

# Eastern Kentucky University Quality Enhancement Plan 2017 Pre-Implementation Year Report

In its pre-implementation year, the Eastern Kentucky University Quality Enhancement Plan 2017, *Read with Purpose*, piloted programs to involve the entire campus community in the development of critical readers through metacognitive strategies.

The QEP Co-Directors gathered information regarding professional development needs and interests from faculty, staff, and students across the university. Eight customized workshops were developed and facilitated 12 total times to 230 faculty participants, and 105 student leaders participated in 4 workshops. The Co-Directors also collaborated with Occupational Sciences/Occupational Therapy faculty to design and facilitate a Critical Reading Professional Learning Community.

Assessment processes were established to measure progress toward the three QEP Student Learning Outcomes. The results are summarized below.

## SUMMATIVE ASSESSMENTS



**Student Learning Outcome 1: Students will demonstrate critical reading of academic texts and materials.** This outcome will be measured through the ECU Critical Reading rubric with a criterion of 85% at competent or accomplished.

**1. General Education: Anthropology 120 Pilot.** In the fall of 2016, the Critical Reading Rubric was applied to a learning activity in Anthropology 120: Introduction to Cultural Anthropology, a course fulfilling the General Education Element 5B. The expected outcome that 85% of students will be rated at competent or accomplished was not met. The pilot, however, was successful because we learned that the General Education and Critical Reading Rubrics can be successfully integrated and a common learning activity can be developed that produces results for both University-level initiatives.

**2. Element 3A, 3B, and 5A Workshop** Course leaders for Element 3A (Arts), 3B (Humanities), and 5A (Historical Perspectives) came together for a half-day workshop to introduce participants to the QEP and the assessment plan and develop a merged rubric for each of the three Elements to pilot in the 2017-2018 academic year. The rubrics and learning activities will be ready for launch with the 2018-2020 General Education assessment cycle.

**3. First-Year Writing** The Element 1A/B rubric was merged with the Critical Reading Rubric during the summer of 2017 and applied to the student learning activities from the 2016-2017 academic year. These results will be reported in 2017-2018 for both General Education and the QEP.

**4. Students Within Disciplinary Majors** The Department of Psychology developed a text-based learning activity for insertion into the program-level senior exit exam. This activity was implemented in the spring of 2017 and results will be analyzed using the Critical Reading Rubric during Assurance of Learning Day 2017. This activity and the corresponding questions will be used as examples when faculty seek assistance for developing learning activities.



**Student Learning Outcome 2: Students will report awareness of metacognitive reading strategies.** SLO 2 will be assessed with the indirect measure of the Metacognitive Awareness of Reading Strategies Inventory (MARSİ) using the criterion of 3.5 or higher on a 1 to 5 scale (with 1 being “I never or almost never do this.” and 5 being “I always or almost always do this.”) The MARSİ has been piloted in English 095R and English 101R.

The results indicate that students achieved the 3.5 criterion in both courses when the question responses are averaged. Data will also be collected for English 101 starting Fall 2017.



**Student Learning Outcome 3: Students will express confidence in their abilities as critical readers.** This outcome will be measured through the indirect measure of the EKU Confidence Scale with a criterion of 3.0 or higher. This will be given during the graduating student survey. No data were collected during the pre-implementation year. EKU Confidence Scale to be added for Fall 2017.

## FORMATIVE ASSESSMENTS

**Strategy 1: Professional Development of Faculty and Staff** QEP Co-Directors led more than 12 workshops for faculty and staff, interacting with hundreds of individuals to introduce them to the program and metacognitive strategies for critical reading.

- **Surveys of Faculty in Professional Development:** Faculty and staff participating in QEP workshops were surveyed. While responses have been overwhelmingly positive, constructive criticism is being used to guide continuous improvement.

**Strategy 2: Professional Development of Student Leaders** QEP Co-Directors led 4 workshops for student leaders, facilitating training for 100 student peer leaders, consultants, and tutors to introduce them to the program and metacognitive strategies for critical reading.

- **Surveys of Faculty in Professional Development: Student leaders completed surveys after professional development.** While responses have been overwhelmingly positive, constructive criticism is being used to guide continuous improvement.
- **Student Leader Feedback Surveys:** Students participating in Course-Embedded Consultant sections of ENG 095R and ENG 101R are asked to provide feedback related to their experience with the peer leaders. Qualitative feedback suggests that the Course-Embedded Consultants are instrumental in assisting students in critical reading and writing.
- **Course Level Student Feedback Survey (eXplorance blue):** The statement “My instructor taught me strategies to help me critically read academic texts and materials” was added to the University-wide eXplorance blue instrument to elicit student feedback related to course instruction. Students are offered a 4-point response scale from 1 (strongly disagree) to 4 (strongly agree). Students overwhelmingly “Agree” or “Strongly Agree” that their instructors provide critical reading strategy instruction. Of note, the majority of the campus had not yet been exposed to critical reading professional development so the results raise questions about students’ self reporting.