

**RISE: Reading Is Simply Everything**  
**The Quality Enhancement Plan for Lamar State College-Orange**  
**First Annual Report**  
**Summer 2015**

**I. Review of plan goals and learning outcomes:**

On June 11, 2015, the President of Lamar State College-Orange (LSC-O) received notification from Dr. Hoefler of the Southern Association of Colleges and Schools' Commission on Colleges (SACS COC) that Lamar State College-Orange's (LSC-O's) Quality Enhancement Plan (QEP) had been unconditionally approved with no further monitoring or reporting requirements. The plan's goals and learning outcomes (as changed from the plan as originally submitted in October 2014) were subsequently reviewed and discussed at some length at the RISE team meeting held on July 22, 2015.

A one-page Executive Summary of the plan is included following the text of this report as **Appendix A**.

The RISE team determined that no change to the goals or learning outcomes was necessary or appropriate at this first annual meeting, as any changes to either as approved by the accrediting agency would need to be informed by data, very little of which has been collected (see results, section II below).

**II. Collection, management, interpretation and analysis of data:**

The QEP Director is responsible for coordinating the plan's implementation and assessment activities, managing data collection, analysis and interpretation, facilitating communication within and between constituencies, and related duties as required.

**A. Pre-, post-test results: interpretation and analysis**

**1. Reconsidering the Nelson-Denny**

Reading Is Simply Everything (RISE) as approved called for this initial annual report to reconsider the validity of the Nelson-Denny Reading Test that served in Spring 2015 as an assessment tool to measure student reading performance and gauge student learning. The Nelson-Denny was originally chosen because it is a

nationally normed instrument and directly addresses the learning outcomes established by the plan, and because the institution has some baseline data from having employed the instrument for core curriculum assessment in the past. The RISE team's Curriculum and Instructional Design Specialist (CIS) noted that the test is not popular among reading specialists, in part because of the time constraints built into the Nelson-Denny instrument. Nevertheless, the RISE team agreed that it will continue to serve as an assessment measure. The following considerations informing this decision:

- the other assessment instruments the plan will eventually employ also involve time constraints
- the instrument used to determine entry into the Vocation Nursing Program involves time constraints
- the instrument used to determine licensure eligibility also involves time constraints

Since the purpose of the plan is ultimately to increase student success by increasing the number of students qualifying for the program and for licensure, the team determined that the timed testing that students in the cohort would undergo could give those students additional practice at testing time- and self-management, thus having a beneficial impact on their ultimate success. Given these considerations, and in light of the practical reasons for choosing the Nelson-Denny initially (the low cost, the availability of baseline data, the institution's familiarity with administering and interpreting the results, and the availability of national norming data), the team chose to retain the Nelson-Denny as one of the plan's assessment measures.

## **2. Analysis of student performance data and small cohort impact**

The Nelson-Denny assessment instrument yields data that will directly address outcomes one and four, and the pre-and post-test assessment strategy will yield unambiguous data regarding the performance and progress of the students tested. However, only eight (8) Pre-LVN students began the semester enrolled in the section of EDUC designated for the plan cohort, and of those, only four (4) students belonging to the plan cohort completed the semester and earned scores for both the pre- and post-instructional administration of the Nelson-Denny test.

A subcommittee of the RISE team performed statistical analysis of the test results for both the cohort section of EDUC 1300 (section 02) and the designated control section (03). The raw data showed changes in the three categories of reading

performance measured by the Nelson-Denny: vocabulary, comprehension, and reading rate. Analysis compared the average change of the two sections. All students included in the plan cohort improved their performance in the vocabulary category, with some students showing marked improvement and others less. Three of the four students in the plan cohort improved their comprehension levels and their overall performance. All students in the plan cohort improved their reading rates. These results appear to be encouraging, but the control cohort showed similar results, leading the subcommittee to find that the test results for the pilot semester are inconclusive. The data and the minutes detailing the subcommittee's full analysis are included in Appendix B.

## **B. Pre-, post-survey results: interpretation and analysis**

### **1. Reconsidering the current instrument**

The survey employed in Spring 2015 gauges students' awareness of their own reading strategies and approaches to reading, and was chosen for its relevance to the plan's learning outcomes and for its practical expediency. However, the RISE CIS, in consultation with her network of collaborating reading specialists, has also suggested that the committee consider using the Metacognitive Awareness of Reading Strategies Inventory (MARSI), which is in widespread use and may offer advantages over the current instrument. At its Sept. 10, 2015 meeting, the RISE Team elected to add pre- and post-instructional administration of the MARSI as an assessment measure for the plan's second and third Student Learning Outcomes, while continuing to use the survey originally approved as a formative assessment measure.

### **2. Analysis of survey results and small cohort impact on information validity**

The plan called for pre- and post-instructional surveys of both the plan cohort and control sections of EDUC 1300 using an instrument recommended by the CIS and approved by the RISE team. The following synopsis was submitted by the RISE CIS.

#### **Reading Survey Synopsis – Curriculum and Instruction Design Specialist and Reading Enhanced Learning Frameworks Instructor – Dorraine Babcock**

Students, in the first section of Reading Enhanced Learning Frameworks 1300, were given a reading survey at the beginning of the Spring 2015 semester. The survey was a type of formative assessment given to indicate what, why, how,

and when students read and their opinions about various aspects of reading. It included checklists, fill-in-the-blanks, a rating scale, open ended questions, and a format for student opinions. Students were asked to rate their own reading proficiency, the types of reading they most enjoy and the reading that is most difficult. Opinions were expressed about reading purposes, beliefs, difficulties, and achievements. Students were asked to assess their own reading skill, use of strategies, and need for improvement. The students were also asked to make predictions about their own college reading expectations. At the end of the semester students were given the same reading survey to assess growth, change, and opinions about college reading after experiencing their first college semester and completing reading enhanced instruction in the Learning Frameworks class.

As the control group, one other section of Learning Frameworks 1300, that did not receive reading enhanced instruction, was given the same reading survey at the beginning of the spring 2015 semester. These same students were not given the survey at the end of the semester.

Both sections were surveyed at the beginning of the semester but only students in the section designated as belonging to the plan cohort were given post-instructional surveys. This lapse, which obviates any comparative analysis of this assessment component, can be attributed to a failure of leadership on the part of the Director, but will be remedied in the Fall 2015 implementation. As expected, students in the plan cohort completing the reading-enhanced curriculum of EDUC 1300-02 did exhibit a greater awareness of their own strategic approaches to reading and their post-instructional surveys demonstrated metacognitive interpretation of their own abilities, practices, strengths, and needs for improvement. As outlined in II. A. 2 above, only four students belonging to the plan cohort finished the Spring 2015 term and completed both surveys, but results for those students are very encouraging. A full description of the survey results is included in Appendix C.

### **III. Evaluate Implementation**

#### **A. Expansion of the plan cohort**

The RISE plan calls for two (2) sections of EDUC 1300 to be included in the RISE cohort for Fall 2015. Filling these sections is of vital importance to the execution of plan, as the student performance data from Fall 2015 and Spring 2016 must be used to validate the pedagogical premises and warrants informing the enhanced curriculum

and underlying the plan's implementation. These sections (EDUC 1300-08 and EDUC 1300-14) were identified in the Fall 2015 course schedule as being designated for students declaring a Pre-LVN major, and the importance of populating these sections exclusively with Pre-LVN majors was discussed with Advising, Counseling, and Testing personnel. In addition, the CIS and the Program Director for the Vocational Nursing Program discussed the plan with Pre-LVN students at the July 29, 2015 student orientation session. Enrollment in the designated sections is relatively healthy, with 15 students registered for EDUC 1300-08 and 18 students registered for EDUC 1300-14.

One EDUC 1300 faculty member received training in implementing the compacted and enhanced curriculum and methodology, along with four instructors for Pre-LVN support courses (see section II. B below). Training was delivered during a 6-hour session conducted on July 21, 2015. Follow-up training will be completed in a two-hour session following convocation on August 20, 2015. An agenda for the training and a table containing the results of the evaluations for the training are included in Appendix C.

**B. Curriculum Changes to Pre-LVN prerequisites: curriculum planning, training, and implementation**

Modifications to the curricula of BIOL 1322, BIOL 2301, and BIOL 2302 are scheduled to be implemented in Spring 2016, with curriculum compaction and training to precede implementation. One section of each of these Pre-LVN prerequisite classes will be chosen to pilot reading instruction enhancement. Two (2) contact hours of reading enhancement instruction (chosen by the instructor to fit the content and delivered in scaffolding "mini-lessons" throughout the courses) will be woven into the base content.

Six (6) contact hours of training in four (of six) content modules was provided on July 21 for faculty who will teach sections of these courses to be included in the plan's implementation (see section III. A above). Training in the final two content modules is scheduled for August 20. An agenda for the training and a table containing the results of the evaluations for the training are included in Appendix C.

#### **IV. Evaluate Resource Allocation**

##### **A. Operations**

Budgetary allocations for purchasing or preparing course materials and training resources were projected by the plan's leadership in Spring 2015 and proposed as part of the normal procedure for preparing the 2015-16 budget. Projected costs for purchasing or preparing assessments and for data management for 2015-16 are listed in Appendix D. This budget was approved as submitted.

##### **B. Remuneration**

Money budgeted to cover course release time for the director and stipendiary remuneration for RISE's curriculum and instructional design specialist are delineated in the budget (see Appendix D). These funds were approved for 2015-16.

#### **V. Travel**

The budget for travel expenditures for FY 2014-2015 was \$1081.48, all of which was spent to fund travel for the designated reading tutor trainer to attend the College Reading and Learning Association National Conference in Minnesota. The travel budget for FY 2015-16 is \$1500, to cover ongoing training in reading instruction and curriculum design.

#### **VI. Evaluate Leadership, Administrative Structure**

At the conclusion of the July 22 RISE team meeting, members were asked to evaluate the QEP Director using a multi-part form already employed by the institution. The results of this evaluation were notably positive; a total of 250 responses were recorded by evaluators in fourteen categories, with response options from 1 (needs significant improvement) to 5 (exceptional) 249 of the 250 responses were "5" ratings, with one "4." The CIS will be evaluated following the conclusion of the training she will offer on August 21.

No changes to the administrative leadership or its structure are envisioned at this time, but annual reviews will drive any future decisions.

## **VII. Continuous Improvement**

### **A. Use of Results**

#### **1. Training, Curriculum**

Spring 2015 was the pilot semester and the curriculum, testing, surveying, and instruction proceeded according to plan with the exception of the lapse noted in section I.B.2 above. This lapse will be corrected by the Director for the 2015-16 implementation cycle. The compacted curriculum for EDUC 1300 is included in Appendix E.

Training was conducted and, evaluations being positive, no significant changes are expected.

#### **2. Implementation Protocols**

Generally, implementation was transparent for students and went as planned, with one exception already noted. One improvement for Spring 2016 implementation will involve scheduling; the CIS and Director will meet with the Pre-LVN Program Director (also a RISE team member) to determine the optimal times to schedule the sections of the EDUC 1300 Learning Frameworks sections for Pre-LVN students. This change should increase the number of students participating in the plan. The Director and RISE CIS also reviewed the MARSII for EDUC 1300 in Fall 2015 and, agreeing that it correlated closely with the enhanced curriculum, decided to implement its use as a third assessment measure.

### **B. Consultants**

After the plan has completed its first full year of implementation and the assessment results analyzed, the RISE team will consider the need and advisability of using consultants.

### **C. Peer Review**

The RISE CIS has already consulted with one expert (see Appendix F) and will use her network of peer consultants to evaluate all or part of the plan elements, processes, and/or protocols during the 2015-16 plan year. The 2015-16 annual report will record the discussion and rationale for decisions regarding peer review, as well as recording

the results and any recommendations or changes arising out of any peer reviews conducted during the academic year covered by the report.

## APPENDIX A: EXECUTIVE SUMMARY

### Lamar State College-Orange Quality Enhancement Plan: *RISE (Reading Is Simply Everything)*

QEP Director: Andrew B. Preslar (Andy.Preslar@lsc.edu)

***RISE: Reading is Simply Everything*** is the Quality Enhancement Plan (QEP) for Lamar State College-Orange (LSC-O). Data collected by the college shows that fewer than 50% of our incoming students read at a college level. This data informed our decision to select a QEP reading focus. RISE seeks to enhance student learning by improving reading and reading comprehension through the teaching of interdisciplinary reading strategies to students.

RISE focuses initially on improving critical and analytical reading skills of those students who have identified themselves as Pre-Licensed Vocational Nursing (Pre-LVN) majors. These students will receive embedded reading instruction from trained faculty at designated points in their course of study. Initial instruction will be embedded in designated sections of Education (EDUC) 1300 Learning Frameworks, LSC-O's freshman College Success course. Additional scaffolding enhancement will be administered in designated Pre-LVN support courses and in courses within the LVN program of study. Over a five-year period, the plan calls for expansion to include students from other programs, optimizing their chances for success by enhancing their critical and analytical reading skills where institutional data reveals a need.

#### Goals:

- 70% of students completing the plan's curriculum and receiving at least 20 contact hours of RISE instruction will demonstrate the ability to read and comprehend college-level texts. More simply stated, 70% of students receiving a minimum designated amount of enhanced instruction through the plan will read at college level, grade thirteen (13).
- 70% of students completing the plan's curriculum and receiving at least 20 contact hours of RISE instruction will demonstrate an increase in the proficiency of comprehension, fluency, critical and analytical reading skills in college level texts and materials. More simply stated, 70% of students receiving a minimum designated amount of enhanced instruction through the plan will demonstrate improved reading skills.

#### Student Learning Outcomes:

After completing the course of study for the Pre-LVN Program, the students will:

- read and comprehend college-level materials for a variety of purposes;
- select and use reading strategies appropriate to content and purpose;
- monitor the effectiveness of their own comprehension strategies and adjust them as needed; and
- increase the proficiency of comprehension, fluency, and critical and analytical reading skills in college level texts and materials.

**Assessments will include pre- and post-testing using three nationally normed instruments—the Nelson-Denny Reading Test, the Test of Essential Academic Skills (TEAS) and the National Counsel Licensure Exam (NCLEX)—as well as pre-and post-instructional surveys such as the Metacognitive Awareness of Reading Strategies Inventory (MARSI).**

## Appendix B: Nelson-Denny Reading Test Results

A compilation of the test results is included below:

### Lamar State College - Orange Spring 2015 Nelson-Denny Reading Test Scores

G.E. = Grade Equivalency    P.R. = Percentile Rank    Difference (Post-score minus pre-score) Sta-9 = Stanine (a method of scaling test scores on a 9-point scale with a mean of 5 and a standard deviation of two.)																																	
BABCOCK    EDUC 1300-02    Pre-Test (Form G) 1/28/15, Post-Test (Form H) 4/27/15																																	
Students	Vocabulary									Comprehension									Reading Rate (Fluency)						Total								
ID #	G.E. Pre	G.E. Post	G.E. Difference	P.R. Pre	P.R. Post	P.R. Difference	Sta-9 Pre	Sta-9 Post	Sta-9 Difference	G.E. Pre	G.E. Post	G.E. Difference	P.R. Pre	P.R. Post	P.R. Difference	Sta-9 Pre	Sta-9 Post	Sta-9 Difference	P.R. Pre	P.R. Post	P.R. Difference	Sta-9 Pre	Sta-9 Post	Sta-9 Difference	G.E. Pre	G.E. Post	G.E. Difference	P.R. Pre	P.R. Post	P.R. Difference	Sta-9 Pre	Sta-9 Post	Sta-9 Difference
1	7.8	9.3	1.5	7	15	8	2	3	1	8.3	11.9	3.6	12	38	26	3	4	1	27	32	5	4	4	0	7.7	10.3	2.6	8	25	17	2	4	2
2	13.7	14.3	0.6	53	62	9	5	6	1	8.3	6.3	(2.00)	12	5	(7.00)	3	2	(1.00)	3	8	5	1	2	1.00	10.8	10.4	(0.40)	29	27	(2.00)	4	4	0.00
3	8.8	13.1	4.3	12	46	34	3	5	2	9.8	11.3	1.5	24	35	11	4	4	0	5	8	3	2	2	0	9.4	12.3	2.9	16	40	24	3	5	2
4	12.7	13.9	1.2	43	56	13	5	5	0	10.1	12.6	2.5	28	42	14	4	5	1	49	68	19	5	6	1	11.6	13.4	1.8	35	50	15	4	5	1
5	7.8	9.1	1.3	7	13	6	2	3	1	7.1	9.5	2.4	7	19	12	2	3	1	20	32	12	3	4	1	6.9	9.3	2.4	5	15	10	2	3	1
6	9.8	9.9	0.1	20	21	1	3	3	0	6.3	4.1	(2.20)	5	1	(4.00)	2	1	(1.00)	5	41	36	2	5	3.00	8.1	7.1	(1.00)	9	6	(3.00)	2	2	0.00
Averages	10.1	11.6	1.5	23.7	35.5	11.8	3.33	4.17	0.83	8.32	9.28	0.97	14.7	23.3	8.667	3	3.17	0.17	18.2	31.5	13.33	2.83	3.83	1	9.08	10.5	1.38	17	27.2	10.2	2.83	3.83	1
THOMAS    EDUC 1300-3    Initial Test (Form G) 2/12/15, Retest (form H) 4/30/15																																	
Students	Vocabulary									Comprehension									Reading Rate (Fluency)						Total								
ID #	G.E. Pre	G.E. Post	G.E. Difference	P.R. Pre	P.R. Post	P.R. Difference	Sta-9 Pre	Sta-9 Post	Sta-9 Difference	G.E. Pre	G.E. Post	G.E. Difference	P.R. Pre	P.R. Post	P.R. Difference	Sta-9 Pre	Sta-9 Post	Sta-9 Difference	P.R. Pre	P.R. Post	P.R. Difference	Sta-9 Pre	Sta-9 Post	Sta-9 Difference	G.E. Pre	G.E. Post	G.E. Difference	P.R. Pre	P.R. Post	P.R. Difference	Sta-9 Pre	Sta-9 Post	Sta-9 Difference
7	9.1	11.6	2.5	13	35	22	3	4	1	10.9	13.2	2.3	32	47	15	4	5	1	27	74	47	4	6	2	9.7	12.5	2.8	19	42	23	3	5	2
8	9.6	9.2	(0.40)	18	21	3	3	3	0	8.3	7.6	(0.70)	12	9	(3.00)	3	2	(1.00)	5	32	27	2	4	2.00	9.1	9.1	0	13	13	0	3	3	0
9	8.3	7.9	(0.40)	9	8	-1	2	2	0	10.1	9.7	(0.40)	28	23	(5.00)	4	4	0	5	27	22	2	4	2	9.4	9.1	(0.30)	16	13	-3	3	3	0
10	11.3	15.4	4.1	33	78	45	4	7	3	17.1	18.6	1.5	82	92	10	7	8	1	77	98	21	7	9	2	14.2	16.9	2.7	61	86	25	6	7	1
11	11.0	14.7	3.7	31	69	38	4	6	2	12.9	17.1	4.2	43	82	39	5	7	2	43	86	43	5	7	2	11.9	15.8	3.9	38	78	40	4	7	3
12	12.7	14.3	1.6	43	62	19	5	6	1	13.4	14.8	1.4	48	64	16	5	6	1	3	12	9	1	3	2.00	13.2	14.6	1.4	48	66	18	5	6	1
13	9.3	10.4	1.1	15	26	11	3	4	1	9.6	11.3	1.7	20	35	15	3	4	1	20	15	(0.00)	3	3	0	9.4	10.8	1.4	16	29	13	3	4	1
14	7.4	10.1	2.7	6	24	18	2	4	2	8.9	10	1.1	15	27	12	3	4	1	91	92	1	8	8	0.00	7.9	10.1	2.2	9	24	15	2	4	2
15	15.0	17.8	2.8	74	93	19	6	8	2	18.9	17.9	(1.00)	94	87	(7.00)	8	7	(1.00)	14	21	7	3	3	0	16.9	18.1	1.2	86	93	7	7	8	1
Averages	10.4	12.4	1.967	26.9	46.2	19.3	3.56	4.89	1.33	12.2	13.4	1.12	41.6	51.8	10.22	4.67	5.22	0.56	31.7	50.8	19.11	3.89	5.22	1.33	11.3	13	1.7	34	49.3	15.3	4	5.22	1.22

## APPENDIX C

**Data Analysis Subcommittee:**

**08/05/2015 Meeting Minutes**



LAMAR STATE COLLEGE-ORANGE

<b>COMMITTEE: QEP Sub-Committee to Analyze Nelson-Denny Scores</b>		
<b>TOPIC: Spring 2015 Nelson-Denny Test Scores</b>		
MEETING DATE: 8.5.15	MEETING TIME: 1:30 p.m.	MEETING PLACE: Library Conference Room
RECORDER: Eric Owens		PREVIOUS MEETING: n/a

MEMBERS PRESENT:	MEMBERS ABSENT:
Katie Rather	
Jerry Sanford	
Lorrie LeBlanc	
Suzonne Crockett	
Eric Owens	

AGENDA ITEM - PRESENTOR	DISCUSSION	ACTION/RESPONSIBILITY
CALL TO ORDER:	The meeting was called to order at 1:35 PM.	none
Discuss Nelson-Denny Overview document.	The committee reviewed the document "Nelson-Denny Reading Test Scoring and Interpretative Overview."	

<p>Review and Interpret Spring 2015 Nelson-Denny Reading Test Scores.</p>	<p>The committee discussed the shortcomings of the Nelson-Denny “grade equivalent” measurement. The committee debated whether giving the instructor the results of the pretest earlier would help.</p>	<p>none</p>
<p>Document Analysis and Evaluation of Scores.</p>	<p>The committee noted a need for more PVN students in the reading enhanced sections of EDUC 1300, and the need for a larger sample size of Nelson-Denny results. The committee discussed the feasibility of administering the Nelson-Denny to all sections of EDUC 1300 in order to increase the size of the control group. The committee expressed satisfaction with what current data was available.</p> <p>Both the test group and the control group saw notable improvement when comparing post-test scores to pre-test scores. However, there is a need for more data as the sample size is simply too small for reaching meaningful analysis.</p>	<p>none</p>

Adjourn.	The meeting adjourned at 2:16 PM.	none
MEETING ADJOURN: 2:16 PM		
CHAIRPERSON SIGNATURE:		
DATE APPROVED: tbd		
NEXT MEETING: tbd		

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## *Nelson-Denny Reading Test (NDRT)* **Scoring and Interpretation Overview**

### **Screening Uses**

The test is of particular value in identifying students who may need special help developing reading skills in order to take advantage of their course offerings. For this purpose, the Total score is most useful.

An appropriate cutoff point for student placement can be set through experimentation and observation. For a time at the University of Minnesota, for example, the 35th percentile rank was used. Those below that percentile rank were sectioned into a developmental course or encouraged to attend a reading clinic.

Lt. S.T. Ragland (1989) reported his experiences in using the Nelson-Denny as a screening instrument in a paper discussing the standardizing of Arizona's police pre-employment process. As part of his work with the Arizona Law Enforcement Training Academy, Tucson, Arizona, he administered the test as a pretest during orientation for classes. He then used the results to group the members of the academy classes and to team individuals who had not scored well with individuals who had scored well as tutors or mentors, even attempting to facilitate his tutoring concept by assigning such pairs as roommates in the academy dormitories. He found that students who had not scored well made "immediate and dramatic" improvements. He reported that, after a minimum of 300 recruits had been tested for a statistical base, the academy determined that the grade level 10.9 was critical. He could predict that a police recruit with a *Nelson-Denny* grade level below 10.9 would experience academic difficulties at the academy. The prediction and critical grade level proved accurate with each new recruit class.

### **Examining Student Scores**

If a student's percentile rank tends to be approximately the same in all three areas, the teacher might assume that no one of these areas is a particular problem. Attention to all three would seem in order in planning instruction.

More often than not, however, a student's test profile will show one area well above or below the others. Generally speaking, the greater the deviation between subtests, the greater the need for follow-up instruction in an area of low achievement.

## Rule of Thumb

The following “rule of thumb” may be helpful to a teacher in looking at a student’s strengths and weaknesses on the *Nelson-Denny*.

Look at the percentile rank (PR) for the Total score.

If it is between 25 and 75, then Vocabulary, Comprehension, and Reading Rate scores must be 18 percentile points above (or below) the Total score PR to be considered high (or low) for that student.

If the PR for the Total score is between 76 and 87 (or 13 and 24), then subtest scores must be 12 or more percentile points above (or below) the Total score PR to be considered high (or low).

If the Total score PR is 88 or greater (or 12 or less), then subtest scores must be 6 or more percentile points greater (or less) to be considered high (or low).

## Norms

Derived scores may be obtained for each of the sub-tests (Vocabulary, Comprehension, Reading Rate) as well as for the Total – Vocabulary plus two times Comprehension. (The reason for double-weighting Comprehension is that its standard deviation for this relatively short test – 38 items – is about half as much as Vocabulary – 80 items.

## Percentile Ranks

Percentile ranks are best suited for the evaluative and instructional interpretations that instructors and other educators frequently make.

In interpreting these mid-interval percentile ranks, care should be taken to ensure that it is understood that **a score refers to the percentage of people in a reference group who obtained scores lower than the one being considered**, not to the percentage of questions answered correctly.

Ex. A person’s percentile rank of 31 means that his/her score was equal to or higher than 31% of his/her grade peers tested at the same time of year.

## Stanines

Stanines are provided for users who do not require fine discriminations among students.

Stanine scores are based on a nine-interval normalized standard score scale ranging from a low of 1 to a high of 9.

Stanines in a normal distribution have a mean of 5 and a standard deviation of 2.

The meaning of Stanines is best understood through their relationship to percentile ranks. This relationship is shown in the table below.

<b>Percentile Ranks</b>	<b>Stanine</b>
<b>96-99</b>	9
<b>89-95</b>	8
<b>77-88</b>	7
<b>60-76</b>	6
<b>40-59</b>	5
<b>23-39</b>	4
<b>11-22</b>	3
<b>4-10</b>	2
<b>1-3</b>	1

Stanines enjoy certain advantages of convenience and ease of statistical manipulation; however, they are not as refined as other kinds of derived scores.

## Grade Equivalents

Grade equivalent scores report the grade at which an examinee's test performance would be at the median.

For example, if a student scores a 4 in the grade equivalency of the Nelson-Denny,

See table below for *Nelson-Denny* scoring grade equivalency.

<b>Nelson-Denny Grade Equivalency</b>
<b>Grade 4 – 4th Grade Elementary</b>
<b>Grade 5 – 5th Grade Elementary</b>
<b>Grade 6 – 6th Grade Middle School</b>
<b>Grade 7 – 7th Grade Middle School</b>
<b>Grade 8 – 8th Grade Middle School</b>
<b>Grade 9 – High School Freshman</b>
<b>Grade 10 – High School Sophomore</b>
<b>Grade 11 – High School Junior</b>
<b>Grade 12 – High School Senior</b>
<b>Grade 13 – College Freshman</b>
<b>Grade 14 – College Sophomore</b>
<b>Grade 15 – College Junior</b>
<b>Grade 16 – College Senior</b>

Ex. An 11th grader received a grade equivalent of 9.2; his performance on the test he took was as high as the average of students who are in the second month of the ninth grade.

Since there is a great deal of attrition between the freshman year of high school and the senior year of college, grade equivalent scores are not based upon comparable samples at all grade levels; attrition creates an illusion of more growth than actually occurs.

Grade equivalents extending upward to 18.9 and downward to 4.1 were obtained by extrapolation.

Grade equivalents suffer from several serious limitations that may result in their misuse and misinterpretation.

Grade equivalents:

- Do not necessarily indicate the grade placement at which the student could adequately perform.
- Do not provide a uniform unit of measurement.
- Do not necessarily have the same variability among tests that measure different content. They therefore are particularly hazardous in profile interpretations.

*Grade equivalents should not be used to report an examinee's within-grade standing or relative performance on different tests or subtests.*

## Appendix D: Reading Survey Results

### ENGL 1300-02 Plan Cohort

#### Pre-Instructional Administration:

#### READING SURVEY: WHAT, WHY, HOW, AND WHEN DO YOU READ?

Directions: Respond to each part of this survey honestly. This will give you a true picture of what, why, how, and when you read.

1. I read the following : (F = Frequently, O = Occasionally, N= Never)

- Newspapers F = 1 O = 3 N = 2
- Magazines F = 3 O = 2 N = 1
- Novels F = O = 3 N = 3
- Web sites F = 4 O = 1 N = 1
- Reference books F = O = 1 N = 5
- Inspirational books F = O = 4 N = 2
- Poems, including song lyrics F = 2 O = 3 N = 1
- Essays F = 1 O = N = 5
- History F = O = 3 N = 3
- Autobiographies F = O = 1 N = 5
- Comics F = O = 3 N = 3
- Manuals F = O = 3 N = 3
- Self-help books F = 1 O = 3 N = 2
- E-mail, instant messages F = 6 O = N =
- Chat-rooms F = 2 O = 2 N = 2
- Textbooks/assignments F = 4 O = 2 N =
- Work-related documents F = 2 O = 4 N =

2. I would rate myself as a \_\_\_\_\_ (1-10) as a proficient reader.

5 rating = 2 7 rating = 3 9 rating = 1

3. Circle the types of reading you enjoy the most from the above list.

- websites = 3
- self helps = 1
- e-mail/inst. messages = 4
- magazines = 3
- inspirational books = 3
- novels =

- manuals= 1
- chat rooms= 2
- work related documents= 1
- newspapers= 1
- poems/lyrics= 2

4. Which types of reading are the most difficult for you?

- Textbooks/Assignments = 2
- History = 3
- Essays = 2
- Novels = 2
- Poems = 1
- Novels = 1
- Newspapers = 1
- Autobiographies = 1

5. I would describe myself as a \_\_\_\_\_reader.

- ok
- okay
- occasional
- Light
- slow/distracted
- slow

6. My favorite book of all time is\_\_\_\_\_.

- The Notebook
- Ghost of Fossil Glen or Bible
- Stuart Wood ( Iron Orchid)
- 12 Years a Slave
- Joyce Meyer, Battlefield of the Mind
- A Bend in the Road

7. The best readers\_\_\_\_\_.

- read without difficulty and understand what they read.
- ask questions to help understand what your reading or what the author is trying to tell you.
- are those who read on a daily basis for a long period of time.
- books I can read.
- Joyce Meyer, Kenneth Hagin, Cerita Jukes

- no answer
8. Reading is something you either can or cannot do well. Agree = 3 Disagree = 2
9. Check any of the following that help you understand or comprehend what you read.
- Reading aloud = 5
  - Having someone else read it aloud = 4
  - Talking about what you read with others = 5
  - Taking notes while you read = 4
  - Drawing or art in response to what you read = 3
  - Reading silently to yourself = 1
  - Talking in small groups about what you read = 5
  - Talking as class about what you read = 5
10. Which class that you are currently taking asks you to read the most?
- Developmental Reading and Writing
  - Computing
  - English
  - Learning Frameworks
  - Anatomy and Physiology
11. Which class has the most difficult reading?
- Anatomy and Physiology
  - Reading and Writing
  - A/C
  - English
  - None
12. What was the last book you read and when did you read it?
- Bible – today
  - Captain Underpants – 7<sup>th</sup> grade
  - Carpentry Book – 1 year ago
  - The Bible – yesterday
  - I can't remember the name, it was 6 months ago.
13. Check the following that best describes you as a reader:
- I will do what I need to in order to read anything and with enough effort I can understand anything I am asked to read. 1
  - I am confident in my abilities as a reader. 2

- I try, but eventually give up if reading is too difficult. 2
- I understand most of what I read, but not as well as I would like to. 3
- There are certain texts I just don't know how to read yet.
- Reading is hard for me. I rarely understand what the writer is saying. 2

14. What is your biggest achievement in reading?

- Reading Harry Potter
- An 1800 page book.
- Learning how to figure out what words mean that I don't understand.
- I want to be able to understand what I'm reading. I want to be able to imagine what I'm reading.
- Understanding and learning to be to the point that I'm able to rely what I've learned to others that they my understand.

15. How do you choose what you read?

- My interest, sports.
- By the way I feel.
- What interests me the most at the time.
- I look at the cover.
- I just go where the wind blows me.

16. I read when.....

- I'm bored 3
- I need to escape 3
- I am sad 2
- I want to learn about something 5
- My friends are reading the same thing 1
- I feel alone and need company 1
- I want entertainment 4
- I read all the time for a million different reasons 1

17. Check the statement that most matches your own beliefs about reading.

- Reading is not important
- Reading is crucial to your success in the adult world 5
- Reading is more important than ever before 2

18. Check those with which you most agree.

- I like it when a book challenges my beliefs, ideas, or assumptions. 3
- I prefer to read books that do not make me think about unfamiliar things. 1

- I like to read in order to do things because it makes reading seem useful and valuable. 5

19. I expect reading that I will do for school to be:

- Boring 2
- Interesting 5
- Difficult 3
- Useful 5

20. If I could improve my reading I would.....

- read much more.
- slow down when I read and summarize and understand what I read.
- work on my vocabulary.
- do so.
- read more often.
- read more.

21. The following consistently interfere with my ability to read as well as I would like:

- Distractions 5
- Lack of time 3
- Lack of knowledge about reading 2
- Lack of interest 3
- None of the above

22. Check all that you do when reading school assignments:

- Eat and drink 2
- Listen to music 2
- Watch or listen to television 1
- Read at my desk with the computer on and connected to the internet or a computer game 3
- Sit in a comfortable chair 1
- Read in a room where family or friends or assembled 1
- Reread directions for the assignment prior to required reading 1
- Have a phone or pager on and in my study environment 3
- Make sure I have necessary tools; paper, dictionary, other support materials before I begin reading 2

23. When I am reading and I get stuck I try the following strategies:

- I skip the difficult part 4
- I skip the difficult part, but come back to it 3

- I reread it 4
- I read it aloud 4
- I try to put it into my own words to help me understand it 2
- I look at other clues on the page such as picture, words in bold, italics or captions 5
- I explain it to someone else
- I ask others for help 3
- I try to draw it or visualize it 2
- I ask someone else to read it out loud so I can hear it 1

## ENGL 1300-02 Plan Cohort

### Post-Instructional Administration:

#### READING SURVEY: WHAT, WHY, HOW, AND WHEN DO YOU READ?

Directions: Respond to each part of this survey honestly. This will give you a true picture of what, why, how, and when you read.

24. I read the following : (F = Frequently, O = Occasionally, N= Never)

- |                                |       |       |       |
|--------------------------------|-------|-------|-------|
| ○ Newspapers                   | F = 1 | O = 5 | N = 0 |
| ○ Magazines                    | F = 0 | O = 6 | N = 0 |
| ○ Novels                       | F = 1 | O = 4 | N = 1 |
| ○ Web sites                    | F = 6 | O =   | N =   |
| ○ Reference books              | F = 3 | O = 3 | N =   |
| ○ Inspirational books          | F = 3 | O = 3 | N =   |
| ○ Poems, including song lyrics | F = 3 | O = 2 | N = 1 |
| ○ Essays                       | F = 3 | O = 3 | N =   |
| ○ History                      | F = 1 | O = 5 | N =   |
| ○ Autobiographies              | F =   | O = 5 | N = 1 |
| ○ Comics                       | F = 1 | O = 3 | N = 2 |
| ○ Manuals                      | F = 1 | O = 4 | N = 1 |
| ○ Self-help books              | F = 1 | O = 4 | N = 1 |
| ○ E-mail, instant messages     | F = 5 | O = 1 | N =   |
| ○ Chat-rooms                   | F = 1 | O = 3 | N = 2 |
| ○ Textbooks/assignments        | F = 6 | O =   | N =   |
| ○ Work-related documents       | F = 5 | O =   | N = 1 |

25. I would rate myself as a \_\_\_\_\_(1-10) as a proficient reader.

9 rating = 1    8 rating = 3    7 rating = 2

26. Circle the types of reading you enjoy the most from the above list.

- newspapers= 1
- magazines= 1
- novels= 2
- websites = 3
- reference books = 1
- inspirational books= 3
- poems/lyrics= 2
- essays = 0
- history =1
- autobiographies = 1
- comics = 1
- manuals = 1
- self helps = 2
- e-mail/inst. messages = 3
- chat rooms = 1
- textbook assignments = 2
- work related documents = 1

27. Which types of reading are the most difficult for you?

- Textbooks/Assignments = 1
- History = 1
- Essays = 1
- Novels =
- Poems = 2
- Newspapers = 1
- Autobiographies = 1
- Those that are boring and contain a lot of info to be absorbed
- Stuff I haven't took the time to look into.

28. I would describe myself as a \_\_\_\_\_reader.

- good
- great
- skilled
- good
- good
- slower

29. My favorite book of all time is\_\_\_\_\_.

- Lemony Snicket
- Safe Haven
- House of Night Series
- The Great Gatsby
- 50 Shades of Grey
- Harry Potter

30. The best readers\_\_\_\_\_.

- understand what they read and read over.
- take time reading so they understand what they are reading.
- are those who comprehend what they have read.
- never give up when things are unclear.
- ones that understand what they are reading.
- tend to read in a relaxed manor and may have to re-read.

31. Reading is something you either can or cannot do well. Agree = 3 Disagree =3

32. Check any of the following that help you understand or comprehend what you read.

- Reading aloud =5
- Having someone else read it aloud = 5
- Talking about what you read with others = 4
- Taking notes while you read =4
- Drawing or art in response to what you read = 2
- Reading silently to yourself = 3
- Talking in small groups about what you read = 5
- Talking as class about what you read = 4

33. Which class that you are currently taking asks you to read the most?

- Intro. to Process Tech
- Environmental, Safety, Health
- Lifespan
- Learning Frameworks 3
- Anatomy and Physiology 2

34. Which class has the most difficult reading?

- Anatomy and Physiology 3
- Reading and Writing
- Math 2

- None

35. What was the last book you read and when did you read it?

- Process Technology
- Learning Frameworks
- A book on what to expect in going into nursing.
- Lifespan 2 – yesterday, last week
- Criminal Justice – yesterday morning

36. Check the following that best describes you as a reader:

- I will do what I need to in order to read anything and with enough effort I can understand anything I am asked to read. 5
- I am confident in my abilities as a reader. 4
- I try, but eventually give up if reading is too difficult.
- I understand most of what I read, but not as well as I would like to. 3
- There are certain texts I just don't know how to read yet.
- Reading is hard for me. I rarely understand what the writer is saying.

37. What is your biggest achievement in reading?

- Understand how and what I'm reading, and the different ways to help you read.
- Clear understanding.
- I now have more skills to use when reading, to slow down and comprehend what is being read.
- Understanding what I am reading.
- Learning strategies to help me and being able to study.
- I am able to speed my reading. But am able to understand better.

38. How do you choose what you read?

- The title and skimming through the first page.
- I look up reviews or ask a friend. In college I just have to read the book for the test.
- If friends or the media say a certain book is good then I may read it. I choose to read to live as well. If you can't read street signs then everyone is at risk.
- What is interesting to me and what will benefit me in the long run.
- After I see a movie I like to get the books so I can visualize it. What the teacher gives us to read as an assignment.
- Comical or inspirational

39. I read when.....

- I'm bored 2
- I need to escape 3
- I am sad
- I want to learn about something 6
- My friends are reading the same thing 1
- I feel alone and need company
- I want entertainment 5
- I read all the time for a million different reasons 1

40. Check the statement that most matches your own beliefs about reading.

- Reading is not important
- Reading is crucial to your success in the adult world 4
- Reading is more important than ever before 2

41. Check those with which you most agree.

- I like it when a book challenges my beliefs, ideas, or assumptions. 4
- I prefer to read books that do not make me think about unfamiliar things. 1
- I like to read in order to do things because it makes reading seem useful and valuable. 1

42. I expect reading that I will do for school to be:

- Boring
- Interesting 4
- Difficult 2
- Useful 6

43. If I could improve my reading I would.....

- improve by increasing my vocabulary.
- be able to read a little faster.
- take the time out to read.
- comprehend more of what was read and do better in my studies.
- try to slow down and make sure not to substitute words.
- like to read at a faster and higher level.

44. The following consistently interfere with my ability to read as well as I would like:

- Distractions 5
- Lack of time 5
- Lack of knowledge about reading 3
- Lack of interest 3
- None of the above

45. Check all that you do when reading school assignments:

- Eat and drink 4
- Listen to music 1
- Watch or listen to television 2
- Read at my desk with the computer on and connected to the internet or a computer game 1
- Lay on my bed 5
- Sit in a comfortable chair 5
- Read in a room where family or friends or assembled 1
- Reread directions for the assignment prior to required reading 5
- Have a phone or pager on and in my study environment 3
- Make sure I have necessary tools; paper, dictionary, other support materials before I begin reading 6

46. When I am reading and I get stuck I try the following strategies:

- I skip the difficult part
- I skip the difficult part, but come back to it 6
- I reread it 6
- I read it aloud 5
- I try to put it into my own words to help me understand it 6
- I look at other clues on the page such as picture, words in bold, italics or captions 5
- I explain it to someone else 3
- I ask others for help 4
- I try to draw it or visualize it 2
- I ask someone else to read it out loud so I can hear it 1

## APPENDIX E: Annual Budget

Item	FY-15	FY-16	FY-17	FY-18	FY-19	Totals
<b>Administrative Oversight</b>						
<i>QEP Director (2 course releases per fall, 2 course releases per spring, 2 course Releases per summer)</i>	14,400	14,400	14,400	14,400	14,400	72,000
<i>Curriculum and Instruction Specialist (stipend FY 2015, 2 course releases per fall and spring thereafter)</i>	17,800	9,600	9,600	9,600	9,600	56,200
<i>Fringe Benefits 25% of Total Releases/Stipends</i>	8,050	6,000	6,000	800	6,000	32,050
<b>Faculty Development and Travel</b>	1,500	1,500	1,500	1,500	1,500	7,500
<b>Learning Environment &amp; Assessments</b>						
<b>Supplies (M&amp;O)</b>	500	500	500	500	500	2,500
<b>Funds for Testing (Nelson-Denny/Other)</b>	1,500	1,500	1,500	1,500	1,500	7,500
<b>Yearly Totals</b>	43,750	33,500	33,500	27,800	33,500	
<b>Total</b>	172,050					

## Appendix F: Compacted Curriculum for EDUC 1300

Week	Topics/Instructor Input/Activities	Work Assignments
<p><b>Week 1</b> January 20-22</p>	<p style="text-align: center;"><b><u>Chapter 1 – Change</u></b> <b>‘Creating Success, Guiding Change, and Setting Goals’</b></p> <ol style="list-style-type: none"> <li>1. Getting to Know You Activity and Icebreaker</li> <li>2. High School Survey</li> <li>3. Chapter 1 Power Point, “Change”</li> <li>4. Differences Between High School/College/Work Act. 1.4 Group Summarization</li> <li>5. “What Do You Want” discussion activity/ draw conclusions about student goals</li> <li>6. Syllabus/Course Outline - Paraphrase</li> <li>7. Distribute materials</li> <li>8. Chapter 1 Power Point</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 1</b></li> <li>• Name Tent Activity</li> <li>• Student Inventory of High School Experiences (recall prior learning)</li> <li>• “Goal Contract”, t.e. Act. 3, figure 1.7</li> <li>• Create goals “GOALS Collage”, t.e. Act. 5</li> <li>• Organize Portfolio</li> </ul>
	<p style="text-align: center;"><b>Overview of College Reading Strategy Development</b></p> <ol style="list-style-type: none"> <li>1. Introduce, explain, model, locating details in “Overview” Power Point</li> <li>2. Describe, explain purpose of underlining details in content text.</li> <li>3. Introduce Reading Survey, by Jim Burke</li> </ol>	<ul style="list-style-type: none"> <li>• Students locate, underline, analyze details in Chapter 1, “Change”</li> <li>• Students complete Reading Survey</li> </ul>
<p><b>Week 2</b> January 26-29</p>	<p style="text-align: center;"><b><u>Chapter 6 – Prioritize</u></b> <b>“Planning Your Time and Reducing Stress”</b></p> <ol style="list-style-type: none"> <li>1. Class discussion after “ What College Instructors Expect from Students” handout</li> <li>2. Discover priorities (make inferences about time management, personal values, and self-discipline).</li> <li>3. Create a class table to identify major stressors in student life. Make decisions based on critical thinking.</li> <li>4. Chapter 6 Power Point</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 6</b></li> <li>• Develop/prioritize weekly to do list.” in planner.</li> <li>• Ch. 6 Procrastination Self-Test</li> <li>• “Priority Choices” t.e. Activity 2, pg.10</li> <li>• “What Would You Do,” te. Act. 3, pg. 12</li> <li>• Ch. 6 Priority Management Assessment</li> </ul>
	<p style="text-align: center;"><b>Reading Pre-Assessment</b></p> <ol style="list-style-type: none"> <li>1. Introduce, explain purpose of Nelson-Denny Reading Test</li> <li>2. Preview Scavenger Hunt (use handout)</li> </ol>	<ul style="list-style-type: none"> <li>• Nelson-Denny Test given by Administrator</li> </ul>



	<p>2. Introduce, model vocabulary strategies for content text:  Vocabulary Meanings in Content  Word study chunking, framing  Sight words in content  Four Square Map  Vocabulary Organizer  Semantic Mapping</p> <p>3. Introduce, explain, analyze techniques with Vocabulary Power Point</p> <p>4. Make explanations of and define morphemes, suffixes, prefixes, roots</p>	<p>“Vocabulary Meanings in Content.”</p> <ul style="list-style-type: none"> <li>• Practice word study chunking, framing</li> <li>• Recognize, learn sight words in content</li> <li>• Make practical use of handout, “Master List of Morphemes, Suffixes, Prefixes, Roots.”</li> <li>• Students choose applications of...  Four Square Map  Vocabulary Organizer  Semantic Mapping</li> </ul>
<p><b>Week 5</b>  February 16-19</p>	<p align="center"><b><u>Chapter 8 – Read</u></b>  <b>“Building Successful Reading Strategies for Print and Digital Material”</b></p> <p align="center"><b>“During Reading Strategies”</b></p> <p>1. Explain/apply SQ3R strategies to content</p> <p>2. Introduce, model, explain active reading strategies:  Text Marking and Annotation with Chunking  SQ3R  Repeated Reading  Note Taking While Reading (Cornell Notes, Outlining, Split Page, Sticky Note Transfer).</p> <p>3. Chapter 8 Power Point excerpts</p>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 8</b></li> <li>• Create SQ3R or SQ4R graphic organizer</li> <li>• “Marking/Annotating Text,” Act, 5, te. 15, 17</li> <li>• Apply chunking and text marking variations with note taking</li> <li>• Practice, make content applications of active reading strategies</li> </ul>
	<p> <b>Library and Learning Center Tour, Study, Tutoring, and Career Resources (Introduce research strategies for Career Project)</b></p>	<ul style="list-style-type: none"> <li>• <b>Library Assessment</b></li> <li>• <b>Research/record facts/cite source</b></li> </ul>
<p><b>Week 6</b>  February 23-26</p>	<p align="center"><b><u>Chapter 10 – Study</u></b>  <b>“Developing Your Memory, Study, and Test-Taking Skills”</b></p> <p>1. Categorize types of memory ; sensory, short-term, long-term</p>	<ul style="list-style-type: none"> <li>• <b>Read Ch. 10</b></li> <li>• “Using Mnemonics,” te. Act. 2, pg.8</li> </ul>

	<ol style="list-style-type: none"> <li>2. Explain, give examples of visualization techniques and VCR3</li> <li>3. Model mnemonic devices and kinesthetic activities in content text</li> <li>4. Give examples of study techniques, places, strategies and group study advantages</li> <li>5. List and explain test taking strategies with marking and annotating</li> <li>6. Brainstorm test anxiety signs, symptoms, ways to reduce</li> <li>7. Chapter 10 Power Point excerpts</li> </ol>	<ul style="list-style-type: none"> <li>• “Mapping/Webbing and Visualization,” te. Act. 3, pg. 9</li> <li>• Apply marking, annotating in sequence in Ch. 10 quiz</li> <li>• Create plan for anxiety reduction</li> <li>• Make a study plan, include all in no.4.</li> </ul>
	<p style="text-align: center;"><b>During Reading Strategies</b></p> <ol style="list-style-type: none"> <li>1. Introduce/practice read aloud, look away in “Pair Share Groups” with Ch. 5 text</li> <li>2. Model, explain mechanism, effectiveness of “Look Away” “Think/Read Aloud” “Think/Pair Share”</li> <li>3. Compare/contrast paraphrasing, summarizing</li> <li>4. Use sticky notes to paraphrase/summarize, all in same text as example</li> <li>5. “During Reading” Power Point to introduce, model and demonstrate strategies.</li> </ol>	<ul style="list-style-type: none"> <li>• Apply “During Reading” strategies to content text “Look Away” “Think/Read Aloud” “Think/Pair Share” “Paraphrase and Summarize”</li> </ul>
<p style="text-align: center;"><b>Week 7</b> March 2 - 5</p>	<p style="text-align: center;"><b>Chapter 5 – Think</b> <b>“Building Critical Thinking and Problem Solving Skills”</b></p> <ol style="list-style-type: none"> <li>1. Introduce Advising Project</li> <li>2. Explain steps in the critical thinking process, power point slides 2,3</li> <li>3. Identify, discuss and use strategies to solve problems, locate facts, opinions, slides 8, 9</li> <li>4. Problem Solving Group Activity</li> <li>5. Chapter 5 Power Point Excerpts</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Read Ch. 5</b></li> <li>• <b>Make Advising Project Appointments</b></li> <li>• “Analyzing Through Logic,” te. Act . 3, pgs. 10, 11 ,12, use career article as resource.</li> </ul>
	<p style="text-align: center;"><b>During Reading Strategies</b></p> <ol style="list-style-type: none"> <li>1. Model, explain mechanism, effectiveness of graphic organizers: “Boxing Strategy” “Note Taking Strategies” “Concept Mapping” “Frayer Model”</li> <li>2. “During Reading” Power Point to model give practical applications of strategies.</li> </ol>	<ul style="list-style-type: none"> <li>• Choose graphic organizer to locate details, find main ideas in content reading.</li> <li>• Use Frayer Model to define, describe, provide examples, non-examples of an idea.</li> </ul>

<p><b>Week 8</b> March 9-12</p>	<p align="center"><b><u>Chapter 2 – Engage</u></b> <b>“Developing Your Personal and Academic Motivation”</b></p> <ol style="list-style-type: none"> <li>1. Differentiate between internal and external motivation with examples</li> <li>2. Students evaluate personal self-image</li> <li>3. Discover methods for self-esteem, positive self-talk and a positive attitude</li> <li>4. Identify self-defeating behaviors, Figure 2.3, pgs. 38,39</li> <li>5. Identify values with students to create a life-guiding motto.</li> <li>6. Identify and clarify values from list, p 43</li> <li>7. Chapter 2 Power Point</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 2</b></li> <li>• Apply use of “boxing strategy” graphic organizer to gather, topics, details in content.</li> <li>• Advising Appt.</li> <li>• “My T-Shirt, te. Act. 2, pgs. 7,8</li> <li>• “If I Could Not Fail,” Act. 5, te.16-18</li> <li>• Students Summarize Points 1-9.</li> </ul>
	<p align="center"><b>Fluency Strategies and Assessment</b></p> <ol style="list-style-type: none"> <li>1. Review decoding strategies</li> <li>2. Monitor fluency with partner</li> <li>3. Introduce, model repeated reading, choral reading, echo reading, sustained silent reading, lip reading, tape assisted reading, partner reading.</li> <li>4. Discuss reading stamina (attention to reading over a longer time period).</li> <li>4. Give models, explanations, mechanism and effectiveness of fluency building strategies with Fluency Power Point.</li> </ol>	<ul style="list-style-type: none"> <li>• Blending, syllable chunking activities</li> <li>• Calculate WCPM in content passage, with partner.</li> <li>• Use repeated reading to increase rate.</li> <li>• Students collaborate to formulate a plan to increase reading stamina.</li> <li>• Implement and practice fluency building strategies as needed.</li> </ul>
<p>March 16-19</p>	<p align="center"><b>Spring  Break</b> <b>(career interview)</b></p>	<p align="center"><b>Spring  Break</b></p> <ul style="list-style-type: none"> <li>• Complete career interview using questions on handout.</li> </ul>
<p><b>Week 9</b> March 23-26</p>	<p align="center"><b><u>Chapter 4 – Connect</u></b> <b>“Connecting with Technology, Research, and Information Literacy”</b></p> <ol style="list-style-type: none"> <li>1. Library and Learning Center Tour, Study, Tutoring, and Career Resources</li> <li>2. Introduce research strategies for Career Project)</li> <li>3. Model fact gathering and summarization in “own words” for career project.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 4</b></li> <li>• Advising Appointment completion</li> <li>• “Are You Addicted to Technology” Survey, Figure 4.1 pg.84</li> <li>• Research career topic effectively using technology in library</li> <li>• Library Virtual Tour Quiz</li> </ul>

	<p style="text-align: center;"><b>Post Reading Strategies</b></p> <p>1. Introduce, model, explain Directed Reading and Thinking Activity- DTRA</p> <p>2. Model, explain rehearse and review, socratic circles, topic-detail-main idea strategies.</p> <p>3. Connect Ideas in Chapter 4 with Concept Mapping</p> <p>4. Give models, explanations, mechanism and effectiveness for post reading strategies through Post Reading Power Point.</p>	<ul style="list-style-type: none"> <li>• Apply DRTA in Career Project Information</li> <li>• Practice Socratic Circles with Chapter 4 “Connect” Questions</li> <li>• Apply use of “boxing strategy” graphic organizer to produce details, main ideas in content</li> </ul>
<p style="text-align: center;"><b>Week 10</b> March 30-April 2</p>	<p style="text-align: center;"><b>Career Project Introduction and Requirements</b></p> <p>Explain, discuss “Career Project Expectations” with handout</p> <ol style="list-style-type: none"> <li>1. Career Interview</li> <li>2. Library Tour</li> <li>3. 5 Source research</li> <li>4. Power Point or Newsletter</li> <li>5. Final Exam Project Folder</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss Career Project, guidelines and requirements</li> <li>• Connect ideas with concept mapping for career project</li> <li>• Library and internet research, locate 5 career research sources.</li> <li>• Prepare Power Point or Newsletter for career project.</li> <li>• Use “DARTS Guide, Figure 4.12, pgs. 105,106</li> </ul>
	<p style="text-align: center;"><b>Post Reading Strategies and Critical Thinking</b></p> <p>1. Introduce and give oral examples of <u>drawing conclusions, making inferences in real life</u> situations in choosing career.</p> <p>2. Flow chart, sequence chart explanations of career choice process and “how to get there.”</p> <p>3. Introduce, give example of method to “Get the Gist” comprehension strategy for planning in chapter 13</p>	<ul style="list-style-type: none"> <li>• Students apply use of “boxing strategy” to <u>draw conclusions, make inferences about career choice</u></li> <li>• Students create flow chart of experiences, life choices, work to a career.</li> <li>• Application of GTG strategy to Ch. 13 “Plan” Create Gist Log</li> </ul>
<p style="text-align: center;"><b>Week 11</b> April 6 - 9</p>	<p style="text-align: center;"><b>Chapter 13 – Plan</b> “Focusing On Your Future and Professional Career”</p>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 13</b></li> </ul>

	<ol style="list-style-type: none"> <li>1. Model, give purpose of a resume</li> <li>2. Explain importance of appropriate references</li> <li>3. Describe preparation for job interview</li> <li>4. “Career Self-Study Plan,” pg. 316-318</li> <li>5. Chapter 13 Power Point excerpts</li> <li>6. Model, give examples of professional folder for final exam career project.</li> </ol>	<ul style="list-style-type: none"> <li>• Gain knowledge about resumes, Figures 13.5-13.9, pgs. 329-33</li> <li>• “Preparing Your Resume,” pgs.345-347</li> <li>• Create resume in computer lab</li> <li>• Mock Interviews,” Act.4, te. 15</li> <li>• “Reference Dev.” Act. 5, te. 16,17</li> <li>• Professional Folder Creativity</li> </ul>
	<p><b>Post Reading and Critical Thinking Strategies</b></p> <ol style="list-style-type: none"> <li>1. Elaborative strategy modeling for career project: <ul style="list-style-type: none"> <li>“Elaborative interrogation”</li> <li>“Elaborative verbal rehearsal”</li> </ul> </li> <li>2. Give examples and mechanism to prepare dialogue for interview.</li> <li>3. Guide students to produce/practice questions and responses for interview.</li> <li>4. Use “Critical and Analytical Thinking” Power Point to introduce, explain, and analyze, strategies for critical and analytical thinking about concepts and content reading.</li> </ol>	<ul style="list-style-type: none"> <li>• Plan career presentation using elaborative strategies, charts and time lines</li> <li>• Mock Interviews,” Act.4, te. 15</li> <li>• Create interview situation role play</li> </ul>
<p><b>Week 12</b> April 13 - 16</p>	<p style="text-align: center;"><b><u>Chapter 11 – Prosper</u></b> <b>“Managing Your Money and Debts Wisely”</b></p> <ol style="list-style-type: none"> <li>1. Lead students to compare/contrast necessities and luxuries</li> <li>2. Model with class chart to distinguish between facts/opinions in money management</li> <li>3. Draw conclusions about how to keep credit scores healthy</li> <li>4. Model jigsaw strategy for students to offer explanations and information.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Read Chapter 11</b></li> <li>• Create monthly goal based budget for future</li> <li>• “Identifying, Analyzing and Improving Your Money Management Skills,” tracking activity, pg. 283</li> <li>• “My Money Tips” Act. 2, te. 6-9</li> <li>• Students use base groups/expert groups in jigsaw strategy to teach and gain information from Ch. 11 about “Prospering.”</li> </ul>
	<p><b>Critical and Analytical Thinking Reading Strategies</b></p>	

	<ol style="list-style-type: none"> <li>1. Brainstorm opportunities for “Reading to Compare.” Introduce, model, explain tools to compare: Venn Diagram Organizer for Similarities and Differences</li> <li>2. Give settings, times to “Argue a Position.” Analyze organizer for argument and support.</li> <li>3. Author’s Point of View, Tone, Purpose discussion</li> <li>4. Deduct methods to self regulate reading to monitor and evaluate understanding and progress</li> </ol>	<ul style="list-style-type: none"> <li>• Student make inferences about when and how to use critical analytical thinking strategies in areas of reading (from final excerpts in Power Point).</li> <li>• Create a plan to self-regulate, noting signals and signs</li> </ul>
<b>Week 13</b> April 20 - 23	<p style="text-align: center;"><b>Critical and Analytical Thinking Reading Strategies</b></p> <ol style="list-style-type: none"> <li>1. Discuss opportunities for Reading to Research and introduce inquiry organizer.</li> <li>2. Give opportunities for reflection of class and to prepare last slide for Career Project</li> <li>3. Draw conclusions about applying strategies for printed text to electronic texts.</li> </ol>	<ul style="list-style-type: none"> <li>• Practice use of inquiry organizer</li> <li>• Create questions, strategy plan for presentation of career project presentations.</li> </ul>
	<b>READING SURVEY</b>	
<b>Week 14</b> April 27 - 30	<b>Nelson-Denny Post Test</b>	Prepare for Career Project Presentation (Power Point Description)
<b>Week 14</b> April 27 - 30	<b>Career Final Exam Projects DUE (student and instructor critique)</b>	<ul style="list-style-type: none"> <li>• <b>Visual and Oral Presentation in Professional Dress</b></li> <li>• <b>Letter to new student.</b></li> </ul>
<b>Week 15</b> May 4 - 6	<b>Final Exam Preparation</b>	<ul style="list-style-type: none"> <li>• Study and Prepare for all classes</li> </ul>
<b>Week 16</b> May 7 - 14	<b>Finals Week</b>	

## Appendix G: Consultants

Included below is a summary of a consultation between the RISE CIS and a leading expert in reading curriculum and instruction.

Phone Conference:

January 30, 2015

2:00 – 2:45

Dorraine Babcock

Dr. Jodi Holschuh, Texas State University

Notes and conclusions:

1. Those that can't read (read at a very low level) need to be referred to basic literacy education.
2. At the University of Georgia, Dr. Holschuh experienced a different concept in Developmental Education.

Three levels of developmental reading classes:

- a. 1<sup>st</sup> level- those that need the most help in reading
- b. 2<sup>nd</sup> level- those that need fair amount of reading instruction
- c. 3<sup>rd</sup> level- those that are ready for college level texts

Really worked, but NCAA said that is could not be done again

3. Dr. Hoschuh's view on college reading classes are that they should be holistic and apply across all content and that is how she teaches them.

She suggested textbooks, College Reading Strategies and Effective College Learning. She has co-authored both and has used them as her textbooks in college reading classes.

4. **Epistemology of Learning is Dr. Holschuh's recent expertise. She would be happy to come speak to our faculty about this topic at a price we could afford.**

5. The only type of reading pre-assessment that she has used and that has been effective is to look at low SAT scores and low GPA as the criteria for a specialized reading class. She has also created her own assessment which consists of a paragraph at a college reading level with multiple choice comprehension questions. She has seen no assessment that is effective in pre-assessing reading skills at the college level. She does not think highly of Nelson-Denny.

6. Another source Jodi suggested is Eric Paulson's State of College Reading.

7. She feels that courses should contain the psychology of learning and strategies for learning, with ways to learn vocabulary. She agrees that this is especially needed in the sciences.

8. She will send me other suggested sources and ideas for us as well as the syllabus for the TEXAS STATE Learning Frameworks class.

9. Another suggestion was to develop a Link to a High School Transition class with disciplinary strategies.

10. She was very interested in my anecdotal notes as students took the Nelson-Denny and the student's comments afterward.

11. We discussed the reasons our students are coming to school not reading. She gave an example of her own daughter in Jr. High not reading, but having things read to her on tape. We discussed at length the reasons some of our college students cannot read with understanding and fluency.

12. Dr. Holschuh was extremely helpful and an obvious expert in the field of college level reading, she emphasized that we will hear from her again.

13. I investigated her power point on literacy in science that was presented at a recent CCRI session.

See the attached description of the many things Dr. Hoschuh has done to qualify her as a reading expert.

## **Jodi Holschuh**



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[Curriculum Vitae](#)

Dr. Jodi Patrick Holschuh is an Associate Professor in the Department of Curriculum and Instruction. Dr. Holschuh received her Ph.D. in Reading Education from the University of Georgia. She teaches undergraduate and graduate courses in Reading and Developmental Education. Her research interests include students' beliefs about learning, making the transition from high school to college learning, strategies for academic success, word learning, and motivation.

## **Courses Taught**

### **Undergraduate Courses**

RDG 1300 Reading Improvement. A content-based learning strategies course for students who require compensatory instruction in vocabulary, reading comprehension, critical reading, study skills, and test-taking skills. Required for students who fail to make passing scores on the TASP reading subtest. Concurrent enrollment in specific sections of appropriate general education courses is required. Credit earned for this course will not count toward any baccalaureate degree offered by the University.

US 1100 University Seminar. This course is designed to help meet transitional needs of new Texas State University students. The course encourages reflection upon the value and nature of a university education, as well as helping students to develop strategies for life-long learning. Course content includes class discussion, student participation, and involvement in the university community.

### **Graduate Courses**

RDG 5320 Foundations of Literacy Instruction. Course surveys reading and writing theories, processes, and models; theoretical bases of literacy instruction, stages of literacy development; the relationship between oral language and literacy; and classic and current quantitative and qualitative literacy research.

RDG 5324 Developing Content Area Literacy in Middle and Secondary Schools. Course examines literacy development in middle and secondary school content areas. Topics include classroom assessment, development of strategic literacy, fluency, critical thinking, lifelong attitudes, interests, study strategies, and literacy in multiple sources of narrative and information text ranging from textbooks to electronic texts.

### **Selected Works:**

#### **Refereed Publications**

Holschuh, J. P. (2006). Assessing Beliefs: The Epistemological Scenario. *Academic Exchange Quarterly, 10*, 172-176.

Nist, S. L., & Holschuh, J. P. (2005). Practical Applications of the Research on Epistemological Beliefs. *Journal of College Reading and Learning, 35*(2), 84-92.

Hynd-Shanahan, C. R., Holschuh, J. P., Hubbard, B. P. (2004). Thinking like a historian: College students' reading of multiple historical documents. *Journal of Literacy Research, 4*, 238-250.

Holschuh, J. P., Nist, S. L., & Olejnik, S. (2001). Attributions to failure: The effects of effort, ability, and learning strategy use on perceptions of future goals and emotional responses. *Reading Psychology, 22*, 153-173.

Holschuh, J. P. (2000) Do as I say, not as I do: High, average, and low performing students' strategy use in biology. *Journal of College Reading and Learning, 31*, 94-107.

Hynd, C., Holschuh, J. L., & Nist, S. L. (2000). Learning science: What motivates students to learn complex scientific information. *Reading and Writing Quarterly, 16*, 23-57.

### **Books**

Holschuh, J. P., & Nist, S. L. (2010). *Effective College Learning, 2<sup>nd</sup> Edition*. New York: Longman/ Dorling Kindersley.

Nist, S. L., & Holschuh, J. P. (2009). *College success strategies, 3<sup>rd</sup> Edition*. (Penguin Academic Series) New York: Longman.

Nist, S. L., & Holschuh, J. P. (2007). *College rules! How to study, survive, and succeed in college, 2<sup>nd</sup> Edition*. Berkeley, CA: Ten Speed Press.

Nist, S. L., & Holschuh, J. P. (2000). *Active learning: Strategies for college success*. Needham Heights, MA: Allyn & Bacon.

### **Book Chapters**

Holschuh, J. P., & Aultman, L. (2009) Comprehension development. In Flippo, R. F., & Caverly, D. C. *Handbook of College Reading and Study Strategy Research (2nd Ed.)*. New York: Routledge.