

RISE Revised: the Lamar State College – Orange Response to SACS-COC ‘s Oct. 2014 On-site Review Team’s QEP Recommendations

In October 2014, the Southern Association of Colleges and Schools’ Commission on Colleges conducted an on-site review of the Compliance Certification Report and the Quality Enhancement Plan (QEP) for Lamar State College-Orange’s proposed Reaffirmation of Accreditation. The name of the LSC-O QEP is RISE (Reading Is Simply Everything). The on-site team had two recommendations for modifying the plan, detailed in item II below

I. Brief Summary of the Original Plan

The Lamar State College - Orange Quality Enhancement Plan as submitted focused on improving the critical and analytical reading skills of students in the five academic courses with highest enrollment. The associated learning outcome proposed that, at its conclusion, 70% of students completing at least two of those courses would read at the college level. To achieve this outcome the plan called for faculty teaching those five courses to receive training enabling them to integrate research-based techniques for improving student comprehension and vocabulary into their classroom learning environments. This initiative would be supported by mandatory tutoring of reading skills facilitated by faculty and staff volunteers who would receive ongoing training.

II. On-Site Review Team Recommendations

The on-site review team affirmed that the process whereby the focus of the plan arose was valid, broad-based, and appropriately informed by institutional data, that it focused on a significant issue relevant to student learning, and that it was consistent with the institution’s mission. However, the review team identified concerns regarding the institution’s capability to initiate, implement, sustain, and complete the plan. In brief, the team concluded that the cohort of students involved in the plan was too large for the institution to effectively provide the tutoring called for by the plan, that relying on volunteer tutors was not feasible, and that the budget supporting the plan might not be adequate.

These concerns underlie the review team’s first recommendation: that the institution narrows the initial scope of the QEP. The second recommendation is a consequence of the first: that the institution identifies goals and a plan to assess their achievement once the scope of the QEP has been narrowed. At the conclusion of its written report, the On-Site Review team also included seven (7) suggestions:

- Narrow the focus to address a pre-LVN cohort
- Evaluate the tools in place to ensure that implementation and subsequent redesign will be supported by data
- Emphasize assessment of student learning rather than implementation

- Designate a person or office responsible for assessment, data collection, organization, and analysis
- Identify specific means and measures for assessment of student learning outcomes in the classroom
- Update the budget
- Identify targets for expanding the initiative annually

III. Subsequent Changes to the Plan

Following receipt of the Review Team's report and recommendations, the institution's academic leadership met with the teams spearheading the tutoring and reading pedagogy enhancement initiatives to discuss changes in the QEP that could address the review team's concerns. The result of these meetings led to the following changes:

a. Focus and Scope

Improved student reading comprehension and skill is still the emphatic focus of RISE. The cohort addressed by the modified plan was narrowed to include students declaring themselves as pre-vocational nursing students. These students will receive embedded reading instruction from trained faculty at designated points in their course of study. This change is consistent with the review team's suggestion (see item ii above). Mandatory tutoring facilitated by volunteers will no longer be an element of the plan.

b. Strategic Elements and Implementation

The LSC-O course inventory includes a college success course, EDUC 1300 Learning Frameworks, required for all incoming students. The modified QEP will incorporate enhancements for reading instruction into a compacted curriculum of sections of this class, designated specifically for students declaring Pre-Licensed Vocational Nursing (pre-LVN) as a major. Initially, for the first two years of implementation, some pre-LVN students will be enrolled in traditional EDUC 1300 courses and will not receive enhanced curriculum, so those students will serve as controls for assessments made upon entry into the LVN program.

As students in the plan cohort progress through their coursework in preparation for entry in to the LVN program, they will receive additional reading instruction embedded into the curricula of program prerequisites: specifically, Biology (BIOL) 1322 Nutrition, BIOL 2301 Anatomy and Physiology I, and BIOL 2302 Anatomy and Physiology II. Designated sections of these courses will not include curricular modifications and will serve as control groups. The list of courses containing curricular enhancement will be broadened as implementation proceeds and as data directs.

After two years, if annual assessment indicates that the plan is having the expected impact on student learning, controls will be discontinued and enhanced instruction provided to all pre-LVN students.

c. Goals and Learning Outcomes

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
- increase the proficiency of comprehension, fluency, and critical analytical reading skills in college level texts and materials

The goals and student learning outcomes for RISE will be included in the syllabi for the sections of Education (EDUC) 1300 designated as belonging to the plan cohort. These learning outcomes and objectives will be reviewed annually as implementation proceeds.

d. Measures, benchmarks, assessments

In order to assess student proficiency and improvement with respect to outcomes 1 and 4 above, two different forms of the Nelson-Denny reading test will be given as pre- and post-tests to students in the EDUC 1300 Learning Frameworks sections designated for the pre-LVN cohort as well as to students in a section not receiving reading enhanced instruction, which will serve as a control group. The pre-test will serve as a formative assessment, with the results of the test being shared with students to inform their awareness of their own

skill gaps and drive improvement. The post test will serve as a summative assessment; a 10% increase in pre- to post-test mean score for the students included in the plan cohort will serve as our initial benchmark for this measure, and will be compared to pre- and post-test results from the control group to validate the effectiveness of the curricular enhancements, inform plan assessment, and drive improvement.

Additionally, students will take the Test of Essential Academic Skills (TEAS) as part of the application process to enter the LVN program. In the initial phases of implementation, scores on this assessment for students in the plan cohort will be compared to scores of pre-LVN students not receiving enhanced reading instruction, and against pre-plan scores that will serve as baseline data. A 10% increase in pre- to post-test mean score for the students included in the plan cohort will serve as our initial benchmark for this measure.

Outcomes 2 and 3 will be assessed using pre- and post-instructional reading surveys, designed to assess students' selection of reading strategies, self-monitoring skills, and metacognition with respect to reading as a life skill. Pre-instructional surveys serving as formative assessments will be given to students in EDUC 1300 and upon entry into the LVN program of study, and will inform assessment, planning, and improvement. Post-instructional surveys will be given as summative assessments at the conclusion of the EDUC 1300 sections included in the plan cohort. Surveys will also be given to pre-LVN students initially not included in the EDUC 1300 section(s) receiving enhanced reading instruction, and will provide a control group. A 10% improvement in pre- to post-instructional mean score for EDUC 1300 students included in the plan cohort will serve as our initial benchmark for this measure. A 20% improvement over their pre-EDUC 1300 score is targeted for students surveyed upon entry into the LVN program.

e. Leadership structure

Following the changes in focus and scope, the Faculty Reading team and the RISE tutoring initiative were dissolved. The plan will be facilitated by the QEP director serving a team of faculty members chosen from the Arts and Sciences division and the Allied Health LVN Nursing program.

A curriculum and instruction specialist from the Education Division will create and implement the compacted and enhanced curriculum for EDUC 1300 (see Appendix A) and design and facilitate the training for faculty who will teach the sections of EDUC 1300 designated by the plan. She will also design and facilitate training for faculty teaching pre-LVN requirements identified for redesign by the plan, and will oversee any curricular modifications to those courses as well.

The team also includes Lamar State College - Orange's Director of Institutional Effectiveness, and the Vice President of Academic Affairs, who serves as the college's chief academic officer and SACSCOC liaison.

f. Budget

The budget provides course releases for the director and remuneration for the curriculum and instruction specialist, or CIS. It also provides funding for travel, faculty training and development, and operations (to include creation and maintenance of electronic resources for data management).

ITEM	Y 15	Y 16	Y 17	Y 18	Y 19	otals
Administrative Oversight						
QEP Director (2 course releases per fall, 2 course releases per spring, 2 course releases per summer)	14,400	14,400	14,400	14,400	14,400	72,000
Curriculum and Instruction Specialist (stipend FY 2015, 2 course releases per fall and spring thereafter)	17,800	9600	9600	9600	9600	56,200
Fringe Benefits 25% of Total Releases/Stipends	8050	6000	6000	800	6000	32,050
Faculty Development and Travel	1500	1500	1500	1500	1500	7500
Learning Environment & Assessments						
Supplies (M&O)	500	500	500	500	500	2500
Funds for Testing (Nelson-Denny/Other)	1500	1500	1500	1500	1500	7500
Yearly Totals						

Total

IV. Implementation: Spring 2015

a. Summary of curriculum elements

The traditional curriculum for the EDUC 1300 course has been compacted and is addressed in one class period of the two-day-per-week class. The other weekly class period is devoted to executing the reading curriculum. Topics addressed by this curriculum include:

- i. an overview of college reading challenges students face
- ii. pre-reading strategies
- iii. vocabulary development
- iv. strategies and techniques to use during reading to improve comprehension and retention
- v. strategies for improving fluency or ease of reading
- vi. post-reading strategies
- vii. critical analytical reading strategies

For a list of pre-reading, reading, and post-reading strategies and techniques, see the syllabus for the curriculum-enhanced sections of EDUC 1300 included in Appendix A.

b. Cohort affected

For Spring 2015, one section of EDUC 1300 was designated for inclusion in the RISE plan cohort. This section includes 9 students declaring themselves as pre-LVN majors, as well as students pursuing other fields of study.

c. Pre-testing

The Nelson-Denny test measuring vocabulary, reading comprehension, and reading rate, was administered to the EDUC 1300 students included in the plan cohort in Week 2 of our 14-week semester. The test was also administered to another section of EDUC 1300 students not included in the plan cohort. Scores from the section not included in the plan cohort will serve as a control.

d. Pre-survey

The “What, Why, How, and When Do You Read” survey by Jim Burke, which measures students’ awareness of their own reading strategies and approaches, was administered to the EDUC 1300 students included in the plan cohort in Week 1 of our 14-week semester. The survey was also administered to another section of EDUC 1300 students not included in the plan cohort. Scores from the section not included in the plan cohort will serve as a control.

e. Summary of instructional methodology

A significant component of the reading curriculum involves teaching students to use techniques and tools for improving comprehension, fluency, vocabulary, and retention. For these topics, the methodology will involve

- a brief introduction to the tool or technique
- an explanation of its purpose
- an analysis of its mechanism and effectiveness
- practical application exercises

For topics addressing metacognition and epistemology, instructional methods may include a combination of lecture, video instruction, presentation, discussion, and/or writing response.

f. Post-testing

The Nelson-Denny will be administered in week 14 of the semester. A different form will be used than the form administered in week 2. The same form of the test will also be administered to another section of EDUC 1300 students not included in the plan cohort. Scores from the section not included in the plan cohort will serve as a control.

g. Post-survey

The same survey measuring students' awareness of their own reading strategies and approaches that was administered to the EDUC 1300 students included in the plan cohort in week 1 of our 14-week semester will be administered in week 14 to determine if students' awareness and attitudes have changed as a result of the curricular enhancements to the course. The survey will also be administered to another section of EDUC 1300 students not included in the plan cohort. Scores from the section not included in the plan cohort will serve as a control.

h. Budget

Budget items for Spring 2015 include funds for course release for the director, stipendiary remuneration for the curriculum and instructional design specialist, travel, training, and operations to include supplies, incidental and discretionary expenses, and creation and maintenance of electronic resources for data management .

V. Implementation: Summer 2015

a. Annual report: evaluate effectiveness to date

Preparation each summer of an annual report will require systematic collection, analysis, and interpretation of data addressing both student learning and implementation methodology. When completed, the director will present the report to the RISE team and the President for approval, following which it will be published and distributed to all campus constituencies. The report will serve as a means of communicating the plan's process and progress to administration, faculty, staff, students, regents, advisory board members, and the institution's many civic

supporters. It will also drive subsequent implementation and any modification, adjustment, or redesign that might prove necessary or desirable. The first annual report will be prepared in Summer 2015 and will focus on learning outcomes, curriculum, instructional methodology, and plan implementation for the pilot semester, Spring 2015. Achievement benchmarks will be addressed and reconsidered, though the RISE team does not anticipate any change at this early stage of implementation. Subsequent reports will address two semesters' implementation and will be informed by more valid and more ample data than will be available for the first report.

i. Review of learning outcomes:

Learning outcomes will be reviewed and modified if deemed necessary; however, significant changes are not expected, as the curriculum, syllabus, instructional methodology, and outcome assessment tools created and chosen for Spring 2015 all derive from the current learning outcomes, which in their emphasis and phrasing are standard for college-level reading courses and programs.

ii. Collection, management, interpretation and analysis of data

The QEP Director will be responsible for assessment, managing data collection, organization, and analysis.

a. Pre-, post-test results: interpretation and analysis

1. Reconsidering the Nelson-Denny

The initial annual report will reconsider the validity of the Nelson-Denny test that will serve in Spring 2015 as an assessment tool to measure student learning. Since the Nelson-Denny 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 agreed that it would serve as a practical and reliable assessment measure. However, since the time at which the decision to use the Nelson-Denny was made, the RISE team's curriculum and instructional design specialist, in consultation with her expanding network of experts in reading pedagogy, has observed growing concern among reading specialists with the time constraints built into the Nelson-Denny instrument. Therefore, the first annual report will use the test and survey data collected during Spring 2015 to reconsider the continued use of the Nelson-Denny and the possible selection of one or more alternative measures.

2. Small cohort impact on statistical relevance

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, the eight (8) declared pre-

LVN students currently included in the pilot section of EDUC 1300 comprising the current plan cohort may not be representative of the entire population of students declaring a pre-LVN major. The RISE team will perform statistical analysis of the test results, but will be cautious about using such limited data to determine whether or not to change instruments. Such a decision could, however, be informed by compelling evidence from collaborating reading specialists.

b. Pre-, post-survey results: interpretation and analysis

1. Reconsidering the current instrument

The concerns and considerations outlined in the preceding section regarding pre- and post-testing will also apply in the interpretation of survey results. The survey employed in Spring 2015 gauges students' awareness of their own reading strategies and approaches reading and was chosen for its relevance to learning outcomes and for its practical expediency. However, the RISE team's curriculum and instructional designer, in consultation with her network of collaborating reading specialists, may prompt the team to reconsider its continued use. The context for making any such decisions will be the analysis and interpretation of all available data and preparation of the annual report.

2. Small cohort impact on information validity

As outlined in ii. a. 2. above, the RISE team will perform statistical analysis of the survey results, but will be cautious about using such limited data to determine whether or not to change instruments. Such a decision could, however, be informed by compelling evidence from collaborating reading specialists.

iii. Evaluate Implementation

a. Expansion of Cohort

The plan will call for two (2) sections of EDUC 1300 to be included in the RISE cohort for Fall 2015. Faculty will be trained in the compacted and enhanced curriculum and methodology in Summer 2015.

b. Curriculum Changes to pre-LVN prerequisites

Modifications to the curricula of BIOL 1322, BIOL 2301, and BIOL 2302 will be planned and faculty training will begin in summer 2015. One section of each of these pre-LVN requisite classes will be chosen to pilot reading instruction enhancement, and if training and curriculum modification are complete, enhanced instruction will be implemented for Fall 2015. Wider implementation of modified curriculum and instruction will be scheduled to begin in Spring 2016.

iv. Evaluate Resource Allocation

a. Operations

Budgets for purchasing or preparing course materials and training resources will be reviewed and evaluated in Spring 2015 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 will also be evaluated and presented to the President for inclusion. The annual report will delineate these projected costs as well as the actual approved budget; any shortfalls and the RISE team's strategic response will also be included in the annual report.

b. Remuneration

The annual report will detail the amount of money budgeted to cover course release time for the director and stipendiary remuneration for RISE's curriculum and instructional design specialist.

c. Travel

The annual report will include a summary of all travel expenditures for FY 2014-2015 as well as the budget allocation for that period. It will also include the budget for FY 2015-16 and indicate the anticipated purposes, destinations, durations, and costs for that period.

v. Evaluate Leadership, Administrative Structure

RISE team members in remunerated positions will complete evaluations as part of the annual departmental evaluation process; the results of these evaluations will be included in the annual report. In addition, RISE team members will be surveyed to gauge their impressions of the overall effectiveness of the plan's leadership and of the effectiveness of the team structure and function.

vi. Continuous Improvement

a. Use of Results

1. Training, Curriculum

The annual report will record the team's assessment of the effectiveness of training and the validity of the curriculum and describe any changes to the plan suggested by the team's analysis and interpretation of data and by its evolving awareness of emerging trends or current best practices in the reading discipline.

2. Implementation Protocols

The annual report will record the team's assessment of the effectiveness of implementation for Spring 2015 and describe any changes to the plan suggested by data, emerging trends, or current best practices in the reading discipline.

b. Consultants

As part of the effort to continually improve the plan and its elements, the RISE team will consider using consultants in addition to our network of collaborative partners. The annual report will record the team's discussion regarding the possible use of consultants and the rationale

for any recommendations for hire. The report will also record the purpose, cost, and effect of any consultants hired for the plan year covered by the report.

c. Peer Review

In addition to considering the use of consultants, the RISE team will annually consider the use of peer consultants to evaluate all or part of the plan elements, processes, or protocols. The 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.

b. Faculty Training

In Fall 2015 as the plan cohort expands, trained faculty will be needed to teach at least one of the designated sections of EDUC 1300 Learning Frameworks. In addition, training will also begin for faculty teaching the academic pre-LVN requisite courses

i. EDUC 1300 Learning Frameworks

Training in curriculum implementation and design and in instructional methodology will be completed in Summer 2015 for at least one faculty member who will be the assigned instructor for one designated section. Other faculty members will begin to receive training for assignments beginning in Spring 2016.

ii. Pre-LVN requisite courses

a. Sciences

In Spring 2015, the RISE team's curriculum and instructional design specialist (CIS) will develop an instructional methodology for implementing course- and unit- embedded reading comprehension and retention enhancement strategies and techniques. These strategies will become part of the curriculum in designated sections of BIOL 1322, BIOL 2301, and BIOL 2302. Faculty training for teaching students these enhancement techniques and strategies will begin in Summer 2015, and if completed, implementation in one section of each will be piloted in Fall 2015. Wider implementation will be scheduled to begin in Spring 2016.

b. Other support courses

In addition to offering enhanced reading instruction in the science classes required for pre-LVN students, enhanced instruction may also be embedded in other courses in the LSC-O core curriculum that pre-LVN students most often complete. Enhancements would not be implemented in such courses until Fall 2016.

c. Data Management System

Outcome assessment data in the form of test and survey results, as well as any other student-specific data, such as contact hours, will be organized and archived by unique student ID number. The institution will use Microsoft Access to create and maintain a database in order to efficiently manage the data sets and streams as they grow, facilitating the extraction and use of disaggregated data for assessing student learning.

VI. Implementation: Fall 2015

i. Cohort expansion

The number of EDUC 1300 Learning Frameworks sections using the enhancements in curriculum and instruction will be increased to two (2) in Fall 2015, which should more than double the number of students in the plan cohort from the Spring 2015 pilot section. We will also pilot inclusion of the reading enhanced curriculum in three (3) pre-LVN program requisite courses, BIOL 1322, BIOL 2301, and BIOL 2302.

ii. Pre-instructional testing

1. Students in the two (2) EDUC 1300 Learning Frameworks sections comprising the cohort expansion will continue to be given pre-instructional testing using the Nelson-Denny test, or an alternative instrument if change is deemed necessary or advisable (see V. a. ii. a. 1 above).
2. In addition to testing in EDUC 1300, pre-instructional testing will be conducted in pilot sections of BIOL 1322, BIOL 2301, and BIOL 2302, using an instrument other than the Nelson-Denny determined by the CIS and approved by the RISE team.
3. Pre-instructional testing will also be administered in sections designated as control groups in EDUC 1300, BIOL 1322, BIOL 2301, and BIOL 2302.

iii. Pre-instructional survey

1. Students in the two (2) EDUC 1300 Learning Frameworks sections comprising the cohort expansion will continue to be given pre-instructional surveys, either the same as administered in Spring 2015 or an alternate instrument if change is deemed necessary or desirable (see V. a. ii. b. 1 above).
2. In addition to conducting surveys in EDUC 1300, pre-instructional surveys will be administered in pilot sections of BIOL 1322, BIOL 2301, and BIOL 2302, using an instrument determined by the CIS and approved by the RISE team.
3. Pre-instructional surveys will also be administered in sections designated as control groups in EDUC 1300, BIOL 1322, BIOL 2301, and BIOL 2302.

iv. Enhancement of pre-LVN requisite classes

1. Compacted curricula will be designed in Summer 2015 for BIOL 1322, BIOL 2301, and BIOL 2302, and implemented in Fall 2015 in one pilot section of each course.
2. Instructional methods for improving reading skills, fluency, and comprehension will be designed in Summer 2015 and implemented in pilot sections of BIOL 1322, BIOL 2301, and BIOL 2302 in Fall 2015.

v. Post-instructional testing

1. Post-instructional testing will be conducted in the two (2) sections of EDUC 1300 included in the plan cohort using the same instruments as those used in pre-instructional testing.
2. Post-instructional testing will be conducted in the pilot sections of BIOL 1322, BIOL 2301, and BIOL 2302 included in the plan cohort, using the same instruments as those used in pre-instructional testing.
3. Post-instructional testing will be conducted in one section each of EDUC 1300, BIOL 1322, BIOL 2301, and BIOL 1402 designated as control groups, using the same instruments as those used in corresponding cohort sections.

vi. Post-instructional surveys

1. Post-instructional surveys will be administered in the two (2) sections of EDUC 1300 included in the plan cohort using the same instruments as those used in the pre-instructional survey.
2. Post-instructional surveys will be administered in the pilot sections of BIOL 1322, BIOL 2301, and BIOL 2302 included in the plan cohort, using the same instruments as those used in the pre-instructional survey.
3. Post-instructional surveys will also be administered in one section each of EDUC 1300, BIOL 1322, BIOL 2301, and BIOL 2302 designated as control groups, using the same instruments as those used in corresponding cohort sections.

vii. Training

In Fall 2015, training designed by the RISE CIS will be offered to faculty in implementing the compacted curriculum for EDUC 1300 as well as the enhanced instruction for BIOL 21322, BIOL 2301, and BIOL 2302.

VII. Implementation: Spring 2016

Very few appreciable differences in implementation strategy or practice are anticipated in Spring 2016. Consistent practice and methodology are necessary in order to produce credible data that can be used to definitively determine if the curricular and instructional enhancements, implemented in Spring 2015 through Spring 2016, correlate to demonstrated achievement of the student learning outcomes identified by the plan. To summarize the limited number of anticipated changes:

- Three (3) sections of EDUC 1300 will be designated for incorporation into the plan cohort, two of which will be taught by instructors trained in Fall 2015, by the CIS
- Two sections each of pre-LVN program requisite courses, BIOL 1322, BIOL 2301, and BIOL 2302, will be designated for incorporation into the plan cohort, taught by instructors trained in Summer 2015 and Fall 2015
- By the end of Spring 2016, those students in the plan cohort in Spring 2015 will be ready to apply for entry into the LVN program. Entry requires that students take the Test of Essential Academic Skills (TEAS), which includes a reading component. Therefore the TEAS will be added as a direct measure of student learning; scores for

reading mean, reading program mean, reading percentile, and reading program percentile will be used to assess plan learning outcomes one and four, with individual scores correlating to the number of contact hours of enhanced instruction received under the plan and compared to baseline pre-plan scores from 2013-2014 and 2014-2015. Applicants not included in the plan cohort will serve as a control group.

Other elements of the plan will remain unchanged in Spring 2016:

- Pre-instructional and post-instructional testing will continue to be administered
- Pre-instructional and post-instructional surveys will continue to be administered
- All assessment data will be managed using a database with student performance tracked longitudinally as well as being assessable in the aggregate

VIII. Implementation: Summer 2016

a. Annual report

A report will be prepared in Summer 2016 following the pattern established in the annual report prepared for Spring 2015.

i. Interpret assessment data: impact of plan elements and RISE team response

Since the data set for Fall 2015 and Spring 2016 will represent the performance of a much larger cohort than that available for the 2015 annual report, the conclusions drawn from its analysis will have more validity.

- Analysis of pre-and post-instructional testing data for students in EDUC 1300 will, we believe, indicate whether a clear correlation exists between improved fluency, comprehension, and critical reading skills and the curricular and instructional enhancements designed by the RISE CIS.
- We also expect that analysis of the Burke What, Why, How, and When survey results, used to address plan learning outcomes 2 and 3, will indicate heightened ability to choose and effectively implement a range of strategic approaches to effective college reading, as well an improved ability to use self-monitoring and adaptive skills to adjust student reading strategies and approaches as needed.
- Preparing the annual report will also give the RISE team an opportunity to review the function and efficiency of the data management system created in Spring and Summer 2015 and implemented in Fall and Spring 2015-16. Concerns will address:
 - Database function and resiliency
 - Artifact collection
 - Archiving strategies

ii. Evaluate implementation

The RISE team expects to see a correlation between instruction and improvement, and between the number of contact hours of enhanced instruction and the magnitude of improvement.

- If our analysis corroborates the correlation, then we will discontinue controls and expand the cohort to include as many pre-LVN students as we can capture. Achievement benchmarks will be advanced 5% per academic year over baseline levels. Other features of the plan will be expanded over time as well, namely
 - the number of trained faculty implementing the instructional enhancements
 - the number of EDUC 1300 courses implementing the compacted curriculum
 - the number of support courses implementing curriculum and instructional modifications in accordance with the principles and methodology of the plan
 - possible enhancements to LVN courses such as Basic Nursing, which already includes some reading pedagogy
 - the number of programs involved implementing curriculum and instructional modifications and tracking improvements for a clearly defined cohort
- If our analysis does not confirm the correlation we expect, then we will redesign the plan elements, seeking alternative means, measures, and strategies as suggested by further research conducted by our RISE CIS, the expertise of our collaborative partners, and/or consulting specialists in the field of reading curriculum and course design.

The 2016 annual report will record the RISE team's discussions and decision-making process and report its conclusions, for review by the President and the CAO, then the campus and the institution's various constituencies.

iii. Evaluate resource allocation

The budget cycle is completed annually during the Spring semester. The 2016 annual report will include the requested budgets for operations, remuneration, and travel, comparing it to the approved budget and considering strategies to accommodate possible shortfalls.

iv. Leadership, Administrative Structure

The RISE team and the institution's executive administration will evaluate the effectiveness of the director and the CIS, to determine the level of confidence they have in the plan's leadership. The 2016 annual report will record the results of these evaluations and any discussions pursuant to them, and delineate any changes to the team or leadership that might prove necessary or desirable.

v. Continuous improvement

a. Use of Results

1. Training, Curriculum

The annual report will record the team's review of the effectiveness of training and the validity of the curriculum and describe any changes to the plan suggested by the team's analysis and interpretation of data and by its

evolving awareness of emerging trends or current best practices in the reading discipline.

2. Implementation Protocols

The annual report will record the team's assessment of the effectiveness of implementation for Fall 2015 through Spring 2016, and describe any changes to the plan suggested by data, emerging trends, or current best practices in the reading discipline.

b. Consultants

To foster continual improvement, the RISE team will reconsider using consultants in addition to the network of specialists working in collaboration with the RISE CIS. The 2016 report will address the team's conversations regarding any use of consultants and the rationale for any recommendations for hire. The report will also record the purpose, cost, and effect of any consultants hired for the plan year covered by the report.

c. Peer Review

The RISE team will seek peer consultants to review its assessments and findings relating to the plan's curricular and learning outcome elements, implementation and operational processes, and decision-making protocols. The 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.

b. Training

Faculty training will be ongoing.

- If the analysis of data confirms the efficacy of the training offered from Summer 2015 through Spring 2016, then training will be continued with updates to strategies and techniques as developed by the RISE CIS and approved by the team.
- If data analysis indicates that control groups are no longer necessary to validate the curriculum and instructional design, control group faculty will also be trained and will implement plan elements in their Fall 2016 courses.

IX. Implementation: Fall 2016, Spring 2017

a. Adjustments to training, implementation

The creation of a resource bank will begin in Spring 2016 to be overseen by the RISE CIS and team members in consultation with collaborating experts. The resource bank will be a collection of best practices and principles and will include online training classes made available to full-time and adjunct faculty through D2L, the institution's course management system. Though many of the resources will be electronic, the physical location for hard copy resources of this resource bank will be determined by the availability of space at the time. The team presently envisions housing the collection in a designated location on the first or second floor of the Ron E Lewis library stacks.

b. Continue to expand training

Using traditional and online methods of delivery, training in curriculum design and instructional delivery will expand to include progressively more faculty in pre-LVN and general education support courses, as well as applied science faculty interested in expanding the plan through their programs.

c. NCLEX test data

By Spring 2017 some students in the plan cohort will have passed through the course of study in the LVN program and will have taken the NCLEX exam in application for their licensure to work as LVNs. In the aggregate, their scores on this instrument will serve as a final source of data that can indicate indirectly whether the plan had an impact on the program.

d. Going forward

The RISE team expects to continue working the plan for 2016-17 in much the same form as in 2015-16, implementing only such modifications and redesign as deemed necessary or desirable by analysis of the data assessing student mastery of the plan's learning outcomes.

X. Implementation: Summer 2017

a. Annual Report

i. Interpret test, survey results; consider alternative measures

As with the two previous reports, the 2017 annual report will continue to interpret test and survey results in EDUC 1300, BIOL 1322, BIOL 2301, and BIOL 2302, as well as results from TEAS and NCLEX exams. The RISE team expects that the continued accumulation of data from the various sources identified as outcome assessment measures will strengthen the corroboration between curriculum modification and instructions design and student mastery of the plan's four (4) learning outcomes. However, each annual report will involve methodical review of the learning outcomes, curriculum elements, and instructional methodology and tools informed by data. Achievement benchmarks will be advanced 5% per year over baseline levels. Any weakness will be addressed through research, collaboration, and/or consultation with recognized experts in the reading discipline.

ii. Interpret implementation protocols, instruments, scope

Part of the annual report will involve a review of processes, procedures, testing and survey instruments, instructional materials, training techniques, and faculty satisfaction with the training it receives. Surveys and focus groups will provide feedback on these issues, which will drive any subsequent improvements.

iii. Evaluate resource allocation

The 2017 annual report will include the requested budgets for operations, remuneration, and travel, comparing it to the approved budget and considering strategies to accommodate possible shortfalls.

iv. Evaluate leadership, administrative structure

The 2017 annual report will record the results of the team's and administration's evaluations of the director and CIS, along with any related discussions, as well as

reporting on any changes to the team or leadership that might prove necessary or desirable.

XI. Implementation: Fall 2017-Spring 2020

a. Direction determined by 2017 annual report

The results of the analysis of data and the Rise team's evaluation of the program's effectiveness and impact to that point will govern implementation from Fall 2017 through Fall 2019.

b. Expanding a successful plan

If analysis of outcomes assessment indicates that the plan is having a beneficial effect on student reading in the LVN program, then the plan will be expanded to include other programs, both technical and academic.

i. Research and consultation with collaborating partners will allow us to modify the curricular and instructional elements of the plan and to add resources to the resource bank to facilitate implementation in reading-intensive non-academic programs or course sequences. Possible plans might include:

- Medical Office/Medical Lab
- Business Management
- College prep math

ii. Academic programs with reading-intensive curricula would also be avenues for expanding the plan, including:

- English
- Sociology
- History
- Natural Science

c. Remediation of an unsuccessful plan

If assessment suggests that the plan is having little or no effect on student learning, the RISE team will continue to adapt, research, and explore alternatives.

- i. The program's student learning outcomes would be the first element to consider for revision should analysis of data indicate students' failure to improve. Benchmarks and assessment tools would also be reviewed for efficacy.
- ii. The curriculum would be strenuously revised in consultation with collaborating partners and consulting experts.
- iii. Instructional techniques would be compared to best practices and updated if necessary.
- iv. Course design, delivery, and instructional methodology would be reviewed and revised to come into conformity with best practices.

XII. Implementation: Summer 2020

- a. A final annual report will follow the pattern set by previous reports and will inform the QEP Impact Statement, which the RISE team projects will be due in Fall 2020.

- b. The Impact Statement will be prepared in Summer 2020 and will include the components required by SACS COC.
 - i. A narrative will analyze the plan as it has evolved and changed over the course of its four-year implementation.
 - ii. An analysis of the outcomes assessment data will inform a narrative delineating the plan's impact
 - On the plan cohort
 - On LSC-O's achievement of institutional goals
 - iii. The Impact Statement will also address the questions of whether the plan elements should be institutionalized and the means whereby they will be integrated with the campus' learning and assessment cultures.