



The QEP and Program-level  
Assessment  
Jackie Jay, APAC co-chair



Read with Purpose: The goal of the QEP is to develop critical readers through the use of metacognitive strategies.

The Critical Reading Rubric and other resources are available at <https://qep.eku.edu/resources>

## **EKU** Ged Ed timelines

- Elements 3A, 3B, and 5A: pilot QEP assessment vehicles in 2017/2018 for reporting in the 2018-2020 Gen Ed Assessment Cycle
- All other elements: merge rubrics in fall 2018; pilot QEP assessment vehicles in 2019/2020 for reporting in the 2020-2022 Gen Ed Assessment Cycle

## **EKU** 2018 report expectations

Note that there is now a critical reading tag available in TracDat. Please be aware that for the 2018 reports, all programs will be expected to link at least one of their existing objectives with critical reading (focus of QEP) or create a new objective. Please continue to have at least one objective addressing critical thinking and one for communication. It is possible to have a single objective that integrates all of three of these elements.

**EKU** Example #1: Psychology

- Initial step: a critical reading exercise incorporated into the Psychology Bb exit course (PSY 499).
- Expansion: individualized critical reading assessments carried out in all Psychology courses (without data collection).

**EKU** Example #1: Psychology

- Assessment option: each year faculty are required to select one department learning goal for assessment and revise a related assignment based on the results; critical reading can be selected as the outcome.

**EKU** Example #2: History

- Critical reading incorporated into an existing objective already linked to both critical thinking and communication: a research paper project.

**EKU** Example #3: Occupational Therapy

Cindy Hayden's program-wide research project with 300 students (from junior to senior to masters year 1 and masters year 2):

- students are given targeted instruction intended to improve their ability to critically read a scholarly peer-reviewed article
- students answer multiple choice and short answer questions related to metacognitive strategies and the article while watching a video tutorial

## **EKU** Example #3: Occupational Therapy

Cindy Hayden's program-wide research project with 300 students (from junior to senior to masters year 1 and masters year 2):

- the Metacognitive Assessment of Reading Strategies Inventory (the MARSII) is used as a pre-test/post-test to examine student progression of critical reading strategies

## **EKU** QEP SLOs

**SLO 1: Students will demonstrate critical reading of academic texts and materials.**

- ECU Critical Reading Rubric (direct measure)
- Criterion: 85% at competent or accomplished

**SLO 2: Students will report awareness of metacognitive reading strategies.**

- Metacognitive Awareness of Reading Strategies Inventory (indirect measure)
- Criterion: 3.5 or higher

**SLO 3: Students will express confidence in their abilities as critical readers.**

- ECU Confidence Scale (indirect measure)
- Criterion: 3.0 or higher

## **EKU** Brainstorming

- Where does the bulk of your program's program-level assessment take place (capstone course, etc.)?
- What kind of critical reading assignment could you picture integrating into core program classes?
- Is there an existing program assignment/assessment vehicle that could be linked to the QEP?

## **EKU** Important Dates

- 2018 Annual Planning and Progress Reports
  - October 12, 2018 (for educational programs)
  - December 7, 2018 (for academic support units, student success units, and administrative units)

A really excellent way to hone your report writing skills is to join the Academic Planning and Assessment Committee – let me know if you're interested!

## **EKU** 2018 report expectations

- We would like to see completed meaningful change reported for half of the objectives every year; the minimum is two.
- Although programs are not required to report on each of the objectives every year, we do expect each objective to be evaluated at least twice within the 5-year cycle. If an objective is not evaluated in a given year, we ask that a results/observation is created indicating when it will be assessed.
- In addition to uploading evidence of meaningful change, we also recommend uploading documentation of your assessment methods/measures (i.e., surveys, instruments, rubrics, assignment parameters).

## **EKU** Questions or Support?

Please contact

- Tanlee Wasson, Assistant Vice President  
for Institutional Effectiveness &  
Institutional Research  
or
- Jackie Jay, Academic Planning and  
Assessment Co-Chair