**Executive Summary**

The Modesto Junior College Reading Department is showing extremely high numbers (89%, 92%, and 95% respectively) in meeting their General Education Learning Outcomes. Because the department feels confident that students will continue to succeed with the components of the course that are currently assessed, the faculty is considering revising CLO statements in an effort to evaluate other comprehension/critical reading skills introduced in the course. Discussion of teaching strategies/materials, and analysis of CLO statements, is an ongoing process within the Reading Department.

Because Reading courses function as a logical transition from the ESL sequence to the English sequence, the Reading Department endeavors to improve its pedagogy by working closely with the ESL Department to develop strategies for teaching unstated content, a skill that can be particularly difficult for the non-native English speaker. The Reading Department also stays abreast of the latest developments in technology to enhance lectures, classroom activities, and homework assignments.

**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 GELO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each GELO column *and* the corresponding GELO passing rate as an aggregated percentage.

**GENERAL EDUCATION LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Language and Rationality

Demonstrate proficiency in Language and Rationality by:

1. *Demonstrating awareness of the interactive nature of communication* 195/219 89%

*involving effective listening, reading, writing, and speaking.*

1. *Demonstrating critical thinking in the analysis and production of communication.* 413/449 92%
2. *Demonstrating the ability to find, evaluate, and use information in a variety of* 218/230 95%

*formats.*

1. Reflect on, consider and analyze the data you have. ***What does your CLO data tell you about how your students are achieving GELOs?*** *Be detailed, descriptive and analytical* in this qualitative assessment of each GELO in relation to your CLO data. **Are your results satisfactory?**
2. **Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.**

CLO #1 for Reading 184 — “Utilize contextual information to determine the definitions of unfamiliar, level-appropriate words.” — is relevant to this GELO. Students are asked to identify the definition of a target vocabulary word based on the context in which the word is used, requiring students to use inference skills to determine meaning. All four methods listed above — listening, reading, writing, and speaking — are utilized in the teaching strategies associated with this CLO. The 89% pass rate for this outcome suggests that the Reading Department’s choice of materials and pedagogical strategies is effective.

1. **Demonstrating critical thinking in the analysis and production of communication.**

CLO #1 for Reading 184 — “Utilize contextual information to determine the definitions of unfamiliar, level-appropriate words.” — and CLO #2 — “Interpret paragraphs for unstated content such as contextual information, patterns of organization, and implied concepts and/or arguments in level-appropriate readings.” — are both relevant to this GELO in that both require the student to look beyond the literal meaning of texts by using critical thinking skills to understand unstated content. The 92% pass rate for the learning outcomes associated with this GELO suggests that the Reading Department’s choice of materials and pedagogical strategies is effective.

**3.** **Demonstrating the ability to find, evaluate, and use information in a variety of formats.**

CLO #2 for Reading 184 — “Interpret paragraphs for unstated content such as contextual information, patterns of organization, and implied concepts and/or arguments in level-appropriate readings.” — speaks directly to this GELO in that students are exposed to a wide variety of patterns of paragraph development in the assessment of the CLO. The 95% pass rate for this outcome suggests that the Reading Department’s choice of materials and pedagogical strategies is effective.

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:** The Reading Department discusses CLO results at departmental meetings. The Reading faculty periodically reviews classroom materials, discusses teaching strategies, and analyzes CLO statements. CLO statements for Reading 184 were updated as of fall 2013. The Reading Department is currently satisfied with the results of both Reading 184 outcomes assessments.

**Improvements in teaching/course materials:** The Reading department meets periodically with the ESL department to discuss strategies for improving the comprehension of unstated content among English language learners. Reading faculty continues to incorporate new technology into classroom lectures and activities.

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.***

**Action Plan:** Because of the high student success rate for the current CLOs, the Reading Department is considering adopting entirely new CLOs in an effort to assess a different set of learning objectives. Also, the Reading Department has included in its current Program Review a request for more computers in the lab as the department incorporates more interactive strategies into its pedagogy.