

PROGRAM REVIEW ANNUAL UPDATE FALL 2009

Part III: Student Learning Outcomes Overview

Please insert a copy of the *SLO Assessment Plan and Report*.

Assessment Plan and Report Template

Program: Reading _____ Division (if applicable): Communication Division _____

Year: 2009 _____ Author: Aaron Malchow _____

Course (if applicable): Reading 960, Reading 961, Reading 053 _____

Plan				Report		
Program Outcomes	Course Outcomes	Assessment Measures and Criteria	Schedule for Assessment	Assessment Results	Use of Results	Effect on the program
Students will apply vocabulary-building strategies to improve their analysis of college level readings.	Reading 960 Apply word attack strategies to reading assignments.	Student will highlight new words in reading and make decisions about how to learn and/or figure them out. Student will complete a self-reflective paper or survey analyzing his/her reading improvement	Assessment will take place in Fall 2010	None at this time	None at this time	None at this time
Students will apply vocabulary-	Reading 961 Utilize vocabulary	Students will write a self-reflective	Assessment will take	None at this time	None at this time	None at this time

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building strategies to improve their analysis of college level readings.	skills to comprehend assigned readings	paper in which they document the improvement in their reading based on vocabulary skills and comprehension enhancement.	place in Fall 2009			
Students will apply vocabulary-building strategies to improve their analysis of college level readings.	Reading 053 Apply vocabulary-building strategies to improve their analysis of college level readings	Become familiar with terms of qualification and then use this to infer the attitude of the author. Examine vocabulary used in various readings in terms of connotation to determine bias of the author. Analyze metaphors and allusions thereby examining suggestiveness of language. Final exam	Assessment will take place in Fall 2009	None at this time	None at this time	None at this time
Students will demonstrate a literal	Reading 960 Comment on major ideas and	Student will write a journal commenting on	Assessment will take place in Fall	None at this time	None at this time	None at this time

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comprehension of college level readings, through identification and analysis of main ideas, supporting details and rhetorical patterns of organization and development.	details in reading assignments	major ideas in magazine and newspaper articles read Student will complete a self-reflective paper or survey analyzing his/her reading improvement	2010			
Students will demonstrate a literal comprehension of college level readings, through identification and analysis of main ideas, supporting details and rhetorical patterns of organization and development.	Reading 961 Determine and differentiate main ideas and supporting details in assigned readings.	Student will accurately summarize, outline or map an assigned reading denoting main idea and supporting details. Students will write a self-reflective paper in which they document the improvement in their reading based on vocabulary skills and comprehension enhancement.	Assessed in Fall 2007 semester and again in Spring 2009	Found the need for repetition and explicit instruction for learning to take place. Found that absences affect student learning, and students who had excessive absences, and/or the occurrence of two holidays in November prior to giving the assessment may have affected the	Rewrote the SLOs to separate Main Idea and supporting details from inference.	Made the SLOs explicit so students know their performance expectations and provide ample practice. Recognized the need to repeat the Main Idea SLO in various ways: outlining, mapping and summarizing, throughout the semester.

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				<p>outcomes. Found that students seem to do well on prescriptive work, but have difficulty creating structure and meaning for themselves. Instructors were interested to note that they came to the same conclusions regarding teaching and learning based on 4 different assessments, rubrics and students. Results were remarkably consistent.</p>		
Students will demonstrate a literal comprehension of	Reading 053 Demonstrate a literal comprehension of	Students will respond to appropriate readings by	Assessed in Spring 2008 semester and again in	Surprised by the number of high grades in comparison to	Offer repeated practice on skill	Rubrics are essential, as the SLOAC activity is

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<p>college level readings, through identification and analysis of main ideas, supporting details and rhetorical patterns of organization and development.</p>	<p>college level readings, through identification and analysis of main ideas, supporting details and rhetorical patterns of organization and development</p>	<p>analysis of author's purpose, bias, and tone. They will formulate opinions based on comparisons of readings from several sources. They will judge the validity of propaganda as well as differentiate between fact and opinion. Read and compare articles in periodicals on the same topic from more than one source. Read and respond to a work of fiction using critical reading skills. Evaluate the soundness of various generalizations and deductions in order to judge their acceptability.</p>	<p>Spring 2009</p>	<p>other approaches. Clearer sense of why a student was unable to complete a task or master a skill successfully. There is a significant learning curve between Reading 961 and Reading 53.</p>	<p>mastery before assessing it. Spend more time on each article used as a practical task in developing Reading skills. A brief review of Reading 961 concepts at the start of the semester seems to be beneficial.</p>	<p>important and that as a department, we need to norm ourselves.</p>
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		Quizzes, both objective and short answer, in which students will be required to apply knowledge of elements of critical reading to various reading selections and evaluate the validity of generalizations and deductions as well as recognize the attitude, bias and intent of the author. Students will also demonstrate the ability to identify main idea and various methods of support as well as recognize inferences. Final exam				
Students will be able to critically analyze and evaluate college-level reading material; make	Reading 961 Make appropriate inferences in assigned readings.	Student will express and appropriately support conclusions drawn from readings in writing	Assessed in Fall 2007 semester	Found the need for repetition and explicit instruction for learning to take place.	Rewrote the SLOs to separate Main Idea and supporting	Made the SLOs explicit so students know their performance expectations

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<p>inferences; determine a writer's purpose and tone; and apply rhetorical reading strategies.</p>		<p>and/or in small group discussion. Students will write a self-reflective paper in which they document the improvement in their reading based on vocabulary skills and comprehension enhancement.</p>		<p>Found that absences affect student learning, and students who had excessive absences, and/or the occurrence of two holidays in November prior to giving the assessment may have affected the outcomes. Found that students seem to do well on prescriptive work, but have difficulty creating structure and meaning for themselves. Instructors were interested to note that they came to the same</p>	<p>details from inference.</p>	<p>and provide ample practice. Recognized the need to repeat the Main Idea SLO in various ways: outlining, mapping and summarizing, throughout the semester.</p>
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				conclusions regarding teaching and learning based on 4 different assessments, rubrics and students. Results were remarkably consistent.		
Students will be able to critically analyze and evaluate college-level reading material; make inferences; determine a writer's purpose and tone; and apply rhetorical reading strategies.	Reading 053 Critically analyze and evaluate college-level reading material; make inferences; determine a writer's purpose and tone; and apply rhetorical reading strategies.	Students will respond to appropriate readings by analysis of author's purpose, bias, and tone. They will formulate opinions based on comparisons of readings from several sources. They will judge the validity of propaganda as well as differentiate between fact and opinion. Read and compare articles in	Assessed in Spring 2008 semester and again in Spring 2009	Surprised by the number of high grades in comparison to other approaches. Clearer sense of why a student was unable to complete a task or master a skill successfully. There is a significant learning curve between Reading 961 and Reading	Offer repeated practice on skill mastery before assessing it. Spend more time on each article used as a practical task in developing Reading skills. A brief review of Reading 961	Rubrics are essential, as the SLOAC activity is important and that as a department, we need to norm ourselves.

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		<p>periodicals on the same topic from more than one source. Read and respond to a work of fiction using critical reading skills. Read selections from college textbooks, newspapers and periodicals and determine inferences made by the author. Become familiar with terms of qualification and then use this to infer the attitude of the author. Evaluate the soundness of various generalizations and deductions in order to judge their acceptability. Quizzes, both objective and short</p>		53.	<p>concepts at the start of the semester seems to be beneficial.</p>	
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		answer, in which students will be required to apply knowledge of elements of critical reading to various reading selections and evaluate the validity of generalizations and deductions as well as recognize the attitude, bias and intent of the author. Students will also demonstrate the ability to identify main idea and various methods of support as well as recognize inferences. Final exam				
Students will be able to monitor positive and negative comprehension signals and apply appropriate strategies to	Reading 053 Monitor positive and negative comprehension signals and apply appropriate strategies to correct	Students will respond to appropriate readings by analysis of author's purpose, bias, and tone. They will formulate opinions	Assessment will take place in Fall 2009	None at this time	None at this time	None at this time

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<p>correct incomplete comprehension.</p>	<p>incomplete comprehension in a variety of reading modes.</p>	<p>based on comparisons of readings from several sources. They will judge the validity of propaganda as well as differentiate between fact and opinion. Read and respond to a work of fiction using critical reading skills. Practice reading different types of materials at different rates by assessing the difficulty of the material before beginning. Read selections from college textbooks, newspapers and periodicals and determine inferences made by the author. Become familiar</p>				
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		with terms of qualification and then use this to infer the attitude of the author.				
Students will be able to demonstrate a range of reading rates according to reading purpose: prose at 500 wpm or above, with 70% comprehension; study reading at 250 wpm with 90%-100% comprehension.	Reading 053 Demonstrate a range of reading rates according to reading purpose: prose at 500 wpm or above, with 70% comprehension; study reading at 250 wpm with 90%-100% comprehension.	Practice speed reading skills on easy fiction, newspapers and current periodicals. Practice speed reading skills using machines in the lab. Practice reading different types of materials at different rates by assessing the difficulty of the material before beginning. Timed reading tests in which students' reading speed and increases in speed can be measured. Homework assignments and evidence of practice in speed reading will be	Assessment took place in Spring 2009	Students are not meeting this outcome	This outcome is not based on any previous evidence or trends, as it appears to be unrealistic.	To revise outcome to reflect current professional research about how quickly gains in reading speed can be made.

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		assessed by the instructor.				
Students will perceive themselves as competent college level readers.	Not specifically stated in any course outcomes.		Considering inclusion will take place in Spring 2010.	None at this time	None at this time	None at this time
All may apply.	Reading 975 Students will increase their reading abilities based on improvement in their pre and post test reading scores through focused instruction on identified skills at their appropriate level.	Assessment will take place in Spring 2011	None at this time	None at this time	None at this time	None at this time
All may apply.	Reading 975 Students will be able to demonstrate their mastery of	Assessment will take place in Spring 2011	None at this time	None at this time	None at this time	None at this time

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	specific skills through the application of their learning to college reading assignments.					
All may apply.	Reading 975 Students will demonstrate the ability to transfer college reading skills to college course materials.	Assessment will take place in Spring 2011	None at this time			