

**Minnesota State University Moorhead
Assessment Report Cover Sheet**

Note: All programs will complete this form as part of their biennial assessment report.

Academic Program: Reading

Department: EECE

College: Education & Human Services

1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members

Beth C. Anderson--Reading Masters Coordinator

2. List of All Student Learning Outcomes. (List all outcomes, placing an asterisk (*) by the outcomes you are assessing in this two-year reporting cycle.)

Literacy: Students who graduate with an M.S. in Reading will

- *A. know literacy research and theory
- *B. know cultural dimensions of literacy
- C. understand theories and beliefs about reading, instruction, and assessment
- D. organize and advance reading programs

Literature: Students who graduate with an M.S. in Reading will

- A. know a significant body of literature for children and young adults, including literature in many genres and from a diversity of cultures
- B. apply several critical and theoretical approaches to an interpretation of literature for children and young adults
- C. apply strategies for reading literature
- D. know techniques that film uses to tell a story
- E. design units that focus on the teaching of literature as a discipline

3. Signatures

Department Chair or Program Director

Dean or Director

Required Attachments:

1. Assessment Reporting Forms
2. Records of department meetings when Assessment Report was discussed and approved.

For SLOAC Use:

SLOAC Hearing Date: SLOAC Decision: Approved Rejected

Suggestions to Department (see attached)

**Minnesota State University Moorhead
Assessment Reporting Form**

Instructions: Complete and print a copy of this page for each student learning outcome being assessed during the following two year period.

Academic Program: Reading

1. Learning outcome assessed.

B. Knows cultural dimensions of literacy

2. Assessment measure used for this learning outcome.

Comprehensive exam questions

3. Expected Student Performance (from assessment plan)

Students must pass each question with an average rating of 3 (on a scale of 1-5) from four readers.

4. Actual Results (attach additional information, if necessary)

See attached.

5. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

Faculty can more pointedly address cultural aspects of literacy in their teaching in the following ways:

- **assess within courses in specific areas**
- **students could prepare poster sessions on cultural dimensions of literacy at the Student Academic Conference**

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A. Know literacy research and theory

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See attached.

5. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

Faculty can more pointedly address literacy research and theory in their teaching in the following ways:

- **keep an annotated research log**
- **assess within courses in specific areas**
- **students could prepare a precis of a particular theory or area of research that they share with fellow students**
- **students could prepare poster sessions on a particular body of research or theory at the Student Academic Conference**

The faculty may also revise the comprehensive exam scoring rubric so that research and theory are more salient to the scoring process. We would then apprise students of this change.

Student: _____

Evaluator: _____

REVIEW OF READING COMPREHENSIVE EXAMS

Please evaluate each of the responses contained in this packet using the criteria outlined below. Return to the EECE Department Secretary within five days.

RATING SCALE:

- | | |
|------------------------------------|--|
| 5 (excellent): | The question was answered completely and in sufficient detail. The response was well-written, well-conceptualized, and well-organized. |
| 4 (very good): | The question was answered completely, but lacked sufficient detail. OR writing, conceptualization, or organization could have been better. |
| 3 (satisfactory): | The question was answered, but not completely or in sufficient detail. OR writing, conceptualization, or organization was mediocre. |
| 2 (needs substantial improvement): | The question wasn't answered satisfactorily OR writing, conceptualization, and organization was inept. |
| 1 (unacceptable): | The question wasn't answered satisfactorily AND writing, conceptualization, and organization was inept. |

Circle the appropriate rating for each response and provide a statement indicating why you judged the response as you did.

Part I: Question 1

5 4 3 2 1

Comments:

Part I: Question 2

5 4 3 2 1

Comments:

Part II:

5 4 3 2 1

Comments:

Part III:

5 4 3 2 1

Comments:

Signature of evaluator

Reading Masters Comprehensive Examination Scores, 2004-2006

Candidate #	Knows Literacy Research and Theory	Knows Cultural Dimensions of Literacy
A	4.00	4.50
B	3.50	4.25
C	3.70	3.50
D	3.75	3.50
E	DNP*/3.5	3.25
F	3.00	DNP/3.62
G	DNP/3.00	3.00
Average	3.49	3.66

*NOTE: DNP indicates that the student did not pass the first time and had to sit for a second question in that area, as indicated by the re-write score following the slash.

Since the question focused on knowledge of literacy research and theory has a lower average score than does the question about cultural aspects of literacy, and since two students had to re-write their comprehensive question about research and theory, I believe that this should become an area of focus for the Reading Masters' curriculum. To one degree or another, research and theory of literacy is a component of all literacy courses; therefore, it should be more pointedly addressed by all faculty teaching these courses.