

**Assessment Trends Report
Student Learning Outcomes in English Education Major**

September, 2009

The goal of this report is to evaluate the assessment of student learning outcome goals in the English Education Major Program. The report addresses four key questions to evaluate the quality of our assessment processes.

(1) How have we sustained the assessment effort over a multi-year period of time?

How many years have you completed an annual assessment report?

2006 2007 2008 2009

The assessment reports for the English Education major have been prepared by Michael O'Conner every year that the data has been collected, since 2006-2007.

(2) How do we systematically and comprehensively collect and analyze data about student learning?

To measure student learning with respect to these goals, the department assesses students during all four years of their time at Millikin, using feedback from assessments at each level to guide improvement. Assessment methods include a test which can be compared against state-wide baselines, a test developed by the Illinois State Board of Education and given to English language arts majors across the state, along with departmentally-developed rubrics assessing the ability of students to design and complete out literary, writing theory projects and educational methodology units.

Faculty members in the Department of English have used these assessment methods for the past three years, and they find these methods to be reliable.

This program also enjoys the luxury of multiple other assessment factors through its relationship with the Millikin School of Education and our forthcoming accreditation by NCATE. Through this part of the education program, we also assess a wide range of learning goals directly based on Education School standards. 11 assessments measure the full range of learning goals and standards from the Millikin Teaching Standards (MTS), the Core Language Arts Standards (CLA), and the Core Technology Standards (CTECH).

In addition, each English Education candidate is assessed with six Major Assessments (MAs), which measure the mastery of skills and knowledge specifically in the major.

Each of these major assessments are represented by an artifact placed in the student's portfolio, each evaluated by English Department faculty with a scaled rubric assessment tool.

(3) How do we use the analysis to improve curriculum and pedagogy and to inform decisions about budgets and strategic priorities?

The reports include preliminary conclusions about what changes should be made to departmental curricula and pedagogy to address concerns, and are reviewed by other faculty members before they are submitted to the Dean of Teaching and Learning.

The English Education degree program has actually enjoyed a long history of assessment, as required by the state of Illinois for all its secondary pre-professional preparatory programs.

As this program came to be considered for NCATE/NCTE national accreditation, a number of curricular changes were required in the overall degree program, though none affecting the goals/artifact collection/assessment methodologies we had originally set up for internal assessment.

(4) How do we evaluate, modify, and continue to improve the student learning assessment process in this program?

English faculty members share responsibility for evaluating, modifying, and continuing to improve the assessment process, with Professor O'Conner taking the leadership role on overseeing and coordinating efforts. Each report is emailed to all other departmental faculty members, and a departmental meeting is held to discuss issues that affect the department going forward, primarily areas identified as concerns and the initiatives developed to address those concerns.

The assessment process—the learning outcome goals, the assessment method, data collection, data analysis, and dissemination/implementation of recommendations—of the English Education Major program have proven, over the past three years, to work for assessing student learning. The English Department can create more deliberate, open forums for discussions of recommendations and make more rigorous efforts in closing the assessment loop.

Evaluation from Focused Visit Leadership Team (Made of Academic Deans, Program Leaders, and Focus Visit Report Writers)

Rating: Green

Academic program	Goal 1 (multi-year)	Goal 2 (data collection)	Goal 3 (Use assessment to improve)	Goal 4 (improve assessment)	Total
English Writing	3	3	3	3	12

Based on the four questions/criteria, the Focus Visit Leadership Team rates the English Education Major Program as green and concludes that the major has a strong tradition and sustainable system of systematic and comprehensive data collection and analysis. The team agrees that English Department has implemented recommendations coming from NCATE/NCTE initiatives. The Department can be more deliberate in discussing assessment reports and implemented recommendations.