**Trinity Washington University**

**College of Arts and Sciences**

**Fall 2012 Semester Report for Critical Reading Seminar (CRS)**

**Submitted by: Dr. Angela Lanier and Professor Rewa Burnham, Reading Specialists and Professor May Saffar, ESL Specialist**

|  |
| --- |
|  |

**Executive Summary**

Critical Reading Seminar (CRS) was implemented as a general education requirement at Trinity for the first time in fall 2007. The goal of the course is for students to develop their abilities to read, understand, and analyze texts. CRS 100S: Foundations of Reading, was implemented in fall 2011to better meet the literacy needs of first-year students with low reading placement scores. In addition, CRS 100ES, a reading course for second language learners, was implemented for the first time this past fall. Using student scores from the Accuplacer reading placement test, students were placed into either a 3-credit CRS 101 course or a 4-credit CRS 100S with supplemental instruction. Students who self-identify as second language learners were given the option of enrolling in CRS 100ES instead of CRS 100S. In fall 2012, 11 students enrolled in CRS 100ES, 80 students enrolled in CRS 100S and 216 students enrolled in CRS 101.

CRS courses were taught by a variety of instructors. Fifteen sections of CRS 101 ran in fall 2012 including four sections designated for students interested in the health professions. The two reading specialists taught a total of four CRS 100S sections and four CRS 101 sections. Six full-time faculty members taught a total of seven sections of CRS 101. Two adjuncts taught a total of four sections of CRS 101. The CRS 100ES course was taught by the ESL specialist.

The purpose of this report is to present data, best practices and recommendations for the three CRS courses. The data included in section I includes pass rates for all three levels of CRS. This section also includes data from a pilot diagnostic presented for CRS 100S and CRS 101. In section II, CRS instructors outline practices that promoted students success. The final section of the report presents recommendations for program development and evaluation of all levels of CRS courses. **Appendix A** presents raw data for the CRS courses. The most significant findings and recommendations are presented below:

* **Significant Finding 1:** The average semester GPA for students who failed, abandoned or withdrew from CRS 100S was below 1.0. The average semester GPA for those who abandoned CRS 100S was .08. These findings indicate that these students were unsuccessful in all or most courses, not just CRS.
  + **Recommendation 1:**  A variety of factors contributed to student’s poor performance. These factors include: poor attendance, personal/family issues, missed assignments, and low skill levels even for students placed in developmental courses. This summer the specialists should strategize a support plan for students failing more than two developmental courses at early alert.
* **Significant Finding 2:** In fall 2011, only 55 students enrolled in CRS 100S. In fall 2012 80 students enrolled in CRS 100S. This represents a 45% increase in the number of students enrolled in the developmental course. As a result, the CRS 100S courses were capped at 25 rather than 15.
  + **Recommendation 2:** In order to avoid the oversubscription of the developmental reading classes, CRS instructors should explore ways to accommodate the increased number of CRS 100S students. This discussion should include reevaluating placement benchmarks and the creation of syllabi based on the books from the *Ten Steps College Reading Series* for use by adjuncts.
* **Significant Finding 3:** A pilot diagnostic was administered in CRS 101 and CRS 100S. Results showed progress for students enrolled in CRS 100S. Overall, CRS 100S students earned an average score increase of 1.26 points (out of 10 points). These findings were not consistent for the CRS 101 sample. In reference to CRS 101, 78% of the students in the sample experienced score decreases for an average score change of -1.56.However, this finding is consistent with score decreases experienced with CRS 101 assessments in previous fall semesters when students were asked to retake the Accuplacer at the end of the course. While the pilot diagnostic was a good assessment for determining students reading comprehension skills at the start of the course, it does not appear to measure the critical analysis and evaluative reading skills emphasized in CRS 101.
  + **Recommendation 3:** For CRS 101, develop an in-house diagnostic that more closely aligns with the objectives of the course. This work is already underway. Since the CRS 100S pilot diagnostic assesses basic reading comprehension, the pilot can be used as a guide to develop an in-house CRS 100S diagnostic. This work can be completed in the summer. In addition, it would be helpful to re-administer the Accuplacer Reading test to CRS 100S students to determine if students’ skills at the end of the course would place them in the higher level reading course.
* **Significant Finding 4:** The pass rate for CRS 100ES was 100%. Students demonstrated mastery on the following objectives: identifying vocabulary in context, identifying explicitly stated main idea, and identifying supporting details. It is worth noting that the CRS 100S course covered 5 additional objectives and included a cumulative final exam.
  + **Recommendation 4:** Based on the students’ performance in Fall 2012, the ESL specialist recommends that there should be no offering of CRS100 ES in fall of 2013.Instead, ESL students should take the regular CRS 100S followed by CRS 101. The ESL specialist believes that ESL students will benefit from a faster paced reading class which covers more objectives and administers a cumulative final exam.

**I. Data**

**CRS 100S**

CRS 100S: Foundations of Reading provides students with an intensive review of basic reading skills needed for college level reading. The course emphasizes using context clues; vocabulary building; identifying main idea and supporting details; making inferences; distinguishing fact/opinion; explaining sentence relationships; paraphrasing, and building fluency. To practice these skills, students completed homework practice activities, quizzes, weekly summaries of articles, vocabulary exercises, oral readings, and a final exam.

***Pass Rates.*** Only 30% of students on the roster after the add/drop period earned a C or better in the course. **See chart 1.** The pass rate increases to 53% if you exclude students who abandoned or withdrew from the course.

**Chart 1: CRS 100S Pass Rates**

***Semester GPA and Reading Placement Scores.*** Of the 22 students who withdrew from CRS 100S, five withdrew from all of their courses. The remaining 17 earned an average semester GPA of .99. Only 5 of the students in this group earned a GPA of 2.0 or above. Students who failed CRS 100S earned a GPA slightly lower (.77) than those who withdrew. This is understandable given that CRS 100S carries 4 credits and many students who place into the course carry a 12-credit load. These students needed to earn B or better in their remaining courses in order to earn a 2.0 GPA. It is worth noting that there is no significant difference between the average reading placement scores of students who passed CRS 100S and students who did not succeed in the course. Although the students who failed or withdrew had a slightly lower average score, placement score appears to have no bearing on success in the developmental class. **See Table 1**.

**Table 1: Semester GPA and Reading Placement Scores for CRS 100S**

|  |  |  |  |
| --- | --- | --- | --- |
|  | No. | Average Semester GPA | Average Reading Placement |
| **Total CRS 100S** | **80** | **1.19** | **40.36** |
| Passed CRS 100S with C or better | 24 | 2.48 | 43.8[[1]](#footnote-1) |
| Failed CRS 100S | 21 | .77 | 38.09 |
| Withdrew from CRS 100S | 22 | .99[[2]](#footnote-2) | 38.13 |
| Abandoned CRS 100S | 13 | .08 | 41.46 |

***CRS 100S Comparisons: Fall 2011, Spring 2012 and Fall 2012.*** Significantly more students placed into CRS 100S in fall 2012 than in the previous fall semester. The combined enrollment of CRS 100S and CRS 100ES represented a 45% increase in students. The fall 2012 pass rate is significantly lower than the fall 2011 rate and the abandon and withdrawal rates are significantly higher. Further comparison reveals similarities between the fall 2012 pass and abandon rates and spring 2012 rates. **See Table 2**.

**Table 2: Comparison of Course Outcomes for CRS 100S**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **No.** | **Pass** | **Fail** | **Abandoned** | **Withdrew** |
| **Fall 2012** | 80 | 24 (30%) | 21 (26%) | 13 (16%) | 22 (28%) |
| **Fall 2011** | 55 | 37 (67%) | 8 (17%) | 4 (7%) | 6 (11%) |
| **Spring 2012** | 20[[3]](#footnote-3) | 9 (28%) | 4 (20%) | 3 (15%) | 2 (10%) |

One possible explanation for the change in student success rates is the revision of the CRS 100S curriculum implemented in spring 2012. To better prepare students to meet the challenge of CRS 101, weekly summary assignments were added CRS 100S. These assignments provided students with more practice reading and responding to texts. In addition, binder checks were eliminated and the weight given to homework and fluency assignments was reduced from 40% to 20%. **See Table 3.**

**Table 3: Comparison of CRS 100S assignments from Fall 2011-Fall 2012**

|  |  |  |
| --- | --- | --- |
| Fall 2012 | Spring 2012 | Fall 2011 |
| Final 25%  Quizzes 20%  Weekly Article/Summary 20%  Fluency 10%  Homework 10%  Participation, in class activities 15% | Final – 25%  Quizzes – 30%  Weekly Article/Summary 15%  Fluency – 15%  Homework – 5%  Binder Grades – 10% | Final Exam 25%  Quizzes 20%  No weekly article/summary Fluency 20%  HW 20%  Binder 15% |

***The Pilot Diagnostic.*** A pilot diagnostic was administered to all CRS 101 and CRS 100S courses. The pilot was taken from the test bank of the *Ten Steps College Reading* series by John Langan. The CRS 100S diagnostic was taken from the book designed for reading levels 9-13. The diagnostic was administered during the first two weeks of the semester and a different version of the diagnostic was administered in the final two weeks of the semester. The diagnostic consisted of 10 multiple choice questions about a short passage. The questions covered the following skills: vocabulary in context, inference, sentence relationships, patterns of organization, main idea, supporting details, fact opinion, and tone. Of the 80 students enrolled in the course, 38 students completed both diagnostics. Only 13% of the CRS 100S students in the sample achieved a score of 70% on the pre-diagnostic and no student earned more than 70%. In contrast, 42% of the sample scored 70% or higher on the post diagnostic. Although the diagnostics did not ask exactly the same types of questions, the Langan series is a reliable resource for CRS 100S diagnostics. As such, the test can be used as a guide to develop comparable versions of the diagnostic in the future.

**CRS 100ES**

CRS 100ES provides students for whom English is a second language an intensive review of basic reading skills needed for both critical and college level reading. Students practiced the following skills: using context clues to make inferences; employing a variety of vocabulary strategies; analyzing sentences and paragraphs for main idea, supporting details, fact/opinion, language use, and relationships; and applying structure and phonics to improve reading fluency.

The CRS 100ES course used the *Ten Steps to College Reading* textbook designed for reading levels 6-9 while the CRS 100S course used the next higher level text designed for reading levels 8-12. Since CRS 100ES only met twice per week, it covered fewer skills than CRS 100S. However, these skills will be covered in CRS 101ES in the spring. All of the students received a passing grade in the course. The average semester GPA for the 11 students enrolled in CRS 100ES was 1.97.

**CRS 101**

CRS 101 strengthens critical reading skills through close readings of disciplinary texts. The course focused on foundational critical reading objectives, among which are identifying the text's thesis or themes, main points, and types and quality of evidence, paraphrasing or summarizing the content and meaning of the text, identifying the text's purpose and audience, identifying the author's organizational and rhetorical strategies, and recognizing strengths, weaknesses, and inconsistencies in the text.

***Pass Rates.*** Of the 216 students who enrolled in CRS 101 in the fall 2012 semester, 73% passed the course and 61% passed with C or better. The failure rate for the course was 19%. This included both students who unsuccessfully completed the course and those who abandoned. **See Chart 2**.

**Chart 2: CRS 101 Pass Rates**

***The Pilot Diagnostic.*** A pilot diagnostic was administered to all CRS 101 courses. The diagnostic was taken from the test bank of the *Ten Steps College Reading* series by John Langan. The CRS 101 diagnostic was taken from the book designed for reading levels 10-14. The pre-test was administered during the first two weeks of the semester and a different version was administered in the final two weeks of the semester. The diagnostic consisted of 11 multiple choice questions about a short passage. The questions covered: vocabulary in context, inference, sentence relationships, patterns of organization, main idea, supporting details, paraphrase, purpose and tone.

A sample set was constructed by randomly choosing 3 students who completed both the pre and post diagnostics from all of the CRS 101 courses that submitted both pre and post diagnostic exams. The sample set consisted of 27 students. The average score on the pre-diagnostic was 69% while the average score on the post-diagnostic was 55%. On average, student scores were 1.56 points lower on the post-diagnostic. This finding is consistent with results from previous fall semesters when students were asked to retake the Accuplacer at the end of the course. One explanation for the decrease is the nature of the course objectives for CRS 101. The questions on the fall 2012 pilot diagnostic are reading comprehension questions. However, students who place into CRS 101 have already demonstrated basic reading comprehension skills. The course is designed to move students beyond basic reading comprehension. Instead, the course objectives emphasize critical and evaluative reading. It is also worth noting that students with the highest scores on the pre-diagnostic experienced the greatest score decreases. It is possible that students learn to read critically in CRS 101 and begin to analyze the simplistic multiple choice questions rather than relying on test taking skills. In any case, the diagnostic measured what students were able to do when they entered the course, but did not measure what the students learned in the course.

The pilot diagnostic was nonetheless a productive venture because it revealed the necessity of using open ended questions for CRS 101 assessment. A new diagnostic has already been developed for the spring 2013 semester. This diagnostic features open ended questions that speak directly to the CRS 101 course objectives. The open ended questions will enable us to evaluate students’ critical analysis skills more directly. In addition, the pilot diagnostic underscored the need for an evaluation of students’ critical analysis skills in writing. As such, a rubric for a standardized rhetorical analysis assignment is in development. **See Appendix A.**

**II. Best Practices**

**Interactive Vocabulary Strategies**

One of the most important components of the college level reading program is vocabulary development. This semester several CRS courses incorporated interactive vocabulary strategies and activities. Students engaged in conversations using vocabulary words on Moodle forums, developed and shared mnemonic devices, paraphrased sentences containing vocabulary words, and completed creative projects (posters, videos, poems, skits, online games) using the vocabulary words. These activities promoted the use of new vocabulary in students’ writing, class discussions and even outside of the CRS course. Students had multiple structured opportunities to use the words they learned throughout the semester which made them more confident and ensured that the words will become a permanent part of the student’s vocabulary.

**Repetition: Extra Credit Midterm Assignment**

Providing students with addition opportunities to practice skills is essential to success in CRS 101. For example, the midterm exam in one CRS 101 course focused on the skills necessary to analyze and evaluate texts in the latter half of the semester. As such, it was imperative that students master those skills before moving into the second half of the semester. Since a significant number of students did not demonstrate that they were competent in identifying thesis, paraphrasing, summarizing and outlining on the midterm exam. One instructor created an “extra credit” assignment tailored to include the concepts most missed on the midterm exam. Students who successfully completed the assignment could earn up to 20 additional points on their midterm exam. This assignment served two equally important purposes: it gave students the opportunity to raise low midterm grades and allowed students to practice essential skills. The extra credit assignment also raised the morale of many students. When students receive an F at midterm, they often understand that grade as evidence that they cannot succeed in the course. Many students either withdraw or begin to lose interest in the class as a result. The opportunity to earn more points on the midterm helped students understand that if they worked hard success in the course was still possible. Although the assignment was planned, it was labeled “extra credit” and was not introduced until after the exam. Thus, it only benefitted students who were willing to put in extra effort to succeed and could not be understood as a “plan B” that might discourage students from properly preparing for their midterm exam. For these reasons, this “extra credit” is more successful than a “curve” or additional in-class exam.

**Repetition: Repeated Assignments**

This semester many CRS instructors gave students the option of submitting additional analysis assignments. For example, in one CRS 101 class students were encouraged to submit an additional summary assignment. If the students took advantage of the opportunity to produce an additional summary, the assignment grade would replace the grade for the first summary they submitted. The replacement assignment was introduced 3 weeks after the submission of the first summary. At that point in the semester, the students had read and outlined more essays and thus were better prepared to read and produce a summary than the first time the skill was introduced. The overwhelming majority of students who took advantage of the opportunity to submit an additional summary raised their grades by an average of 20 points. As with the “midterm extra credit” assignment, only students who were motivated to succeed and who would benefit from the extra assignment chose to submit the assignment. This practice enables instructors to reward students for hard work with additional feedback without requiring students who have already mastered the skill to complete additional assignments.

**III. Recommendations**

**CRS 100S**

* This summer the specialist should strategize a support plan for students failing more than two developmental courses at early alert. CRS instructors should institute weekly meetings for struggling students individually, particularly students who are repeating the course. These meetings can include activities such as: review of performance assessments, strategy discussion, vocabulary review, etc.
* Use Accuplacer at the end of the course to determine where students would place after completing a semester of the pre-foundational course.
* In an effort to provide students with additional opportunities to practice skills and vocabulary, a vocabulary workbook has been adopted to supplement in-class and Moodle vocabulary instruction and to promote independent vocabulary learning. The workbook offers students multiple contexts to review and practice the vocabulary. In addition, CRS 100 instructors will encourage students to utilize the online resource center for the CRS 100S textbook.
* In order to avoid the oversubscription of the developmental reading classes, CRS instructors should explore ways to accommodate the increased number of CRS 100S students. This discussion should include reevaluating placement benchmarks and standardized syllabi for adjuncts.

**CRS 100ES**

* Based on the students’ progress in this course, the ESL instructor recommends that there be no offering of CRS100 ES in fall of 2013. Instead, ESL students should take the regular CRS 100 followed by CRS 101. The ESL specialist believes that ESL students will benefit from a faster paced reading class which covers more objectives and administers a cumulative final exam. Students progressed steadily through the course as they projected continued progress in skills such as understanding vocabulary words in context, identifying main ideas and supporting details. The class met only twice a week and the textbook used was a lower reading level, but consisted of the same targeted reading skills. Since class meeting time was limited to a total of three hours a week, further reading skills covered in the CRS 100S course were not part of the fall syllabus. However, these skills will be covered in CRS 101ES in the spring.

**CRS 101**

* Continue to develop an in-house diagnostic that more closely aligns with the objectives of the course. In addition, continue to develop rhetorical analysis assignment and rubric. **See Appendix A.**
* Encourage CRS 101 instructors to provide students with multiple opportunities to complete writing assignments while only including students’ best efforts in the final grade calculation. **See “Best Practices” section**.

**Appendix A: CRS Raw Data**

**Raw Data for CRS 100S Courses**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student | Reading Placement Score | CRS 100S Final Exam Grade | CRS 100 Course Grade (w=withdraw, AB=Abandoned) | Semester GPA | Absences range < 5, 5-10, > 10 |
| 1 | 41 | n/a | AB | 0.00 | more than 10 |
| 2 | 38 | n/a | AB | 0.00 | more than 10 |
| 3 | 27 | n/a | AB | 0.00 | more than 10 |
| 4 | 34 | n/a | AB | 0.00 | more than 10 |
| 5 | 45 | n/a | AB | 0.00 | more than 10 |
| 6 | 40 | n/a | AB | 0.00 | more than 10 |
| 7 | 46 | n/a | AB | 0.00 | more than 10 |
| 8 | 42 | n/a | AB | 0.00 | more than 10 |
| 9 | 38 | n/a | AB | 0.00 | more than 10 |
| 10 | 47 | n/a | AB | 0.00 | more than 10 |
| 11 | 41 | n/a | AB | 0.00 | 10 or more |
| 12 | 50 | n/a | AB | 0.99 | 5 to 10 |
| 13 | 50 | n/a | AB | 1.64 | 5 to 10 |
| 14 | 38 | 91 | A- | 3.56 | less than 5 |
| 15 | 39 | 89 | B | 2.76 | 5 to 10 |
| 16 | 44 | 76 | B- | 2.33 | less than 5 |
| 17 | 50 | 84 | B | 3.20 | less than 5 |
| 18 | 41 | 80 | B+ | 2.58 | less than 5 |
| 19 | 63 | 89 | B+ | 3.20 | less than 5 |
| 20 | 84 | 88 | B+ | 3.20 | less than 5 |
| 21 | 50 | 84 | B+ | 3.56 | less than 5 |
| 22 | 45 | 77 | B+ | 3.66 | less than 5 |
| 23 | 44 | 69 | C | 0.53 | less than 5 |
| 24 | 36 | 72 | C | 0.66 | 5 to 10 |
| 25 | 43 | 82 | C | 0.66 | 5 to 10 |
| 26 | 35 | 78 | C | 1.33 | 5 to 10 |
| 27 | 29 | 57 | C | 2.33 | less than 5 |
| 28 | 36 | 53 | C | 2.43 | less than 5 |
| 29 | 39 | 73 | C | 2.43 | less than 5 |
| 30 | 50 | 59 | C | 2.53 | less than 5 |
| 31 | 44 | 70 | C | 2.59 | less than 5 |
| 32 | 35 | 72 | C | 2.67 | 5 to 10 |
| 33 | 42 | 66 | C+ | 2.00 | 5 to 10 |
| 34 | 30 | 77 | C+ | 2.44 | less than 5 |
| 35 | 44 | 83 | C+ | 2.76 | less than 5 |
| 36 | 44 | 60 | C+ | 2.87 | less than 5 |
| Student | Reading Placement Score | CRS 100S Final Exam Grade | CRS 100 Course Grade (w=withdraw, AB=Abandoned) | Semester GPA | Absences range < 5, 5-10, > 10 |
| 38 | 40 | 20 | F | 0.00 | less than 5 |
| 39 | 40 | 44 | F | 0.00 | 5 to 10 |
| 40 | 45 | 26 | F | 0.00 | 5 to 10 |
| 41 | 40 | 34 | F | 0.00 | more than 10 |
| 42 | 32 | 44 | F | 0.00 | less than 5 |
| 43 | 30 | 47 | F | 0.47 | less than 5 |
| 44 | 41 | 70 | F | 0.60 | 5 to 10 |
| 45 | 42 | 51 | F | 0.66 | less than 5 |
| 46 | 29 | 58 | F | 0.66 | less than 5 |
| 47 | 35 | 37 | F | 0.66 | 5 to 10 |
| 48 | 34 | 76 | F | 0.76 | less than 5 |
| 49 | 34 | 39 | F | 0.77 | less than 5 |
| 50 | 48 | 59 | F | 0.80 | less than 5 |
| 51 | 33 | 46 | F | 0.99 | less than 5 |
| 52 | 47 | 41 | F | 1.14 | less than 5 |
| 53 | 34 | 29 | F | 1.15 | less than 5 |
| 54 | 45 | 60 | F | 1.39 | 5 to 10 |
| 55 | 34 | 47 | F | 1.41 | less than 5 |
| 56 | 43 | 67 | F | 1.57 | less than 5 |
| 57 | 39 | 44 | F | 1.57 | less than 5 |
| 58 | 35 | 83 | F | 1.65 | 5 to 10 |
| 59 | 45 | n/a | w | 0.00 | more than 10 |
| 60 | 29 | n/a | w | 0.00 | less than 5 |
| 61 | 48 | n/a | w | 0.00 | more than 10 |
| 62 | 33 | n/a | w | 0.00 | less than 5 |
| 63 | 48 | n/a | W | 0.00 | less than 5 |
| 64 | 50 | n/a | W | 0.00 | 5 to 10 |
| 65 | 31 | n/a | w | 0.00 | less than 5 |
| 66 | 28 | n/a | W | 0.28 | more than 10 |
| 67 | 42 | n/a | w | 0.99 | less than 5 |
| 68 | 35 | n/a | W | 1.00 | less than 5 |
| 69 | 48 | n/a | W | 1.70 | 5 to 10 |
| 70 | 35 | n/a | W | 1.89 | less than 5 |
| 71 | 37 | n/a | W | 2.00 | less than 5 |
| 72 | 28 | n/a | w | 2.00 | less than 5 |
| 73 | 42 | n/a | W | 2.00 | more than 10 |
| 74 | 33 | n/a | W | 2.39 | 5 to 10 |
| 75 | 43 | n/a | W | 2.66 | less than 5 |
| Student | Reading Placement Score | CRS 100S Final Exam Grade | CRS 100 Course Grade (w=withdraw, AB=Abandoned) | Semester GPA | Absences range < 5, 5-10, > 10 |
| 77 | 32 | n/a | w | 0.00 | more than 10 |
| 78 | 31 | n/a | W | 0.00 | less than 5 |
| 79 | 30 | n/a | w | 0.00 | less than 5 |
| 80 | 49 | n/a | w | 0.00 | 5 to 10 |

**CRS 101 Raw Data for Courses Taught by Specialists**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student | Reading Placement Score | CRS 101 Final Exam Grade | CRS 101 Course Grade (w=withdraw, AB=Abandoned) | Semester GPA | Absences range < 5, 5-10, > 10 |
| 1 | 57 | 58 | D | 1.72 | 5 to 10 |
| 2 | 69 | 54 | F | 0.46 | less than 5 |
| 3 | 51 | 67 | D+ | 1.77 | less than 5 |
| 4 | 52 | n/a | AB | w/d all | more than 10 |
| 5 | 52 | 53 | D | 3 | less than 5 |
| 6 | 84 | n/a | W | 2.7 | 5 to 10 |
| 7 | 67 | 35 | F | 1.93 | 5 to 10 |
| 8 | no score | 58 | C- | 2.2 | 5 to 10 |
| 9 | 63 | n/a | W | dismissed | less than 5 |
| 10 | no score | 67 | B | 2.7 | less than 5 |
| 11 | 68 | n/a | AB | 0.431 | more than 10 |
| 12 | 74 | 59 | C | 3.01 | less than 5 |
| 13 | 47 | 52 | D+ | 2.33 | less than 5 |
| 14 | 59 | 65 | C | 2 | less than 5 |
| 15 | 68 | n/a | AB | 1.38 | more than 10 |
| 16 | 73 | n/a | W | 2.175 | n/a |
| 17 | 59 | 77 | B | 3.13 | 5 to 10 |
| 18 | 52 | n/a | W | w/d all | more than 10 |
| 19 | 52 | 47 | F | 1.66 | 5 to 10 |
| 20 | 31 | n/a | W | 2.42 | less than 5 |
| 21 | 88 | 68 | A- | 3.7 | less than 5 |
| 22 | 81 | n/a | W | no credit | less than 5 |
| 23 | 81 | 51 | C | 2.58 | less than 5 |
| 24 | 71 | n/a | AB | 0 | more than 10 |
| 25 | 80 | n/a | W | 0 | 5 to 10 |
| 26 | 64 | n/a | W | 3.08 | less than 5 |
| 27 | 78 | 35.48 | F | 1.07 | less than 5 |
| 28 | 63 | n/a | W | 1.11 | more than 10 |
| 29 | 76 | 57 | C- | 2.88 | less than 5 |
| 30 | 77 | 62 | C- | 2.74 | 5 to 10 |
| 31 | 55 | 87.5 | A- | 3.6 | less than 5 |
| 32 | 83 | 75 | B+ | 3.75 | less than 5 |
| 33 | 51 | n/a | W | 0.27 | 5 to 10 |
| 34 | 79 | 77 | D+ | 2.39 | 5 to 10 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student | Reading Placement Score | CRS 101 Final Exam Grade | CRS 101 Course Grade (w=withdraw, AB=Abandoned) | Semester GPA | Absences range < 5, 5-10, > 10 |
| 36 | no score | 44 | F | 1.15 | 5 to 10 |
| 37 | 58 | 62 | C | 2.75 | less than 5 |
| 38 | 58 | 63 | C | 1.64 | less than 5 |
| 39 | 94 | 93 | B | 3.1 | 5 to 10 |
| 40 | 81 | 83 | A- | 3.46 | less than 5 |
| 41 | 84 | 78 | B | 3.54 | less than 5 |
| 42 | 80 | 72 | B | 3.58 | less than 5 |
| 43 | 74 | 68.5 | C | 3.36 | less than 5 |
| 44 | 55 | 78 | C | 2.88 | less than 5 |
| 45 | 88 | 64 | C- | 1.48 | 5 to 10 |
| 46 | 71 | 45 | F | 1.256 | 5 to 10 |
| 47 | 83 | n/a | W | 1.23 | more than 10 |
| 48 | 32 | 52 | D | 0.49 | less than 5 |
| 49 | 64 | n/a | W | 1.8 | 5 to 10 |
| 50 | 51 | 71 | C- | 2.3 | less than 5 |
| 51 | 59 | 57 | B- | 2.62 | less than 5 |
| 52 | 36 | n/a | F | 0.3 | 5 to 10 |

**Final Grades for CRS 101 Courses Taught by Full-time Faculty and Adjuncts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student | Final Grade | Student | Final Grade | Student | Final Grade |
| 1 | A | 39 | B | 77 | B+ |
| 2 | A | 40 | B | 78 | B+ |
| 3 | A | 41 | B | 79 | B+ |
| 4 | A | 42 | B | 80 | B+ |
| 5 | A | 43 | B | 81 | B+ |
| 6 | A | 44 | B | 82 | B+ |
| 7 | A | 45 | B | 83 | B+ |
| 8 | A | 46 | B | 84 | B+ |
| 9 | A- | 47 | B | 85 | B+ |
| 10 | A- | 48 | B | 86 | B+ |
| 11 | A- | 49 | B | 87 | B+ |
| 12 | A- | 50 | B | 88 | B+ |
| 13 | A- | 51 | B- | 89 | B+ |
| 14 | A- | 52 | B- | 90 | C |
| 15 | A- | 53 | B- | 91 | C |
| 16 | A- | 54 | B- | 92 | C |
| 17 | A- | 55 | B- | 93 | C |
| 18 | A- | 56 | B- | 94 | C |
| 19 | A- | 57 | B- | 95 | C |
| 20 | A- | 58 | B- | 96 | C |
| 21 | A- | 59 | B- | 97 | C |
| 22 | A- | 60 | B- | 98 | C |
| 23 | A- | 61 | B- | 99 | C |
| 24 | A- | 62 | B- | 100 | C |
| 25 | A- | 63 | B- | 101 | C |
| 26 | A- | 64 | B- | 102 | C |
| 27 | A- | 65 | B- | 103 | C |
| 28 | A- | 66 | B- | 104 | C- |
| 29 | A | 67 | B- | 105 | C- |
| 30 | A | 68 | B- | 106 | C- |
| 31 | A | 69 | B- | 107 | C- |
| 32 | A | 70 | B- | 108 | C- |
| 33 | B | 71 | B | 109 | C- |
| 34 | B | 72 | B | 110 | C |
| 35 | B | 73 | B+ | 111 | C+ |
| 36 | B | 74 | B+ | 112 | C+ |
| 37 | B | 75 | B+ | 113 | C+ |
| 38 | B | 76 | B+ | 114 | C+ |
| Student | Final Grade | Student | Final Grade |
| 115 | C+ | 153 | F |
| 116 | C+ | 154 | F |
| 117 | C+ | 155 | F |
| 118 | C+ | 156 | F |
| 119 | C+ | 157 | F |
| 120 | C+ | 158 | F |
| 121 | D | 159 | F |
| 122 | D | 160 | W |
| 123 | D | 161 | W |
| 124 | D | 162 | W |
| 125 | D | 163 | W |
| 126 | D | 164 | W |
| 127 | D+ |
| 128 | D+ |
| 129 | D+ |
| 130 | D+ |
| 131 | F |
| 132 | F |
| 133 | F |
| 134 | F |
| 135 | F |
| 136 | F |
| 137 | F |
| 138 | F |
| 139 | F |
| 140 | F |
| 141 | F |
| 142 | F |
| 143 | F |
| 144 | F |
| 145 | F |
| 146 | F |
| 147 | F |
| 148 | F |
| 149 | F |
| 150 | F |
| 151 | F |
| 152 | F |

**CRS 100ES Raw Data**

|  |  |  |  |
| --- | --- | --- | --- |
| Student | CRS 100ES Final Grade | Accuplacer Reading Score | Semester GPA |
| 1 | A- | 30 | 2.49 |
| 2 | A- | 31 | 2.92 |
| 3 | A- | 28 | 0.85 |
| 4 | B+ | 27 | 2.23 |
| 5 | B+ | 28 | 1.67 |
| 6 | B+ | 29 | 1.37 |
| 7 | B+ | 41 | 2.51 |
| 8 | B | 27 | 1.84 |
| 9 | A- | 58 | 0.93 |
| 10 | A- | 32 | 2.94 |
| 11 | B | 38 | 1.98 |

**Appendix B: Critical Reading Seminar Tentative Assessment Plan**

**CRS 101 Objectives:**

1. Read actively using text annotations
2. Identify the text’s thesis or themes, main points, and types and quality of evidence
3. Paraphrase and summarize the content and meaning of the text
4. Identify the text’s purpose, audience and tone
5. Identify the author’s organizational and rhetorical strategies
6. Recognize strengths, weaknesses, and inconsistencies in the text
7. Identify and properly cite textual evidence to support ideas
8. Vocabulary Development objective (to be determined)

**Graded Activities**

1. Text annotations
2. Summary Writing
3. Paraphrasing
4. Outlining
5. Reader Response/Rhetorical Analysis with citations
6. Vocabulary

**CRS 101 Common Assessments:**

1. Diagnostic and Post test (multiple choice, short answer, open-ended)
2. Identify implicitly stated main idea
3. Infer main idea
4. Infer writer’s tone
5. Infer writer’s purpose and audience
6. Identify supporting evidence
7. Draw logical inferences
8. Identify a paraphrase and the steps to paraphrasing
9. Vocabulary in context
10. Rhetorical Analysis Assignment Rubric
11. Purpose
12. Tone
13. Main idea
14. Audience
15. Text structure
16. Types of evidence
17. Evaluation of effectiveness
18. Summary
19. paraphrasing
20. Citation of sources

**Timeline for Development of CRS 101 Assessment**

|  |  |  |
| --- | --- | --- |
| **Task** | **Who is involved?** | **Deadline/Timeframe** |
| Review results of Pilot pre/post assessment and adapt assessment as needed for spring semester | reading specialists | January 2013 |
| Develop draft for Analysis Rubric & requirements for Analysis Assignment; send to CRS instructors for review | reading specialists | early February 2013 |
| Review draft of Analysis Assignment and send feedback to reading specialists | All CRS instructors | February |
| Pilot rubric with CRS 101 analysis assignments | Spring CRS 101 instructors | late February-April 2013 |
| Hold session to norm CRS analysis rubric using student samples | All CRS instructors | Early May 2013 |
| Administer post-test using adapted assessment | Spring CRS instructors | Last week of classes or final exam week |
| Compile reading selections and question to use for diagnostic and post-tests | reading specialists | May-June 2013 |
| Create several versions of the diagnostic and post-test using materials from the CRS bank for fall 2013-2014 administration | reading specialists | July 2013 |

**Ideas for Critical Reading Assessment**

* CRS 100S: Have students retake Accuplacer at the end of the course as we have done in the past. This will allow us to determine if the student would now place at into CRS 101 after a semester of intensive reading instruction. We can use the placement benchmarks from PG and Montgomery Community Colleges to determine where our students would place in other developmental education programs. Since both institutions have multiple levels of developmental reading, using their benchmarks as an external guide will help us better evaluate our program.
* Long-term: Administer another version of the CRS 101 diagnostic at the beginning of select capstone courses and integrate the Rhetorical Analysis assignment as part of each capstone; since completion of 40 credits is a pre-requisite for capstone, ideally students will be at least one two semesters removed from CRS 101

1. Two students in this group earned reading placement scores of 63 and 84, which should have placed them in CRS 101. If these students’ scores are removed, the average placement score for the remaining students would be 41.09, which is similar to that of the students who abandoned. [↑](#footnote-ref-1)
2. Five of the students who withdrew from this course withdrew from all of their courses. They were excluded from this calculation. [↑](#footnote-ref-2)
3. It is important to note that 60% of the students in this group were repeaters who had either failed or withdrawn from the course the previous semester. [↑](#footnote-ref-3)