Annual Department Report

Department
Reading

Document Prepared By:
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Year of Report
2011 – 2012
Accomplishments

Curriculum

1. Course Document Updates in CARP
   Please list the courses for which you updated or plan to update the Course Documents in CARP during the 2011/2012 academic year:
   - College Reading (RD098)
   - 
   - 
   - 
   - 
   - 
   Please list the courses for which you plan to update the Course Documents in CARP during the 2012/2013 academic year:
   - Introduction to College Reading (RD 097)
   - 
   - 
   - 
   - 

2. Program/Curriculum Changes
   Document the following for the 2011/2012 academic year. If something does not apply, indicate N/A:
   - New, revised or discontinued courses:
     - College Reading RD 098
     - RD 095/096
     - Fast Track Reading
   - New, revised or discontinued programs:
     - n/a
   - New, revised or discontinued certificates:
     - n/a
   - New, revised or discontinued degrees:
     - n/a
   - Courses or Programs approved for online:
     - n/a
   - Highlight any new or exciting curricular or co-curricular activities within courses or programs:
     - Reading Apprenticeship
     - Fast Track Reading
     - Literacy Empowerment Program
     - English Department Learning Day involved all full-time English faculty and 10 adjuncts who participated in an introductory training about Reading
Apprenticeship and how we can integrate these strategies into our composition classes to help with student achievement.

- The Professional Reading Group for the English Department’s Reading faculty met during the academic year to provide a context for common study of, reflection on, and practice of best practices for reading instruction. The group accomplished this through the following methods: individual reading of 3 texts & applying the concepts to lesson preparation; discussing the concepts and sharing results of implementation; focusing on Reading Apprenticeship pedagogy.

- List any courses for which a Service Learning component has been added: n/a

- List and new articulation or transfer agreements that have been developed: n/a

Describe the contributions of the Advisory Committee or other external advisors to program/course improvements:

n/a

Summarize program/course improvements not mentioned above:

Describe any efforts you have made to improve the transfer of our students or of your curricula to four-year institutions.

n/a

3. Faculty & Staff

Describe any faculty & staff accomplishments:

Full time faculty have attended and been certified in Reading Apprenticeship Train the Trainer certification.

List any awards, presentations, publications:

- Full time faculty presented Reading Apprenticeship framework at Faculty Learning Day.

- Follow-up Training for Reading Apprenticeship

Describe any faculty/student advising that occurred. Does this work relate to the departmental plan? Was this work effective?

Informal advising as needed with individual students.

Describe how EOL/Release time positions have contributed to your program outcomes?

Two of the four full time reading instructors receive release time. One instructor receives release time as the coordinator. The coordinator facilitates Reading Apprenticeship trainings for all reading instructors as well as training for Curriculum Embedded Reading Assessments.
For the second release position, Jan Chapman works with adult basic education instructors to help them implement best practice reading instruction and encourages them to offer alternative assessments in their instruction.

4. Department

Provide an update on any accreditation activities or plans. Do you plan to pursue accreditation?

n/a

Describe any new department/program specific partnerships or grants:

Jan Chapman has received a grant to attend the Reading Apprenticeship Strategic Leadership Initiative.

Describe any department/program projects or initiatives not previously mentioned:

n/a

Goals

A. 2011-2012 Goals

List the 2011-2012 goals here along with a progress update for each:

- All reading instructors will be trained in Reading Apprenticeship by fall 2012. (So far four full time and five adjunct faculty have been trained.)
- Create a Fast Track Reading Supplemental/ Bridge Program for summer 2012 (Program will be implemented in June 2012.)
- Common Assessments for all reading courses. (Curriculum Embedded Reading Assessments were administered to all reading classes winter 2012.)
- Aligning Curriculum with new textbooks (Created custom textbooks that align with goals and outcomes for each course.)

Please provide outcomes associated with each goal above:

- There will be consistent instruction, goals and objectives for all reading instructors.
- Students who score higher on the Accuplacer in reading will by-pass all reading courses and move on to traditional gateway courses.
- There will be a common measurement for all reading courses.

B. 2012-2013 Goals

List 2012-2013 goals here:

- All reading instructors will complete initial rubric training.
- Assess Fast Track for success and make revisions where necessary.
- Continue to use Reading Apprenticeship Framework in our professional reading group: Making Thinking Visible
- Present at MDEC next year
- Expand Reading Apprenticeship training for all reading instructors.
Program & Curriculum Assessment

A. 2011-2012 Assessment
This year all departments and programs are writing Program Outcomes, Program Learning Outcomes, and choosing an Assessment Project to work on. You should have received the template for reporting this information from Patti Trepkowski. This form is also included on the next page for your convenience. You can simply cut and paste the Program Outcomes & Assessment grid that you will be sending to Patti once it is finalized (replace the blank grid on the next page with your completed grid).

B. Other Assessment Activities
Please describe any other assessment activities in which this department or program was involved this year.
### 2011-2012 Program Outcomes and Assessment Report Form

Use this form to compile the Program Outcomes, Program Learning Outcomes, and Assessment Project description and methods.

When you have completed your planning, fill out the following form and email it to ptrepkowski@grcc.edu.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Outcomes</th>
<th>Student Learning Outcomes at the Program Level and Associated ILOs</th>
<th>Assessment Project Description</th>
</tr>
</thead>
</table>
| Curriculum Embedded Assessment/ Formative Assessment | • Assess our student’s literacy progress over time.  
• Measurement of the following: Metacognition; Repertoire of strategies; use of text form, structure and schema; comprehension | • Learn and apply comprehension strategies that will transfer to college course material.  
• Evaluate author’s message on a variety of reading passages and construct coherent responses which demonstrate literal or critical thinking. | Student Learning Outcome to be assessed & specific objective/competencies (if applicable)/ILO to be assessed:  
The learner will use comprehension strategies to access important information from college textbooks.  
The learner will construct coherent responses demonstrating literal or critical thinking.  
**Assessment Project description:**  
The Curriculum Embedded Reading Assessment is designed as a beginning and end of the term assessment of students’ subject area reading. It will provide a rich picture of students’ ability to make sense of text and their awareness of their reading processes.  
**Assessment Methods:**  
We will select and copy a short passage from a textbook, at an appropriate level of difficulty. |
We will provide a copy of prompts for reflective writing for each student.

Allow about 10 minutes for reading the passage, and 10 additional minutes for written reflection.

We will debrief with students (5-10 minutes) discussing what went well, and what was difficult and why.

Next, we will evaluated students’ reading using a CERA rubric.

This same procedure will be implemented at the beginning of each semester, and at the end.

Direct/Indirect Measures of Student Learning

Data Collection Strategies

Data Analysis/Reporting Strategies

Assessment Timeline