# Your Students *Will* Read the Text

## What would it take to get more of your students to do the reading?

"A consistent pattern of research findings has established compliance with course reading at 20–30% for any given day and assignment."*

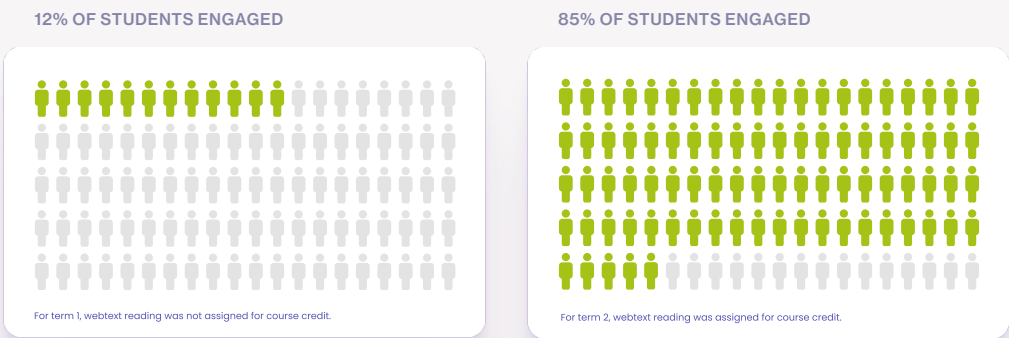Simply switching to a better textbook or the latest OER title won't help.

But there is a way to increase engagement for ALL students using low-stakes, required assessments.**

**Only 1 in 5 students complete assigned reading.**



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## Case Study: Intro to American Government

Assigning the reading for course credit increased student engagement from 12% to 85% in back-to-back sessions taught by the same professor at an R1 public institution.

**12% OF STUDENTS ENGAGED**



For term 1, webtext reading was not assigned for course credit.

**85% OF STUDENTS ENGAGED**



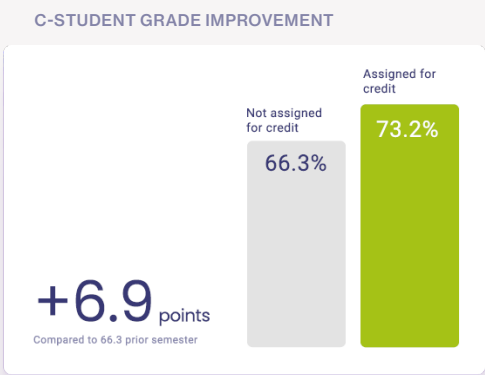For term 2, webtext reading was assigned for course credit.

### What made such a difference in student engagement?

In the second session, the professor began assigning course credit for completing the reading. Students were required to complete auto-graded, formative questions embedded in the webtext. And student engagement increased dramatically compared to the previous term, when the reading was not assigned for credit.

### What was the impact on grades?

Grades were also positively impacted, especially for those students who entered the course with cumulative GPAs in the B and C range:

**C-STUDENT GRADE IMPROVEMENT**



Not assigned for credit
66.3%

Assigned for credit
73.2%

**+6.9** points
Compared to 66.3 prior semester

**Final grades for C-students who did the reading increased a letter grade.**

Students entering the course with a C average who engaged with the webtext in the second session earned an average grade of 73.2, while those in the first session who did not engage earned a 66.3 average.

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## Most of your students will do the reading when you assign a Soomo webtext for credit—and it will make a difference.

> *This semester with Soomo has been one of the most productive and seamless semesters I've ever had. Students clearly learned from the Get the Gist questions (sometimes catching me off guard with the detail with which they learned the material).*
>
> **- Wendy Watson, PhD, University of North Texas**

* Hobson, E. H. (2004). *Getting students to read: Fourteen tips* (Idea Paper #40). The Idea Center. https://ideacontent.blob.core.windows.net/content/sites/2/2020/01/Idea_Paper_40.pdf
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