

**Competency:** To read with comprehension

**Competency Description:** In English courses, the focus for this competency is on the student's ability to comprehend effectively college-level reading in English, in two different English courses. The reading competency measures are administered in ENGL 1020: Composition and Rhetoric II and in ENGL 2110: Introduction to Literature.

### **Course A—English 1020**

**Student Learning Outcome:** 80% of students who complete the timed reading assignment in ENGL 1020 will achieve or exceed Level 3 on the Analytical Reading Rubric.

**Measure:** This measurement is part one of the English 1020 Assessment, given during Final Examinations Week, and measures the ability of students to read a non-fiction, academic text with comprehension. Students read a short essay and answer 25 multiple-choice questions that test student understanding of the text. The results are aggregated and reported based on the following scale.

Analytical Reading Rubric:

5 – 23-25 correct answers

4 – 20-22 correct answers

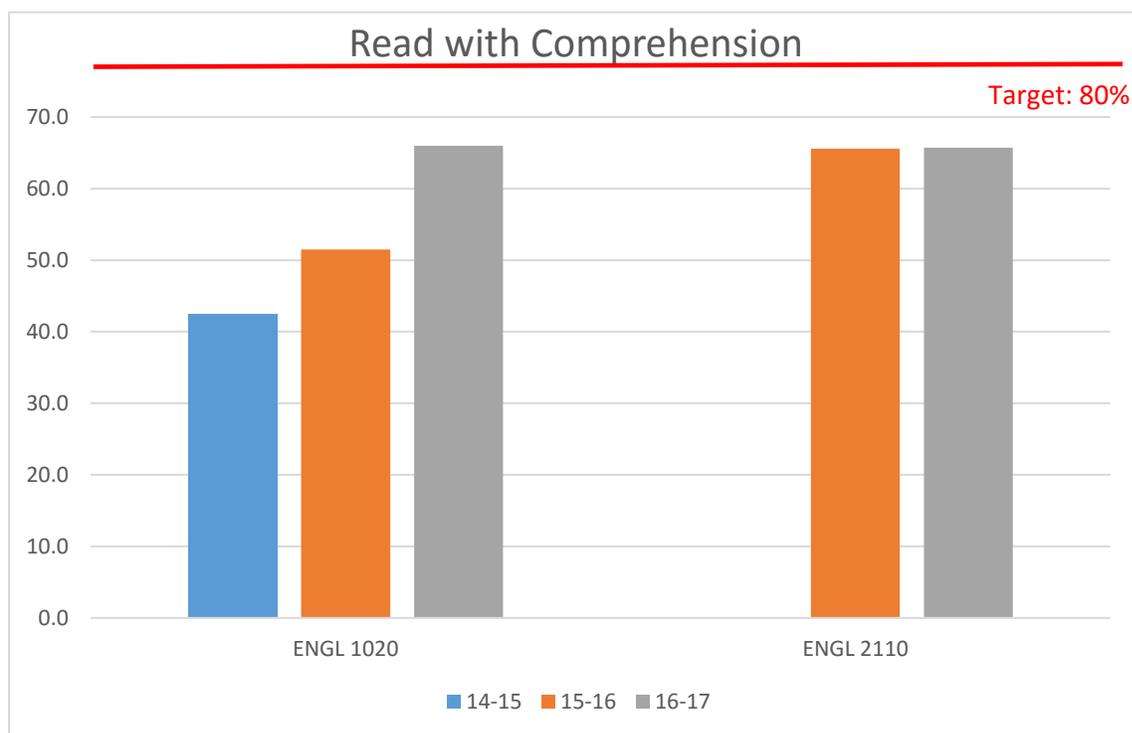
3 – 17-19 correct answers

2 – 14-16 correct answers

1 – 1-13 correct answers

0 – 0 correct answers

## Findings:



As the left-side portion of the chart above shows, ENGL 1020 students improved their performance on the competency (Level 3 on the Analytical Reading Rubric) in each of the last three academic years (2014-17). However, the target of 80% was not achieved during these years.

## Analysis:

**AY 14-15:** 42.4% of the students met the target level of competence. Data suggested that our students had difficulty in meeting the goal “To read with comprehension,” as demonstrated through the timed analytical reading assessment. Some curricular changes in ENGL 1020 were made for 2015-16, including the addition of a standard Moodle shell for the course, especially for online sections.

**AY 15-16:** 51.5% of the students met the target level of competence. This is a significant improvement over 2014-15, but still well below the target of 80%. The new Moodle shell may have had some effect on this result, though that is not clear. In spring 2016, the faculty textbook committee adopted a new ENGL 1020 text for use in 2016-17, which in turn led to some changes in the course curriculum.

**AY 16-17:** 66.0% of the students met the target level of competence. For the second consecutive year, student performance on the competency increased significantly, though still below the target level of 80%. We attribute this result to changes in the design of the ENGL 1020 course curriculum, the standard Moodle shell, and possibly the new ENGL 1020 textbook. As of this writing, no further action has been taken. We expect that the cumulative effects of

the changes made over the past three years will boost student performance to reach the target in 2017-18.

### Decision/Recommendation:

No changes are planned for 2017-2018; however, the department is reviewing the measure to ensure the level of rigor remains in concert with the student's level of attainment.

### Course B—English 2110

**Student Learning Outcome:** 80% of students who complete the timed close reading measure will achieve or exceed the 70% score for correct answers.

**Measure:** This measurement is part one of the English 2110 Assessment, given during Final Examination Week, and measures the ability of students to read for comprehension in two different, college-level literary genres. The student reads two short literary texts, each in a different genre—fiction, non-fiction, drama, and/or poetry—and answers 10 multiple-choice questions that test the student's comprehension of each text. The results are aggregated (scores on the two genres are combined; 20 is the maximum score on the Assessment). The Timed Close Reading Competency Standard: *Competence = Score of 14/20 (70%) or above.*

### Findings:



As the right-side portion of the chart above shows, ENGL 2110 reading performance (competency = 70% correct answers or above) stayed the same during the 2014-17 academic years.\* However, the target of 80% was not achieved during these two years.

\*NOTE: Data unavailable for 2014-15; see below for details.

### **Analysis:**

AY 14-15: (No data). During this assessment cycle, there were significant issues with data collection; as a result, the data gathered were not appropriate for comparison across assessment cycles and so are not included. In order to resolve these issues, some changes were instituted in the data collection procedures for the 2015-16 academic year.

AY 15-16: 65.6% of the students met the target level of competence and below the target of 80%. Due to the data collection issues the previous academic year, we consider the 2015-16 result to be the “baseline” for this competency. No changes were made for 2016-17, in order to allow for direct comparison between the two assessment cycles.

AY 16-17: 65.7% of the students met the target level of competence. For the second consecutive year, student performance remained essentially the same and well below the target level of 80%.

### **Decision/Recommendation:**

It is possible that the current ENGL 2110 Assessment does not capture the true performance of students concerning the reading and comprehension of literary texts. For 2017-18, we will design a new assessment, to be administered in the spring 2018 semester. We plan to wait until then to provide adequate time to develop a high-quality assessment and also to allow for comparison with the fall 2017 results, which will use the 2016-17 assessment instrument. The comparison of the results for the two semesters will provide the opportunity to identify the strengths and weaknesses of the old and new instruments and will inform our decisions concerning future assessment cycles.

*The above data is from Taskstream TK20, the University's assessment management system.*