Reading Apprenticeship

A student success initiative
Institutional Planning Committee
September 20, 2013
Kathy Diamond, Theresa Martin, Jennifer Mendoza
Highlights of the RA Initiative

1. Improving the learning experience of students
2. Coalition building across the campus
3. Increased campus leadership
4. More than 50 faculty and staff trained in RA
5. Three active Faculty Inquiry Groups
6. Development of capacity to train in RA internally
7. Development of assessment tools and strategies
Highlights of the RA Initiative

1. Improving the learning experience of students
2. Coalition building across the campus
3. Increased campus leadership
4. More than 50 faculty and staff trained in RA
5. 3 active Faculty Inquiry Groups
6. Development of capacity to train in RA internally
7. Development of assessment tools and strategies
How RA is Effecting the Student Learning Experience

- "Reading activities helped me improve my performance in this class."
- "Working with reading strategies in class has given me confidence in my ability to comprehend what I read."

Number of respondents: 302
Student Self-Report of Reading Strategies

METACOGNITIVE AWARENESS OF READING STRATEGIES INVENTORY (MARSII)

KEY
GLOB = Global Reading Strategies
PROB = Problem Solving Strategies
SUP = Support Reading Strategies

OVERALL = Mean of Scores

KEY TO AVERAGES:
3.5 or higher = High
2.5-3.4 = Medium
2.4 or lower = Low
Improved Reading Skills

Curriculum Embedded Reading Assessment (CERA) Mean Skill Score and Mean Comprehension Score Pre and Post RA intervention n=16

CERA scale 0-15 comprehension scale 0-5

Pre CERA | post CERA | pre-comprehension score | post-comprehension score

Curriculum Embedded Reading Assessment
RA in the CSM Learning Center

- Tutor Inquiry Groups (TIG)
- Reading Apprenticeship Workshops
- Students will have definite *strategies* to understand and organize concepts and information contained in textbooks
Highlights of the RA Initiative

1. Improving the learning experience of students
2. Coalition building across the campus
3. Increased campus leadership
4. More than 50 faculty and staff trained in RA
5. 3 active Faculty Inquiry Groups
6. Development of capacity to train in RA internally
7. Development of assessment tools and strategies
Support for RA has come from:

- Academic Senate, SoTL Center
- Basic Skills Initiative
- Learning Center
- President’s Innovation Fund
- Professional Development Committee
- Measure G funds
- 3CSN
Faculty support of Reading Apprenticeship

- Academic Senate has made RA their highest priority in their 2013/2014 goals
- The SoTL Center has been revived to support faculty professional development
- Two professional enrichment co-coordinators work to develop and promote professional development opportunities
Highlights of the RA Initiative

1. Improving the learning experience of students
2. Coalition building across the campus
3. Increased campus leadership
4. More than 50 faculty and staff trained in RA
5. 3 active Faculty Inquiry Groups
6. Development of capacity to train in RA internally
7. Development of assessment tools and strategies
RA Premise

Experts in the field share their reading process; students collaborate to develop reading strategies.

Predicting
I predict...
In the next part...
I think this is...

Visualizing
I picture...
I can see...

Questioning
A question I have is...
Could this mean...

Making connections
This is like...
This reminds me of...

Identifying a problem
I got confused when...
I’m not sure of...

Using Fix-ups
I’ll reread this part...
I’ll read on...

Summarizing
The big picture is...
I think the point is...
So what it's saying is...

<table>
<thead>
<tr>
<th>Fall 2011 &amp; Spring 2012 (pre-RA)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>73%</td>
</tr>
<tr>
<td>Success</td>
<td>71%</td>
</tr>
<tr>
<td>A + B grades</td>
<td>36%</td>
</tr>
<tr>
<td>C grades</td>
<td>35%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2012 &amp; Spring 2013 (1st year RA)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>74%</td>
</tr>
<tr>
<td>Success</td>
<td>68%</td>
</tr>
<tr>
<td>A + B grades</td>
<td>46% (curve 1% higher)</td>
</tr>
<tr>
<td>C grades</td>
<td>22%</td>
</tr>
</tbody>
</table>
Highlights of the RA Initiative

1. Improving the learning experience of students
2. Coalition building across the campus
3. Increased campus leadership
4. More than 50 faculty and staff trained in RA
5. 3 active Faculty Inquiry Groups
6. Development of capacity to train in RA internally
7. Development of assessment tools and strategies
Disciplines engaging in RA this semester

- Biology
- Chemistry
- Math
- Physics
- Astronomy
- English
- ESL
- Reading
- Sociology
- Anthropology
- Psychology
Highlights of the RA Initiative

1. Increased student engagement in classes, labs and centers
2. Coalition building across the campus
3. Increased campus leadership
4. More than 50 faculty and staff trained in RA
5. 3 active Faculty Inquiry Groups
6. Development of capacity to train in RA internally
7. Development of assessment tools and strategies
Number of students exposed to RA

Current and Projected

- Fall 2012 – 300 students
- Spring 2013 – 500 students
- Fall 2013 – more than 1500 students (estimated)
Highlights of the RA Initiative

1. Improving the learning experience of students
2. Coalition building across the campus
3. Increased campus leadership
4. More than 50 faculty and staff trained in RA
5. 3 active Faculty Inquiry Groups
6. Development of capacity to train in RA internally
7. Development of assessment tools and strategies
RA Next Steps

• Consolidate budget for 2013-2014
• Look for funding for 2014-2015
• Address administrative limitations on RA
• Promote, Participate, Evaluate
Focused on student achievement
Contributors

- President Mike Claire, Susan Estes, Jennifer Hughes and Gary Dilley
- James Carranza, Henry Villareal of BSI
- David Laderman and Academic Senate Governing Council
- Jeramy Wallace, Professional Enrichment Co-coordinator
- Charlene Frontiera and the Math/Science Division Office staff
- Cheryl Gregory, Chris Smith and John Sewart
- My colleagues in Biology, Reading and the Learning Center