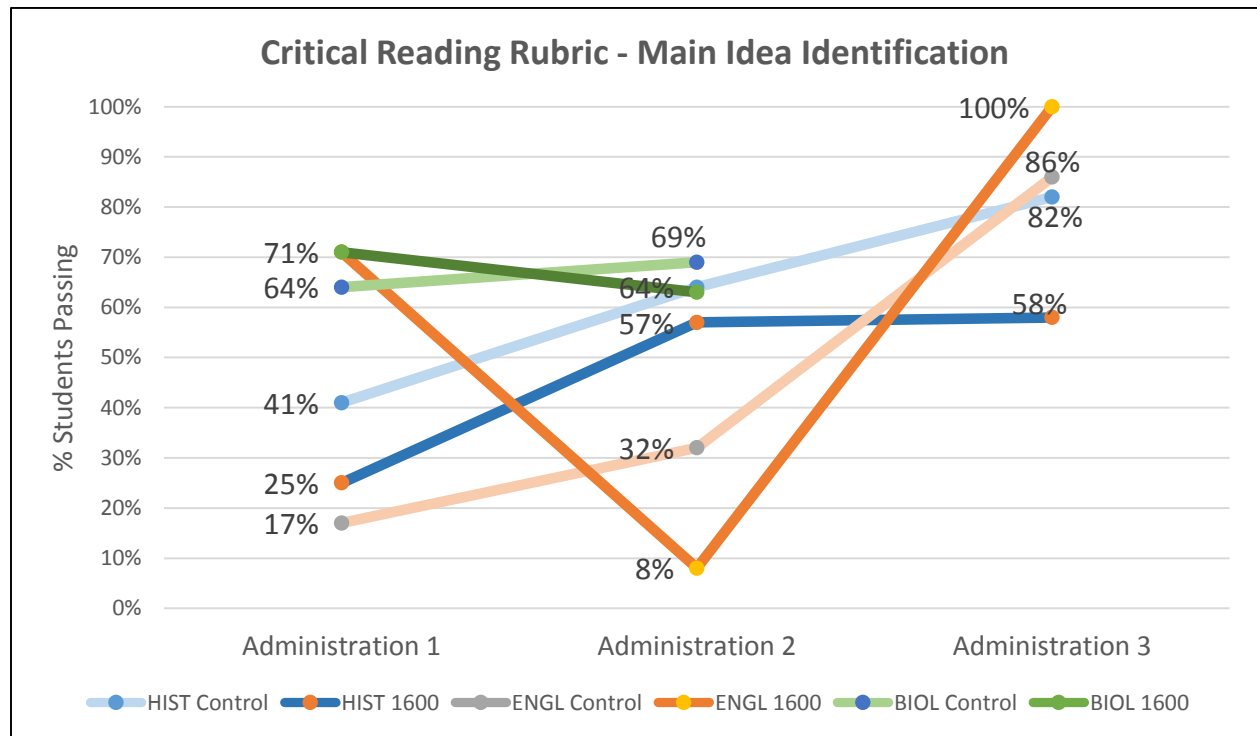
interaction with them during the Read Deeper courses. It was clear that the faculty were an integral part in why these students felt positive about their experiences.

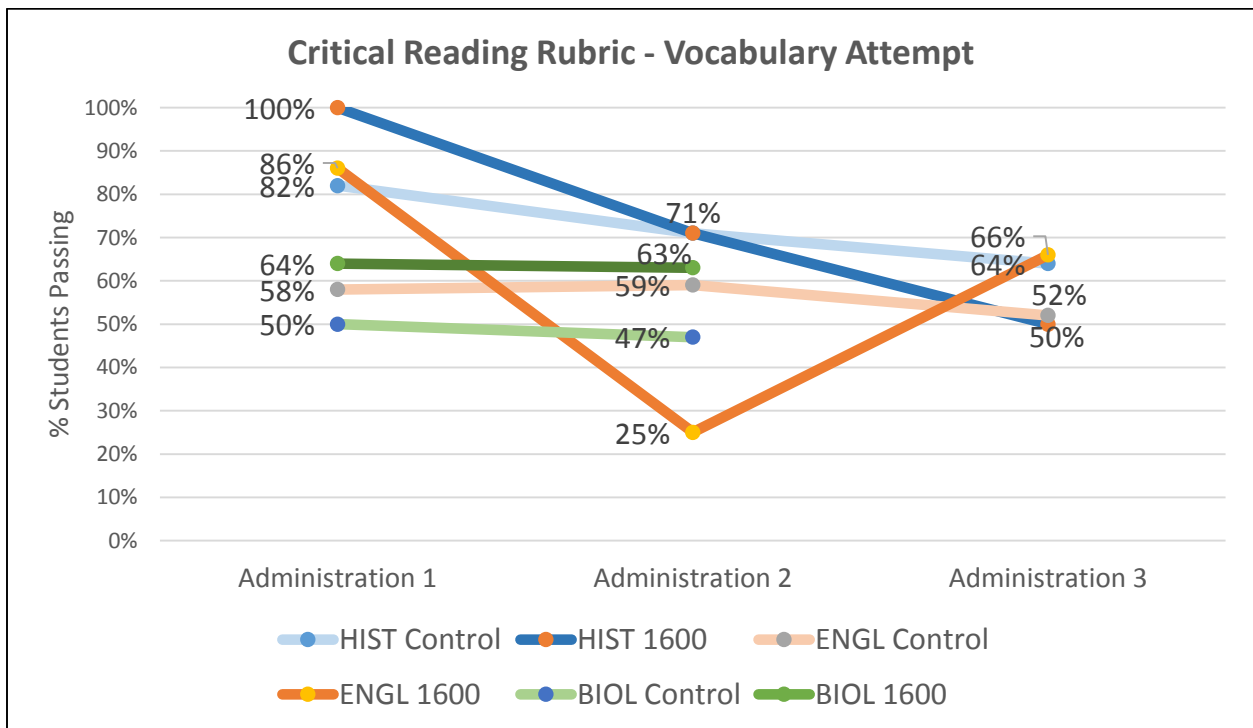
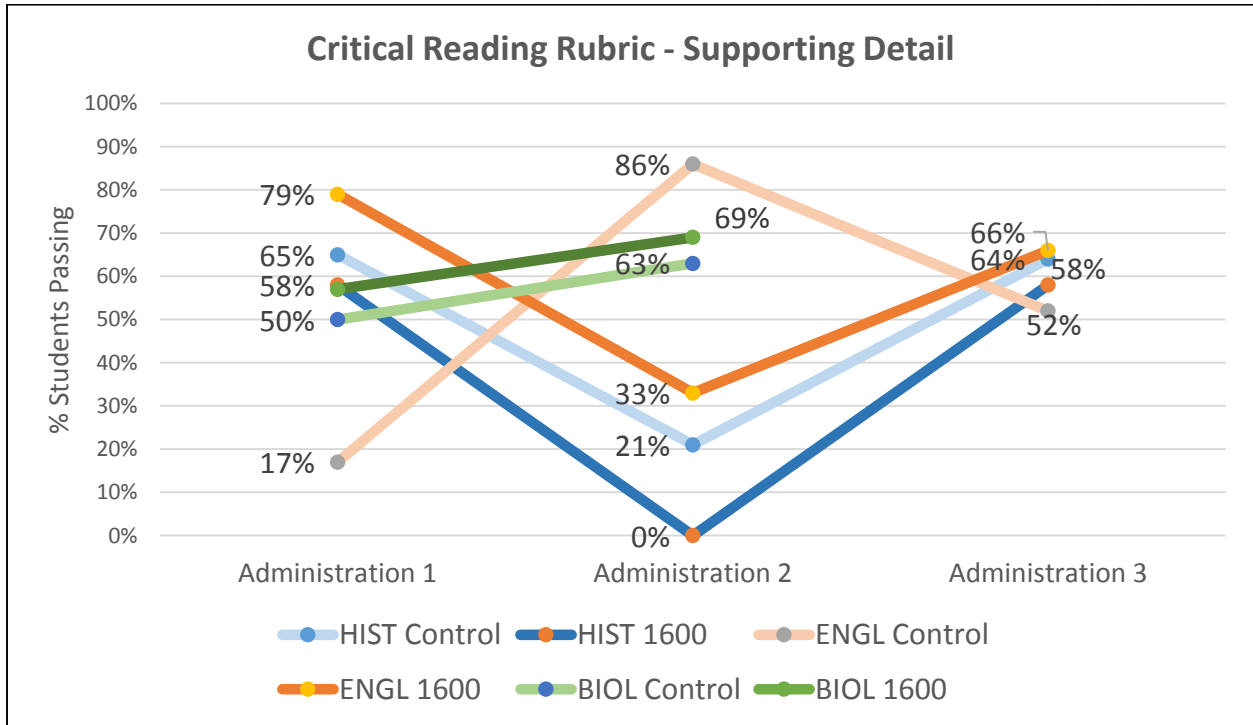
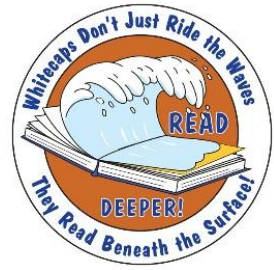
Critical Reading Rubric

This assessment asks QEP faculty to assign a discipline-specific reading and ask students to write a summary or analysis of that text. It is then scored using the Critical Reading rubric (see Appendix C). The Critical Reading rubric is a competency based assessment, indicating whether a student has or has not met the standard in the areas of reading comprehensions, vocabulary, and text analysis/critical thinking. It is administered three times over the semester to obtain benchmark, formative and summative data.

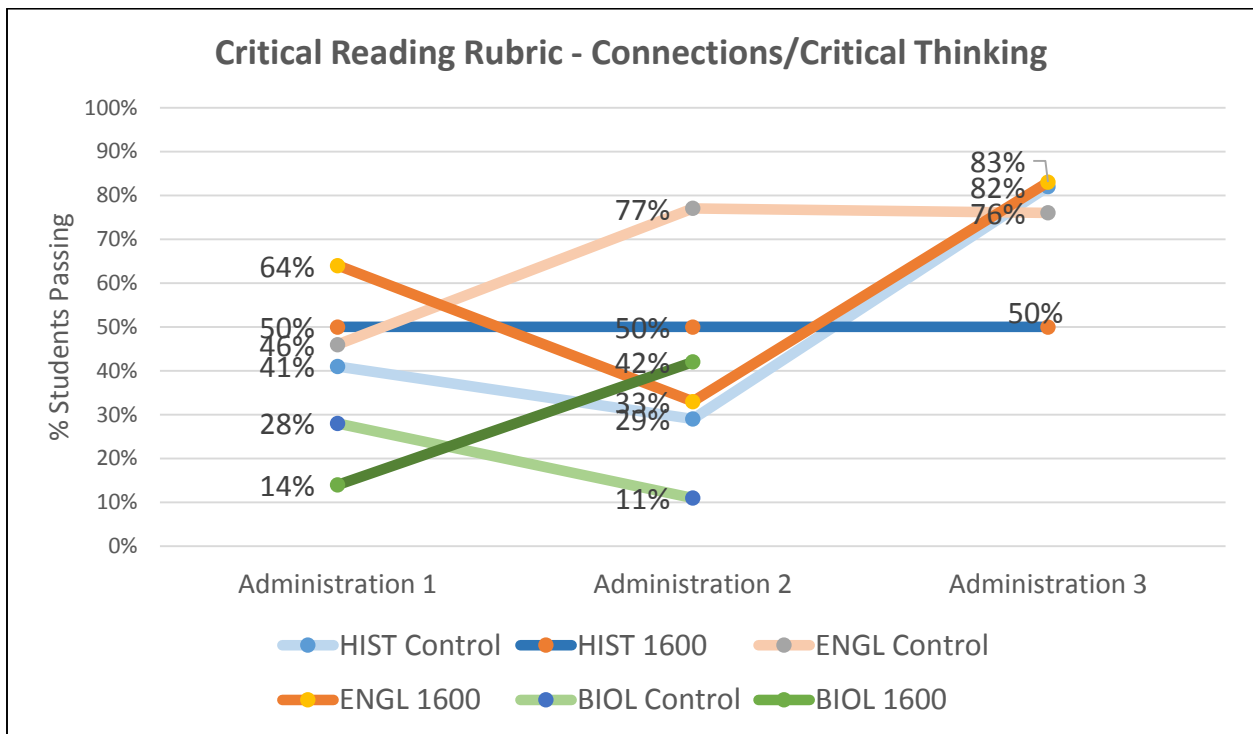
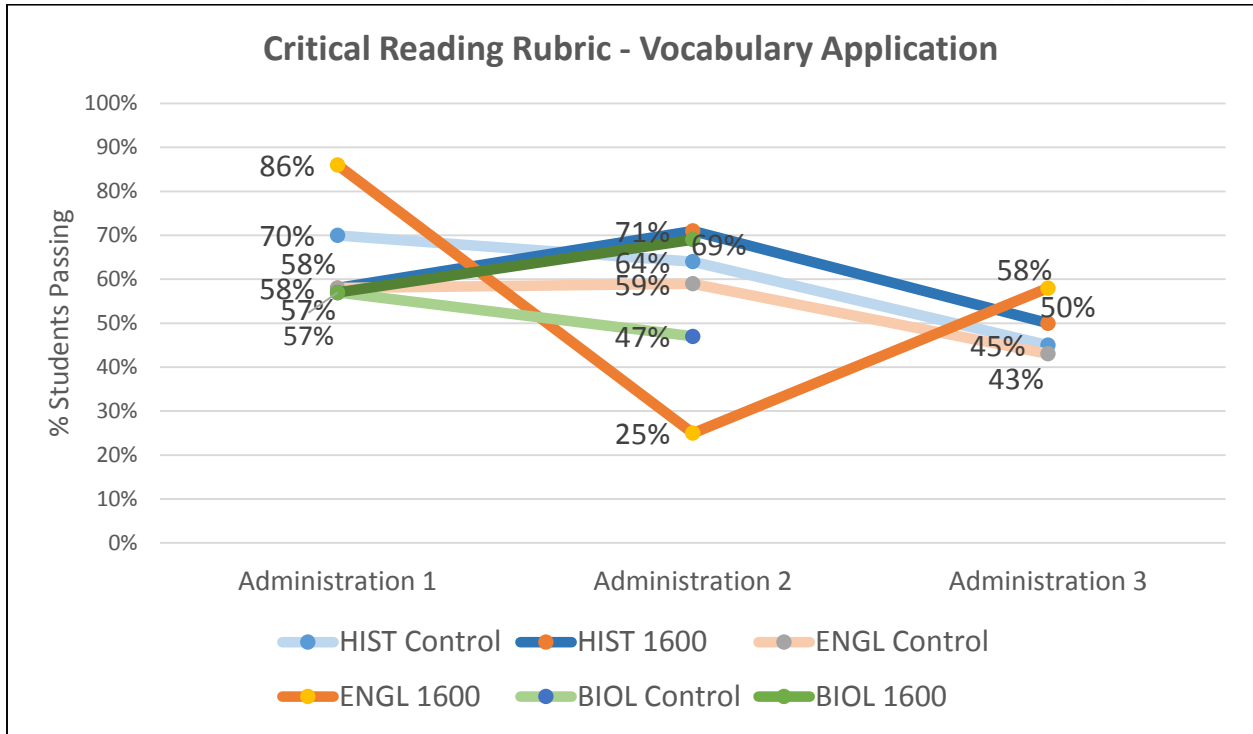
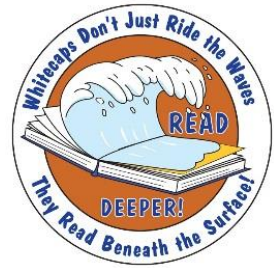
During the pilot year we collected data in two sections of ENGL 1302, two sections of HIST 1302, and two sections of BIOL 2401. For each set, one class acted as a control in which no Critical Reading methods were applied, and one class (the 1600 numbered sections) applied Critical Reading methods. BIOL courses only administered the rubric twice, and applied a department-wide case study late in the semester. But the case study did not wholly measure the same categories as the rubric, and was not included in the final data set.

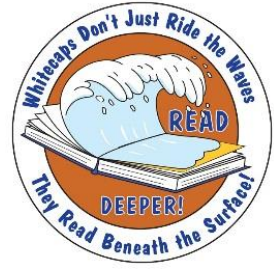
The following charts show a comparison of these classes across the three administrations of the rubric, divided by the rubric objective.











At this point no difference is visible between the Critical Reading classes and the control classes, although there are some trends across classes and rubric categories. On average, students' abilities increased from the first administration of the rubric to the last administration of the rubric in the areas of identifying main ideas (+29%), identifying supporting detail (+7%), and applying critical thinking (+17%). On average students' abilities to incorporate course vocabulary and correctly apply course vocabulary decreased from the first administration of the rubric to the last administration of the rubric by -16% and -12% respectively.

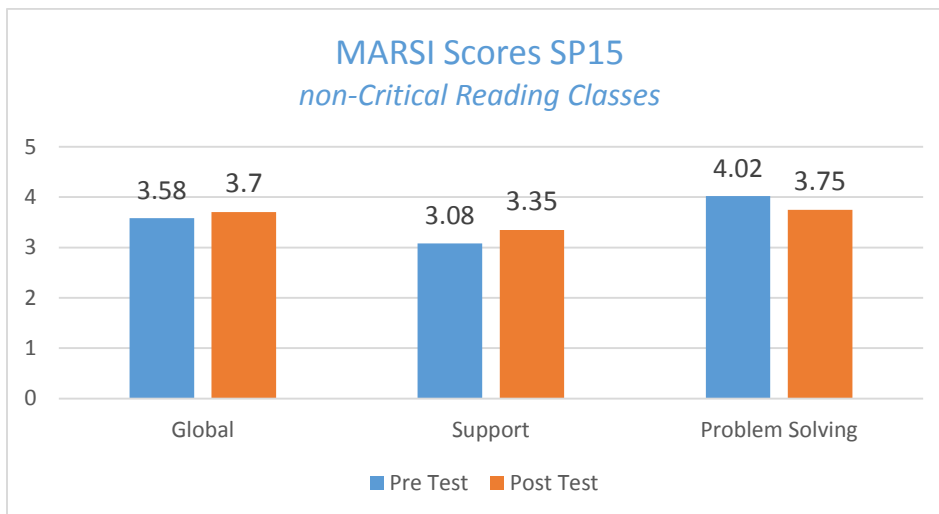
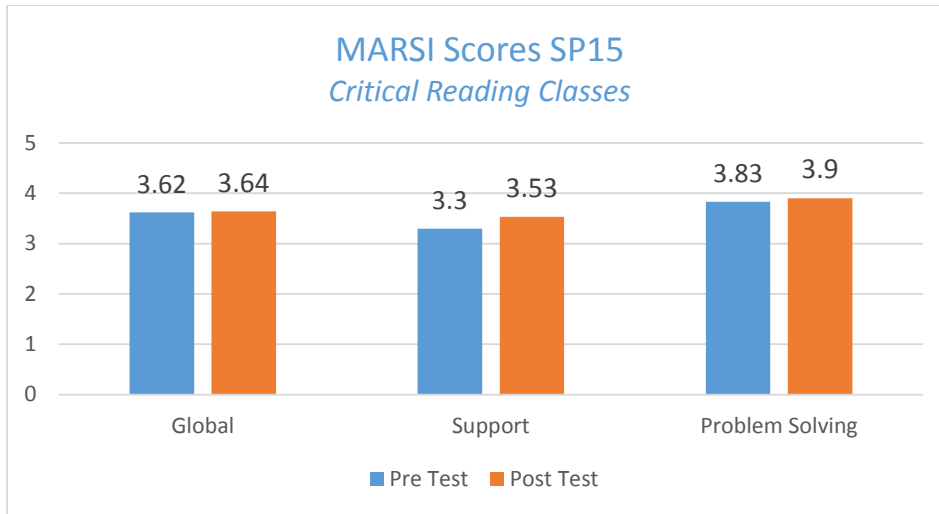
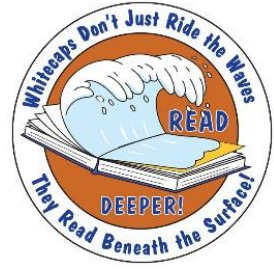
There are a number of factors that could have affected these results:

- *Faculty could have been inconsistent in the scoring of the rubric.* To correct this, additional training will be implemented going forward, allowing cohort faculty the chance to practice administering the rubric ahead of implementation. This training has already been scheduled for the 2015-2016 cohort faculty group (see Appendix D).
- *Faculty could have applied the rubric against readings of different levels.* To correct this, instruction will be incorporated explicitly requesting that faculty use reading assignments of similar complexity when applying the rubric. To aid faculty in determining a text's complexity we will encourage them to use readability-score.com, which assigns a grade level to the text (see Appendix E).
- *Critical Reading methods may not have been applied frequently enough in experimental classes.* The exact number of times Critical Reading strategies should be utilized in a class is difficult to determine. But the WestEd curriculum from which Read Deeper largely borrows recommends that these reading practices become routine, and part of the culture of the class. Critical Reading should ideally be implemented nearly every class session or at least weekly. Additionally, incorporating reading routines into the culture of the class does not happen overnight, or even over a semester. It is our hope that faculty members' abilities to teach and incorporate Critical Reading into their classes will increase over time with additional professional development and practice.
- *Critical Reading methods may not work.* While Reading Apprenticeship as a program has been implemented at the K-12 level for a number of years, it is still relatively new in community colleges. Techniques may not prove as successful for adult learners.

Again, none of the results are meaningful at this point, as the sample size is too small to draw any real conclusions.

#### Metacognitive Awareness of Reading Skills Inventory (MARS):

The MARS is administered online at the start and end of each semester. This 30-question, 5-point Likert inventory asks students to rate their use of various reading strategies which are subdivided into the categories of global reading strategies, support strategies, and problem-solving strategies. Results for the pre-test and post-test in Critical Reading classes vs. non-Critical Reading classes are as follows:

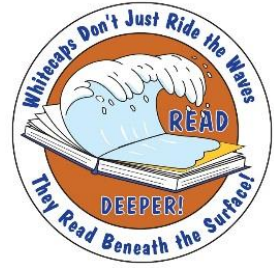


MARSI scores made a slight increase in all areas for Critical Reading courses, and a slight increase in two of the three areas for non-Critical Reading courses. While 174 students participated in the pre-test only 91 participated in the post-test. This could have been due to lagging student motivation at the end of the semester, or confusion because students thought they had previously taken it.

When MARSI questions were examined individually, some interesting trends emerged. The following questions all saw an increase from the first administration to the last in the Critical Reading classes:

- *I stop from time to time and think about what I have read.*
- *I summarize what I read to reflect important information in the text.*
- *I discuss what I read with others to check my understanding*
- *I use reference materials such as dictionaries to help me understand what I read.*
- *I go back and forth in the text to find relationships among ideas in it.*

The following questions saw a decrease from the first administration to the last in the Critical Reading sections:

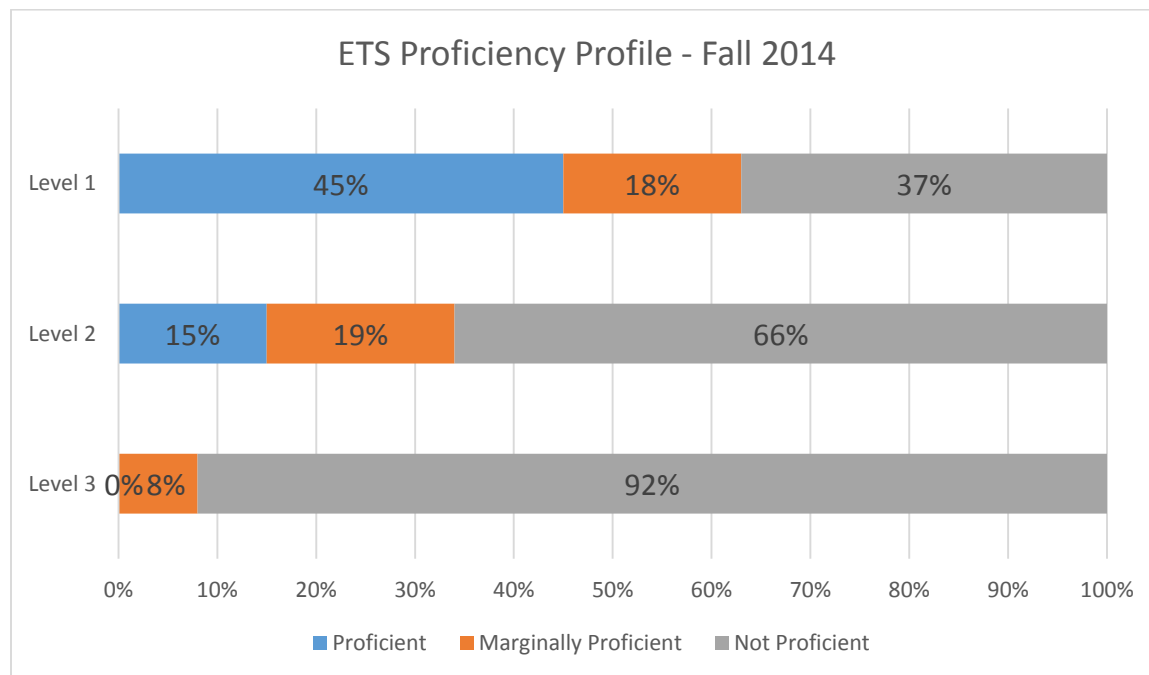


- *I use typographical aids like bold face and italics to identify key information.*
- *I try to picture or visualize information.*
- *I try to guess the meaning of unknown words.*

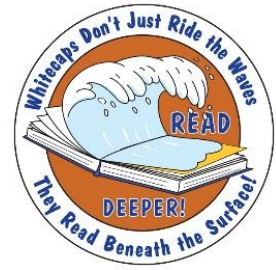
The use of individual questions may prove more useful than overall or category scores in assessing students' metacognitive reading improvements.

ETS Proficiency Profile:

The ETS Proficiency Profile (ETS) is a nationally normed benchmark exam first administered in the fall of 2014 to a random sample of 250 Galveston College students. This assessment was selected because it 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 student 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. Results for the ETS in the fall of 2014 were as follows:



It is our hope that when this test is re-administered in the fall of 2016 that we will see a 3% increase in students who are proficient or marginal at Levels 1 and 2, and a 2% increase in students who are proficient or marginal at Level 3.



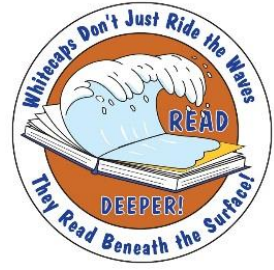
Community College Survey of Student Engagement (CCSSE):

The CCSSE is administered at Galveston College every two years, to approximately 20% of a random sampling of students. For the purposes of the QEP, twelve reading related questions were selected for monitoring. Last given in the spring of 2014, the results were as follows.

CCSSE Spring 2014

CCSSE Question	% Students who answered often or very often
4.n. In your experiences at this college during the current school year, about how often have you <b>discussed ideas from your reading or classes with instructors outside of class?</b>	23.3%
4.r. In your experiences at this college during the current school year, about how often have you <b>discussed ideas from your readings or classes with others outside of class</b> (students, family members, co-workers, etc.)?	49.1%
5. During the current school year, how much has your coursework at this college emphasized the following mental activities?	
a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	74.5%
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory	74.7%
c. <b>Synthesizing and organizing</b> ideas, information, or experiences in new ways	63.1%
d. <b>Making judgments</b> about the value or soundness of information, arguments, or methods	51.3%
e. <b>Applying theories</b> or concepts to practical problems or in new situations	59.7%
f. <b>Using information</b> you have read or heard to perform a new skill	69.3%
6. During the current school year, about <b>how much reading</b> and writing have you done at this college? (Answer choices: None, 1 to 4, 5 to 10, 11 to 20, More than 20)	5-10+ assigned readings 51.9%
a. <b>Number of assigned textbooks, manuals, books, or book-length packs of course readings</b>	
10. About <b>how many hours</b> 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)	6-10+ hours/week 59.4%
a. <b>Preparing for class</b> (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	
12. How much has your <b>experience at this college contributed to your knowledge, skills, and personal development</b> in the following areas? (Answer choices: Very much, Quite a bit, Some, Very little)	
e. <b>Thinking critically and analytically</b> (very much or quite a bit)	73.0%
i. <b>Learning effectively on your own</b> (very much or quite a bit)	70.9%

As a result of QEP Critical Reading implementation, it is the hope of the committee to see a gain of 2% in each of the above areas in the spring 2016 administration of the CCSSE.



## Measuring the Success of Student Learning Outcomes

Student Learning Outcomes (SLOs) were evaluated using the assessments previously described. SLO1 stated that students would demonstrate improvement in analyzing academic reading material. To date only the baseline assessment of the ETS has been administered, so there is no comparison data. The Critical Reading rubric suggested some change in the area of critical thinking or analyzing reading materials. But the data was not consistent and improvement was found in both Critical Reading classes and their non-Critical Reading counterparts.

The second SLO stated that student will demonstrate an improvement in academic vocabulary. Again, the ETS has only been given once and the Critical Reading rubric data is inconsistent, even showing a decrease in vocabulary over the course of the semester in both Critical Reading and non-Critical Reading classes. The QEP Assessment Committee believes that these results are most likely due to inconsistent use of the rubric, rather than a decrease in students' vocabulary (see pg. 9 for further discussion).

The third SLO stated that students will demonstrate increased metacognition and self-reported use of reading strategies. There is some evidence that progress was made in this category, though the sample size is too small to draw any definitive conclusions. On specific questions on the MARSII, students in Critical Reading sections seemed to show a greater application of reading strategies. Also used to evaluate this SLO was the Critical Reading rubric for which the data has been inconsistent, and the CCSSE which has not been administered for a second time yet.

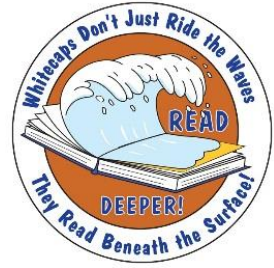
Only time will tell if the QEP is making headway in improving students' abilities to analyze texts, utilize content area vocabulary, or self-monitor their understanding while engaged in academic reading.

## Recommended Changes

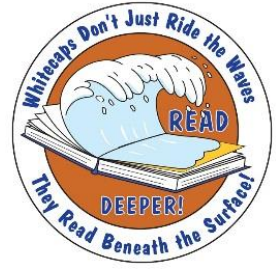
Both the QEP Assessment Committee and the QEP Leadership Team believe that the results to date are too narrow to provide meaningful data. This information represents only one semester's worth of information for three classes. However, as we continue to incorporate Critical Reading techniques into more sections, and as faculty grow more comfortable using the strategies, hopefully meaningful change will be evident.

There are some improvements that will be made moving forward. They are as follows:

- **More rubric training:** Rubric results were inconsistent (e.g. there is no obvious explanation as to why course vocabulary would decrease over the course of the semester). More training will be given to ensure that faculty fully understand how to use the rubric, and that they're evaluating student work consistently. The Year 2 cohort group will receive additional rubric training including a practice rubric the semester before they implement Critical Reading strategies in their classrooms. We will also ask the Year 2 cohort group to assess the readability score of the assignments to ensure that all rubric readings are a similar degree of difficulty (see Appendix E). Finally, we will request that faculty provide direct feedback to students regarding their rubric scores. The rubric was intended to be used over its three administrations for benchmark, formative and summative data. But if feedback is not given after the first or second use, this may not occur.



- Encourage a Critical Reading routine: To see true results, we need to encourage cohort faculty to make Critical Reading a regular part of their classroom routine and culture. Using strategies 2-5 times a semester may not be frequent enough to help the project realize meaningful results. This will be emphasized during cohort faculty training.
- MARSI frequency: The QEP report submitted to SACS-COC showed that the MARSI would be administered year round. However, to remain consistent with current Galveston College assessment practices, it will only be administered in the fall and spring semesters.
- Re-evaluate MARSI data: The original QEP report stated that 75% of students will average a 3.5 or higher on a 5 point Likert scale on the MARSI. But this proved to be very difficult to calculate since we are looking at aggregate data, rather than individual student scores. The QEP Assessment Committee is currently considering moving to a question-based method of analyzing the MARSI, similar to how the CCSSE is reviewed. If this direction is decided, then the committee will determine which specific questions to monitor.
- Assessing professional development: The QEP Assessment Committee has requested additional evidence of professional development effectiveness. Currently faculty portfolios provide some evidence. The original QEP document stated that professional development would be assessed using a survey at the end of each session. However the Professional Development Committee does not feel that such surveys provide true or meaningful information. Two years ago the committee began instead using a once-a-year online survey to see how useful specific sessions were, and if faculty reported implementing specific change as a result of that professional development. Last year's survey is still ongoing, and the Professional Development Committee will consider surveying faculty on a semester-by-semester basis in the future.
- Different format for gathering student feedback: Student feedback was very useful, but only five students participated in the lunch interviews. While being sensitive to not taking-up additional classroom time, especially at the end of the semester, the QEP Assessment Committee is considering gathering student feedback in another format such as including additional questions about students' QEP experience on the end of the semester MARSI.
- Yearly review session: To keep the QEP materials fresh, and to ensure that past cohort faculty don't stop implementing Critical Reading in their classrooms, we recommend that starting in September 2016 we hold a yearly review session. During this meeting past cohort faculty and incoming cohort faculty will meet together and review Critical Reading techniques. This will be the new group's first exposure to Critical Reading strategies, which could maybe even be taught by past faculty.
- Continue May QEP First Friday Presentations: Having faculty present their QEP experience at the May First Friday lunch accomplished multiple goals. First it helped the cohort faculty to reflect on their QEP implementation prior to the end-of-year survey and interviews. Second the public voicing on use of specific techniques provides intentionality to repeating the strategies, and will hopefully motivate faculty to continue use of strategies in the future. Finally, the presentations help educate non-QEP faculty about reading strategies they could be using in their classrooms. Based on this positive experience we recommend that future cohort groups also present their QEP understanding at the end of each first semester of implementation.



- Fall/Spring Faculty Forum: Cohort faculty stated that informal “hallway conversations” were sometimes the most beneficial training. To try and replicate this casual feedback and support, each semester the QEP will sponsor a time for past and present cohort faculty to gather together and discuss what’s working and what’s not working in their courses. The hope is that this forum providing peer feedback and support will help answer questions and ultimately maintain enthusiasm for Critical Reading.
- Expand end-of-year faculty questionnaires: It had been envisioned that only the current year’s cohort faculty would participate in the May faculty survey (see Appendix A). But it would be appropriate to know which Critical Reading strategies past faculty were still implementing, and how often they are applying those techniques. This will help the QEP Assessment Committee and the Leadership Team to better understand future data.

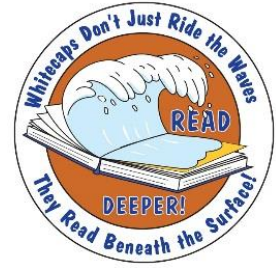
## Institutional Findings

It is too early to state institutional findings based on the limited scope of the QEP to date. Anecdotal evidence suggests that the QEP is resulting in improved study skills. Students in the spring 2015 interview said that they planned on using the metacognitive journal in other classes and that they believed participating in Critical Reading classes made them stronger readers.

The next CCSSE will be administered in the spring of 2016 and we will watch for changes in the reading-related questions. The ETS Proficiency Profile will be administered in the fall of 2016, and it will be interesting to note if there are any improvements globally. While not part of formal QEP assessment we eventually hope to see improved retention rates and improved graduation rates for students who have participated in Critical Reading courses.

Larry Blomstedt, Leslie Braniger and James Salazar were patient, positive and enthusiastic faculty members for the two pilot semesters. Without their hard work and tolerance for ambiguity (at times) the project would not be off to such a positive start. We look forward to working with the next group of cohort faculty including Michael Berberich, Elizabeth Johnson, Srirajya Rudrabhatla and Dragoslava Zivadinovic as they help their classes to Read Deeper!





## Appendix A

### Faculty Survey

Page 1 of 2

### Galveston College

### “Reading Deeper” QEP

#### *Faculty Survey*

Please respond to the following questions about your experience teaching a course using the Critical Reading Process developed for the QEP.

1. Note all reading strategies you initiated in your experimental class and how often you applied them?

\_\_\_\_\_ Ask students to provide a personal reading history.

\_\_\_\_\_ Ask students to identify golden lines/muddy lines.

\_\_\_\_\_ Asked students to build a reading strategies list.

\_\_\_\_\_ Think aloud (demonstrated by faculty).

\_\_\_\_\_ Think aloud (asking students to do it).

\_\_\_\_\_ Metacognitive journals

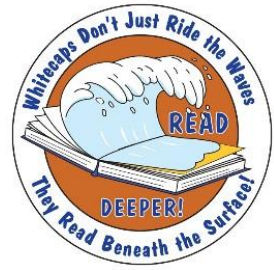
\_\_\_\_\_ Text annotation

\_\_\_\_\_ Think-pair-share reading exercise

\_\_\_\_\_ Other: \_\_\_\_\_

2. What process did you use to introduce the reading approach?

3. Did you provide course specific reading assignments? Y N How many? \_\_\_\_\_
4. Did you assess the course specific reading assignments using the QEP rubric? Y N
5. Did you return a graded course specific reading assignment to your students with comments based on the rubric? Y N How many? \_\_\_\_\_
6. How easy or difficult did you find the rubric to use?



## Appendix A

### Faculty Survey continued

Page 2 of 2

7. Did you notice any changes in class performance in the experimental class vs. your other classes? Y N  
What changes did you notice?

8. Did you note any characteristics of either the experimental or control class that may have influenced the results you recorded? In other words, did both classes appear equal in attitude, skills, experience and potential?

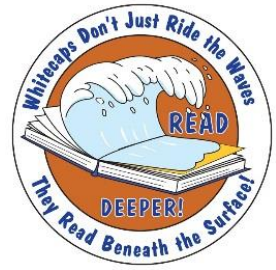
9. Were the cohort faculty meetings during the spring semester helpful in supporting your experience in teaching a course using the Critical Reading Process developed for the QEP? Y N

Explain.

10. Comments.

|

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Appendix B Student Survey

Page 1 of 2

### Galveston College

#### "Read Deeper" QEP

#### Student Perception of Critical Reading Survey

Please respond to the following questions using your experiences in a "Read Deeper" course section which emphasized critical reading.

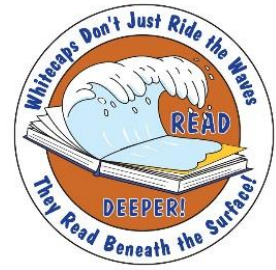
1. Please check the reading activities you participated in as a member of a "Read Deeper" class this semester.

- Wrote about or discussed my personal reading history.
- Reviewed an assigned reading to identify meaningful passages or confusing parts.
- Built a list of reading strategies I could use to make sense of difficult texts.
- Listen while the instructor read aloud and demonstrated what they were thinking while they read.
- Read aloud, to the class or a small group, and shared what I was thinking about while I read.
- Completed a reading journal (often a multi-column journal including facts from the Text and connections I made with other materials, or questions I had about the text).
- Used annotation by making notes in the side margins of an assigned reading.
- Engaged in a think-pair-share session where I reflected on a reading then discussed the reading with a partner or small group and then shared out findings with the class.
- Other: \_\_\_\_\_

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. Put a star next to the reading strategy from question one, if any, which was the best at helping you better understand your academic text?



## Appendix B

### Student Survey continued

Page 2 of 2

4. What change did you notice that suggested that you understood the text better?

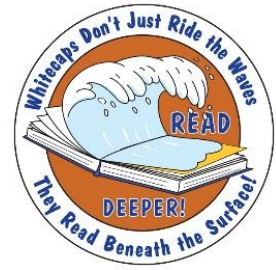
5. Did you use these reading strategies in any of your other courses this semester? Y N Which course(s)?

6. Do you plan to continue to use these reading strategies in future courses? Y N

7. If you knew a required course for your degree plan had a "Read Deeper" section, would you enroll in it instead of a "regular" section of the same course? Y N

8. My instructor for the "Read Deeper" course this semester was \_\_\_\_\_

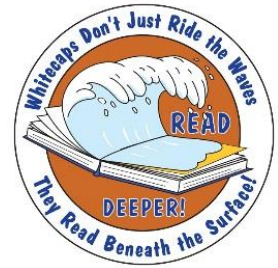
9. Comments:



## Appendix C

### Critical Reading Rubric

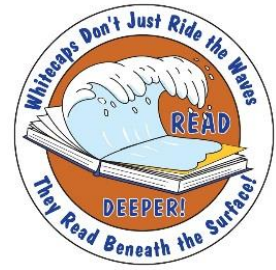
Measure:	Score 1 (Pass)	Score 0 (No Pass)
<b>Summary – Main Idea</b>	Student’s summary states the main idea of the reading.	Student’s summary does NOT state the main idea of the reading.
<b>Summary – Details</b>	Student’s summary supports the main idea referencing relevant details from the reading.	Student’s summary does NOT contain details.
<b>Summary – Discipline Specific Vocabulary</b>	Student’s summary contains discipline specific vocabulary.	Student Summary does NOT contain discipline specific vocabulary.
<b>Summary – Vocabulary Application</b>	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.
<b>Summary – Connections</b>	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.



## Appendix D

### Cohort Faculty Training Schedule

Read Deeper Tentative Schedule Faculty Cohort 2015-2016	
September 2015	Welcome Establish group norms Summer reading golden lines
October 2015	Personal reading history Capturing your reading process Critical reading rubric introduction
November 2015	Observing student reading (Natasha videos) Talking to the text introduction Critical reading rubric scoring practice
January 2016	Building metacognitive conversations in the classroom Personal dimension
February 2016	Social dimension Refine and rehearse think alouds Review faculty portfolios
March 2016	Cognitive dimension
April/May 2016	Knowledge-building dimension Schema Year-end review Faculty & student interviews and self-assessments Portfolios due on Canvas



## Appendix E

### Readability-score.com Sample Results

# Readability-Score.com

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At this point no difference is visible between the critical reading classes and the control classes, although there are some trends across classes and rubric categories. On average, students' abilities increased from the first administration of the rubric to the last administration of the rubric in the areas of identifying main ideas (+29%), identifying supporting detail (+7%), and applying critical thinking (+17%). On average students' abilities to incorporate course vocabulary and correctly apply course vocabulary decreased from the first administration of the rubric to the last administration of the rubric by 16% and 12% respectively.

### Reading Ease

A higher score indicates easier readability; scores usually range between 0 and 100.

Readability Formula	Score
<a href="#">Flesch-Kincaid Reading Ease</a>	15.3

### Grade Levels

A grade level (based on the USA education system) is equivalent to the number of years of education a person has had. A score of around 10-12 is roughly the reading level on completion of high school. Text to be read by the general public should aim for a grade level of around 8.

Readability Formula	Grade
<a href="#">Flesch-Kincaid Grade Level</a>	19
<a href="#">Gunning-Fog Score</a>	21.1
<a href="#">Coleman-Liau Index</a>	16.4
<a href="#">SMOG Index</a>	14.9
<a href="#">Automated Readability Index</a>	20.1
<b>Average Grade Level</b>	<b>18.3</b>

### Text Statistics

Character Count	519
Syllable Count	179
Word Count	95
Sentence Count	3
Characters per Word	5.5
Syllables per Word	1.9
Words per Sentence	31.7