

READING APPRENTICESHIP® AT CSM
A PROPOSAL FOR INSTITUTIONALIZATION
BEGINNING FALL 2014

Submitted SPRING 2014 TO INSTITUTIONAL PLANNING
COMMITTEE

Presented by the Learning Center, SoTL, BSI and the leadership group for Reading
Apprenticeship

Overview:

Project Type: Institutionalization of a Pilot

The Reading Apprenticeship® (RA) Program is an interdisciplinary, student-centered pedagogy that utilizes the reading expertise of instructors as a model for students' practice of discipline literacy. Reading Apprenticeship enhances student success by teaching students to use metacognition and other reading and learning strategies to comprehend discipline texts in their classes. The Reading Apprenticeship provides professional learning opportunities to faculty, staff, student tutors, administrators, and the college community, based on the tenets and practice of the Reading Apprenticeship Program. The program goal for the next three years is to increase the number of teachers, instructional aides, counselors, librarians, and tutors that can assist and apprentice students into purposeful and fluent disciplinary reading. Since reading is a basic skill, Reading Apprenticeship is especially useful in basic skills courses that provide a foundation for successful transition to transfer level courses. Over the one and a half years since the RA program was initiated, the program has grown from a core group of seven faculty, to more than 68 faculty trained to use RA in their classrooms. Four interdisciplinary Focused Inquiry Groups (FIGs) investigate the outcomes of their practice. Learning support centers tutors and staff apprentice their students into RA strategies, and there are RA workshops offered to students in the Learning Center.

A variety of assessments have been utilized to evaluate the impact of the program on classroom efficacy, student success, and student attitudes(see Appendix A). Based on results of these assessments, as well as the research addressing the effectiveness of RA for adult learners, BSI committee, SoTL, the Learning Center, and the ad hoc RA leadership group recommend institutionalization of the RA program for three years starting in Fall 2014. Institutionalization will provide professional development training and support for more faculty and staff and will improve student success across all academic and support services programs at CSM. The program strives to reach every student at CSM with embedded literacy support in at least one of their courses, ideally in multiple courses. Over

the next three years the program will focus on the basics skills courses in English and Math to reach the students who have traditionally lower success rates. Additionally, the Business/Technology division Dean and the Nursing Dept. have requested that Reading Apprenticeship be introduced to their students.

The Reading Apprenticeship® Program Description

As mentioned above, Reading Apprenticeship is an instructional framework teaches disciplinary literacy. The program's objective for the next three years is to increase the number of faculty incorporating RA into their classrooms, and to integrate RA into student support services, learning communities, and institutional planning.

Currently about 68 faculty and staff, and about 30 student tutors have been trained in the RA pedagogy and have worked with students on reading literacy skills. Funded by BSI, Measure G, SoTL, and President's Innovation Fund, the RA leadership team has presented several Flex Day workshops, partnered with California Community College Success Network (3CSN) to host workshops, and has supported five trained workshop facilitators. There are currently three active FIGs led by Reading, English, and Math/Science faculty; and a Tutor Focused Inquiry Group (tFIG) in the Learning Center. The Learning Center staff is also facilitating Reading Apprenticeship workshops for CSM students. An ad hoc RA leadership group has formed to plan and assist in the development of the program (see Appendix B).

Students in RA classes at CSM have reported that RA is helping them access their texts more meaningfully. They are finding they read more as a result of the RA intervention, and that the RA strategies help them do better in class. See Appendix A for student reporting information from Fall 2013. It is estimated that 2300 students (duplicated) have had RA introduced in their classes since efforts began in Fall 2012.

Faculty report in the Focused Inquiry Groups and workshops that RA is changing the dynamics in their classes. Students are more engaged and more likely to talk to the teacher and each other about what they don't understand. The program is continually assessing student success measures for evidence of positive outcomes. That assessment includes collaboration with PRIE to develop RA-specific assessment measures.

The program model includes:

- Leadership training to increase the number and disciplinary range of CSM staff capable of leading RA workshops. 3CSN will provide training and a state-wide network of RA experts to guide three additional CSM staff for each of the next three years in the California RA Leadership Community of Practice (LCOP). Note that five staff are participating in the 2013-2014 RA LCOP.

- In-house RA workshops throughout the academic year, scheduled for convenience of faculty and staff. Attendance goal per workshop is 35 faculty, staff, or administrators. Funding is needed for workshop preparation. Each workshop addresses new aspects of the RA framework to encourage ongoing participation by faculty and staff who have already received training. It is expected to get about 50% new attendees, and 50% recurring attendees at each workshop.
- Expansion of FIGs to include Math, CTE, ESL and others.
- Integration of RA into learning communities like Puente, Umoja, Writing in the End Zone, Honors, Pathway to College program.
- Development of instructional resources for online implementation of RA.
- Seminars (luncheons) and Focused Inquiry Group meetings during the semester to support and encourage RA practice.
- 3CSN workshops for in-depth RA and leadership training.
- Program assessment by RA Data Inquiry Group (DIG) in association with PRIE.
- Administration of program including workshop coordination, website development, outreach, FIG coordination, and coordination of program evaluation. Note that the Professional Enrichment Co-coordinators are currently responsible for coordination for much of the RA program, but RA needs a dedicated coordinator.
- Investigation of external grant sources, grant writing.
- Participation in the 3CSN Reading Apprenticeship professional development state-wide effort, and national literacy initiatives, including attending and presenting at conferences. It should be noted that 3CSN has provided \$15,800.00 in scholarships for RA workshops in 2013/2014. This support comes with an expectation that CSM will participate in network events.

Rationale

The Reading Apprenticeship program was established to help students learn more effectively from their texts. By incorporating RA into discipline courses, the pedagogy addresses students' problems with reading comprehension as they occur. The practice of RA includes the establishment of a safe learning environment, peer-to-peer learning, and sharing of personal experiences as they try to find the meaning of the texts. By asking students to call on their own strengths as learners, Reading Apprenticeship creates classroom environments that empower student success. Students using RA in their courses overwhelming find the practice valuable to their success in the class, and a useful tool to take with them to other classes (See Appendix A).

Reading Apprenticeship aligns with many of the institutional priorities. The table below describes the relationship of RA to institutional priorities.

Table 1. Institutional Priorities Alignment with Reading Apprenticeship Program

Italicized priorities are those that align most closely with RA strategies.

| Institutional Priority | Reading Apprenticeship Program Alignment |
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| <p>Priority 1: Improve Student Success</p> <ul style="list-style-type: none"> • <i>Improve the academic success of all students</i> • <i>Improve degree and certificate completion rates</i> • <i>Improve progression from basic skills through degree and transfer level courses</i> • <i>Increase student engagement, including the development and implementation of a comprehensive and systematic approach for serving high school graduates</i> • <i>Increase student participation in academic support services and improve such services</i> | <p>The Reading Apprenticeship program improves student success in the courses where the intervention is applied. Students develop knowledge of and engage in the skills required to be a fluent reader in their discipline, thereby improving their abilities to interact with the required course reading. The RA pedagogy promotes student engagement and progression of college success skills.</p> |
| <p>Priority 2: Promote Academic Excellence</p> <ul style="list-style-type: none"> • <i>Improve transfer rates</i> • Improve opportunities for employment in high demand, high wage occupations • Use the results of SLO assessment cycle to promote academic excellence • Improve effectiveness of distance learning program | <p>The RA pedagogy improves course outcomes for all students engaged in RA. In particular, RA is effective at generating communities of learners. Research shows that when students form a cohort of support, their success increases. RA is a deliberate practice to offer students the support they need from the CSM community to engage and excel at their studies. Because RA is a validated approach to addressing reading skills that has been used nationwide, CSM’s involvement in RA enhances CSM’s identity as an institution focused on student success.</p> |
| <p>Priority 3: Develop Responsive, High-Quality Programs and Services</p> <ul style="list-style-type: none"> • Build capacity for emerging, high-demand programs • Revise the Program Improvement and Viability(PIV) process • Explore, assess, and modify instruction and student support delivery modes to align with student need • Promote all learning labs and | <p>The Reading Apprenticeship program has at its core, the creation of a powerful classroom experience. This experience is one in which students engage each other across cultural boundaries. The communication between students in a supportive setting of shared respect, mutual goals, and academic rigor increases the effectiveness of the learning community. RA invites dialogue about unique cultural experiences of students and the instructor, as a frame for the reading activity. That dialogue, in a safe and constructive setting, strengthens the cultural awareness and sensitivity of students.</p> |

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| <p>centers</p> <ul style="list-style-type: none"> • <i>Infuse cultural competency into curricular offerings and student support services to help prepare students as contributing citizens in a global society</i> | |
| <p>Priority 4: Support Professional Development</p> | <p>The professional development associated with Reading Apprenticeship has the capacity to change what our students do in the classroom and during their study sessions. This professional development is one of the few that has actually been empirically linked to student success.</p> |
| <p>Priority 5: Implement and Assess the Integrated Planning Cycle and Ensure Fiscal Stability and Efficient Use of Resources</p> <ul style="list-style-type: none"> • Assess and refine the integrated planning model as needed • Provide training in the use of the integrated planning model and evidence-based decision making • Support decision making in institutional planning that is informed by evidence, research, and the use of outcome measures • Fully participate in the development of the new district allocation model • <i>Develop long range plans to ensure fiscal stability and the effective use of resources</i> | <p>The RA program has a great impact with a small price-tag. The cost is to provide training and support for faculty, most of whom teach multiple sections. For example, the 22 instructors that participated in RA FIGs over the past three semesters reached 1630 students.</p> |
| <p>Priority 5: Enhance Institutional Dialogue</p> <ul style="list-style-type: none"> • <i>Improve campus-wide communication; Explore, develop, and assess methods for providing campus-wide communication</i> • Increase and diversify faculty, administrator, and staff participation in institutional planning and governance committees • <i>Promote a campus climate in which multi-cultural and</i> | <p>RA establishes a network of practitioners in within our college community. The Focused Inquiry Groups, as well as other staff and administrators involved in RA, communicate frequently about students, outcomes, and pedagogy. The project garners a strong enthusiasm across the college community and has acted as a bridge between college constituencies. Supporting and expanding the network of interested faculty and staff positively impacts the teaching community at CSM.</p> |

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| <p><i>diverse perspectives are embraced, civil disagreement respected, and transparency in decision-making is evident</i></p> | |
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Data from the Educational Master Plan 2012 Update prompts concern about the success of CSM's new first-time students. 70% of new first-time students are assessed below transfer level in Math and English. In addition, successful completion of coursework has been static at 69-70% for the past 20 years. While the ARCC (Accountability Reporting for the Community Colleges) CSM 2012 Report shows CSM as ranked higher than state averages in 5 of 7 indicators, CSM lags behind state averages in Basic Skills Course Completion (59.5%) and ESL Course Improvement (52.5%) that looks at three year success of students who have completed ESL coursework successfully. Reading Apprenticeship addresses the needs of basic skills and ESL students by enhancing reading skill, a foundational skill for all upper level classes

Evaluation of the effectiveness of Reading Apprenticeship on student success in community colleges (including Chabot and Contra Costa) was conducted by the RP Group (The Research and Planning Group for California Community Colleges) in 2009- 2010. Their key findings were that RA makes students more active participants in their own learning, RA increases students' awareness of what they do not understand, and contributes to increased success rates and retention. Other studies on K-12 instruction have similar results.

Project Evaluation

Assessment Components include:

- Tracking of number of sections, faculty, and students impacted by RA.
- Formative assessments of student work in the classroom and Learning Center, including reading logs, Curriculum Embedded Reading Assessment (CERA), text annotations, and classroom observation.
- Metacognitive Awareness of Reading Strategies Inventory (MARSI) – a tool that assesses student's reading practices. Administered in RA classes at the beginning and at the end of each semester. Prior results show gains in individuals' reading skills. (See Appendix A)
- Student Perception Survey asking students their opinions of the role of the RA pedagogy in their academic life. (See Appendix A for prior semester results)
- Student success data with and without RA intervention, including successful course completion, and retention rates. Investigation of RA's impact on the success of specific underrepresented demographic groups.

- Documentation of RA practice: video taping of instructional activities, focus groups, interviews, FIG meeting notes.
- Longitudinal tracking of RA students' success.

Budget Rationale and Funding Plan

The RA program has been growing for almost two years now. A big part of the successful growth of the program has been direction from a subset of faculty, who took the three day summer RA Workshop. In addition, the program received staff support through the division office of the Math and Science Division. If the program is to be successfully institutionalized, it will be imperative to have an appropriate combination of faculty and staff support coordinating the program. Therefore, the budget includes funding request for reassign time for a faculty coordinator and 50% for a Program Service Coordinator.

Another critical component of any program is data analysis. Program faculty, in coordination with John Sewart of PRIE, has been collecting data since the inception of the program in fall 2012. Some of the data has been organized and analyzed by biology and math faculty. However, vast amounts of data are accumulating and impartial evaluation, through the auspices of an external evaluator, will be required to successfully identify outcomes. It will be the responsibility of the external evaluator, in conjunction with PRIE and select RA Program faculty to do an unbiased analysis of the collective data.

The remainder of the budget items really supports professional development for faculty. The RA 'toolbox' has many, many tools. Each workshop enables a faculty member to learn more about the program take the new information and use it in class, discuss outcomes with their peers in FIGs and determines if the 'new' tool works for student success in their classroom. Then, the cycle begins again as faculty attend another workshop.

The faculty coordinator in conjunction with the Dean of Academic Support and Learning Technologies will re-evaluate budget needs annually.

College of San Mateo
Draft Budget for Institutionalization of the Reading Apprenticeship Program

Costs are per fiscal year
(July 1 through the following June 30)

| Item | Description | Total |
|--|------------------------------------|-------------|
| Reassigned time for Faculty Coordinator* | (4 FLC'S - 76 hours at \$90.66) | \$6,890.00 |
| 50% Program Service Coordinator * | (with Benefits) | \$32,490.00 |
| RA Learning Community of Practice | (3 per year at \$3,500 = \$10,500) | \$10,500.00 |
| 3 Day Summer RA Workshop | (4 per year at \$1200 = \$4,800) | \$4,800.00 |
| RA STEM Seminar | | \$2,300.00 |
| RA On-line Class | 10 per year at \$600 = \$6,000 | \$6,000.00 |

| Stipends | Description | Total |
|---------------------------------------|---------------------------|------------|
| Data Collection and analysis on MARSI | | \$1,500.00 |
| General Data collection and analysis | 2 faculty at \$1,000 each | \$2,000.00 |
| External evaluator | | \$3,500.00 |

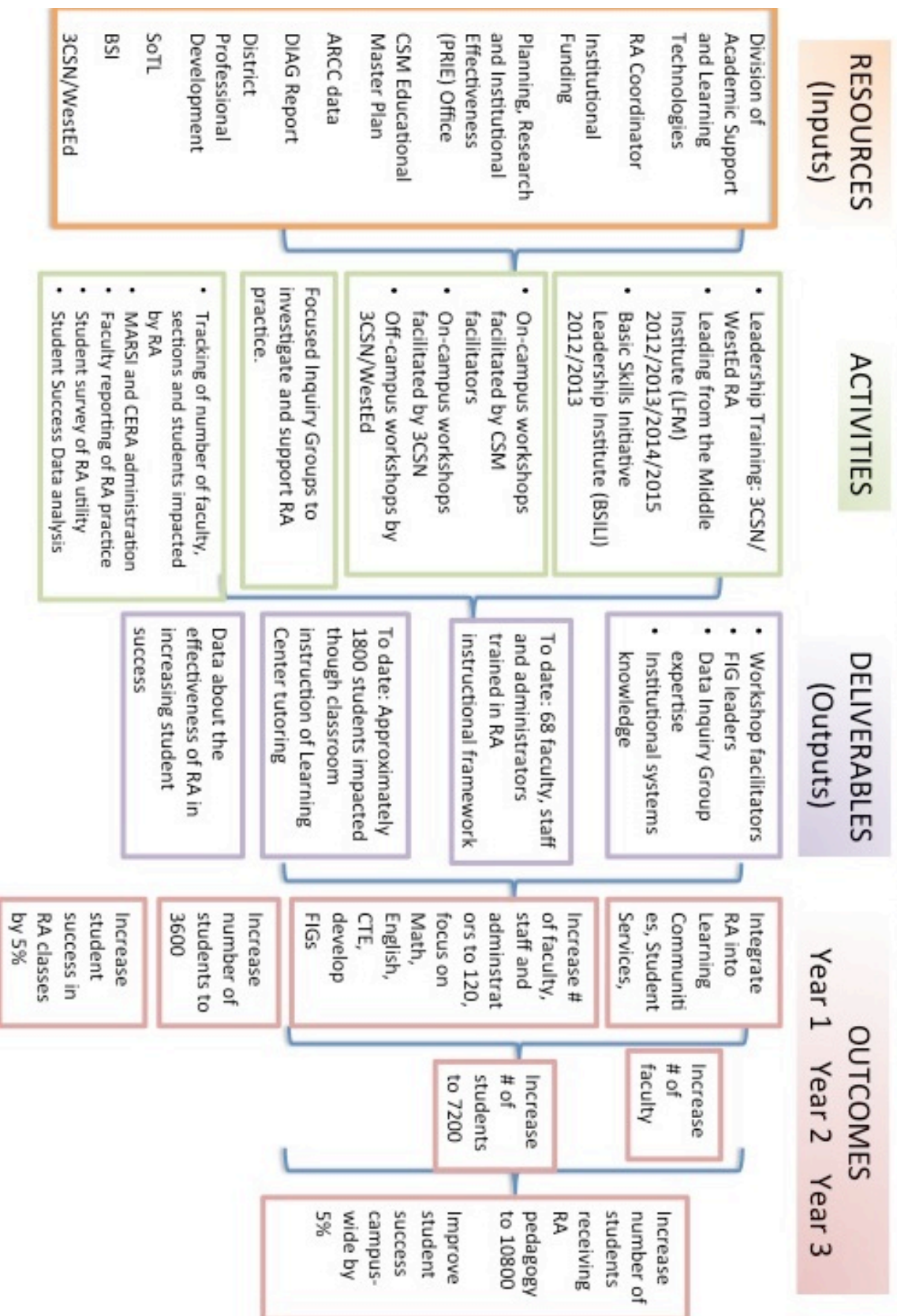
| Conferences | Description | Total |
|--------------|-------------|------------|
| Registration | | \$5,000.00 |
| Travel | | \$5,000.00 |
| Food | | \$1,000.00 |
| Lodging | | \$2,000.00 |

| Misc. | Description | Total |
|----------------------------|---|-------------|
| CSM Workshop Presentations | 4 faculty per workshop, 2 workshops per year @ \$2000 ea | \$16,000.00 |
| Fig Participation Leaders | 3 faculty leaders, two semesters at \$300 per semester | \$1,800.00 |
| New RA Fig participants | \$300 each and approximately 15 new participants per year = \$4,500 | \$4,500.00 |
| Materials and Supplies | RA books and general supplies | \$2,000.00 |
| Marketing | Stickers, posters and banners | \$1,500.00 |
| BSI Funding | To support food for workshops (cannot use fund 1 for food) | \$2,000.00 |

Grand Total \$110,780.00

* Alternate budget projection would be no PSC with 50% reassign for faculty coordinator. Alternative option will only work, if office of the Dean of Academic Support and Learning Technologies is staffed.

READING APPRENTICESHIP INSTITUTIONALIZATION WORKPLAN

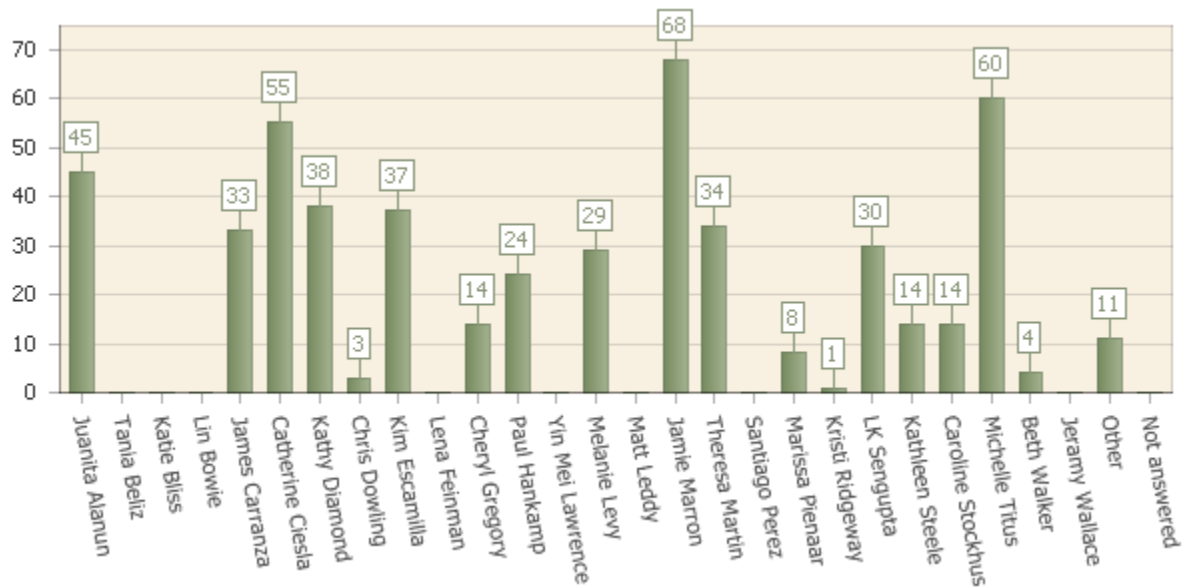


APPENDIX A: RESULTS OF RA TO DATE

“The first book that I read using these strategies, I was able understand the writer and I was able to catch the message. ” Jorge Tafolla (Reading 400 student)

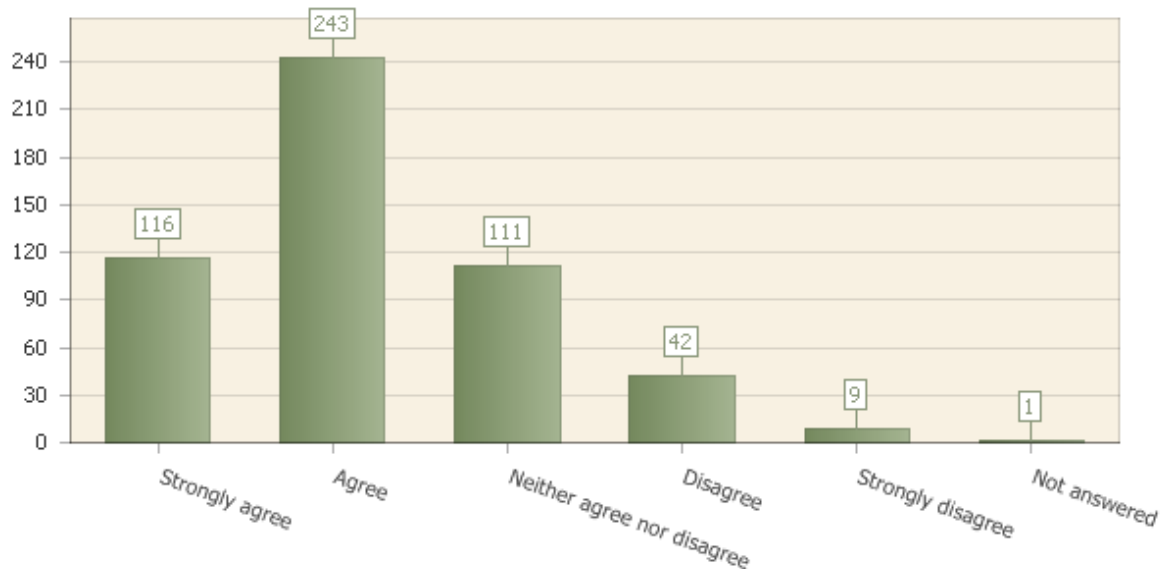
I. STUDENT SURVEY DATA – FALL 2013

522 students from 19 instructors responded to the survey. Selected questions and their responses are below.



Q1: I read the textbook more in this class in this semester than in similar classes in previous semesters.

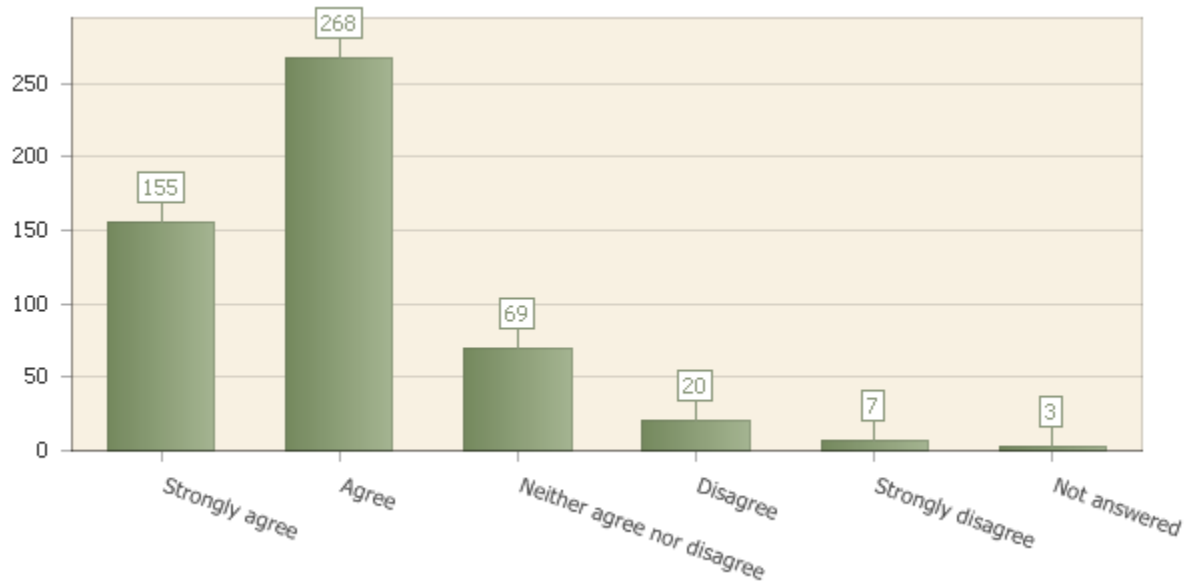
Number of responses: 521



Q2: Reading activities helped me improve my performance in this class.

Question type: Multiple choice

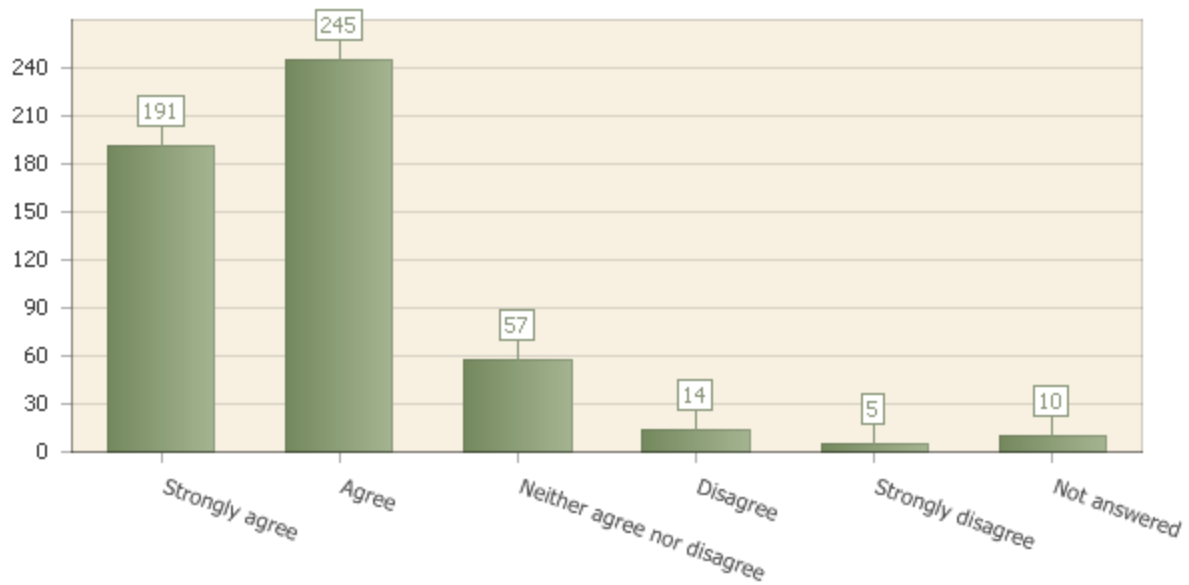
Number of responses: 519



Q3: I used, or will use, the reading strategies I learned in this class in other classes.

Question type: Multiple choice

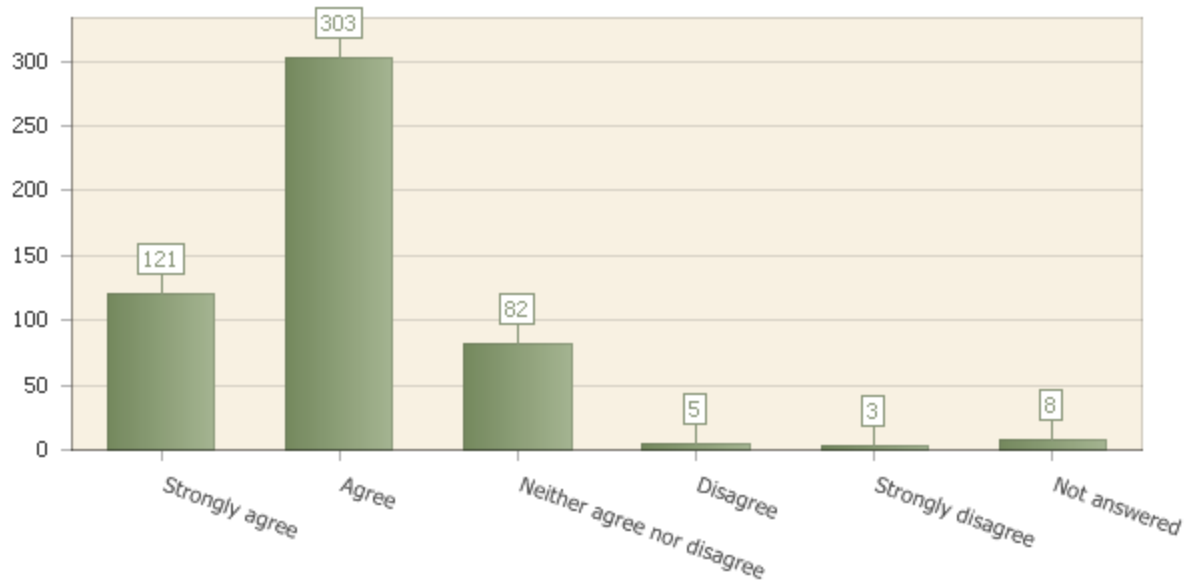
Number of responses: 512



Q 4: Working with reading strategies in class has given me confidence in my ability to comprehend what I read.

Question type: Multiple choice

Number of responses: 514



II. MARSII: METACOGNITIVE AWARENESS OF READING STRATEGIES INVENTORY

Students self-assess their use of 30 reading strategies.

Fall 2013 Report MARSII Pre and Post Data

Overview:

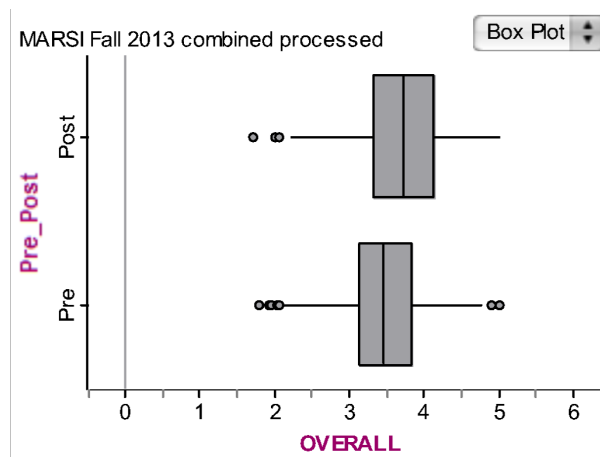
This summary represents data from Pre- and Post- MARSII Survey information for three sections of biology taught by three different instructors, two sections of chemistry taught by one instructor, two sections of English taught by two instructors, one section of math, four sections of reading taught by three instructors. 429 students completed the Pre-semester survey while 254 students completed the Post semester summary. Matched pairs data was available for 227 students.

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| BIOL - 110 - 81830 - Genl Principles of Biology - Fall 2013 |
| BIOL - 110 - 83342 - 81824 - Genl Principles of Biology - Fall 2013 |
| BIOL - 220 - 93224 - General Botany - Fall 2013 |
| BIOL - 230 - 81839 - Introductory Cell Biology - Fall 2013 |
| BIOL - 260 - 81842 - 89503 - Human Physiology - Fall 2013 |
| CHEM - 210 - 82014 - 82015 - 83349 - General Chemistry I - Fall 2013 |
| ENGL - 110 - 93000 - Compos. Lit. & Crit. Thinking - Fall 2013 |
| ENGL - 838 - 93615 - Intensive Intro toComp/Reading - Fall 2013 |
| MATH - 145 - 93499 - Liberal Arts Mathematics - Fall 2013 |
| READ - 400 - 87491 - Academic Textbook Reading - Fall 2013 |
| READ - 825 - 82886 - Intro to College Reading - Fall 2013 |
| READ - 830 - 89746 - College and Career Reading - Fall 2013 |
| Reading & ESL Center Assignments--Fall 2013 |

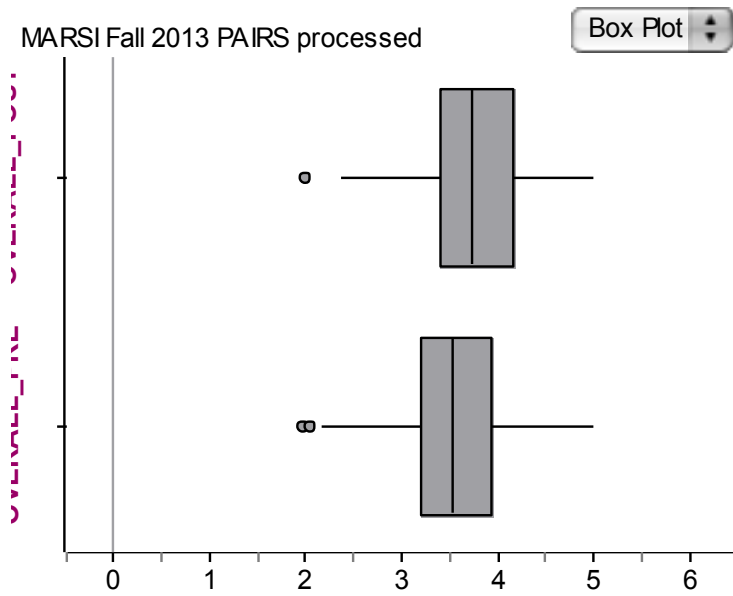
Both unmatched and matched data indicate that on average students perceive an increase in all areas measured: GLOB(Global Reading Strategies), PROB (Problem Solving Strategies), SUP (Support Reading Strategies) and Overall(Overall Strategies). The largest increase is in Global Reading Strategies.

KEY TO AVERAGES: 3.5 or higher = High 2.5 – 3.4 = Medium 2.4 or lower = Low

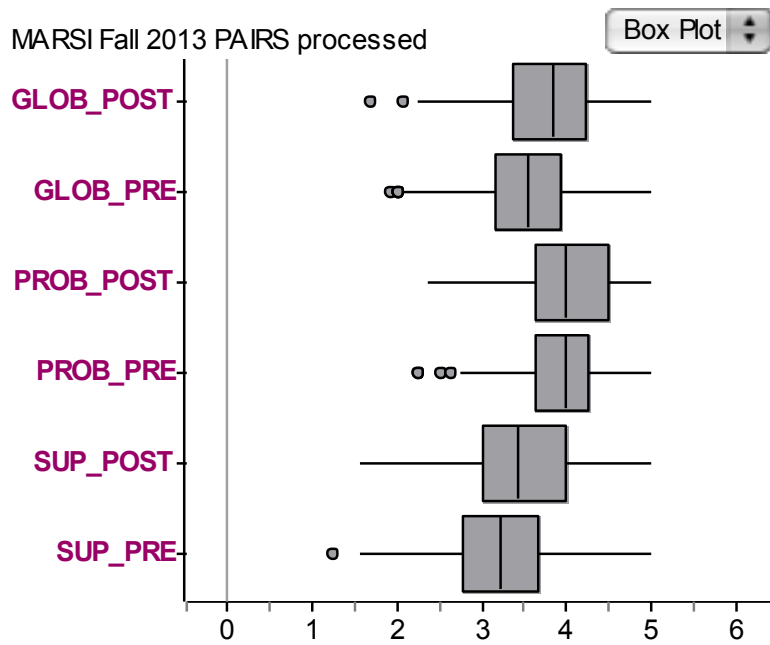
Overall Post- and Pre- Semester Comparison



Post and Pre Pairs Scores Box Overall



Post and Pre Pairs Scores Box Plots by Sub-Scores



APPENDIX B: AD HOC RA LEADERSHIP TEAM ROLES

Tania Beliz (Biology) – 3CSN Basic Skills Initiative Leader

James Carranza (English, Language Arts) – Past Academic Senate President, Leading From the Middle Leader, Language Arts FIG Coordinator

Catherine Ciesla (Chemistry) – STEM practitioner

Kathy Diamond (Biology) – RA Workshop Facilitator, Math/Science FIG Facilitator

Charlene Frontiera (Math/Science) – Administrative Support, RA Workshop Facilitator, 3CSN Basic Skills Initiative Leader, Leading From the Middle Leader

Cheryl Gregory (Math) – RA Data Inquiry Group

Jamie Marron (Reading) - RA Workshop Facilitator, Reading FIG Coordinator

Theresa Martin (Biology) – RA Point Person, RA Workshop Facilitator, Leading From the Middle Leader, Professional Enrichment Co-coordinator, Math/Science FIG Facilitator

Jennifer Mendoza (Learning Center, Academic Support and Instructional Technology) – RA Workshop Facilitator, Leading From the Middle Leader, Tutoring FIG Facilitator

Monique Nakagawa (PRIE) – RA Data Inquiry Group

John Sewart (PRIE) – RA Data Inquiry Group

Christopher Smith (Biology) – 3CSN Basic Skills Initiative Leader, RA Data Inquiry Group, Leading From the Middle Leader

Henry Villareal (Student Services) - 3CSN Basic Skills Initiative Leader

Jeramy Wallace (English) - Professional Enrichment Co-coordinator

References

The Center for Student Success Research & Planning Group California Community Colleges, *Reading Apprenticeship EXTERNAL EVALUATION REPORT # 5, RA Incorporation in Community Colleges*, Fall 2009-Spring 2010

College of San Mateo, Educational Master Plan 2012 Update

College of San Mateo, Diversity in Action Group Report, March 2013

College of San Mateo, ARCC Data