

**Eastern Kentucky University
Quality Enhancement Plan 2017
Executive Summary: Year 4 Assessment Report, 2020-2021**

In 2020-2021, the Eastern Kentucky University Quality Enhancement Plan 2017, *Read with Purpose*, continued to engage the campus community in the development of critical readers through metacognitive strategies, despite the impacts of the Coronavirus pandemic.

ACCOMPLISHMENTS OF 2020-2021

- QEP Co-Directors Lisa Bosley and Jill Parrott led 12 workshops for faculty and staff (11 unique workshops), interacting with approximately 96 participants.
- 21 other faculty members helped lead QEP professional development workshops through the Teaching and Learning Innovations Series, interacting with an additional 136 faculty and staff.
- In spring 2021, Co-Director Jill Parrott facilitated a QEP Professional Learning Community (PLC) with 4 participants enrolled and completing.
- QEP Co-Directors led 5 workshops for 95 student leaders, facilitating training for Noel Studio Consultants, Course Embedded Consultants, and the Student Residence Hall Association leaders.
- The QEP awarded Leadership Grants to two faculty members in 2019-2020.

NOTED EFFECTS OF COVID-19 PANDEMIC

- Professional development attendance decreased from 282 during year 3 to 237 year 4.
- Abrupt move to online teaching spring 2020 decreased time for critical reading development.
- Disciplinary professional learning community had low participation.
- ENG 101R/101RZ enrollment increased substantially in 2019 and again in 2020 (from 178 in 2017 to 657 in 2020) due to altered placement policies, straining support resources..

SUMMATIVE ASSESSMENT HIGHLIGHTS

<p>SLO 1: Students will demonstrate critical reading of academic texts and materials.</p>	<p>All GE Elements began assessing their courses using the integrated GE and QEP rubrics in the 2018-2020 assessment cycle. 2020 assessment data were well below the performance target of 85% at competent or accomplished on course assessment. QEP leaders used GE assessment data to inform 2020-2021 professional development and linked exemplary reports and exemplary critical reading assessment activities on the GE and QEP web sites. In 2020-2021 GE assessment data will be available in October, 2021.</p> <p>91% of undergraduate programs and 86% of graduate programs across the university have developed a critical reading SLO. Exemplar assessment reports note enhanced critical reading instruction across disciplines.</p>
<p>SLO 2: Students will report awareness of metacognitive reading strategies.</p>	<p>38% of ENG 101, ENG 101R, & ENG 101RZ students took the MARSII at the end of the semester, a decrease from 45% Fall 2019. Results indicate a slight trend in increasing metacognitive awareness.</p>
<p>SLO 3: Students will express confidence in their abilities as critical readers.</p>	<p>On the EKU Confidence Scale, given during the graduating student survey, student responses have consistently met and exceeded the goal of 3.0 or higher with a mean of 3.5 or more for each of the 8 questions.</p>

FORMATIVE ASSESSMENT HIGHLIGHTS

<p>Strategy 1: Professional Development of Faculty and Staff</p>	<ul style="list-style-type: none"> ➤ Surveys of faculty conducted following professional development sessions are consistently positive and guide continuous improvement. ➤ Results of the MARSIs were used to guide professional development of all ENG 101R and ENG 101 instructors in August 2021 to encourage more explicit instruction of metacognitive reading strategies. ➤ In course-level student feedback survey (eXplorance blue), the statement “My instructor taught me strategies to help me critically read academic texts and materials” elicits student feedback. Consistently, 70% or more of students “Agree” or “Strongly Agree” that their instructors provide critical reading strategy instruction, with scores generally increasing over time.
<p>Strategy 2: Professional Development of Student Leaders</p>	<ul style="list-style-type: none"> ➤ Post-workshop surveys of student leaders asked “How much did you learn about critical reading in the session?” 100% of responses were 3 or 4, with 1 being “very little” to 4 being “a great deal.” For the post-session survey question “How useful was the information in helping you develop ways to help mentor students?” 100% of responses were 3 or 4, with 1 being “very little” to 4 being “a great deal.” ➤ 82% of ENG 101R students indicated that their CEC was helpful or very helpful in achieving course learning outcomes. Students indicated that CECs helped them with metacognitive reading strategies such as annotating (55%) and previewing texts (55%) and working through difficult parts of a text (54%).

FOCUS AREAS FOR 2021-2022

- Encourage continued development of instructional practices in all courses to develop students as critical readers by asking departments/programs to reflect on QEP/GE/APPR data at AOL Day.
- Provide ongoing support for ENG 101R instructors and CECs based on MARSIs and GE data.
- Address need to increase MARSIs response rate during fall 2021 semester.
- Work with the GE Assessment Committee and the GE EngaGE leaders to embed critical reading and QEP/GE assessment data in the EngaGE professional development framework.
- Revise the GE assessment form to elicit more specific information about critical reading instruction.
- Share examples of critical reading SLOs, assessment activities, and reports of meaningful instructional change from Annual Planning and Progress Report in TLI sessions and on QEP web site.
- Encourage use of QEP Critical Reading Rubric for program level assessment in TLI sessions
- Administer survey Fall 2021 to collect additional data on the impact of QEP professional development on student learning in disciplinary majors. Faculty and staff who have participated in QEP Professional Learning Communities, received QEP Leadership Grants, or who have led critical reading professional development workshops will be asked to respond to the survey.
- Ensure that each program further develops and measures a critical reading SLO as part of the 2022-2027 Strategic Plan.
- Write the QEP 5 Year Impact Report