

William Carey University

Mission Possible: Critical Reading for Academic Success

An investigation into ways to enhance undergraduate learning at William Carey University identified concerns that students often fail to read at advanced levels, described as critical reading. This Quality Enhancement Plan (QEP) *Mission Possible: Critical Reading for Academic Success* will improve student learning by enhancing undergraduate students' use of critical reading in their programs of study. ***Critical reading is defined as reading that is active, analytical, evaluative, and reflective.***

The primary learning objective for this plan is for students to demonstrate increased ability to use critical reading in their assigned course work. The primary approach for this QEP is to increase the quality of student reading in specific core courses taken by most first-year students. Faculty in the targeted courses will be trained in teaching critical reading and in ways to incorporate critical reading in their courses. Students who acquire enhanced critical reading ability early in their college programs will experience improved learning throughout their degree programs. Students will be challenged and equipped to make critical reading a key part of their academic experience. The plan also provides an environment that supports student learning by fostering a culture of critical reading beyond the classroom.

The *Mission Possible* plan will be implemented in four phases. In the pre-assessment phase, baseline measures regarding critical reading will be established through measurement of student ability. The second phase will focus on increasing faculty capacity to use critical reading in instruction. In the third phase, critical reading will be applied to instruction, through reading assignments embedded in coursework and the provision of critical reading learning resources. In the fourth phase, a culture of critical reading will be fostered beyond the classroom by enriching reading experiences of students across campus and beyond.

The principal assessment instrument will be the Proficiency Profile published by Educational Testing Service (ETS). Surveys of faculty and students will elicit opinion and self-reports about the use of reading, and regular reports will be used to monitor the plan.

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