### Project Title: Reading Across the Disciplines

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Date of Report: 12/27/13</th>
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<tbody>
<tr>
<td>Project Title: Reading Across the Disciplines</td>
<td>Date of Report: 12/27/13</td>
</tr>
<tr>
<td>Proposer’s Name: Morgan Andaluz and Emma White</td>
<td>Proposer’s Email Address: <a href="mailto:ehw@hawaii.edu">ehw@hawaii.edu</a> <a href="mailto:andaluz@hawaii.edu">andaluz@hawaii.edu</a></td>
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</tbody>
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**Campus:** UHMC

**Project Description (summarized from approved proposal):** An estimated 1,000 developmental reading students are not currently receiving the reading intervention strategies they need for retention.

To address this, two Reading faculty developed instructional materials and training programs for both the faculty and students of courses with high developmental enrollment (ex: HSER 110, SOC 100, Developmental Math and Writing, BIOL 100), emphasizing reading comprehension strategies adapted to course content. Our goal was not to fundamentally alter the content of these courses, but to supplement them with resources shown to enhance student comprehension, success, and retention.

In addition to trainings, the RAD Project faculty will build a Laulima site where instructors can access teaching strategies and instructional materials developed through the project; further, the site will provide a venue for instructors to continue sharing and developing materials. While materials and teaching strategies will be directed at the developmental and gatekeeper levels, they are designed to be flexible and easily adapted.

| Project Completion Date: 12/31/13—Extended from July 2013 by Suzette Robinson and Kristine Kory-Smith |
| Grant reapproved for 2013-14—So now ongoing. |

### Actions Planned (from approved proposal)

<table>
<thead>
<tr>
<th>Activities Planned/Completed (Add/Delete lines as necessary)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities Planned (from proposal)</strong></td>
</tr>
<tr>
<td>Build, maintain and identify new partnerships with faculty who teach courses with high-developmental reading-level enrollment. Review relevant materials for reading strategies implementation.</td>
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<tr>
<td>Research reading strategies and interdisciplinary materials; craft individualized materials for each target class</td>
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<tr>
<td>Apply reading strategies to materials of targeted classes</td>
</tr>
<tr>
<td>Set up Laulima site</td>
</tr>
<tr>
<td>Set up training sessions for summer 2013</td>
</tr>
<tr>
<td>Faculty training sessions</td>
</tr>
</tbody>
</table>

AY2012-13
As a result, we have conferences planned on both Oahu and Maui for Spring 2014. A mini-workshop is also planned for the Hawaii Strategy Institute Feb. 2014.

<table>
<thead>
<tr>
<th>Test/refine materials</th>
<th>Yes. Feedback from instructors after trial use of materials in classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty follow-up sessions</td>
<td>Yes. Held two follow-up sessions in Fall 2013. Discussion/feedback/modification suggestions on materials and instructional strategies.</td>
</tr>
<tr>
<td>Modification of materials, instructional strategies, Laulima site</td>
<td>Yes. Revised materials, instructional strategies, updated Laulima site.</td>
</tr>
<tr>
<td>Collect, analyze, and publish data from targeted classes</td>
<td>Yes- In progress. We have identified measurable outcomes such as retention, persistence, and satisfaction. Satisfaction has been measured through student and faculty surveys. Retention and persistence data is has been measured starting from Fall 2012 grades. We are working with a data collection expert to further analyze and collect data. RAD outcomes were published at the College Reading and Learning Academy conference in November 2013.</td>
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</tbody>
</table>

**Effectiveness Indicators/Outcomes and Benchmarks (from approved proposal)**

| Results |
|-----------------------|-----------------------------------------------------------------------|
| RAD workshop is valued by instructors in numerous disciplines; Mini-workshops attended by over 20 instructors as well. | Workshop "sold out" and overenrolled. Two scheduled for 2014, one on Maui and one on Oahu. |
| As agreed upon under the extension mentioned, the following results will not be available until 12/31: | In progress. We have identified measurable outcomes such as retention, persistence, and satisfaction. We are consulting with data-collection experts to get adequate and relevant data. |
| Note: These baselines were established before workshop enrollment. Now, data defined by workshop participants and what they actually teach. Each teacher teaches classes with at least 50% developmental reader enrollment. | |

AY2012-13
Outcomes will be measured by:

- Retention and persistence (as defined by ATD); documented and aggregated with the following goals:

- Persistence goal: persistence of students “touched” by RAD (a student who takes a class taught by a RAD fellow) will be higher than overall student body not “touched” by RAD.

Note: given that over 60% of students in these target courses are developmental students, an overall improvement reflects an improvement of the developmental student target.

- Retention rate of developmental students in targeted COM 145 increased by 8% in the Fall 2012 semester. This target will be determined as met or unmet by comparing the 2010-2011 retention rates (as baseline) in COM 145 with the retention rates in COM 145 after full RAD implementation in Fall 2012.

Note: These baselines were established before workshop enrollment. Now, data defined by workshop participants and what they actually teach. Each teacher teaches classes with at least 50% developmental reader enrollment.

Persistence goal met.

<table>
<thead>
<tr>
<th></th>
<th>F13</th>
<th>Total</th>
<th>Persistence Rate</th>
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<tbody>
<tr>
<td>F12 RAD</td>
<td>339</td>
<td>697</td>
<td>48.6%</td>
</tr>
<tr>
<td>F12 Non-RAD</td>
<td>1693</td>
<td>3658</td>
<td>46.3%</td>
</tr>
</tbody>
</table>

Note: These are students who persisted to F13 that have not withdrawn in F13. Further persistence data will not be available until 2014.

John Fitzpatrick BIOL 100 Fall 2013 Retention 82%
Previous average for Fitzpatrick F12 and S13: 80%
Target not met, but increase has occurred.

Charlie Schlather HSER 110 Fall 2013 Retention 89.3%;
Charlie Schlather HSER 145 Fall 2013 Retention 100%
Schlather average F13: 94.7%
Previous retention average for Schlather F12 and S13: 87.5%
Schlather average F13: 94.7%
Increase of 7.2%. Target nearly met.

Robyn Tasaka ENG 100 Fall 2013 Retention 78%
Previous retention average for Tasaka F12 and S13: 52%
Increase of 26%. Target met.

COM 145 F12 and S13 Retention Baseline 76%
Sara Ruppenthal COM 145 F12 and S13 Retention 85%
Increase of 9%. Target met.
Retention rate of developmental students in targeted 100-level gatekeeper classes increased by 8% in the Fall 2012 semester. This target will be determined as met or unmet by comparing the 2011-2012 retention rates of that course (as baseline) with the retention rates in that course after full RAD implementation in Fall 2012.

Retention rate of developmental students in targeted developmental math courses increased by 8% in the Fall 2012 semester. This target will be determined as met or unmet by comparing the 2010-2011 retention rates (as baseline) in the same developmental math course with the retention rates after full RAD implementation in Fall 2012.

Retention rate of developmental students in targeted developmental writing courses increased by 8% in the Fall 2012 semester. This target will be determined as met or unmet.

Rosiana Azman PSY 100 F12 and S13 Retention 75%
Overall PSY 100 F12 and S13 Retention 69% Baseline Increase of 6%. Target nearly met.

Note: Other instructors who do not teach targeted courses also participated in the RAD workshop. Their data is not tracked in retention here, but it is tracked in ongoing overall persistence tracking.

No math faculty enrolled in summer RAD workshop. We are actively recruiting math faculty.

The ENG 22 baseline retention rate is approximately 60% (the average from combining ENG 22 courses from 2011 through spring 2012.
Emma White fall 2013: 90% retention
Morgan Andaluz fall 2013: 81% retention
Robyn Tasaka fall 2013: 49% retention
Target met. 13% Increase over baseline
or unmet by comparing the 2010-2013 retention rates (as baseline) in the same developmental writing course with the retention rates after full RAD implementation in Fall 2012.

- Faculty assessing project success via survey where they report:
  - 75% or more of targeted instructors report improved student reading comprehension skills that fostered student retention
  - 70% or more of targeted instructors report accessibility of teaching strategies and materials; ease of incorporation into the curriculum; user-friendliness

Survey: 100% reporting in survey agreed “Students demonstrated increased reading comprehension as compared to my previous similar classes after I provided students with RAD techniques (such as annotating).”

Survey: 90% reporting in survey agreed:
“Overall, I noticed that these students read a greater percentage of assignments than students from previous similar classes.”

Survey: 75% reporting in survey agreed
This semester, I required that students annotate their reading for this class. Please comment.

Survey: 100% reporting in survey agreed
“I used a RAD technique or material for this class. If so, please specify at least one in the box below.”

Survey: 100% reporting in survey agreed:
“I believe the RAD strategies I applied in class improved student reading comprehension in some way.”

Survey: 100% reporting in survey agreed:
“Some of the strategies and materials presented during the workshop can be implemented in my class.”

Survey: 100% reporting in survey strongly agreed:
“Incorporating RAD strategies in my classroom was reasonably practical.”

Survey: 85% reporting in survey agreed:
And “I used the materials I developed during the workshop in my own classroom.”

RAD Fellows (Instructors) Comments:
“The RAD workshop was the genesis of many developing improvements in my courses.”

“It was pretty easy to fit it in. I ended up getting to flip the classroom as a result and it actually gave me more class time...”
Students assessing project success via survey where they report:
- 75% or more students find their abilities in targeted skill areas have improved, fostering student to work through activities.”

“Students were completing the annotated readings were much more prepared for lab activities - it made their (and my!) lab experiences much smoother and more productive.”

“I used tools gained in the workshop frequently in class. I stopped lecturing and guided students through the chapters. They enjoyed doing drawings etc. on the board.”

“As I was already requiring students to do a great deal of reading in my courses, it was a seamless addition in my courses (and a highly beneficial addition to students). The RAD strategies simply enhance what you are already doing, and do not necessarily require you to do anything new in your courses.”

“I implemented several of the techniques presented in the workshop and look forward to learning more. For CTE instructors, these valuable tools help bring improved literacy and comprehension to our students.”

“I believe that the RAD strategies definitely increased the number of students reading the textbook assignments, and certainly assisted them in interacting with the text in a deeper and more meaningful manner. I also feel that the RAD strategy of having students complete a meaningful task with their textbook readings each week assisted the students in better understanding HOW to tackle textbook readings in the future even when they may not necessarily be required to do so in other classes. For future semesters, I will ask students to formulate their own meaningful tasks for chapters to assess this more (another strategy discussed in the RAD workshops).”

“In general, students came to class better prepared for class discussions and activities that relied on readings. Certainly, effective annotation is a valuable tool in promoting effective reading. Our very technical textbooks in particular can be daunting in the amount of material that needs to be processed and remembered. Annotation helps to make reviewing the material easier.”

“Students have become more active readers.”

“Every teacher should be trained on those strategies.”

**STUDENTS:**

Survey: 75% students reporting in survey agreed:
- “I feel that my reading comprehension skills gained in this course will help me succeed in college.”

Survey: 70% students reporting in survey agreed:
- “I typically read all assignments more fully than I did before this
Discussion of results:

In this report we are reflecting on the second year of Reading Across the Disciplines implementation. We know the techniques work. Data and anecdotal evidence show that students have higher success levels in college when they apply RAD skills.

During the first year of RAD, we worked to build demand for the workshop and create a RAD network at UHMC, during the second year of RAD, we worked to share our early data with the rest of the CCs, brining instructors from across the islands together. During the upcoming third year of the grant, we will train RAD workshop facilitators across the islands with hopes that RAD will be applied in college classrooms everywhere it is needed.

As you can see above, we’ve largely met or exceeded our goals. However, we are only going on two years of data. More time is needed to adequately assess the impact of RAD. Regarding the small data set we have for persistence, a small gain is reflected when students are touched by RAD. However, this gain is statistically small. We do not yet have a strong persistence trend. Further, as you know, many factors influence persistence.

A RAD faculty fellow (workshop participant) says it best: ‘As with most curriculum development, the material is always being developed throughout my courses, and constantly being refined, refined, and refined. The RAD workshop was the genesis of many developing improvements in my courses.”

We’ve reached over 47 faculty and approximately 1100 students so far. We’ve exceeded our benchmarks in survey data; and it shows that RAD is both vital and needed in our CCs. It will take several years of training, data collection and analysis to fully understand and design the most effective RAD framework. We are constantly evolving and our data on persistence and retention is not yet fully formed.

New steps guided by results:

1. Summer 2014 RAD workshops are planned at both UHMC and Kapiolani with reimplementation of similar 2013 structure.

2. The Summer 2014 Kapiolani workshop will gather and train faculty from across the islands, expanding RAD from Maui statewide. Further, RAD facilitators will be selected, supported and trained in continuing RAD on their campuses. These facilitators will have the license to lead RAD workshops on their campus and provide continuing support to the fellows on their campus, and collect and report data for their campus.

3. We are continuing to integrate RAD into the UHMC ‘super class’ (ENG 21/19/22 combo instructors will all be trained in RAD workshop and supported throughout semester.).

4. We are searching for funds to make RAD a permanent benefit to our students and to maintain RAD fellow momentum and effort.
Discussion of effectiveness indicators/outcomes and benchmarks identified in approved proposal:

Please see detailed analysis of results directly above and in earlier tables.

We are pleased to note that for all of the completed measurements, we have met our goal. It is important to acknowledge that retention is affected by a number of factors that are not being measured here. With this in mind, we are looking for ways to refine our measurements. We are considering ways to increase faculty participation, and also ways to maintain involvement for faculty currently participating in RAD. Maintaining momentum and enthusiasm among faculty participants will have a direct impact on the student’s learning experience, and as such is a core component of our initiative: working together to find ways to ensure that all students enrolled in these gatekeeper courses are learning better academic reading skills, and using those skills to succeed.

Discussion of relationship of results to campus and UHCC
( http://uhcc.hawaii.edu/OVPCC/strategic_planning/strategic_plan_2008_2015.php ) strategic plans:

Project relevance to UHMC and UH System Strategic Plans:
This proposal is supported by the following system documents (specific applicability comments in italics):

a.) UH Strategic Plan

Goal 1: Educational Effectiveness and Student Success
To achieve a shared institutional culture that makes student learning and success the responsibility of all.

(By sharing reading strategies across disciplines we reflect the learning community philosophy that teachers should share their expertise with other teachers and address learning challenges wherever developmental students are. RAD prepares teachers to meet their responsibility to help readers wherever they read.)

Action Strategies: Design and implement an effective enrollment management plan to improve the entry, retention, and success of diverse student populations, especially Native Hawaiians and underrepresented ethnic groups.

(As mentioned earlier in this proposal, reading intervention is the strongest indicator of developmental student retention. Native Hawaiian students represent a disproportionate amount of developmental students and thus a reading-skills program designed to help developmental students is geared toward meeting retention and success goals for Native Hawaiians. We are actively recruiting instructors of 100-level HAW courses for the RAD project.)

Action strategies: Addressing the need for remedial and developmental programs.

(RAD directly addresses the need for developmental programs by providing reading skills-intervention for developmental readers where the majority of them enroll: in developmental writing and math classes and in 100-level SOC, HUM and BIO classes. RAD also addresses the developmental course barrier problem by using the learning community method of addressing developmental skills in college-level courses, effectively providing developmental intervention without putting another barrier to entry in the way of developmental students.)

Ensure that students experience a transforming education by:

 o Providing access to a fully articulated, integrated, and comprehensive liberal arts
Engaging students in active learning. (*The heart of RAD strategies is active reading.*)

Nurturing the educated person and helping students to rise above prejudice and parochialism.

Using technology to support learning.

Enhancing the quality and efficiency of student service functions.

Assessing student outcomes, conducting research on curriculum and pedagogy, and using results to improve student learning. (*This project researched and accumulated data on developmental readers while studying the efficacy of various reading intervention methods.*)

Addressing the need for remedial and developmental programs.

Facilitating the faculty role as coach, mentor, and tutor. (*RAD leaders mentor other instructors and train tutors in reading intervention strategies.*)

b. University of Hawai‘i System, Maui Community College 2003 – 2010

Goal 1: Educational Effectiveness and Student Success

Objective 1:

Achieve a shared institutional culture that makes student learning and success the responsibility of all.

Action Strategies:

1. Maintain all aspects of the College as a learning-centered institution. (*Learning communities such as RAD reflect curriculum designed for learning first.*)

2. Provide instructional methods, technologies, materials, facilities, and academic support services that accommodate students of varied learning styles, backgrounds, interests, and abilities. (*RAD acknowledges a previously unmet need: the majority of our 100-level students are developmental students when it comes to reading. This project is designed to accommodate these students of varied abilities.*)

4. Engage students in active learning. (*The heart of RAD strategies is active reading.*)

5. Use technology to enhance student learning and the quality and efficiency of student service functions. (*RAD utilizes Laulima, Camtasia, Prezi and eReaders.*)

8. Facilitate the faculty role as coach, mentor, and tutor. (*RAD leaders mentor other instructors and train tutors in reading intervention strategies.*)

13. Create seamless instructional and support services, offering academic intervention at the earliest indication that a student is experiencing difficulties. (*For most students, their initial experience difficulty is with college-level reading. RAD meets students at this point.*)

Objective 3:

Practice applied research for the discovery of knowledge. (*This project researched and accumulated data on developmental readers while studying the efficacy of various reading intervention methods.*)

Objective 2:

Strengthen the crucial role that the College performs for the indigenous people and general population of Maui County by actively preserving and perpetuating Hawaiian culture,
Action Strategies:

1. Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians. (As mentioned earlier in this proposal, reading intervention is the strongest indicator of developmental student retention. Native Hawaiian students represent a disproportionate amount of developmental students and thus a reading-skills program designed to help developmental students is geared toward meeting retention and success goals for Native Hawaiians. We are also actively recruiting HAW course instructors for the RAD project.)

Discussion of scalability and sustainability of the project based upon the results:

During the first year of RAD, we worked to build demand for the workshop and create a RAD network at UHMC, during the second year of RAD, we worked to share our early data with the rest of the CCs, bringing instructors from across the islands together. During the upcoming third year of the grant, we will train RAD workshop facilitators across the islands with hopes that RAD will be applied in college classrooms everywhere it is needed.

We’ve reached over 47 faculty and approximately 11000 students so far and are also integrating it into a UHMC Developmental English system redesign. It will take several years of training, data collection and analysis to fully understand and design the most effective RAD framework. The materials for instruction and training have been developed and can now be used in an ongoing basis to support instruction wherever reading comprehension challenges occur. This requires no further financial investment. The initial efforts in developing the materials, training, and Laulima site established a network from which continued dialogue, design, and sharing of curricula can occur between faculty. A successful project can lead to more extensive collaboration between whole departments in an exchange of common concerns, strategies, additional materials, best practices, and in increased integration. Campus professional development funds can also provide support for continued and expanded faculty and tutor training sessions.

We have been invited to speak at the 2014 UHCC Developmental Education Conference. We’ll be sharing the RAD concept and best practices for applying it in individual campuses. Faculty from various campuses will speak with us and we will form campus huis where RAD workshops and groups will occur (ultimately) independently.

The first stage of expanding RAD to other campuses will require a significant amount of time and upstart work for campus facilitators and Morgan and Emma. Morgan and Emma will train campus facilitators to hold their own RAD workshops and support their own RAD fellows. So far, we find that the level of commitment needed to properly implement RAD for students must be supported by time off (credited time) or additional pay. Otherwise, faculty just don’t have the time to do it right. If faculty don’t have the time to do it right, we will not see good results in students.

Paying stipends encourages faculty workshop attendance. Most importantly, it encourages faculty fellows to stay committed to applying RAD strategies every day in class. These strategies must be consistently applied. We’ve been funded again for 2014 to pay faculty workshop attendance stipends and will explore funding to pay stipends across campuses.

The RAD Laulima website has become a wealth of resources curated by numerous RAD facilitators and fellows. We have made the website available to all campuses. The website is free and maintained by RAD facilitators. This is a free and self-sustaining resource.
**Expenditure Report:** Use original budget from approved proposal and add line to show actual expenses and total. Highlight or notate changes from original budget and provide explanation.

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<thead>
<tr>
<th></th>
<th>Amount Budgeted in Approved Proposal</th>
<th>Amount Expended</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td>PERSONNEL</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>Emma White</td>
<td>4,554.09</td>
</tr>
<tr>
<td>A2</td>
<td>Morgan Andaluz</td>
<td>4,554.09</td>
</tr>
<tr>
<td>A3</td>
<td>Faculty Workshop Stipend</td>
<td>3,600.00</td>
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<tr>
<td></td>
<td>(Workshop Summer 2014 12 faculty for 3 days @ 100 per day)</td>
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<tr>
<td><strong>B</strong></td>
<td>SUPPLIES</td>
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<tr>
<td>B1</td>
<td>Workshop materials (including fringe for workshop participants)</td>
<td>500.00</td>
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<tr>
<td>B2</td>
<td>Travel and Tuition for both Emma White and Morgan Andaluz to attend a Reading Apprenticeship training/conference –CRLA (only Morgan Andaluz attended)</td>
<td>Est. 5,000 (or less)</td>
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<tr>
<td><strong>C</strong></td>
<td>EQUIPMENT</td>
<td></td>
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<tr>
<td></td>
<td>TOTAL</td>
<td>18,201.18</td>
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