**GE Area 1 Assessment**

**Semester:** Fall 2019

**GELO:** Read and interpret college-level texts

**Method of Assessment:** Analysis of activities across multiple semesters in SPCOM 132, PHIL 121 and 134, ENGL 85, 90, 120 courses

**Criteria:** 70% of students will earn a 70% or higher on the activity

**Results**

Quantitative: 87% average of activities across courses over a 5-year period

Reflections:

Faculty have noticed a decline in students establishing a relationship with reading, understanding the importance of it, and experiencing enjoyment through reading.

Instructors include a number of activities in their courses for reading comprehension: brief reading quiz at the beginning of class, using Kahoot with reading questions, reading groups, using games with reading, Socratic seminars, drama analysis with small groups of students presenting.

Students are asked to interpret texts in various ways: freewriting, pair/share before larger class discussions, making connections between texts, relating readings to classmates’ experiences, creative projects such as collaging or drawing ideas from a text or practicing theatre of the oppressed techniques

Students demonstrate strengths when reading for the gist/main claim. They are able to locate major themes, engage personally, and gain confidence. They recognize when they are confused and what to do about it, and they tend to thrive when there is a competitive element in reading groups. Students often generate questions more successfully in online discussions.

Students exhibit difficulty with posing questions on their own; they can be too broad. Analyzing supporting points, analyzing details, and gauging their relationship to the whole is also challenging. When testing is involved, students experience more stress versus during more creative activities.

Future GE assessment could include PHIL 127, 129, 133, 134, SPCOM 126, ENGL 121, 123, 125

Planned Action:

Add more of the following individual instructional strategies for supporting students: modeling the process of reading for students; discussing the purpose and benefits of reading; reviewing learning styles and what techniques might help them read; discussing persistence; helping students see their own significant contributions to reading discussions; text-to-self/text-to-world/text-to-text strategies; gathering student work to use as a text for the class; pen pal/sister school exchange

Writing Success Center: more workshops on reading strategies, speed reading, reading apprenticeship techniques

Campus-wide: A common book project would increase student interest in reading, along with author visits followed by Q&As. This project would be a useful method to assess across GE. More support for library reserve copies of books.

Future assessment: Assess reading separate from research.

Professional development ideas: a faculty and staff book club, college hosted writing retreat