

Department: English  
 Degree Program: Developmental Reading

	Outcome Goals	Assessment Procedure	2002-2003 Results	2003-2004 Results	2004-2005 Results	Use of Results
Goal 1	Be aware of and practice a reading process	Coordinator of Developmental Reading, in consultation with Reading faculty, collects data and reviews findings and suggests changes yearly.		Under new Coordinator, program goals and methods shifted.		
Goal 2	Form usable skills, schemata, and positive attitudes to improve comprehension and retention	Test growth in skills through comparison of pre- and Post-TASP scores and through success in passing TASP (THEA) Reading Test and in behaviors like regular class attendance, completion of assignments, and practice in the Reading Center, and success in later reading-intensive classes	A structured program in RDG 1300, RDG 1101, and the Reading Center curriculum produced these results: 78 percent of students in RDG 1300 took the TASP Reading Test, which 44 percent passed in Fall.			Selected a higher-level textbook focusing on upper-level analytical and critical-thinking skills, supplemental materials like chapters from college textbooks, Newsweek, and a workbook.
Goal 3	Process information actively					
Goal 4	Organize textual information by annotating/underlining, summarizing, finding main idea, pre-reading, reading purposively, outlining/mapping, interpreting, analyzing, being aware of tone, inference, point of view, and bias	Surveyed students to learn their perceptions of the Reading Center and counted students' time in Reading Center.	Created Reading Center Lab Manual, based on modular approach and requiring minimum hours			Increased Lab materials, including content-area reading materials, videotapes of college-course lectures, and computer materials.

