**Executive Summary**

The Reading Department continues to be a robust and healthy entity within the Literature and Language Arts Division. In the various ways that student success rates are measured, most reading students are successful. Course completion rates, retention rates, and CLO assessments are all positive. The reading statistics continue to compare favorably to similar measures for the college and the division. All Reading/Spelling course outlines include CLO statements, and all outlines have become part of the Curricunet system. The Reading Department is in full compliance with the curriculum review calendar and the CLO assessment calendar.

Reading 21, Reading 62, and Spelling 31 were shelved several years ago due to budgetary constraints and, therefore, were not assessed and not included in this document. The Reading Department is endeavoring to reintroduce these courses and will incorporate them in the assessment cycle as they become available to students.

**Data Analysis/Findings:** Of the nineteen ILOs listed in this document, the Reading Department found data relevant to seventeen of those outcomes. Assessment outcome numbers range from 87% to 92%. The department is satisfied with the assessment instruments and the student success rates.

**Action Plan:** The Reading faculty will continue to discuss CLO results at monthly departmental meetings. The faculty periodically reviews classroom materials, discusses teaching strategies, and analyzes CLO statements. Modifications were made to CLO statements in both Reading 40 and Reading 184 during the last assessment cycle.

The Reading Department has included in its current program review a request for new computers in one of the computer labs as the need for technology resources has increased for the department. Many Reading instructors (both full time and adjunct) have developed, or are in the process of developing, online versions of Reading 82 and Reading 184.

**Improvements:** All Reading courses are scheduled for a curriculum review in the fall of 2015. The Reading faculty is considering a number of revisions to each of the course outlines. Upon approval of the revised course outlines, faculty plans to modify CLO statements in an effort to broaden the scope of the assessment process and reflect the new outlines.

**Faculty Included in the Preparation and Sharing of this Report:**

* Christopher Briggs
* Larry Scheg
* Sarah Hawes

**Please provide a brief and cogent narrative in response to each of the following questions.**

1. Provide a quantitative analysis for each ILO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each ILO column *and* the corresponding ILO passing rate as an aggregated percentage.

**INSTITUTIONAL LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Communication

1. *Articulate ideas through written, spoken, and visual forms appropriately 1317/1509 87%*

*and effectively in relation to a given audience and social context.*

1. *Utilize interpersonal and group communication skills, especially those that 1355/1555 87%*

*promote collaborative problem-solving, mutual understanding, and teamwork.*

1. *Mindfully and respectfully listen to, engage with and formally respond to the 2198/2438 90%*

*ideas of others in meaningful ways.*

1. *Plan, design, and produce creative forms of expression through music, speech, N/A N/A*

*and the visual and performing arts.*

Creative, Critical and Analytical Thinking

1. *Analyze differences and make connections among intellectual ideas, academic 2179/2415 90%*

*bodies of knowledge and disciplinary fields of study.*

1. *Develop and expand upon innovative ideas by analyzing current evidence and 1336/1532 87%*

*praxis, employing historical and cultural knowledge, engaging in theoretical*

*inquiry, and utilizing methods of rational inference.*

1. *Utilize the scientific method and solve problems using qualitative and N/A N/A*

*quantitative data.*

1. *Demonstrate the ability to make well-considered aesthetic judgments. 639/723 88%*

Cultural Literacy and Social Responsibility

1. *Interpret and analyze ideas of value and meaning exhibited in literature, 1317/1509 87%*

 *religious practices, philosophical perspectives, art, architecture, music, language,*

*performance and other cultural forms.*

1. *Describe the historical and cultural complexities of the human condition in its 1317/1509 87%*

*global context, including the emergence and perpetuation of inequalities and the*

 *interplay of social, political, economic and physical geographies.*

1. *Analyze and evaluate the value of diversity, especially by collaborating with 1336/1532 87%*

*people of different physical abilities and those with distinct linguistic, cultural,*

*religious, lifestyle, national, and political backgrounds.*

1. *Demonstrate a pragmatics of ethical principles, effective citizenship, and social 1317/1509 87%*

*responsibility through cross-cultural interactions, volunteerism, and civic*

 *engagement.*

Information and Technology Literacy

*1. Effectively access information and critically evaluate sources of information. 1520/1652 92%*

*2. Analyze, synthesize and apply information practically and ethically within 2208/2440 90%*

*personal, professional and academic contexts.*

*3. Identify, utilize and evaluate the value of a variety of technologies relevant to 2208/2440 90%*

*academic and workplace settings.*

Personal and Professional Development

*1. Identify and assess individual values, knowledge, skills, and abilities in order to set 2198/2438 90%*

 *and achieve lifelong personal, educational, and professional goals.*

*2. Practice decision-making that builds self-awareness, fosters self-reliance, and 2198/2438 90%*

*nourishes physical, mental, and social health.*

*3. Apply skills of cooperation, collaboration, negotiation, and group decision-making. 2198/2438 90%*

*4. Exhibit quality judgment, dependability, and accountability while maintaining 1317/1509 87%*

*flexibility in an ever-changing world.*

1. Reflect on, consider and analyze the data you have. ***What does your CLO data tell you about how your students are achieving ILOs?*** *Be detailed, descriptive and analytical* in this qualitative assessment of each ILO in relation to your CLO data. **Are your results satisfactory?**
2. **Institutional Learning Outcome (ILO): Communication**

Ten CLOs for four different Reading classes were referenced against four ILOs in the “Communication” category, and the Reading Department’s cumulative assessment percentages were in the high eighties. The sub-categories of written and spoken ideas, group communication/problem solving, and responding to ideas of others are all skills that Reading courses address directly and successfully. The assessment numbers suggest that the Reading Department’s choice of classroom material and pedagogical strategies is on target.

1. **Institutional Learning Outcome (ILO): Creative, Critical, and Analytical Thinking**

Ten CLOs for four different Reading classes were referenced against four ILOs in the “Creative, Critical, and Analytical Thinking” category, and the Reading Department’s cumulative assessment percentages were, again, in the high eighties. In reference to the sub-category of making aesthetic judgments, Reading 184 addresses this outcome specifically, and the Reading faculty is satisfied with the assessment results. With respect to the sub-categories of addressing academic bodies of knowledge/disciplinary fields of study and historical/cultural knowledge, the Reading Department has a distinct advantage. Because the department is not beholden to a particular content area, the faculty is free to teach reading comprehension strategies over a broad range of disciplines. Consequently, students leave Reading courses not only with improved comprehension skills and strategies, but with an introduction to a broad ranges of topics, disciplines, and ideas.

**3.** **Institutional Learning Outcome (ILO): Cultural Literacy and Social Responsibility**

Ten CLOs for four different Reading classes were referenced against four ILOs in the “Cultural Literacy and Social Responsibility” category, and the Reading Department’s cumulative assessment number was 87%. All reading courses include a literature component, and the ILO sub-category of addressing ideas of value and meaning in literature remains a successful part of the Reading program. As for cultural interactions and collaborating with diverse groups, Reading courses are among the most diverse of any program on campus. Because all Reading classes use a number of strategies which require students to work in groups, diverse cultural interactions is a built-in, and successful, component of all Reading courses.

**4.** **Institutional Learning Outcome (ILO): Information and Technology Literacy**

Ten CLOs for four different Reading classes were referenced against three ILOs in the “Information and Technology Literacy” category, and the Reading Department’s cumulative assessment percentages were in the low nineties. Like most programs at MJC, Information and Technology Literacy is built into the course work; consequently, accessing and evaluating information from a variety of technologies, as well as the practical application of technology based learning, is reflected in any and all assessments. The Reading Department uses a number of teaching modalities in an effort to accommodate different learning styles, and the faculty observes a high level of student interest in technology-based instruction. This blend of modalities, which includes technology, has resulted in high student success rates that have been consistent for the past several years.

**5.** **Institutional Learning Outcome (ILO): Personal and Professional Development**

Ten CLOs for four different Reading classes were referenced against four ILOs in the “Personal and Professional Development” category, and the Reading Department’s cumulative assessment number was near 90%. Many of the sub-categories of this ILO — cooperation, collaboration, negotiation, group decision making, dependability, judgement, etc. — are incorporated into classroom assignments, in-class activities, and group work and are reflected in the high assessment numbers. The Reading faculty is cognizant of the benefits of collaborative work as preparation for the work place and purposefully emphasizes cooperation and student interaction as part of its pedagogical strategy. The department is satisfied with the assessment results reflected in this ILO.

1. Your department and the college should be making improvements based on student learning outcomes assessment, and we need to continue to document and share the improvements and progress you have already made. Did you make any changes in your CLO statements or analysis during the last 4-year cycle? Did you receive funding for resources requests that were aimed to improve assessment results? Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain your accomplishments and provide details about your efforts.*

**Changes to CLO statements:** CLO statements for Reading 82 and Reading 184 were modified during the last assessment cycle, and the Reading faculty discusses CLO results and teaching strategies at monthly departmental meetings. The Reading department maintains a robust mentoring program, and all new faculty members (adjunct or full time) are introduced to the teaching materials and teaching strategies that contribute to the high assessment numbers. The Reading Department is currently satisfied with the results of all CLO assessment outcomes from Reading 40, Reading 82, Reading 184, and Spelling 32.

**Improvements in teaching/course materials:** The Reading courses function as a logical transition between the ESL sequence and the English sequence. Consequently, the Reading Department and the ESL Department have on ongoing discussion about teaching strategies, as both departments share a number of the same students with the same kinds of comprehension and vocabulary issues.

Like many programs on campus, the Reading Department is trending towards a more technology based delivery of course content, and many of the textbook publishers offer an online component for additional instruction and practice. The Reading Department endeavors to stay abreast of these trends by offering a Blackboard component to most of its classes, and many Reading instructors (both full time and adjunct) have developed, or are in the process of developing, online versions of Reading 82 and Reading 184. There are no plans at this point to create an online version of Reading 40, as the faculty believes Reading 40 students benefit more from a face-to-face experience.

1. **Action Plan.** Based on the assessments and analysis you have provided, please consider what changes or improvements you would like to make, which might include updating your CLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, asking for additional resources to improve assessment results, etc. ***Based on the analysis, provide an action plan for improvement that draws on your assessment results and efforts.***

**Updating CLO statements and Modifying Course Outlines:** The Reading faculty discusses CLO results at monthly departmental meetings. The faculty periodically reviews classroom materials, discusses teaching strategies, and analyzes CLO statements. Modifications were made to CLO statements in both Reading 40 and Reading 184 during the last assessment cycle.

All Reading courses are scheduled for a curriculum review in the fall of 2015. The Reading faculty is considering a number of revisions to each of the course outlines. Once those revision are approved through the curriculum process, faculty plans to revise CLO statements in an effort to broaden the scope of the assessment process.

**Instruction efforts and resources:** The Reading Department meets periodically with the ESL department to discuss teaching strategies, as both departments share a number of the same students. The Reading faculty periodically reviews and evaluates new teaching materials and keeps an updated list of appropriate comprehension texts, vocabulary texts, and novels for the various levels of Reading instruction

The Reading Department has included in its current program review a request for new computers in one of the computer labs. As more technology and online content is incorporated into the curriculum, the need for technology resources has increased for the department. Many Reading instructors (both full time and adjunct) have developed, or are in the process of developing, online versions of Reading 82 and Reading 184.