**Trinity Washington University**

**College of Arts and Sciences**

**Spring 2013 Semester Report for Critical Reading Seminar (CRS)**

**Submitted by: Dr. Angela Lanier and Professor Rewa Burnham,**

**Reading Specialists**

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1. **Introduction**

The purpose of this report is to present data and recommendations for the Critical Reading Seminar (CRS) courses. The introduction section contains detailed course descriptions and a summary of achievements for the spring 2013 semester. Section II contains an overview of the most important data points for the assessment of CRS courses. Section III contains a narrative of the goals and progress for the spring 2013 semester. Section IV contains key assessment areas and analysis. Section V contains new goals for the development of the program.

**Course Descriptions**

Critical Reading Seminar (CRS) was first offered as a part of Trinity’s general education curriculum in 2007. All students were required to take a 3-credit CRS 101 course except those with the lowest placement who were placed into CRS 101s, a 4-credit version of CRS 101.This benchmark was determined after review of Accuplacer proficiency levels (See Appendix A). After four years under this structure, pass rates for the lowest group declined, and the reading specialist proposed an additional reading course to serve students who achieve the lowest Accuplacer scores. With the two courses in place, students scoring 50 or below were required to take CRS 100s and pass with C or better before progressing to CRS 101.

CRS 100s: Foundations of Reading (CRS 100s) serves students who achieve Accuplacer reading comprehension scores less than 51. The course provides students with an intensive review of basic reading skills. In CRS 100s, instructors emphasize context clues; vocabulary; main idea and supporting details; inferences; fact/opinion; sentence relationships; paraphrasing, and fluency. To practice these skills, students complete homework and digital vocabulary exercises, take bi-weekly quizzes; and submit weekly article summaries and recorded readings. Students must also show mastery of essential skills on a comprehensive final exam. In addition to addressing literacy skills, the course integrates readings related to college transition and Trinity’s liberal arts disciplines.

The upper tier course, Critical Reading Seminar (CRS 101), serves students who achieve Accuplacer reading comprehension scores of 51 or higher. CRS 101 is an interdisciplinary course designed to develop the abstract reasoning skills necessary to comprehend and respond to college level texts. Instructors teach students to employ reading strategies and develop metacognitive awareness. In particular, the course emphasizes inferences, text structure, main idea, supporting evidence, purpose, tone, audience, context and evaluation. Students are also required to read a variety of texts several times for different purposes; annotate and outline texts; and produce written summary and analysis papers.

The reading specialists offered four sections of CRS 100s in fall 2012 and two sections of the course in the spring. Fifteen sections of CRS 101 were offered in the fall including four sections designated for students interested in the health professions. Six sections of CRS 101 were offered in spring 2013 including two designated for students interested in the health professions. In fall 2012, six full-time faculty members taught a total of seven sections of CRS 101. Full-time faculty members were not asked to deliver CRS courses in spring 2013. Two adjunct faculty members taught a total of four sections of CRS 101 in fall 2012, and one adjunct faculty member delivered two CRS courses in the spring.

**Achievements**

We are pleased to present the following achievements:

* Students who passed CRS 100s in fall 2012 demonstrated a fall to spring retention rate of 92%. In addition, 65% of those students have a cumulative GPA of 2.0 or above. As of May 2013, 60% of those students have schedules for fall 2013.
* Of the CRS 100s students who retook the Accuplacer reading test at the end of the spring 2013 semester, 80% showed positive score changes. More than half increased their scores by more than 20%, and 27% increased their scores by more than 40%.
* CRS 101 students improved in every area assessed by the spring diagnostic. More than one-third of the students who completed the 10-point diagnostic increased their scores by at least three points. Overall, 55% increased their reading comprehension skills.

1. **Dashboard**

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| --- | --- | --- | --- | --- | --- |
|  | **CRS 100s**  **Fall 2012** | **CRS 101**  **Fall 2012** | **CRS 100s Spring 2013** | **CRS 101 Spring 2013** | **Goals**  **2013—2014** |
| **Percentage of students with improved diagnostic scores** | 70% | 15% | 80% | 74% | +10% |
| **Completion Rates** | 56% |  | 47% | 73% | +10% |
| **Pass Rate for Completers** | 53% |  | 38% | 61% |  |
| **Percentage of students with Accuplacer score between 51 and 64 who passed CRS 101.** | N/A |  | N/A | 25% |  |
| **Percentage of Students with Accuplacer score below 35 who passed CRS 100s** | 3% | N/A | 3% | N/A |  |
| **Original Roster Pass Rate** | 31% | 74% | 18% | 44% |  |

1. **Report on 2012-2013 Goals and Progress**

**Goal 1: Improve student retention by helping students master foundational reading skills.**

**Students who passed CRS 100s in fall 2012 were more successful in spring 2013 than students who did not take CRS 100s.** Not only did 23 of the 25 students who passed CRS 100s in fall 2012 return to Trinity (fall to spring retention rate of 92%), but 65% of those students achieved a cumulative GPA of 2.0 or higher by the end of the spring semester. This suggests that the low reading skills that present an obstacle to student success can be remediated by CRS 100s. In spring 2013, the students who passed CRS 100s at some point passed CRS 101at a rate of 62%, which is higher than the overall CRS 101 pass rate of 44%[[1]](#footnote-1).

Alternatively, the reading specialist identified 12 students who earned an Accuplacer reading score below 51 and were placed in CRS 101 in spring 2013 rather than CRS 100s. Those students had much less success. Of the 12 who were misplaced, only 3 (25%) passed CRS 101 in spring 2013, and two of those students were CRS 101 repeaters. In fact, 6 of the 12 misplaced students were repeating CRS 101in spring 2013 and still were not able to pass. Collectively, these students made very little academic progress as demonstrated by their GPAs which averaged .90 for the spring. Additionally, these students only earned an average of 5 credits in the spring semester. Only 50% of these students are registered for fall 2013. This data suggests that CRS 100s is an essential component of the academic success and retention of students who achieve an Accuplacer reading score below 51. In the future, the reading specialist will work with the academic advisors to ensure that students with low reading scores are not misplaced.

**Overall, students in both reading courses demonstrated increased reading abilities by the end of the spring 2013 semester.** The increase in skills was most dramatic in students who started with very low skills. Of the 15 CRS 100s students who retook the Accuplacer reading test at the end of the spring semester, 12 (80%) showed positive score changes. Eight students (53%) increased their scores by more than 20%, and four students (27%) increased their scores by more than 40%. Positive score changes ranged from 2.5% to 85%. Additionally, six students (40%) earned scores that would place them into CRS 101 according to Trinity’s current placement benchmarks.

We have identified a similar trend in CRS 101. Students who completed both the pre and post diagnostic earned an average score of 5.74 out of 10 on the pre-diagnostic. Although there was not as much room for improvement as with the CRS 100s students, CRS 101 students’ skills improved in every area assessed by the spring diagnostic[[2]](#footnote-2) raising the average score to 7.33. More than one third of the students who completed the diagnostic showed score increases of 3 points or higher. The most significant gains were in the area of paraphrasing. In this area, 55% of students showed improvement which reflects an increase in student reading comprehension.

**Goal II: Identify obstacles to student success in Critical Reading Seminar.**

The reading specialists collected data concerning high school GPA, attendance, assignment completion, and Accuplacer reading comprehension scores to see if patterns would emerge that would enable us to better support our striving readers. While our study of the high school GPAs of CRS 100s students was inconclusive, our investigation of the connection between student attendance and the completion of formal written assignments revealed that students who attended class more frequently and submitted a greater number of assignments, even when the assignments were not factored into their final grades, achieve more success in Critical Reading Seminar. Our review of the reading programs of the local institutions that serve populations similar to Trinity suggests that we are not providing the students who achieve Accuplacer scores between 51 and 78 with the appropriate amount of reading support. This last finding will become more significant if, as we suspect, the CRS 101 pass rates decline as more standard components are added to the course. **In summary, regular attendance and completing more writing assignments had a positive effect on student outcomes. Although CRS 101 is not designed as a developmental reading course, many of the students placed in CRS 101 are not reading at college level and might benefit from varying amounts of remediation.**

High School GPA

**The results of research on the connection between high school GPA and CRS 100s outcomes were inconclusive.** In an attempt to understand the academic performance of CRS 100s students, high school GPAs were examined for all students who enrolled in the course in fall 2012. Findings revealed that only two of the 80 students who enrolled in CRS 100s earned a high school GPA below 2.0. Students who abandoned CRS 100s had the lowest average high school GPA. Although students who abandoned CRS 100s were most likely to have a high school GPA below 2.5, students who completed but failed CRS 100s were most likely to have a high school GPA of 3.0 or better. Overall, the average high school GPA for the completers who failed CRS 100s is 2.83, which is similar to the average high school GPA of students who passed CRS 100s (2.86).

Attendance

**Regular attendance, which is defined by missing fewer than 5 days of class, is a reliable indicator of student success in Critical Reading Seminar.** Of the 25 students who passed CRS 100s in the fall, 76% attended regularly. While only 2 of the 6 students who passed CRS 100s in the spring attended regularly, no successful student missed more than 10 days. Of the 40 students who passed CRS 101 in spring 2013, 65% missed fewer than 5 days and no student missed more than 10 days. The value of regular attendance is most evident in students who passed CRS 101 in the C range. The majority of those students (84%) missed fewer than 5 days of class. This suggests that average students must attend regularly in order to succeed. It is also important to note that only 32% of the students who failed CRS 101 attended regularly. This number excludes those students who withdrew or abandoned the course.

Completing Assignments

**Students who submit more assignments, even when those assignments are not included in their final grade calculations, were more successful in Critical Reading Seminar.** In three spring 2013 sections of CRS 101, students were presented with 3 opportunities to submit summary assignments[[3]](#footnote-3) with the understanding that only the best one of their 3 submitted assignments would be calculated into the final grade. Students were also given two opportunities to submit rhetorical analysis assignments although they understood that only their best of the two grades would be calculated into the final grade. Students were not penalized for choosing to only submit one assignment for each category. Students who submitted the most assignments over the course of the semester earned better grades than students who declined to continue working to improve their grade. Of the 16 students who passed the three CRS 101 sections, 7 (44%) submitted at least 80% of the assignments for the class. Of those students, 4 (57%) earned a grade in the B range. In addition, 13 (81%) of the students who passed submitted at least 60% of the written assignments for the course. Student grades on written assignments increased by an average of 21 points out of 100 over the course of the semester. On the other hand, of the 16 students who failed (excluding those who withdrew or abandoned) only 4 submitted at least 60% of the written assignments for the course. In fact, 56% of the students who failed (9 students) submitted no more than one written assignment, even though students were required to submit at least two assignments.

Student Accuplacer Reading Comprehension Scores

Of the 80 students who enrolled in CRS 100s in fall 2012, 21 (26%) earned initial Accuplacer reading scores below 35. This group earned an average fall semester GPA of .74, and only two of the 21(10%) passed CRS 100s that semester. However, neither student passed CRS 101 in the following semester. Of the 34 students who enrolled in CRS 100s in the spring, 14 (41%) earned initial reading scores below 35. This group earned an average spring GPA of .85, and only one student with a score below 35 passed CRS 100s in the spring. It should be noted that 11 of the students in that score range were course repeaters in the spring. In addition, students earning Accuplacer reading scores below 35 had the highest rate of withdrawals from CRS 100s. Those scoring between 30 and 34 had the highest percentage of students with a fall GPA below 2.0. **Of the students who passed CRS 100s in the fall, 60% earned a reading score of at least 40, and 83% of the students who passed CRS 100s in the spring earned a reading score of at least 40.**

In an effort to provide an additional context for interpreting Accuplacer scores, the reading specialists searched for possible grade level equivalents for Accuplacer scores. This search yielded one document, a performance level concordance, which aligns Accuplacer scores with scores from standardized tests including the SAT, ACT, and the Test of Adult Basic Education (TABE).This concordance was completed by the Developmental Education Department at Southern West Virginia Community and Technical College and is available online.[[4]](#footnote-4) It is important to note that the College Board, the organization that produces Accuplacer, does not endorse this alignment and does not recommend using Accuplacer scores to predict performance on other tests.[[5]](#footnote-5) According to this concordance, students who place into CRS 100s (earning a score of 50 or below on Accuplacer) are likely to receive a TABE score equivalent to 8.7 grade level and below and SAT verbal scores below 250. Furthermore, an Accuplacer reading score below 35 correlates with a TABE score of 7.3 grade level and below and an SAT verbal score of 210 and below.

The performance concordance also provides insight into CRS 101pass rates. Students who earn scores between 51 and 64, scores that would place them into developmental courses at the local institutions discussed in Section IV of this report but place them directly into CRS 101 at Trinity, would earn a TABE reading grade level score between 8.8 and 10. Of the students who attempted CRS 101 in the spring, 33 did not take CRS 100s and scored below 64 on the Accuplacer reading test. Eight (24%) of those students passed CRS 101, and only 3 passed with C or better. This information suggests that we need to adjust the reading benchmarks for placement and offer a wider variety of CRS courses to better address the needs of our students.

**IV. Key Assessments**

**Assessment Area 1: CRS 100s Student Outcomes for Academic Year 2012-2013**

*Target Topic A: Outcomes of Successful and Unsuccessful CRS 100s students*

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| --- | --- | --- | --- | --- | --- | --- |
| **Fall CRS 100S Outcome** | **Total No. (%)** | **Spring 2013 CAS Retention Rate** | **CRS enrollment for those who returned to Trinity Spring 2013** | **Average Spring 2013 GPA** | **Average Cumulative GPA at end of Spring 2013** | **% with Cumulative 2.0 or above** |
| **Passed** | 25 (31%) | 23 (92%) | 20 (87%) enrolled in CRS 101 | 2.39 | 2.35 | 13 (65%) |
| 3 (13%) no CRS | 2.30 | 2.44 | 3 (100%) |
| **Withdrew, abandoned or failed** | 55 (69%) | 34 (62%) | 24 (71%) repeated CRS 100S | .95 | 1.15 | 6 (25% ) |
| 10 (29%) did not repeat CRS 100 | .80 | .80 | 1(10%) |

**Analysis:**  Students who passed CRS 100s had a fall to spring retention rate of 92%. In addition, the majority of the students who passed earned a GPA of 2.0 or higher. On the other hand, students who failed CRS 100s in fall 2012 and did not repeat were generally unsuccessful; only two of the students earned a spring GPA of at least 2.0 and 4 students earned a 0.0 GPA. Only one of these students earned a cumulative GPA of at least 2.0 at the end of the spring semester.

*Target Topic B: Spring 2013 Outcomes for CRS 101 Students with Accuplacer scores below 51 who did not take CRS 100s*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **No.** | **No. Passing CRS 101** | **Average Spring GPA** | **Spring GPA range** |
| **CRS 101 students who placed into 100S but did not take it** | 12[[6]](#footnote-6) | 3 (25%) | .90 | 0.0-2.8 |
| **CRS 101 students who passed 100S in fall 2012** | 20 | 12 (60%) | 1.98 | .25-3.6 |

**Analysis: Students with the lowest Accuplacer reading comprehension scores must take a developmental reading course in order to be successful.** CRS 101 students scoring below 51 on the Accuplacer reading test who took CRS 100s earned a spring GPA more than double that of students who did not take CRS 100s. Students who took CRS 100s passed CRS 101 at a much higher rate (60%) than those who did not enroll in 100s (25%). Students who took CRS 100s also passed CRS 101 at a higher rate than the 44% overall pass rate for CRS 101.

**Assessment Area 2: External Benchmarks for Pass Rates**

*Target Topic A: Developmental Reading Pass Rates of Trinity and Virginia Community College System Data.*

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| --- | --- | --- | --- |
|  | **CRS 100s Pass rates on 1st attempt** | **% who re-enrolled to take next term** | **Pass rate on 2nd attempt** |
| VCCS[[7]](#footnote-7) | 69% level one  75% level two | 33% | 74% |
| Trinity Fall 2012  Original Roster | 31% | 44% | 17% |
| Trinity Fall 2012 Completers | 53% |  | 16% |

**Analysis: Trinity Pass rates are lower than the comparison institutions, but the initial placement and re-enrollment rates in developmental reading are higher at Trinity**. The VCCS (Virginia Community College System) data represents 23,542 students across 24 community college institutions in Virginia. According to the report, only 67% of those who placed into developmental reading actually enrolled in the course. In contrast, first year student schedules at Trinity are compulsory, so first year students cannot opt out of developmental courses. This is an important point to consider when comparing external pass rates. Additionally, it is not possible to determine how the pass rates for the VCCS program are calculated, so we included Trinity data for all students enrolled as well as those who completed the course. Students who were unsuccessful in the developmental course at Trinity re-enrolled in the course the following semester at a rate almost 35% higher than those in the VCCS system which might explain why the success rate for Trinity repeaters was significantly lower than that of the comparison group. It is important to note that the VCCS reading program offers two levels of developmental reading compared to Trinity’s single level of developmental reading.

*Target Topic B: Developmental Reading Pass Rates of Trinity and National Center for Developmental Education data*

|  |  |  |
| --- | --- | --- |
|  | **Reading Pass rates for students who completed CRS 100s** | **Completion Rate (% of students who finished CRS 100s)** |
| NCDE | 76% | 83% |
| Trinity Fall 2012 | 56% | 56% |
| Trinity Spring 2013 | 38% | 47% |

**Analysis**: NCDE analyzed developmental education pass rates for 29 two-year institutions nation-wide. According to the report, 97% of participating institutions used Accuplacer as the placement instrument; however, the report did not indicate placement benchmarks. The study calculates pass rates based on the number of students who actually completed the course rather than abandoning or withdrawing. Therefore, the Trinity pass rates in the table above represent those who completed the course and took the final exam. Students who abandoned or withdrew are not included. It should be noted that Trinity students completed the developmental reading course at a significantly lower rate than those at the comparison institutions but enrolled and re-enrolled at a higher rate. **More than half of the institutions included in the NCDE data use alternative grade designations included but not limited to “R” for repeat, “NC” for no credit, “P/NP” for pass/no pass and some award credit for a grade of D on a 4 point scale. Such designations lower the stakes for remaining in the course which might account for the disparity between the course completion rates listed in the chart.**

**Assessment Area 3: External Benchmarks for Placement in Developmental Reading**

*Target Topic A: Accuplacer Benchmarks for Montgomery County Community College*

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| --- | --- |
| **Reading Accuplacer Score** | **Course Placement** |
| less than 35 | WDCE (Workforce Development and Continuing Education) |
| 35-52 | Pathways Program\* (see description below) |
| 53-65 | RD 095/College Reading Skills I |
| 66-78 | RD 099/College Reading Skills II |
| 79 – 120 | Exempt or RD 120 (optional, 3 transferable college credits) |

**Analysis:** At Trinity, students who achieve an Accuplacer score below 51 are placed in CRS 100s. If they earn a C or better in CRS 100s, they advance to the college level reading course (CRS 101). **At Montgomery College[[8]](#footnote-8), these students would be excluded from the developmental reading courses.** If they achieve an Accuplacer reading comprehension score below 35, they would be directed to the *Montgomery College Workforce Development & Continuing Education* program which offers job training and certificates. Students who earn between 35 and 52 are directed to the *Pathways* program. This program gives students additional preparation in reading in order to qualify for either the developmental reading courses or the credit-bearing courses at the college. Students scoring between 45 and 52 can take an accelerated one-semester reading course to prepare them for the developmental reading courses. This one-semester course includes intense reading and writing instruction, life skills training, and career planning. Once a student successfully completes the course, the college reassesses their reading skills using the Accuplacer test to determine if they can enter credit-bearing courses or enter the developmental reading course sequence.

*Target Topic B: Accuplacer Benchmarks for Prince George’s County Community College*

|  |  |
| --- | --- |
| **Reading Accuplacer Score** | **Course Placement** |
| 1 – 53 | Dev. Reading 0050 |
| 54 – 78 | Dev. Reading 0060 |
| 79 – 120 | No Reading Required |
| 95 – 120 | Honors |

**Analysis:** At Trinity, students who achieve an Accuplacer score below 51 are placed in CRS 100s. If they earn a C or better in CRS 100s, they advance to the college level reading course. **In comparison, Prince George’s County Community College offers two tiers of developmental reading[[9]](#footnote-9).** Students who score below 53 are placed into the first level of developmental reading and must earn a C or higher in order to progress to the next level of developmental reading. Students must pass the second level course with a C or higher before they are permitted to register for credit bearing courses.

*Target Topic C: Accuplacer Benchmarks for University of the District of Columbia*

|  |  |
| --- | --- |
| **Reading Accuplacer Score** | **Course Placement** |
| Below 78 | Reading Improvement at Community College Campus |
| 78 or above | No Reading Required |

**Analysis:** At the University of the District of Columbia (UDC) students who earn 77 or below on the Accuplacer reading comprehension test must take a reading improvement course, which is only offered at the community college campus. These students cannot enroll in courses at the four-year university until they have successfully completed the reading improvement course. UDC also offers an Accuplacer preparation course through its workforce development program to help students prepare for the placement test.[[10]](#footnote-10) **Overall, the UDC model is the most similar to the Trinity model because students only need take and pass one course before progressing into college level work. However, the Accuplacer cut score of 77 is much higher than Trinity’s cut score of 50.**

**Assessment Area 4: Pass Rates**

***Target Topic A: CRS 100s Outcomes by Accuplacer Reading Score Range***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CRS 100 Outcome** | **No. Fall 2012** | **Accu-placer below 35** | **Accu-placer below 40** | **Accu-placer 40 and above** | **No.**  **Spring 2013** | **Accu-placer below 35** | **Accu-placer below 40** | **Accu-placer**  **40 and above** |
| Passed | **25** | 2 (8%) | 10 (40%) | 15 (60%) | **6** | 1 (17%) | 1  (17%) | 5 (83%) |
| Failed | **20** | 8 (40%) | 10 (50%) | 10 (50%) | **10** | 5 (50%) | 6 (60%) | 4 (40%) |
| Withdrew | **22** | 9  (41%) | 12  (55%) | 10  (45%) | **6** | 3 (50%) | 4 (67%) | 2 (33%) |
| Abandoned | **13** | 2 (8%) | 4  (31%) | 9  (69%) | **10** | 4  (40%) | 5 (50%) | 5  (50%) |
| Failed/  Honor Violation | **0** | n/a | n/a | n/a | **2** | 1  (50%) | 1 (50%) | 1 (50%) |

**Analysis:**  **Of the students who passed CRS 100s this academic year, 65% earned an Accuplacer reading score of 40 or above.** Of the 80 students who enrolled in CRS 100s in fall 2012, 21 (26%) earned initial Accuplacer reading scores below 35. Only two of the 21 (10%) passed CRS 100s in the fall. Neither student passed CRS 101 in the spring. Of the 34 students who enrolled in CRS 100s in spring 2013, 14 (41%) earned initial reading scores below 35. Only one of these students passed CRS 100s in the spring, and 11 of the students were repeaters.

*Target Topic B: CRS 100s Pass Rates Spring 2013*

**Analysis:** Thirty-four students (including 24 repeaters) enrolled in CRS 100s in spring 2013. Sixteen students completed the course and took the final exam. Slightly more than one-third of course completers passed. All completers who failed were course repeaters. Only six students (18%) passed the course. Six students (18%) withdrew from the course; this number is low compared to fall 2012 (27%, n=22) but slightly higher than spring 2012 (10%, n=2). Additionally, the spring 2013 abandonment rate is nearly double that of the previous two semesters. Ten students (29%) abandoned the course in spring 2013 compared to three students (15%) in spring 2012 and 13 students (16%) in fall 2012. Three students who abandoned the course in spring 2013 also abandoned in fall 2012. Ten students (29%), all repeaters, completed the course but failed; eight of these students failed the course with a final grade between 60 and 69. **Generally, course repeaters were unsuccessful in CRS 100s in spring 2013**.

*Target Topic C: Outcomes for CRS 100s Repeaters*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring 2013 CRS 100S Outcome** | **No. (%)** | **Average Spring 2013 GPA** | **Spring GPA range** | **No. with Fall 2013 schedule** |
| Passed | 4 (17%) | 2.18 | 1.82—2.5 | 4 |
| Failed | 10 (40%) | 1.06 | 0—1.99 | 7 |
| Failed/Honor violation | 2 (8%) | .33 | 0—.66 | 2 |
| Withdrew | 2 (8%) | 0.0 | 0.0 | 0 |
| Abandoned | 6 (24%) | .28 | 0—1.64 | 2 |
| **Total** | **24 (100%)** | **.98** | **0—2.5** | **15 (62.5 %)** |

**Analysis:**Twenty-four students repeated CRS 100s in spring 2013. Despite their low average GPA, most of these students were persistent; as of May 2013, 60% of these students registered for fall 2013 courses. Unfortunately, 5 of the students who were unsuccessful in the course in the spring have been dismissed for earning a 0.0 GPA for two consecutive semesters.

*Target Topic D: CRS 101 pass rates*

**Analysis:** Ninety students (including repeaters) enrolled in CRS 101 in spring 2013. Forty students (44%) passed the course. Nine students (10%) withdrew from the course and 15 (16%) abandoned the course. Thirty of the spring 2013 CRS 101 students were repeaters. Ten (33%) repeaters abandoned the course, and 5 withdrew. Only 8 (27%) repeaters passed the course.

**Assessment Area 5: CRS Student Outcomes in Foundational Courses**

*Target Topic A: CRS 100s Student Performance Across Pre-foundational Courses Academic Year 2012-2013*

CRS 100s Student Performance in Pre-foundational Courses Fall 2012

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fall 2012 CRS 100S outcome** | **No.** | **No. enrolled in Math 101S** | **No. passing Math 101S** | **No. Enrolled in ENGL 105/S** | **No. Passing ENGL 105/S** |
| Passed | 25 (31.25%) | 22  [1 Math 108, 2 no math] | 20 (91%)  [1 failed, 1 w/d] | 23  [1 ENGL 107, 1 no ENGL] | 17 (74%)  [5 failed, 1 w/d] |
| Failed | 20 (25%) | 17  [1 no math, 2 108/109] | 7 (41%)  [5 w/d, 5 failed] | 19  [1 no ENGL] | 6 (32%)  [2 w/d, 11 failed] |
| Withdrew | 22 (27.5%) | 20  [1 no math, 1 math 108] | 5 (25%)  [6 w/d, 9 failed] | 20  [2 no ENGL] | 7 (39%)  [5 w/d, 8 failed] |
| Abandoned | 13 (16.25%) | 12  [1 in Math 109] | 0 (0%) | 12 | 2 (17%)  [1 C- in ENGL 105] |
|  | **80 (100%)** | **71 (88.75%)** | **32 (40%)** | **74 (92.5%)** | **32 (40%)** |

*CRS 100s Student Performance in Pre-foundational Courses Spring 2013*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Spring 2013 CRS 100s Outcome** | **Number (%)** | **No. of Repeat-ers** | **Average semester GPA** | **No. with 2.0 or above spring GPA** | **Spring**  **Math**  **Performance** | **Spring**  **English**  **Performance** |
| Pass | 6  (18%) | 5 | 2.2 | 5 out of 6 | 4 passed w/C or better  1 pass below C  1 withdrew | 4 passed w/C or better  1 withdrew  1 failed |
| Fail | 10 (29%) | 10 | 1.1 | 0 out of 10 | 5 passed w/C or better  3 passed below C  1 failed  1 no Math | 1 passed w/C or better  3 passed below C  1 withdrew  5 failed |
| Abandoned | 10 (29%) | 6 | .28 | 0 out of 10 | 2 passed w/C or better  1 withdrew  6 failed  1 no math | 1 passed w/ C or better  1 withdrew  7 failed  1 no English |
| Failed/  Honor Violation | 2  (6%) | 2 | .33 | 0 out of 2 | 1 passed w/C or better  1 failed | 2 failed |
| Withdrew | 6  (17%) | 2 | .99 | 1 out of 5 | 1 passed w/C or better  3 withdrew  1 failed  1 no math | 2 withdrew  4 no Eng |
| **Total** | **34 (100%)** | **25 (74%)** | **.98** | **6 out of 34** | **13 passed w/C or better**  **4 passed below C**  **5 withdrew,**  **9 failed**  **3 no math**  **18 total in Dev. Math** | **6 passed w/C or better**  **3 passed below C**  **5 withdrew**  **15 failed**  **5 no Eng**  **19 total in Dev. Eng** |

**Analysis:** Students who were unsuccessful in CRS 100s were also unsuccessful in other foundational courses. Of the 55 students who were unsuccessful in CRS 100s in the fall, 49 were concurrently enrolled in Math 101s; only 12 of the 49 students (24%) passed the pre-foundational math course during the fall. Of the 55 students who were unsuccessful in CRS 100s, 51 were concurrently enrolled in English 105/s; only 15 of the 51 (29%) passed the pre-foundational English course. The spring results were consistent with the fall findings. It is worth noting that the developmental reading program is considerably smaller than the developmental math and English programs. For example, 80 students enrolled in CRS 100s in fall 2012 compared to 191 students enrolled in Math 101s and 121 students in English 105/s. **Overall, the students with poor reading scores are a small group and had relatively consistent outcomes across foundational courses in both semesters**.

*Target Topic C: English Outcomes for Spring CRS 101 Students*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **spring 2013 English** | **No.** | **No. (%) passing ENGL w/C or better** | **No. (%) passing ENGL w/below C** | **No. (%) failed or withdrew ENGL** | **No. (%) earning credit for CRS 101 and English** |
| **ENGL 105** | 18 | 7 (39%) earned C or better | n/a | 11 (61%) | 8 (44%) |
| **ENGL 105S** | 21 | 9 (43%) | n/a | 12 (57%) | 6 (29%) |
| **ENGL 107** | 25 | 12 (48%) | 4 (16%) | 9 (36%) | 11 (44%) |
| **no ENGL composition** | 26 | n/a | n/a | n/a | n/a |

**Analysis:** Of the 64 CRS 101 students who took an English course, 30 (47%) passed English and 24 (38%) passed CRS 101. Only 6 (9%) earned credit in English but not in CRS 101. In general, students who succeed in CRS also succeed in their English composition course. **It is worth noting that 43% of CRS 101 students were concurrently enrolled in developmental English in spring 2013 rather than the college level English composition course.** This suggests that a large number of students enrolled in CRS 101 do not have the appropriate level writing skills to complete the college level work required in CRS 101.

*Target Topic D: Math Outcomes for Spring CRS 101 Students*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **spring 2013 Math** | **No.** | **No. (%) passing Math w/C or better** | **No. Passing Math with below C** | **No. Fail or withdrew math** | **No. (%) Passing Math and CRS 101** |
| **Math 101S** | 32 | 15 (47%) | n/a | 17 (53%) | 7(23%) |
| **Math 102** | 3 | 0 | 3 (100%) | 0 | 3 (100%) |
| **Math 108** | 24 | 11 (46%) | 4 (17%) | 9 (38%) | 11 (46%) |
| **Math 109** | 9 | 3 (33%) | 0 | 6 (67%) | 2 (22%) |
| **Math 110 or higher** | 5 | 3 (60%) | 0 | 2 (40%) | 3 (60%) |
| **No math in spring 2013** | 17 | n/a | n/a | n/a | n/a |

**Analysis:** Of the 90 students enrolled in CRS 101 in spring 2013, 73 (81%) enrolled in a math course. Of those students, 53% earned credit in their math course and 44% earned credit in CRS. Only 7 (10%) earned credit in math but not in reading. In general, students who are deficient in reading are also deficient in other foundational skills**.**

**V. New Goals**

**Goal 1: Research ways to increase student completion rates in order to improve student outcomes in CRS.** Overall, the CRS courses have a high number of students who abandon the course. This number is particularly concerning because some of the students who abandon do so after demonstrating that they have the ability to master the material. Over the course of the next academic year we will research methods to improve course completion rates. Increasing course completion should increase pass rates for Critical Reading Seminar and increase the overall reading skills of the student body which, as this report suggests, will directly increase retention.

**Goal 2: Research and Propose a second tier of developmental reading and a “test out” option for students.** CRS 100s serves far fewer students than math and English pre-foundational courses (80 in CRS 100s compared to 191 in Math 101s and 121 in English 105/s in the fall semester). As this report details, Trinity’s current benchmark for placement in developmental reading courses is far lower than that of other area institutions. The placement benchmark for CRS 100s should be adjusted to be consistent with developmental placement across institutions and within Trinity. In addition, the reading specialists will propose another developmental reading course and/or an accelerated version of CRS 100s for those students who place at the higher end of the developmental range. We would also like to design a “test-out” option for students who do not pass CRS 100s during the semester. This option might include additional course work during the summer months and an alternate final exam to be taken before the start of the next academic year. This option would be open only to students who completed the course with a final grade in the 60-71 range. Another option to consider is allowing students to re-take the Accuplacer in an effort to determine if they have increased their skill level enough to “test out” of CRS 100s if they do not pass the course during the semester. While the test should not replace a failing grade, it could allow students to progress beyond CRS 100s. Limits should be placed on the number of times students can retake the Accuplacer. We should also revisit the CRS 101 benchmarks for placement and exception.

**Goal 3: Offer study hall and practice sessions for CRS students during the next academic year and assess the progress of students who attend.** Reading specialists, in conjunction with Academic Services and FYE, can offer practice sessions to address the skills students struggle with the most and study hall sessions. During the semester, student participation should be tracked in relation to their performance on subsequent assessments to determine the effectiveness. In addition, the practice sessions could address study skills and test-taking strategies. Students can be offered credit towards the participation portion of their course grade for actively participating in these sessions. We will require CRS 100s students and strongly encourage CRS 101 students to participate in study hall and practice sessions that will be offered twice per week throughout the semester.

**Appendix A**

**Proficiency Statements for Reading Comprehension**

Total Right Score of about 51

Students at this level are able to comprehend short passages that are characterized by uncomplicated ideas, straightforward presentation, and for the most part, subject matter that reflects everyday experience. These students are able to:

* recognize the main idea and less central ideas
* recognize the tone of the passage when questions do not require fine distinctions
* recognize relationships between sentences, such as the use of one sentence to illustrate another

Total Right Score of about 80

Students at this level are able to comprehend short passages that are characterized by moderately uncomplicated ideas and organization. These students are able to:

* answer questions that require them to synthesize information, including gauging point of view and
* recognize organizing principles in a paragraph or passage
* identify contradictory or contrasting statements

Total Right Score of about 103 or higher

Students at this level are able to comprehend passages that, although short, are somewhat complex in terms of the ideas conveyed, and that deal with academic subject matter, often in a theoretical framework. These students are able to:

* extract points that are merely implied
* follow moderately complex arguments or speculations
* recognize tone
* analyze the logic employed by the author in making an argument

[Source: College Board. (2010). Accuplacer Program Manual. Retrieved January 23, 2010, from www.accuplacer.com]

1. In the article “The Effectiveness of Strategic Reading Instruction for College Developmental Readers,” Caverly, Nicholson and Radcliffe report that students who are provided strategic reading instruction in a stand-alone course transfer those skills to other courses. In fact, those students outperformed peers who did not need reading remediation in subsequent semesters. [Caverly, D.C., Nicholson, S. A. & Radcliffe, R. (2004). The effectiveness of strategic reading instruction for college developmental readers. *Journal of College Reading and Learning,*35 (1), pp. 25-49.] [↑](#footnote-ref-1)
2. It is important to note that we developed a different diagnostic tool between the fall semester and the spring semester. Thus we cannot neatly compare the results of the fall semester diagnostic to the results of the spring semester diagnostic for CRS 101. [↑](#footnote-ref-2)
3. These assignments were summaries of different essays rather than revisions of the same assignment. [↑](#footnote-ref-3)
4. Correlation between various placement instruments for reading, language/writing, mathematics, elementary algebra. (n.d.). Prepared by Sandra F. Ellis Developmental Education Specialist,

   Southern West Virginia Community & Technical College. This document can be found at: <http://wvde.state.wv.us/abe/documents/CorrelationBetweenVariousPlacementInstruments.pdf> [↑](#footnote-ref-4)
5. College Board. (2012). *Accuplacer Program Manual*, p. 75. Retrieved from <http://professionals.collegeboard.com/profdownload/accuplacer-program-manual.pdf?CSRF=DZK8-R2ZK-39P7-IO0D-5HBA-CVQW-ZQH1-CTU7>. [↑](#footnote-ref-5)
6. 50% of these students were misplaced into CRS 101 during the fall semester but did not pass. They re-rolled in CRS 101 again in spring 2013 and all failed for a second time. [↑](#footnote-ref-6)
7. Office of Institutional Research and Effectiveness. (2011). *Developmental education annual report.*  [↑](#footnote-ref-7)
8. Information regarding Montgomery County Community College’s placement benchmarks can be found at: <http://cms.montgomerycollege.edu/EDU/Department2.aspx?id=7979> [↑](#footnote-ref-8)
9. Information regarding PG Community College’s placement benchmarks can be found at: <http://academic.pgcc.edu/~mpollard/Accuplacer.doc> [↑](#footnote-ref-9)
10. Information regarding UDC’s placement benchmarks can be found at: <http://cc.udc.edu/accuplacer>. [↑](#footnote-ref-10)