

# PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

*This document only needs to be updated when changes are made.*

<b>UNIT</b>	<b>COLLEGE OF ARTS &amp; SCIENCES</b>
<b>Department (if applicable)</b>	<b>ENGLISH</b>
<b>Degree/Program</b>	<b>Bachelor of Arts/Education</b>
<b>Date Prepared</b>	<b>May 22, 2014</b>
<b>Date Revised</b>	<b>May 16, 2016; Revised June 6, 2017</b>

## PROGRAM MISSION

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Consistent with the mission of the University and the College of Arts and Sciences, the Department of English seeks to satisfy the needs and aspirations of three different groups of students:

- Those taking English to satisfy the University's writing requirement
- Those taking English to satisfy general education Humanities requirements
- Those taking English to satisfy major requirements in one of three undergraduate emphases: Literature, Creative Writing, and English Education.

English majors will acquire the skills and habits of mind that serve them well in all occupations and professions. They will learn to read carefully, write effectively, exercise good judgment in solving problems, and flexibly adopt different points of view. More specifically, students will become knowledgeable about great literature (American, British, and World) and writing, understand how language functions in communication and the arts, and appreciate and understand how human beings from different cultures and/ or from different times have used the literary arts to shape experiences thoughtfully and meaningfully. Students will acquire the ability to express these ideas via analysis, creative thinking, and writing. Writing majors will experience a broad range of writing experiences, literature majors will analyze and interpret a variety of literary works, and education majors will learn current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interconnections.

## PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

*If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row. Cells will expand to accommodate text.*

**Upon completion of the program students will be able to:**

<b>PSLO 1</b>	Demonstrate knowledge of major developments in British, American, and World Literature.
<b>PSLO 2</b>	Demonstrate knowledge of the multi-cultural dimensions of language and literature.
<b>PSLO 3</b>	Analyze and apply the grammars and other aspects of language as media for communication, literature, and culture.
<b>PSLO 4</b>	Express knowledge and understanding of composition, language, and literature via analysis, creative thought, and writing.
<b>PSLO 5</b>	Apply current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interconnections.

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## CURRICULUM MAP (Alignment)

List all courses required for program majors and indicate, where applicable, (using the following key) the PSLO with which they are associated.

T = Taught

X = Taught and Assessed

A = Assessed

*If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.*

Required Courses	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
EN 301		T	T	X	
EN 310			X	X	
*EN 325 or EN 326	X	T	T	X	
*EN 330 or EN 331	X	T	T	X	
*EN 360 or EN 361	X	X	T	X	
One from the following: EN 337, EN 380, EN 381, or EN 382	T	T	T	X	
One from the following: EN 370, EN 371, EN 372, EN 373, EN 374, EN 375, or EN 376	T	T	T	X	
EN 345	T	T	T	X	
Courses Below are Specific to the Education Emphasis					
EN 300 Teaching			X	X	T
EN 320	T	T	T	T	T
ED 362				X	X
ED 410					A
*Majors must take four survey courses including one survey course from British, American, and World Literature.					

## ASSESSMENT MEASURES (Method)

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Indicate (mark with an X) the type of assessment used to evaluate each PSLO.

Check as many boxes as apply.

Programs should use at least 2 direct measures for each PSLO.

*If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.*

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
<b>DIRECT</b>					
Portfolio	X	X	X	X	
Performance Assessment (Art, Music, Theatre, etc.)					
	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
Performance Assessment (Off campus experience – Clinical, Internship, Practicum, etc.)					X
Professional Credentialing Exam	X	X	X	X	X
Major Field Test or National Exam					
Course Embedded Assignment			X	X	X
Project Evaluation (e.g. research)					
Course Grades	X	X	X	X	X
Other (Describe)					
<b>INDIRECT</b>					
Surveys	X	X	X	X	X
Exit Interviews/Focus Groups	X	X	X	X	X
Other (Describe)					

## THRESHOLD OF STUDENT SUCCESS

For each PSLO, list each measure separately and indicate the threshold of student achievement considered acceptable.

*(example: 75% of students will receive B or better) - see Assessment Plan Guide for additional instructions.*

*Hit :Tab" in the last cell to add another row. Cells will expand to accommodate text.*

PSLO	MEASURE	THRESHOLD
1	Portfolio	The English Education Committee examines various British, American, and World literary papers that the students submit in their portfolios. Students may receive an overall 1=weak, 2=developing, or a 3=proficient for their ability to demonstrate their knowledge of major developments in British, American, and World Literature.  90% should earn a developing or higher 70% should earn a proficient or higher  Students who undergo the English Education Performance Assessment are at the junior level or higher.
	Professional Credentialing Exam (PRAXIS)	Students majoring in English Education also take the Praxis II content examination required by the Kansas State Department of Education for all candidates seeking certification in Secondary English Education 6-12. A portion of the Part I: Reading section of the exam assesses the candidates' ability to

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		<p>demonstrate knowledge of major works and authors of American, British, World, and Young Adult Literature. Thus, the scores can be used as an additional measurement of PSLO 1. Each year the number of students passing the overall exam is provided, but the breakdown of the exam is not because the number testing is below 10. Since we do not have a breakdown of the exam, it is difficult to establish a benchmark for PSLO 1. However, 100% of English Education students must score at 162 (cut score) or higher on the overall exam. 70% of English Education students should score at or above the median national average of the overall exam for that year.</p>
	Survey	<p>Question number 6 from the survey measures English Education majors' perceptions of learning as it relates to PSLO 1. 100% of candidates should select agree or higher to have met the threshold for PSLO 1.</p>
	Exit Interview/Focus Groups	<p>Under Development—To be administered during student exit interviews and focus groups already conducted during the student teaching semester. One will also be developed for future focus groups with area 6-12 Language arts teachers and administrators. Questions will be developed to measure perceptions of learning as it relates to PSLO 1.</p>
	Course Grades	<p>Courses Used to Measure PSLO 1: EN 325, EN 326, EN 330, EN 331, EN 360, and EN 361</p> <p>The following are the course grade proficiency levels: A=Advanced, B=Target, C=Developing, and D or below is unsatisfactory. 100% of English education majors must earn a C= developing or higher in EN 325, EN 326, EN 330, EN 331, EN 360, and EN 361. At least 70% should earn a B=target or higher in the courses used to measure PSLO 1. English education majors must take the courses measuring PSLO 1 and must make a C or better in each to fulfill program requirements.</p>
2	Course Grades	<p>Courses Used to Measure PSLO 2: EN 360 and EN 361</p> <p>The following are the course grade proficiency levels: A=Advanced, B=Target, C=Developing, and D or below is unsatisfactory.</p> <p>100% of English education majors must earn a C=developing or higher in EN 360 and EN 361. At least 70% should earn a B= target or higher. English education students must take EN 360 or EN 361 and must make a C or better to fulfill program requirements.</p>

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	Professional Credentialing Exam (PRAXIS)	Students majoring in English Education also take the Praxis II content examination required by the Kansas State Department of Education for all candidates seeking certification in Secondary English Education 6-12. Portions of the Part I: Reading and Part II: Language Use and Vocabulary sections of the exam assess the candidates' ability to demonstrate knowledge of the multicultural dimensions of language and literature (PSLO 2). Each year the number of students passing the overall exam is provided, but the breakdown of the exam is not because the number of test takers is below 10. Since we do not have a breakdown of the exam, it is difficult to establish a benchmark or understand how well students are performing as it relates to PSLO 2. We do know that students are being assessed in areas related to PSLO 2; therefore, a passing overall exam score is a solid indicator that a majority of English education students are demonstrating proficiency as it relates to PSLO 2. 100% of English Education students must score at 162 (cut score) or higher on the overall exam. 70% of English Education students should score at or above the median national average of the overall exam.
	Survey	Question number 8 from the survey measures English Education majors' perceptions of learning as it relates to PSLO 2. 100% of candidates should select agree or higher to have met the threshold for PSLO 2.
	Exit Interview/Focus Groups	Under Development-- To be administered during student exit interviews and focus groups already conducted during the student teaching semester. One will also be developed for future focus groups with area 6-12 Language arts teachers and administrators. Questions will be developed to measure perceptions of learning as it relates to PSLO 2.
	Professional Credentialing Exam (PRAXIS)	Students majoring in English Education also take the Praxis II content examination required by the Kansas State Department of Education for all candidates seeking certification in Secondary English Education 6-12. Part II: Language Use and Vocabulary assesses the student's ability to analyze the grammars and other aspects of language as media for communication, literature, and culture (PSLO 3). Each year the number of students passing the

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	<p>overall exam is provided, but the breakdown of the exam is not because the number of test takers is below 10. Since we do not have a breakdown of the exam, it is difficult to establish a benchmark or understand how well students are performing as it relates to PSLO 3. We do know that students are being assessed in areas related to PSLO 3; therefore, a passing overall exam score is a solid indicator that a majority of English education students are demonstrating proficiency as it relates to PSLO 3. 100% of English Education students must score at 162 (cut score) or higher on the overall exam. 70% of English Education students should score at or above the median national average of the overall exam.</p>
Course Grades	<p>Courses Used to Measure PSLO 3: EN 300 Teaching Emphasis and EN 310</p> <p>The following are the course grade proficiency levels: A=Advanced, B=Target, C=Developing, and D or below is unsatisfactory. 100% of English education majors must earn a C=developing or better in EN 300 and EN 310. At least 70% should be at B=target or higher in each course.</p> <p>Education students must take EN 300 Teaching Emphasis and EN 310 and must make a C or better to fulfill program requirements.</p>
Course Embedded Assignment	<p><b>EN 300 Teaching Emphasis Writing Portfolio</b></p> <p>In EN 300 Teaching Emphasis, students must submit a portfolio of writing. One aspect of the portfolio is evaluated on the student's ability to apply the grammars and other aspects of language as media for communication (PSLO 3/Forms and Conventions).</p> <p>The proficiency levels are 4=Advanced; 3=Target, 2=Developing, and 1=Unacceptable. 100% of the portfolios should receive a rating of a 2 or higher for Forms and Conventions and 70% should be rated a 3 or higher for Forms and Conventions.</p>
Survey	<p>Question number 7 from the survey measures English Education majors' perceptions of learning as it relates to PSLO 3. 100% of candidates should select agree or higher to have met the threshold for PSLO 3.</p>
Exit Interview/Focus Groups	<p>Under Development -- To be administered during student exit interviews and focus groups already conducted during the student teaching semester. One will also be developed for future focus groups</p>

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4		with area 6-12 Language arts teachers and administrators. Questions will be developed to measure perceptions of learning as it relates to PSLO 3.
	Portfolio	The English Education Committee evaluates each student's portfolio, coming to an agreement on the student's overall ability to express their knowledge and understanding of composition, language, and literature via analysis, creative thought, and writing (PSLO 4). On each of the rubric's score points/categories, students may receive a score of 1=weak, 2=developing, or a 3=proficient. The scores must then average to a 2.5 or better for students to have passed the overall portfolio and satisfactorily met PSLO 4. Students who undergo the English Education Performance Assessment are at the junior level or higher.
	Professional Credentialing Exam (PRAXIS)	Students majoring in English Education also take the Praxis II content examination required by the Kansas State Department of Education for all candidates seeking certification in Secondary English Education 6-12. Part III: Writing, Speaking, and Listening assesses the student's ability to express their knowledge and understanding of composition, language, and literature via analysis, creative thought, and writing (PSLO 4). Each year the number of students passing the overall exam is provided, but the breakdown of the exam is not because the number of test takers is below 10. Since we do not have a breakdown of the exam, it is difficult to establish a benchmark or understand how well students are performing as it relates to PSLO 4. We do know that students are being assessed in areas related to PSLO 4; therefore, a passing overall exam score is a solid indicator that a majority of English education students are demonstrating proficiency as it relates to PSLO 4. 100% of English Education students must score at 162 (cut score) or higher on the overall exam. 70% of English Education students should score at or above the median national average of the overall exam.
	Course Embedded Assignment	<b>EN 300 Teaching Emphasis Writing Portfolio</b>  In EN 300 Teaching Emphasis, students must submit a portfolio of writing. The overall portfolio score is a measure of the student's ability to express knowledge of composition and language via writing (PSLO 4).

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		The proficiency levels are 4=Advanced; 3=Target, 2=Developing, and 1=Unacceptable. 100% of the portfolios should receive a rating of a 2 or higher for the overall portfolio score and 70% should be rated a 3 or higher for the overall portfolio score.
	Survey	Question number 9 from the survey measures English Education majors' perceptions of learning as it relates to PSLO 4. 100% of candidates should select agree or higher to have met the threshold for PSLO 4.
	Exit Interview/Focus Groups	Under Development--To be administered during student exit interviews and focus groups already conducted during the student teaching semester. One will also be developed for future focus groups with area 6-12 Language arts teachers and administrators. Questions will be developed to measure perceptions of learning as it relates to PSLO 4.
	Course Grades	<p>Courses Used to Measure PSLO 4: EN 300 Teaching Emphasis and EN 301</p> <p>The following are the course grade proficiency levels: A=Advanced, B=Target, C=Developing, and D or below is unsatisfactory.</p> <p>100% of English education majors must earn a C=developing or higher in EN 300 and EN 301. At least 70% in each course should earn a B=target or higher. English education students must take EN 300 or EN 301 and must make a C or better to fulfill program requirements.</p>
5	Course Embedded Assignment	<p><b>ED 362 Instructional Unit</b></p> <p>The ED 362 Instructional Unit is a performance assessment that measures English education majors' proficiency with applying current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interconnections (PSLO 5).</p> <p>The proficiency levels are 3=Target, 2=Developing, and 1=Unacceptable. 100% of the units must receive a rating of a 2 or higher and 70% should be rated a 2.5 or higher.</p>
	Performance Assessment (Practicum)	<b>Student Teacher Summary Evaluation</b>

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		<p>The Student Teacher Summary Evaluation is a performance assessment that measures English education majors' proficiency with applying current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interconnections (PSLO 5).</p> <p>The student's performance is evaluated as Advanced (4), Target (3), Developing (2), or Not Acceptable (1)</p> <p>100% should be target (3) or higher 70% should be advanced (4).</p>
	<p>Performance Assessment</p>	<p>The KPTP is an assessment English Education majors complete in ED 410 taken during the student teaching semester. It measures the English education majors' proficiency with applying current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interconnections (PSLO 5).</p> <p>KPTPs must receive a 21 out of 30 to pass. The English department has set the following benchmarks. 21-24=Developing; 25-27=Target; 28-30=Advanced.</p> <p>100% of portfolios should receive a 21 or higher 70% should receive a 25 or higher.</p>
	<p>Professional Credentialing Exam (PRAXIS)</p>	<p>Students majoring in English Education also take the Praxis II content examination required by the Kansas State Department of Education for all candidates seeking certification in Secondary English Education 6-12. All sections of the exam require students to apply current methods for teaching processes of reading, writing, speaking, listening, and viewing (PSLO 5/Praxis Section I: Reading A: 10 and 11, Section II: Language Use and Vocabulary 5, and Section III: Writing, Speaking, and Listening). Each year the number of students passing the overall exam is provided, but the breakdown of the exam is not because the number testing is below 10. Since we do not have a breakdown of the exam, it is difficult to establish a benchmark for this PSLO 4. However, 100% of English Education students must score at 162 (cut score) or higher on the overall exam. 70% of English Education students should score at or above the median national average of the overall exam</p>
	<p>Survey</p>	<p>Question number 10 from the survey measures English Education majors' perceptions of learning as it relates to PSLO 5. 100% of candidates should</p>

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		select agree or higher to have met the threshold for PSLO 5.
	Exit Interview/Focus Group	Under Development--To be administered during student exit interviews and focus groups already conducted during the student teaching semester. One will also be developed for future focus groups with area 6-12 Language arts teachers and administrators. Questions will be developed to measure perceptions of learning as it relates to PSLO 5.
	Course Grades	<p>Courses Used to Measure PSLO 5: ED 362</p> <p>The following are the course grade proficiency levels: A=Advanced, B=Target, C=Developing, and D or below is unsatisfactory.</p> <p>100% of English education majors must earn a C= developing or higher in ED 362. At least 70% should earn a B= target or higher. English education students must take ED 362 and must make a C or better to fulfill program requirements.</p>

## DATA COLLECTION CALENDAR

Indicate how often assessment data are collected for each PSLO.

S=every semester

Y=every year

2=every other year

3=every 3 years, (etc.)

O-Other (please explain)

*If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row.*

	Frequency of Data Collection
PSLO 1	Y
PSLO 2	Y
PSLO 3	Y
PSLO 4	Y
PSLO 5	Y

## ANALYSIS AND REPORTING CALENDAR

Indicate (mark with an X) the years in which each PSLO was/will be analyzed and reported.

Cycle will repeat after Year 6.

*If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.*

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
Year 1/2013-14					
Year 2/2014-15	X			X	
Year 3/2015-16					
Year 4/2016-17	X		X		X
Year 5/2017-18		X		X	

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Year 6/2018-19	X		X		X
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If field experiences are a significant part of the program, explicitly address how validity and reliability of the evaluation instrument is ensured.

*Cell will expand to accommodate text.*

Field Experience is a component of this program. After students complete their practicums and student teaching, an evaluation of their performance is completed by the cooperating teacher, the university supervisor, and instructor of the course where the practicum is embedded. The performance assessments completed during student teaching have been scored by an external reviewer.

## STAKEHOLDER INVOLVEMENT

Describe how stakeholders (faculty, students, alumni, advisory boards, community, etc.) are involved in the development, implementation, periodic review and continuous improvement of the Assessment Plan.

*Cell will expand to accommodate text.*

The English Education Assessment committee meets yearly to assess the portfolio assessment (this measures content knowledge). The results are shared with the students during individual conferences. The committee also reviews and discusses the results along with other assessment data. The English education coordinator collaborates with the UTEC committee and Education department on course embedded assessments, performance assessment, and practicum/field experience assessments. Data from shared assessments are discussed and used for decision making. UTEC members are required to review data yearly and post those results/analysis to the shared drive. The English education coordinator also meets frequently with area 6-12 English teachers and administrators. These meetings provide both positive and constructive feedback about how to better develop English Education preservice teachers. A more structured focus group meeting will be added in order to provide a formal data set that can be used to evaluate the program via this external stake holder group. Each semester the English Education coordinator also meets individually and in groups with program completers. During these exit interviews, the English Education coordinator seeks feedback on the strengths and weaknesses of the English Education program. The English Education coordinator will develop a survey to administer to English education program completers in the future. This survey will measure their perceptions about their preparation as related to content (PSLO 1-4) and teaching (PSLO 5). The results will be used as indirect measure for evaluating the English Education program.

## PROGRAM ASSESSMENT PLAN REVIEW CYCLE

Indicate (mark with an X in column 2) the year(s) in which this Program Assessment Plan will be reviewed and indicate in column 3 (when applicable) when changes are made and addressed in the appropriate year's annual report.

*Cycle repeats after Year 6.*

	Program Assessment Plan Review	Were changes made and addressed in the Annual Report? <u>Yes</u> or <u>No</u> (update when applicable)
Year 1/2013-14	X	YES
Year 2/2014-15		
Year 3/2015-16	X	YES CHANGES WERE MADE BUT NOT ADDRESSED IN ANNUAL REPORT. ANNUAL REPORTS WILL NOT BE SUBMITTED THIS YEAR

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		TO GIVE EDUCATION A YEAR TO REVISE AND DEVELOP RUBRICS, IMPLEMENT CHANGES, AND COLLECT DATA.
Year 4/2016-17		
Year 5/2017-18	X	
Year 6/2018-19		