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English Education 2020

Major-AH-ENGL-English Education (BA) 2020

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Major-AH-ENGL-English Education (BA)

2020

Completed

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Institutional Mission

Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

Program Mission

| Program Learning Outcomes | Expectations/Target for this Outcome | Findings/Results |
|--|--------------------------------------|------------------|
| <p>1 Calendar Year Assessment Information 2020</p> <p>APPROVALS & INFORMATION BLOCK The Department of English and World Language’s Assessment Committee revised learning outcomes for the department as a whole and for each program. Point of Contact for this year’s assessment (add additional names as needed): 1) Carl Brucker 2) Rob Vork 3) Arwen Taylor 4) Scott O’Neil 5) Tori Sharpe 6) Nelson Ramirez APPROVALS</p> <p>----- Department Head Approval: Carl Brucker Date: April 7, 2021</p> <p>Dean Approval: Date: Office of Assessment Review: Amanda Gardner Date: 8/24/21</p> <p>----- Program Level Context: (ex. Second year using Weave Assessment Management System, or ADHE Program Review conducted on 3/15/20) Student Learning Outcomes Assessed during Calendar Year 2020 (Add more as necessary): Outcome 1.1: Critical Analysis Curriculum Committee Proposals or Changes (erase choice not used): Y / N Assessment Data Used as Support for Change: (give Outcome #) Is Status of Project Noted in Title Bar Current? (erase choice not used): Y / N Change status in title bar above Are All Attachments Noted in Assessment Plan Added Below? (erase choice not used): Y / N</p> <p>----- Additional Comments:</p> | | |

| Program Learning Outcomes | | Expectations/Target for this Outcome | Findings/Results |
|--|--|--|---|
| <p>1.1</p> <p>Critical Analysis: Skills in critical thinking and literary analysis applied to multiple genres.</p> | <p>1.1.1</p> <p>Capstone Activity</p> <p>SUMMATIVE EVALUATION OF ENGLISH LANGUAGE ARTS CANDIDATES to assess internship performance in 24 NCTE Program Standards.</p> | <p>1.1.1.1</p> <p>Not Reported this Period</p> <p>Cooperating teachers uses the SUMMATIVE EVALUATION OF ENGLISH LANGUAGE ARTS CANDIDATES to score English Education interns in their ability to use literary theories to interpret and critique a range of texts.</p> <p>A minimum of 100% of English Education interns are scored Acceptable or Target in their ability to use literary theories to interpret and critique a range of texts.</p> | <p>In 2020, internships were disrupted due to the pandemic and no SEELAC scores were reported.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>The College of Education has not supplied the SEELAC scores for 2020 yet.</p> |
| | <p>1.1.2</p> <p>Exit Interview</p> <p>EXIT INTERVIEWS of graduating B.A. in English Education students.</p> | <p>1.1.2.1</p> <p>Not Reported this Period</p> <p>English Education graduates assess their improvement in critical thinking and literary analysis applied to multiple genres in an exit interview..</p> <p>A minimum of 75% English Education graduates assess their improvement in critical thinking and literary analysis applied to multiple genres as Good or Great.</p> | <p>In 2020, no English Education graduates completed exit interviews.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>We will work on implementing activities that will encourage greater involvement in the exit interviews in 2021</p> |

| Program Learning Outcomes | | Expectations/Target for this Outcome | Findings/Results |
|---------------------------|---|---|---|
| | <p>1.1.3</p> <p>Course Embedded Measure - ENGL 2063</p> <p>Students' ability to respond critically to literary texts and scholarly articles about literature is evaluated in ENGL 2063.</p> | <p>1.1.3.1 Met</p> <p>English Education majors will be scored as target or high-acceptable on their ability to respond critically to literary texts and scholarly articles about literature.</p> <p>At least 75% of English Education majors will be scored as target or high-acceptable on their ability to respond critically to literary texts and scholarly articles about literature.</p> | <p>In 2020, 75% (N = 8) of English Education majors were scored as Target or High-Acceptable in their ability to respond critically to literary texts and scholarly article about literature.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>This result does not indicate a need for any immediate change. We will connote to monitor and reevaluate with a larger data set.</p> |
| | <p>1.1.4</p> <p>Course Embedded Measure - Literature Survey</p> <p>Students' ability to perform close reading is evaluated in the required literature survey courses.</p> | <p>1.1.4.1 Exceeded</p> <p>English majors enrolled in the American and British literature survey courses are scored as target or high-acceptable in their ability to conduct close reading of literature.</p> <p>At least 75% of English majors enrolled in the American and British literature survey courses are scored as target or high-acceptable in their ability to</p> | <p>In 2020, 100% (N = 9) of English Education major evaluations were scored as Target or High-Acceptable in their ability to conduct close reading of literature.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>This result does not indicate any immediate need for change.</p> |

| Program Learning Outcomes | | Expectations/Target for this Outcome | Findings/Results |
|--|---|---|---|
| | | conduct close reading of literature. | |
| <p>1.2 Communication Skills: Effective oral and written communication.</p> | <p>1.2.1 Novel Unit Project</p> <p>While enrolled in Engl 4733: Teaching English in the Secondary School, English Education majors complete the NOVEL UNIT PROJECT in which they prepare lessons and materials for teaching a novel unit at the secondary level. Students are scored as Unacceptable, Acceptable, or Target on 15 NCTE Program Standards.</p> | <p>1.2.1.1 Met</p> <p>A minimum of 80% are scored as Acceptable or Target in their ability to use knowledge of theory, research, and practice in English language arts.</p> <p>A minimum of 80% are scored as Acceptable or Target.</p> | <p>In 2019-2020, 88% (N =8) of students enrolled in ENGL 4733 were scored as Acceptable or Target in their ability to use knowledge of theory, research, and practice in English language arts.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>As a new faculty member will be teaching ENGL 4733 in 2021, this measure may be changed.</p> |
| | <p>1.2.2 Exit Interview</p> <p>The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in English Education students. As part of this interview, students are asked to self-assess their improvement in each of the learning objectives, scoring themselves on a four-point scale of No Improvement, Little</p> | <p>1.2.2.1 Met</p> <p>A minimum of 75% assess their improvement as Good or Great in their ability to use literary theory to interpret and critique a range of literature.</p> <p>A minimum of 75% assess their improvement as Good or Great.</p> | <p>In 2019-2020, 100% (N = 1) of English Education graduates assessed their improvements a Good or Great in their ability to use literary theory to interpret and critique a range of literature.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> |

| Program Learning Outcomes | | Expectations/Target for this Outcome | Findings/Results |
|--|--|--|---|
| | <p>Improvement, Good Improvement, and Great Improvement.</p> | | <p>This result requires no further action at this time.</p> |
| | <p>1.2.3 Capstone Activity</p> <p>Each English Education major's cooperating teacher uses the SUMMATIVE EVALUATION OF ENGLISH LANGUAGE ARTS CANDIDATES to assess internship performance in 24 NCTE Program Standards. Interns are scored as Unacceptable, Acceptable Low, Acceptable High, or Target. This assessment measure was revised in Spring 2015 to better align with CAEP standards.</p> | <p>1.2.3.1 Met</p> <p>A minimum of 100% are scored Acceptable or Target.</p> | <p>In 2018-2019, 100% (N = 4) of English Education majors were scored as Acceptable or Target on the SEELAC in their ability to use literary theories to interpret and critique a range of texts.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>There was a delay in gathering SEELAC scores from 2018-2019, but we have worked with the College of Education and hope that similar delays can be avoided in the future.</p> |
| <p>1.3 Literature: Familiarity with major figures, works, and movements in world literature, including the ability to attach a literary work to its cultural matrix</p> | <p>1.3.1 Capstone Activity</p> <p>Each English Education major's cooperating teacher uses the SUMMATIVE EVALUATION OF ENGLISH LANGUAGE ARTS CANDIDATES to assess internship</p> | <p>1.3.1.1 Exceeded</p> <p>A minimum of 100% are scored Acceptable or Target. A minimum of 100% are scored Acceptable or Target.</p> | <p>In 2018-2019, 100% (N = 4) of English Education majors were scored as Acceptable or Target on the SEELAC in their knowledge of print and non-print texts.</p> |

| Program Learning Outcomes | | Expectations/Target for this Outcome | Findings/Results |
|---------------------------|--|---|--|
| | <p>performance in 24 NCTE Program Standards. Interns are scored as Unacceptable, Acceptable Low, Acceptable High, or Target. This assessment measure was revised in Spring 2015 to better align with CAEP standards.</p> | | <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>There was a delay in gathering SEELAC scores from 2018-2019, but we have worked with the College of Education and hope that similar delays can be avoided in the future.</p> |
| | <p>1.3.2 English Education Portfolio</p> <p>ENGLISH EDUCATION PORTFOLIO: A minimum of five papers are gathered for each B.A. in English major's portfolio: one research-based essay from Engl 2063: Advanced Composition, one essay from a literature survey course, one essay from an upperlevel English elective, a lesson plan from Engl 4733: Teaching English in the Secondary School, and a reflective essay on the contents of the portfolio. Portfolios are scored as Unacceptable, Acceptable, or Target for each learning objective.</p> | <p>1.3.2.1 Met</p> <p>At least 80% of B.A. in English Education graduates assessed as Acceptable or Target.</p> <p>At least 80% of B.A. in English Education graduates assessed as Acceptable High or Target in their knowledge of print texts..</p> | <p>In 2018-2019, 92% (N = 13) of English Education graduates were scored as Acceptable High or Target in their knowledge of print texts.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> |

| Program Learning Outcomes | | Expectations/Target for this Outcome | Findings/Results |
|---------------------------|---|---|--|
| | <p>1.3.3</p> <p>Novel Unit Project</p> <p>While enrolled in Engl 4733: Teaching English in the Secondary School, English Education majors complete the NOVEL UNIT PROJECT in which they prepare lessons and materials for teaching a novel unit at the secondary level. Students are scored as Unacceptable, Acceptable, or Target on 15 NCTE Program Standards.</p> | <p>1.3.3.1 Met</p> <p>A minimum of 80% are scored as Acceptable or Target in their knowledge of print and non-print texts that represent a range of social classes.</p> <p>A minimum of 80% are scored as Acceptable or Target.</p> | <p>In 2019-202, 88% (N = 8) of students enrolled in ENGL 4733 were scored as Acceptable or Target in their knowledge of print and non-print texts that represent a range of social classes.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> |
| | <p>1.3.4</p> <p>Exit Interview</p> <p>The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in English Education students. As part of this interview, students are asked to self-assess their improvement in each of the learning objectives, scoring themselves on a four-point scale of No Improvement, Little Improvement, Good Improvement, and Great Improvement.</p> | <p>1.3.4.1 Exceeded</p> <p>A minimum of 75% report their improvement as Good or Great in their familiarity with major figures, works, and movements in American and British literature.</p> <p>A minimum of 75% assess their improvement as Good or Great.</p> | <p>In 2019-2020, 100% (N = 1) of English Education graduates reported their improvement as Good or Great in their familiarity with major figures, works, and movements in American and British literature.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> |

| Program Learning Outcomes | | Expectations/Target for this Outcome | Findings/Results |
|---------------------------|--|---|---|
| | <p>1.3.5</p> <p>Grade-based Assessment</p> <p>Grades earned by English education graduates in the four required literature survey courses.</p> | <p>1.3.5.1 Met</p> <p>The mean GPA of B.A. in English education graduates in the four required literature survey courses is at least 3.00.</p> <p>The mean grade of English education graduates in the four required literature survey courses is at least 3.00.</p> | <p>In 2019-2020, the mean grade of English Education graduates (N = 12) in the literature survey courses was 3.35.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>This strong result requires no further action.</p> |
| | <p>1.3.6</p> <p>Course-Embedded Measure</p> <p>Students' familiarity with literary figures and movements is evaluated in the required literature survey courses.</p> | <p>1.3.6.1 Met</p> <p>At least 75% of English majors enrolled in the American and British literature survey courses are scored as target or high-acceptable in their familiarity with literary figures, works, and movements studied in the class.</p> <p>At least 75% of English education majors are scored as Target or High-Acceptable in their familiarity with major figures and movements in American and British literature/</p> | <p>In 2019-2020, 96% (N = 56) of English Education evaluations were scored as Target or High-Acceptable in their familiarity with literary figures, works, and movements.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>This good result requires no action.</p> |

| Program Learning Outcomes | | Expectations/Target for this Outcome | Findings/Results |
|--|--|---|--|
| <p>1.4</p> <p>Research:</p> <p>Ability to conduct research and use it effectively.</p> | <p>1.4.1</p> <p>Exit Interviews</p> <p>The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in English Education students. As part of this interview, students are asked to self-assess their improvement in each of the learning objectives, scoring themselves on a four-point scale of No Improvement, Little Improvement, Good Improvement, and Great Improvement.</p> | <p>1.4.1.1 Met</p> <p>A minimum of 75% assess their improvement as Good or Great in their ability to conduct research and use it effectively.</p> <p>75% assess improvement as Good or Great</p> | <p>In 2019-2020, 100% (N = 1) of English Education graduates assessed their improvement as Good or Great in their ability to conduct research and use it effectively.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>As anew faculty member will be teaching ENGL 4733 in 2021, this measure may be changed.</p> |
| | <p>1.4.2</p> <p>Capstone Activity</p> <p>Each English Education major's cooperating teacher uses the SUMMATIVE EVALUATION OF ENGLISH LANGUAGE ARTS CANDIDATES to assess internship performance in 24 NCTE Program Standards. Interns are scored as Unacceptable, Acceptable Low, Acceptable High, or Target. This assessment measure was revised in Spring 2015 to better align with CAEP standards.</p> | <p>1.4.2.1 Exceeded</p> <p>A minimum of 100% are scored Acceptable or Target.</p> <p>A minimum of 100% are scored Acceptable or Target.</p> | <p>In 2018-2019, 100% (N = 4) of English Education majors were scored as Acceptable or Target on the SEELAC in their use of theories and research to plan instruction.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>There was a delay in gathering SEELAC scores from 2018-2019, but we have worked with the College of Education and hope</p> |

| Program Learning Outcomes | | Expectations/Target for this Outcome | Findings/Results |
|--|--|---|--|
| | | | that similar delays can be avoided in the future. |
| <p data-bbox="569 394 625 423">1.4.3</p> <p data-bbox="569 448 1035 521">Novel Unit Project - Course-Embedded Measure</p> <p data-bbox="569 570 1073 902">While enrolled in Engl 4733: Teaching English in the Secondary School, English Education majors complete the NOVEL UNIT PROJECT in which they prepare lessons and materials for teaching a novel unit at the secondary level. Students are scored as Unacceptable, Acceptable, or Target on 15 NCTE Program Standards.</p> | | <p data-bbox="1117 394 1289 423">1.4.3.1 Met</p> <p data-bbox="1117 448 1520 654">A minimum of 80% are scored as Acceptable or Target in their ability to use knowledge of theory, research, and practice in English language arts.</p> <p data-bbox="1117 678 1520 751">A minimum of 80% are scored as Acceptable or Target.</p> | <p data-bbox="1558 394 1961 683">In 2019-2020, 88% (N = 8) of students enrolled in ENGL 4733 were scored as Acceptable or Target in their ability to use knowledge of theory, research, and practice in English language arts.</p> <p data-bbox="1558 708 1961 824">REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p data-bbox="1558 873 1961 992">As a new faculty member will be teaching ENGL 4733 in 2021, this measure may be changed.</p> |
| <p data-bbox="569 1071 625 1101">1.4.4</p> <p data-bbox="569 1125 730 1154">Exit Interview</p> <p data-bbox="569 1203 1083 1497">The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in English Education students. As part of this interview, students are asked to self-assess their improvement in each of the learning objectives, scoring themselves on a four-point scale of No Improvement, Little</p> | | <p data-bbox="1117 1071 1289 1101">1.4.4.1 Met</p> <p data-bbox="1117 1125 1520 1287">A minimum of 75% assess their improvement as Good or Great in the ability to conduct research and use it effectively.</p> <p data-bbox="1117 1312 1499 1385">A minimum of 75% assess their improvement as Good or Great.</p> | <p data-bbox="1558 1071 1961 1320">In 2019-2020, 100% (N = 1) of English Education graduates assessed their improvement as Good or Great in the ability to conduct research and use it effectively.</p> <p data-bbox="1558 1344 1961 1463">REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> |

| Program Learning Outcomes | | Expectations/Target for this Outcome | Findings/Results |
|---------------------------|--|---|---|
| | Improvement, Good Improvement, and Great Improvement. | | |
| | <p>1.4.5 Grade-Based Assessment</p> <p>Grades of graduating English education majors in ENGL 2063 Advanced Composition in which advanced research methods are taught.</p> | <p>1.4.5.1 Met</p> <p>The MEAN GPA of graduating English education majors in ENGL 2063 Advanced Composition should be at least 3.00.</p> <p>The mean grade of graduating English education majors in ENGL 2063 Advanced Composition should be at least 3.00.</p> | <p>In 2019-2020, the mean grade of English Education graduates (N = 12) in ENGL 2063 was 3.25.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>This good result requires no additional action.</p> |
| | <p>1.4.6 Course-Embedded Measure</p> <p>Students' ability to use correct documentation and their ability to integrate sources and ideas effectively is evaluated in ENGL 2063.</p> | <p>1.4.6.1 Not Met</p> <p>At least 75% of English Education majors enrolled in ENGL 2063 will be scored as target or high-acceptable in their ability to use correct documentation.</p> <p>At least 75% of English Education majors enrolled in ENGL 2063 will be scored as target or high-acceptable in their ability to use correct documentation.</p> | <p>In 2019-2020, 60% (N = 10) of English Education majors were scored as Target or High-Acceptable in their ability to use correct documentation.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>The changes made to ENGL 2063 have not improved this score. Only one section of the course was assessed in 2019-2020, so as part of our ongoing consideration of this student outcome, we will</p> |

| Program Learning Outcomes | | Expectations/Target for this Outcome | Findings/Results |
|--|---|---|--|
| | | | try to be sure that all sections are assessed next year. |
| <p>1.5</p> <p>Pedagogy:</p> <p>Ability to apply current instructional methods in teaching and assessing English language arts at the secondary level.</p> | <p>1.5.1</p> <p>Capstone Activity</p> <p>Each English Education major’s cooperating teacher uses the SUMMATIVE EVALUATION OF ENGLISH LANGUAGE ARTS CANDIDATES to assess internship performance in 24 NCTE Program Standards. This assessment measure was revised in Spring 2015 to better align with CAEP standards.</p> | <p>1.5.1.1 Met</p> <p>A minimum of 100% of English Education graduates are scored Acceptable or Target in all 24 standards on the Summative Evaluation of English Language Arts Candidates (SEELAC)</p> | <p>In 2018-2019, 100% (N = 4) of English Education majors were scored as Acceptable or Target in all 24 standards on the SEELAC.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> <p>There was a delay in gathering SEELAC scores from 2018-2019, but we have worked with the College of Education and hope that similar delays can be avoided in the future.</p> |
| | <p>1.5.2</p> <p>Exit Interview</p> <p>The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in English Education students.</p> | <p>1.5.2.1 Met</p> <p>At least 75% of English education graduates assess their improvement in the ability to apply current instructional methods as Good or Great.</p> | <p>In 2019-2020, 100% (N = 1) of English education graduates assessed the improvement in their ability to apply current instructional methods as Great or Good.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> |

| Program Learning Outcomes | | Expectations/Target for this Outcome | Findings/Results |
|---|---|---|--|
| | | | <p>This strong result requires no action.</p> |
| | <p>1.5.3 English Education Portfolio</p> <p>ENGLISH EDUCATION PORTFOLIO: A minimum of five papers are gathered for each B.A. in English major's portfolio: one research-based essay from Engl 2063: Advanced Composition, one essay from a literature survey course, one essay from an upperlevel English elective, a lesson plan from Engl 4733: Teaching English in the Secondary School, and a reflective essay on the contents of the portfolio. Portfolios are scored as Unacceptable, Acceptable, or Target for each learning objective.</p> | <p>1.5.3.1 Met</p> <p>At least 80% of graduating English Education students</p> <p>At least 80% of graduating English Education students are scored Acceptable High or Target in their knowledge of how adolescents compose texts and make meaning through interaction with media environments.</p> | <p>In 2018-2019, 92% (N =12) of graduating English Education students were scored Acceptable High or Target in their knowledge of how adolescents compose texts and make meaning through interaction with media environments.</p> <p>REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS</p> |
| <p>1.6 Language Awareness: Understanding of the dynamic nature of language usage and the cultural role of languages in the global community.</p> | | | |

Project Attachments (9)

| Attachments | File Size |
|--|-----------|
| 📄 Agenda 3-17-21.docx | 12KB |
| 📄 Agenda 3-3-21.docx | 12KB |
| 📄 Agenda 3-31-21.docx | 12KB |
| 📄 Agenda 4-7-21.docx | 12KB |
| 📄 April 7 Minutes Assesement Committee Meeting.docx | 14KB |
| 📄 Assessment Committee Meeting Minutes March 31.docx | 15KB |
| 📄 Assessment Committee Minutes March 3.docx | 17KB |
| 📄 Assessment Meeting Minutes March 10.docx | 14KB |

Agenda
E&WL Assessment Committee Meeting
March 3, 2021
3:00-4:00 p.m.

- 1.0 Call to Order
- 2.0 Selection of Officer(s)
 - 2.1 Documentation: agendas and minutes
 - 2.2 Sample minutes template
- 3.0 Description of Charge
 - 3.1 Review of learning objectives – departmental and programmatic – and propose revisions
 - 3.2 Review of assessment measures and propose revisions
 - 3.3 Present changes to faculty
 - 3.4 Draft revised departmental assessment plan
 - 3.5 Revise learning objectives in WEAVE
 - 3.6 Ask IR to post revised CPGEs
- 4.0 Brief Introduction to WEAVE
 - 4.1 Entering Results
 - 4.2 Evaluating Results – Sample evaluation form
 - 4.3 Recommending actions based on assessments

Meeting of the English & World Languages Assessment Committee

| | | | |
|-------------------|---|-------|-----|
| Date/Time | 03/03/21 | Webex | Web |
| Attendees: | Carl Brucker, Mary Sharpe, Arwen Taylor, Nelson Ramirez, Scott O'Neil, Rob Vork | | |
| Minutes Taken By: | Mary Sharpe | | |

Agenda

- 1.0 Call to Order
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 - 4.2 Evaluating Results – Sample evaluation form
 - 4.3 Recommending actions based on assessments

Minutes

1. Mary Sharpe to take minutes
2. Explanation of Learning Objectives
 - Department-wide & individual degree program (including graduate)
3. Goals for next week
 - Read departmental & program competencies (objectives), suggest revisions (if needed) in OneDrive
4. Learning Objectives
 - Consistent, useful, individual, non-redundant
 - Reasonable number (3-4)
 - Clear, applied same way by different instructors
 - Program objectives to align w/ departmental objectives
5. Long-term Goals for Committee
 - how to measure each objective, what instruments
 - effectiveness of measurement, what success looks like for each
 - discuss with full-time faculty
 - revise department assessment plan
6. Confirmation of next meeting: 3/10 @ 3pm Webex

Agenda
E&WL Assessment Committee Meeting
March 3, 2021
3:00-4:00 p.m.

- 1.0 Call to Order
- 2.0 Approval of revised undergraduate learning outcomes
- 3.0 Consideration of graduate learning outcomes
 - 3.1 M.A. TESOL – Hsin’s suggestions
 - 3.2 M.A. English
- 4.0 Prioritization of one learning outcome for each undergraduate program
 - 4.1 B.A. English
 - 4.2 B.A. English Education
 - 4.3 B.F.A. Creative Writing
 - 4.4 B.F.A. Creative Writing Education
 - 4.5 B.A. Spanish
 - 4.6 B.A. Spanish Education
- 5.0 Review/revision of measurements for prioritized outcomes
- 6.0 Plan for March 31st meeting.

Meeting of the English & World Languages Assessment Committee

| | | | |
|-------------------|---|-------|-----|
| Date/Time | 03/10/21 @ 3:00 pm | Webex | Web |
| Attendees: | Carl Brucker, Mary Sharpe, Arwen Taylor, Nelson Ramirez, Scott O'Neil, Rob Vork | | |
| Minutes Taken By: | Mary Sharpe | | |

Minutes

1. Review OneDrive of competency revision suggestions (made by committee members), discussion of suggestion, agreement for changes
 - a. Departmental
 - b. Programs
 - i. BA English
 - ii. BA English Education
 - iii. BA Spanish
 - iv. BA Spanish Education
 - v. BFA Creative Writing
2. Confirmation of next meeting: March 10 @ 3:00 pm via Webex

Agenda
E&WL Assessment Committee Meeting
March 31, 2021
3:00-4:00 p.m.

- 1.0 Call to Order
- 2.0 Approval of revised SPAN and SPAE learning outcomes
- 3.0 Approval of graduate learning outcomes
- 4.0 Review assessment data for one learning outcome for each of the following program and draft reflection/recommendations.
 - 4.1 B.A. English
 - 4.2 B.A. English Education
 - 4.3 B.F.A. Creative Writing
 - 4.4 B.F.A. Creative Writing Education
 - 4.5 B.A. Spanish
 - 4.6 B.A. Spanish Education
 - 4.7 M.A. English
 - 4.8 M.A. English with TESL option
 - 4.9 M.A. TESOL
- 5.0 Discuss process to review and revise measures.
- 6.0 Plan for April 7th meeting if necessary.

Meeting of the English & World Languages Assessment Committee

| | | | |
|-------------------|---|-------|-----|
| Date/Time | 03/31/21 @ 3:00 pm | Webex | Web |
| Attendees: | Carl Brucker, Mary Sharpe, Arwen Taylor, Nelson Ramirez, Scott O'Neil, Rob Vork | | |
| Minutes Taken By: | Mary Sharpe | | |

Agenda

- 1.0 Call to Order
- 2.0 Approval of revised SPAN and SPAE learning outcomes
- 3.0 Approval of graduate learning outcomes
- 4.0 Review assessment data for one learning outcome for each of the following program and draft reflection/recommendations.
 - 4.1 B.A. English
 - 4.2 B.A. English Education
 - 4.3 B.F.A. Creative Writing
 - 4.4 B.F.A. Creative Writing Education
 - 4.5 B.A. Spanish
 - 4.6 B.A. Spanish Education
 - 4.7 M.A. English
 - 4.8 M.A. English with TESL option
 - 4.9 M.A. TESOL
- 5.0 Discuss process to review and revise measures.
- 6.0 Plan for April 7th meeting if necessary.

Minutes

1. Review of revised BA Spanish outcomes
Committee approval
2. Discussion of graduate student outcomes – MA English & TESOL directors will assess
3. WEAVE
Reflections for BFA in CW Ed & Spanish Ed (change to “discontinue program”)
MA in English (change to “new director taking over, will evaluate soon”)
Reflections for outcome measurements
 - BA in Spanish
 - advise current Spanish Ed students to transition to BA Spanish
 - discussion of possible pre/post testing for evaluating students
 - discussion of GPA in 3000-level courses
 - discussion of CPGE scores
 - BA in English
 - discussion of CPGE Scores
4. Plan for next meeting: think about reflections for measurement of objectives, 3 more degrees to discuss
Confirmation of next meeting: April 7 @ 3 pm via Webex

Agenda
E&WL Assessment Committee Meeting
April 7, 2021
3:00-4:00 p.m.

- 1.0 Call to Order
- 2.0 Review assessment data for one learning outcome for each of the following program and draft reflection/recommendations.
 - 2.1 B.A. English
 - 2.2 B.A. English Education
 - 2.3 B.F.A. Creative Writing
- 3.0 Discuss process to review and revise measures in the fall.

Meeting of the English & World Languages Assessment Committee

| | | | |
|-------------------|---|-------|-----|
| Date/Time | 04/07/21 @ 3:00 pm | Webex | Web |
| Attendees: | Carl Brucker, Mary Sharpe, Arwen Taylor, Nelson Ramirez, Scott O'Neil | | |
| Minutes Taken By: | Mary Sharpe | | |

Agenda

- 1.0 Call to Order
- 2.0 Review assessment data for one learning outcome for each of the following program and draft reflection/recommendations.
 - 2.1 B.A. English
 - 2.2 B.A. English Education
 - 2.3 B.F.A. Creative Writing
- 3.0 Discuss process to review and revise measures in the fall.

Minutes

Discuss/Assess critical thinking learning outcome for:

BA English

CPGE scores

Exit Interview

BA English Ed

SEELAC

Exit interview

CPGE scores

BFA Creative Writing

CPGE scores

Completed Critical Thinking Learning Outcome for each program

Fall 2021 Plan

Assessment Committee needed, likely appointed by new Dept Head