



## English Annual Assessment 17-18

<b>ENGLISH ANNUAL ASSESSMENT 17-18 .....</b>	<b>1</b>
ENGLISH BA .....	3
<i>Program Profile</i> .....	3
<i>Program Assessment</i> .....	4
<i>Curriculum Map</i> .....	8
<i>Assessment Findings</i> .....	12
<i>Program Activities</i> .....	19
<i>Assessment Rubric</i> .....	21

## Annual Assessment 17-18

### English BA

#### Program Profile

##### Program Mission Statement

*Please insert your program mission statement here*

The mission of the English program at William Woods University is to prepare students to navigate in a world of texts—teaching students to analyze the rhetorical and social contexts of the texts they encounter and how to produce texts in response that are theoretically engaged and personally informed. This mission is supported by our four program objectives, which ask students to reflect on texts both as products of their culture and as reflections of a matrix of aesthetic writing conventions.

The University's mission is to be an independent voice in higher education. William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community. The English program's focus on the interpretation and creation of texts positions WWU students in a way that allows them to engage global and local cultures. This process, of course, is ongoing, but the students' education in analyzing and responding to texts serves them throughout their lives, we think, as they mature and encounter more texts, and as they confront ethical challenges that they recognize as being part of certain continuities of influence and concerns that transcend any particular moment. Likewise, our students are required to reflect on their own writing, and this process of reflection is a key element in self-liberation.

These same skills, especially the focus we put on written expression, serve students well professionally in a business climate that recognizes the importance of clear communication. It is no longer at all surprising to see articles in newspapers like the *Wall Street Journal* noting the attractiveness of Humanities graduates to major and small companies, and our students are well-versed in attendant skills through their coursework.

#### Program Data

##### Delivery Method

Traditional on Campus  
Online  
Hybrid (selected)

##### Students Majors 2016-17

6

##### Student Majors 2017-18

9

##### Student Minors 2016-17

16

##### Student Minors 2017-18

8

##### Concentrations 2016-17

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

No concentrations.

## Concentrations 2017-18

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

No concentrations.

## Student Demographics

*Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

We would like to grow the program from its current number of a little less than ten students to more like twenty students. To accomplish these, we regularly stage LEAD events we think of as outreach events, whether tied to film screenings, the OneRead and LEADRead programs, or National Poetry Month, etc. We also recently met with admissions to talk with them about the way they present the program when they are meeting with interested students. That said, the size of our program is largely dependent on the overall enrollment at the school, and it has always been that. In short, we'd like to be a larger program, we put ourselves out there, but when the student body as a whole is historically small, as it is now and is anticipated to be for the next couple years, the program is likely to remain small as well.

Our persistence and degree completion is about where we'd expect it to be. Sometimes we have students who graduate in three years, though this is rare. I can't remember anyone who is not a dual major taking more than four. Retention is about where you'd expect, though when we lose one student, is really affects us statistically because the program is so small.

We remain open to working with transfer students, and we think that our program, with its manageable core of classes and its deliberate structure, does make ours a program that is attractive to transfer students who are looking to graduate in two years.

## Is the Program Externally Accredited

Yes  
No (selected)

### External Accreditation

*Name the Accrediting Agency or entity including the last review/approval? Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

There is not a relevant external accrediting test or body that assesses the breadth of our program, that can assess performance in rhetoric and film, which are program includes alongside more traditional focuses of literature and creative writing.

## Program Assessment

### Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will

	enable success and participation in the larger society.
<b>WWU2016.3</b>	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
<b>WWU2016.4</b>	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
<b>ENG.1</b>	Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.
<b>ENG.2</b>	Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e., cultural and historical contexts, aesthetic and intellectual traditions-inform texts.
<b>ENG.3</b>	Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.
<b>ENG.4</b>	Students will reflect substantively on their growth as writers and scholars

<b>MO-SPE-TC.1</b>	Content Knowledge, Including Varied Perspectives, Aligned with Appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.
<b>MO-SPE-TC.1C1</b>	Content knowledge and Academic Language: The teacher candidate demonstrates knowledge of the discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. The candidate knows the academic language of his/her discipline.
<b>MO-SPE-TC.1C2</b>	Student Engagement in Subject Matter: The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.
<b>MO-SPE-TC.1C3</b>	Disciplinary Research and Inquiry Methodologies: The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.
<b>MO-SPE-TC.1C4</b>	Interdisciplinary Instruction: The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.
<b>MO-SPE-TC.1C5</b>	Diverse Social and Cultural Perspectives: The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.
<b>MO-SPE-TC.2</b>	Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
<b>MO-SPE-TC.2C1</b>	Cognitive, Social, Emotional and Physical Development: The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.
<b>MO-SPE-TC.2C2</b>	Student Goals: The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.
<b>MO-SPE-TC.2C3</b>	Theory of Learning: The teacher candidate applies knowledge of the theory of learning.
<b>MO-SPE-TC.2C4</b>	Differentiated Lesson Design: The teacher candidate recognizes diversity and the impact it has on education.
<b>MO-SPE-TC.2C5</b>	Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs: The teacher candidate is aware that students??? prior experiences, learning styles, multiple intelligences, strengths and needs impact learning.
<b>MO-SPE-TC.2C6</b>	Language, Culture, Family and Knowledge of Community Values: The teacher candidate shows an understanding that instruction should be connected to students??? prior experiences and family, culture, and community.
<b>MO-SPE-TC.3</b>	Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

<b>MO-SPE- TC.3C1</b>	Implementation of Curriculum Standards: The teacher candidate knows and understands the components and organization of an effective curriculum, is able to create aligned learning experiences. The candidate and can locate national and state standards and align to learning outcomes.
<b>MO-SPE- TC.3C2</b>	Lessons for Diverse Learners: The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.
<b>MO-SPE- TC.3C3</b>	Instructional Goals and Differentiated Instructional Strategies: The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to meet student needs.
<b>MO-SPE- TC.4</b>	Critical Thinking: The teacher uses a variety of instructional strategies to encourage students??? development and critical thinking, problem solving, and performance skills including instructional resources.
<b>MO-SPE- TC.4C1</b>	Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking: The teacher candidate demonstrates knowledge and its application of researched based models of critical thinking and problem solving and identifies and distinguishes between various types of instructional strategies and appropriate resources.
<b>MO-SPE- TC.4C2</b>	Appropriate Use of Instructional Resources to Enhance Student Learning: The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.
<b>MO-SPE- TC.4C3</b>	Cooperative, Small Group and Independent Learning: The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.
<b>MO-SPE- TC.5</b>	#5- Positive Classroom Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
<b>MO-SPE- TC.5C1</b>	Classroom Management, Motivation, and Engagement: The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.
<b>MO-SPE- TC.5C2</b>	Management of Time, Space, Transitions, and Activities: The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.
<b>MO-SPE- TC.5C3</b>	Classroom, School, and Community Culture: The teacher candidate recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.
<b>MO-SPE- TC.6</b>	Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.
<b>MO-SPE- TC.6C1</b>	Verbal and Nonverbal Communication: The teacher candidate develops the ability to use effective verbal, nonverbal and communication techniques.
<b>MO-SPE- TC.6C2</b>	Sensitivity to Culture, Gender, Intellectual and Physical Differences: The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students??? communications.
<b>MO-SPE- TC.6C3</b>	Learner Expression in Speaking, Writing, and Other Media: The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.
<b>MO-SPE- TC.6C4</b>	Technology and Media Communication Tools: The candidate develops skills in using a variety of media communication tools.
<b>MO-SPE- TC.7</b>	Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner???s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.
<b>MO-SPE- TC.7C1</b>	Effective Use of Assessments: The teacher candidate describes, develops, analyzes and implements formal and informal assessments.
<b>MO-SPE- TC.7C2</b>	Assessment Data to Improve Learning: The teacher candidate demonstrates an understanding of how assessment data can be accessed and appropriately used to improve learning activities.
<b>MO-SPE- TC.7C3</b>	Student- Led Assessment Strategies: The teacher candidate describes and analyzes a variety of self and peer assessment strategies, can explain the purpose of such strategies, understands the need to prepare students for the demands of particular assessment formats, can set their own learning goals and is able to

	teach students to set learning goals.
<b>MO-SPE- TC.7C4</b>	Effect of Instruction on Individual / Class Learning: The teacher candidate develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole class learning.
<b>MO-SPE- TC.7C5</b>	Communication of Student Progress and Maintaining Records: The teacher candidate explains ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.
<b>MO-SPE- TC.7C6</b>	Collaborative Data Analysis: The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.
<b>MO-SPE- TC.8</b>	Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
<b>MO-SPE- TC.8C1</b>	Self- Assessment and Improvement: The teacher candidate reflects on teaching practices to refine his/her instructional process.
<b>MO-SPE- TC.8C2</b>	Professional Learning: The teacher candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities.
<b>MO-SPE- TC.8C3</b>	Professional Rights, Responsibilities, and Ethical Practices: The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.
<b>MO-SPE- TC.9</b>	Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.
<b>MO-SPE- TC.9C1</b>	Induction and Collegial Activities: The teacher candidate observes and reflects upon the importance of collegial activities designed to build a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district and community.
<b>MO-SPE- TC.9C2</b>	Collaborating to Meet Student Needs: The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and/or supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.
<b>MO-SPE- TC.9C3</b>	Cooperative Partnerships in Support of Student Learning: The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.

### General Education Alignment to Program

*How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.*

Coursework regularly refers to and reinforces skills and content introduced in GE courses.

General education area communication serves as a foundation for our program. Students write interpretive essays to convey their thoughts in written form. In some classes, students also give oral presentations.

General education area mathematics serves as a foundation for our program. Students use statistical data to support interpretive essays. The mechanics of meter and rhyme engage mathematical processes in literature surveys. Editing, the length of shots, depth of field and related concerns is addressed in film studies courses.

General education area critical thinking serves as a foundation for our program. Students test hypotheses in interpretive essays by presenting evidence, in the form of quotes, biographical data, and outside literary criticism.

General education area ethical reasoning serves as a foundation for our program. Students consider the presentation and complication of social values in texts, especially based on rhetorical strategies.

General education area historical perspectives serve as a foundation for our program. Students are asked to integrate the historical foundations of texts into their interpretations. Students also apply contemporary standards to texts from earlier time periods.

General education area fine arts serve as a foundation for our program. Students consider visual composition in film studies classes. Students also produce and reflect on their own writing from an aesthetic perspective in creative writing classes. They discuss and assess the aesthetic value of texts in literature classes.

General education area natural science serves as a foundation for our program. Students consider the differences between poetic, expressive logic and scientific logic, and how rhetorical networks advance those ideas in spite of natural science standards. Film study students explore the disjunction between filmic verisimilitude and actual physical experience.

General education area social sciences serve as a foundation for our program. In classes and essays, students explore gender roles, histories of oppression, and in-group competition to establish “meaning”

General education area diversity serves as a foundation for our program. In the World Masterpieces especially, students consider writing from a variety of cultures. In other survey classes, different aesthetic and cultural groups are identified, and their contribution to texts is considered.

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## Curriculum Map

A - Assessed  
R - Reinforced  
I - Introduced  
M - Master

### ENG Curriculum Map (Imported)

	ENG 210	ENG 215	ENG 218	ENG 222	ENG 280	ENG 302	ENG 308	ENG 316	ENG 327	ENG 440
<b>ENG.1</b> Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.	A	A	A	A	A		A			A
<b>ENG.2</b> Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e., cultural and historical contexts, aesthetic and intellectual traditions-inform texts.	A	A		A		A		A	A	A
<b>ENG.3</b> Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.					A			A	A	A
<b>ENG.4</b> Students will reflect substantively on their growth as			A			A	A			A

writers and scholars									
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### Missouri Content Standards (Imported)

	EDU 200
<b>MO-SPE-TC.1</b> Content Knowledge, Including Varied Perspectives, Aligned with Appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.	
<b>MO-SPE-TC.1C1</b> Content knowledge and Academic Language: The teacher candidate demonstrates knowledge of the discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. The candidate knows the academic language of his/her discipline.	
<b>MO-SPE-TC.1C2</b> Student Engagement in Subject Matter: The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.	
<b>MO-SPE-TC.1C3</b> Disciplinary Research and Inquiry Methodologies: The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.	
<b>MO-SPE-TC.1C4</b> Interdisciplinary Instruction: The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.	
<b>MO-SPE-TC.1C5</b> Diverse Social and Cultural Perspectives: The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.	
<b>MO-SPE-TC.2</b> Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.	
<b>MO-SPE-TC.2C1</b> Cognitive, Social, Emotional and Physical Development: The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.	
<b>MO-SPE-TC.2C2</b> Student Goals: The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.	
<b>MO-SPE-TC.2C3</b> Theory of Learning: The teacher candidate applies knowledge of the theory of learning.	
<b>MO-SPE-TC.2C4</b> Differentiated Lesson Design: The teacher candidate recognizes diversity and the impact it has on education.	
<b>MO-SPE-TC.2C5</b> Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs: The teacher candidate is aware that students??? prior experiences, learning styles, multiple intelligences, strengths and needs impact learning.	
<b>MO-SPE-TC.2C6</b> Language, Culture, Family and Knowledge of Community Values: The teacher candidate shows an understanding that instruction should be connected to students??? prior experiences and family, culture, and community.	
<b>MO-SPE-TC.3</b> Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.	
<b>MO-SPE-TC.3C1</b> Implementation of Curriculum Standards: The teacher candidate knows and understands the components and organization of an effective curriculum, is able to create aligned learning experiences. The candidate and can locate national and state standards and align to learning outcomes.	

<b>MO-SPE-TC.3C2</b> Lessons for Diverse Learners: The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.	
<b>MO-SPE-TC.3C3</b> Instructional Goals and Differentiated Instructional Strategies: The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to meet student needs.	
<b>MO-SPE-TC.4</b> Critical Thinking: The teacher uses a variety of instructional strategies to encourage students??? development and critical thinking, problem solving, and performance skills including instructional resources.	
<b>MO-SPE-TC.4C1</b> Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking: The teacher candidate demonstrates knowledge and its application of researched based models of critical thinking and problem solving and identifies and distinguishes between various types of instructional strategies and appropriate resources.	
<b>MO-SPE-TC.4C2</b> Appropriate Use of Instructional Resources to Enhance Student Learning: The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.	
<b>MO-SPE-TC.4C3</b> Cooperative, Small Group and Independent Learning: The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.	
<b>MO-SPE-TC.5 #5- Positive Classroom Environment:</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.	
<b>MO-SPE-TC.5C1</b> Classroom Management, Motivation, and Engagement: The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.	
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<b>MO-SPE-TC.6</b> Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.	
<b>MO-SPE-TC.6C1</b> Verbal and Nonverbal Communication: The teacher candidate develops the ability to use effective verbal, nonverbal and communication techniques.	
<b>MO-SPE-TC.6C2</b> Sensitivity to Culture, Gender, Intellectual and Physical Differences: The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students??? communications.	
<b>MO-SPE-TC.6C3</b> Learner Expression in Speaking, Writing, and Other Media: The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.	
<b>MO-SPE-TC.6C4</b> Technology and Media Communication Tools: The candidate develops skills in using a variety of media communication tools.	
<b>MO-SPE-TC.7</b> Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner???s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.	
<b>MO-SPE-TC.7C1</b> Effective Use of Assessments: The teacher candidate describes, develops, analyzes and implements formal and informal assessments.	
<b>MO-SPE-TC.7C2</b> Assessment Data to Improve Learning: The teacher candidate demonstrates an understanding of how assessment data can be accessed and appropriately used to improve learning activities.	
<b>MO-SPE-TC.7C3</b> Student- Led Assessment Strategies: The teacher candidate describes and analyzes a variety of self and peer assessment strategies, can explain the purpose of such strategies, understands the need to prepare students for the demands of particular assessment formats, can set their own learning goals and is able	

to teach students to set learning goals.	
<b>MO-SPE-TC.7C4</b> Effect of Instruction on Individual / Class Learning: The teacher candidate develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole class learning.	
<b>MO-SPE-TC.7C5</b> Communication of Student Progress and Maintaining Records: The teacher candidate explains ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.	
<b>MO-SPE-TC.7C6</b> Collaborative Data Analysis: The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.	
<b>MO-SPE-TC.8</b> Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.	
<b>MO-SPE-TC.8C1</b> Self- Assessment and Improvement: The teacher candidate reflects on teaching practices to refine his/her instructional process.	
<b>MO-SPE-TC.8C2</b> Professional Learning: The teacher candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities.	
<b>MO-SPE-TC.8C3</b> Professional Rights, Responsibilities, and Ethical Practices: The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.	
<b>MO-SPE-TC.9</b> Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.	
<b>MO-SPE-TC.9C1</b> Induction and Collegial Activities: The teacher candidate observes and reflects upon the importance of collegial activities designed to build a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district and community.	
<b>MO-SPE-TC.9C2</b> Collaborating to Meet Student Needs: The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and/or supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.	
<b>MO-SPE-TC.9C3</b> Cooperative Partnerships in Support of Student Learning: The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.	

## Assessment Findings

ENG.1 Students will incorporate detailed, well developed analysis and synthesis of literary, rhetorical, and / or research elements into compelling textual interpretations.

### Assessment Measures

Eng. 210				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	22/23 students scored developing or better.	ENG_210_Data_S18.docx	

Eng 215				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	18/18 assessed as developing or better.	ENG_215_Assessment_Data.docx	

Eng 218				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	20/21 students scored developing or better.	Via__ENG__218__Introduction_to_Creative_Writing__L__01__FUL__3_Spring_1718_Activity_Assessments_Aggregated_Result_05_02_2018_121043.pdf	

Eng 222				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	10/13 scored developing or better.	Eng_222.pdf	

<b>Eng 222</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	13/13 students scored developing or better.	ENG_280.docx	
<b>Eng 308</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	2/2 students scored developing or better.	Eng_308.pdf	
<b>Eng 440</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	3/3 scored developing or better.	Eng_440.docx	

ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e., cultural and historical contexts, aesthetic and intellectual traditions-inform texts.				
Assessment Measures				
<b>Eng 210</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	22/23 students assessed as developing or better	ENG_210_Data_S18.docx	-: Course not offered this year.
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	18/18 scored developing or better.	ENG_215_Assessment_Data.docx	
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<b>Eng 222</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	10/13 scored developing or better.	Eng_222.pdf	

<b>Eng 302</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Dr. Wells did not finish the semester; no data was collected		-: Course not offered this year.

<b>Eng 316</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Met	6/6 scored developing or better.	ENG_316_Assessment_Data.docx	

<b>Eng 327</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet? Not met	Course not offered this academic year.		- Enrollment Requirements: Course not offered this year.

<b>Eng 440</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better	3/3 scored developing or better.	Eng_440.docx	

	been met yet? Met			
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ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.														
Assessment Measures														
<b>Eng 280</b>														
<table border="1"> <thead> <tr> <th>Assessment Measure</th><th>Criterion</th><th>Summary</th><th>Attachments of the Assessments</th><th>Improvement Narratives</th></tr> </thead> <tbody> <tr> <td>Direct - Essay</td><td>Has the criterion 75% of students assessed as developing or better been met yet? Met</td><td>13/13 students scored developing or better.</td><td>ENG_280.docx</td><td></td></tr> </tbody> </table>					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet? Met	13/13 students scored developing or better.	ENG_280.docx	
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives										
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### Assessment Findings for the Assessment Measure level for Missouri Content Standards (Imported)

Not included in this report, this is in the Education Report.

#### Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Most of our program level assessment happens in courses, where specific assignments are identified and scored with the program objectives rubric. We have traditionally also collected assessment data during student performance review days, but we've never been thrilled with the data we collected there, since the format (extemporaneous interviews) doesn't completely align with our course objectives. This year, we kept the interview format but didn't record data based on those interviews.

#### Improvement Narrative List

##### Assessment Findings for the Assessment Measure level

Standard/Outcome	ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e., cultural and historical contexts, aesthetic and intellectual traditions-inform texts.					
Legend	A					
Course/Event	ENG 210					
Assessment Measure	Direct - Essay					
Assessment Findings	Met					
Improvement Narrative	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Improvement Type</th> <th style="text-align: left; padding: 2px;">Summary</th> </tr> </thead> <tbody> <tr> <td style="text-align: left; padding: 2px;"> </td> <td style="text-align: left; padding: 2px;">Course not offered this year.</td> </tr> </tbody> </table>		Improvement Type	Summary		Course not offered this year.
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Standard/Outcome	ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e., cultural and historical contexts, aesthetic and intellectual traditions-inform texts.					
Legend	A					
Course/Event	ENG 302					
Assessment Measure	Direct - Essay					
Assessment Findings	Not met					
Improvement Narrative	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Improvement Type</th> <th style="text-align: left; padding: 2px;">Summary</th> </tr> </thead> <tbody> <tr> <td style="text-align: left; padding: 2px;"> </td> <td style="text-align: left; padding: 2px;">Course not offered this year.</td> </tr> </tbody> </table>		Improvement Type	Summary		Course not offered this year.
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Standard/Outcome	ENG.4 Students will reflect substantively on their growth as writers and scholars				
Legend	A				
Course/Event	ENG 302				
Assessment Measure	Direct - Essay				
Assessment Findings	Not met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td></td> <td>Course not offered this year.</td> </tr> </tbody> </table>	Improvement Type	Summary		Course not offered this year.
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Standard/Outcome	ENG.2 Students will posit sophisticated exploration concerning the manner(s) in which external factors-i.e., cultural and historical contexts, aesthetic and intellectual traditions-inform texts.				
Legend	A				
Course/Event	ENG 327				
Assessment Measure	Direct - Essay				
Assessment Findings	Not met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Enrollment Requirements</td> <td>Course not offered this year.</td> </tr> </tbody> </table>	Improvement Type	Summary	Enrollment Requirements	Course not offered this year.
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Standard/Outcome	ENG.3 Students will apply established critical and theoretical orientations to offer convincing interpretations of texts, both individually and in relation to larger canonical concerns.				
Legend	A				
Course/Event	ENG 327				
Assessment Measure	Direct - Essay				
Assessment Findings	Not met				
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Enrollment Requirements</td> <td>Course not offered this year.</td> </tr> </tbody> </table>	Improvement Type	Summary	Enrollment Requirements	Course not offered this year.
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## Program Activities

### Student Performance Review

*Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?*

Sophomores and juniors presented an artifact they had created for a course and defended/ talked about how it reflected their interests and skills, including reflections on improvement since the narrative was created. Freshmen observed the interview process; seniors sat with faculty as evaluators and asked questions of the sophomore and junior students presenting their work. More granular detail can be found in the attached schedule.

Because the interview/ defense format of the assessment day proceedings is so far from what we ask of students in our program, we did not record assessment data. Instead, we met with students after their interviews and tried to talk to them about the strengths and weaknesses of their presentation. Then, any notes were burned in a fire in the woods.

### Student Performance Review Schedule

*Upload the program schedule for students during Performance Reviews.*

Student\_Performance\_Review\_Days\_Schedule\_for\_English.docx

### Senior Showcase

*Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?*

Three students presented as part of the senior showcase, reflecting on the process they went through to develop their senior project and more broadly on where they think their work might go next. Through questioning, faculty were able to ascertain, at least verbally, a sense of where students were in regard to program objectives. These impressions from the senior showcase are shared with the instructor for that course and are used, in conjunction with an assessment of the senior portfolio all students submit, to evaluate student performance.

### Assessment Rubrics

*Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.*

Program\_Objectives\_Rubric\_1.doc

### Service Learning

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes

No (selected)

### Service Learning Component

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

N/A

### LEAD Events

*Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the*

*past academic year. Include a total number of lead events program faculty sponsored.*

English program faculty hosted several LEAD events this year.

These included LEAD events related to the OneRead selection and the summer LEADReads program.

One faculty member sponsored a "Scary Stories" LEAD event. Another faculty member hosted three additional film screenings as LEAD events, as well as other film screenings.

### **Student Accomplishments**

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.*

Two students presented their work at the 8th Annual Humanities Conference at Central Methodist University. One student was awarded the Distinguished Scholar award and also one the "Historical Research Essay" of the year by the History Society student organization.

### **Faculty Accomplishments**

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.*

A faculty member gave three presentations at the University of Missouri on team building and one on grant writing.

A faculty member worked with a colleague to develop a new major in film. This program will be supported with current offerings in English and comm.

A faculty member published four stories in literary journals.

## Assessment Rubric

### Annual Assessment Rubric

11.000 pts 91.67%

	<b>3.000 Assessment Reflects Best Practices</b>	<b>2.000 Assessment Meets the Expectations of the University</b>	<b>1.000 Assessment Needs Development</b>	<b>0.000 Assessment is Inadequate</b>	<b>N/A</b>
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> <li>• Detailed, measurable program learning objectives</li> <li>• Objectives are shared with students and faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Measurable program learning objectives.</li> <li>• Learning objectives are available to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Program learning objectives are identified and are generally measurable</li> </ul>	<ul style="list-style-type: none"> <li>• Program learning objectives are not clear or measurable</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	The learning objectives are fine but the report needs to separate the objectives from the English and the English Education report.				
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> <li>• Multiple measures are used to assess a student-learning objectives.</li> <li>• Rubrics or guides are used for the measures.</li> <li>• All measurements are clearly described.</li> <li>• External evaluation of student learning included.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment measures relate to program learning objectives.</li> <li>• Various measures are used to assess student learning.</li> <li>• Measures chosen provide useful information about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment focuses on class content only.</li> <li>• Minimal description of how the assessment relates to the objective.</li> <li>• Minimal assessment measures established.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment measures not connected to objectives.</li> <li>• Assessment measures are not clear.</li> <li>• No assessment measures are established.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	There are several assessments for each objective. the faculty have also made sure that the assessment is more than a written paper. The portfolio is a nice addition to the assessment process.				
Assessment Results weight: 1.000	<ul style="list-style-type: none"> <li>• All objectives are assessed annually, or a rotation schedule is provided.</li> <li>• Data are collected and analyzed to show learning over time.</li> <li>• Standards for performance and gaps in student learning are clearly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Most objectives assessed annually.</li> <li>• Data collected and analyzed showing an annual snapshot of student learning.</li> <li>• Data are used to highlight gaps in student learning.</li> <li>• Some data from non-course based content.</li> </ul>	<ul style="list-style-type: none"> <li>• Data collected for at least one program objective.</li> <li>• Data collection is incomplete.</li> <li>• Gaps in student learning not identified.</li> <li>• Lacking external data to support course data.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning objectives are not routinely assessed.</li> <li>• Routine data is not collected.</li> <li>• No discussion on gaps in student learning.</li> <li>• No use of external data to support student learning.</li> <li>• Assessment data not yet collected.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> <li>• Data is shared that incorporates multiple faculty from the program.</li> <li>• Discussions on data results incorporate multiple faculty.</li> <li>• Opportunities for adjunct faculty to participate.</li> <li>• Includes input from external sources when possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple program faculty receive assessment results.</li> <li>• Assessment results are discussed.</li> <li>• Specific conclusions about student learning are made based on the available assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal faculty input about results is sought.</li> <li>• Data not used to determine success or not to the objective.</li> <li>• Minimal conclusions made.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty input is not sought.</li> <li>• Conclusions about student learning are not identified.</li> <li>• N/A</li> <li>• Program recently started or too few graduates to suggest any changes.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> <li>• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included.</li> <li>• Changes to assessment are inclusive of multiple faculty.</li> <li>• Description of changes is detailed and linked to assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided.</li> <li>• Changes to assessment measures is highlighted.</li> <li>• Changes are realistic, with a good probability of improving learning or assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• At least one change to improve learning or assessment is identified.</li> <li>• The proposed action(s) relates to faculty conclusions about areas for improvement.</li> <li>• Adjustments to the assessment are proposed but not clearly connected to data</li> </ul>	<ul style="list-style-type: none"> <li>• Lacking actions to improve student learning.</li> <li>• Actions discussed lack supportive data.</li> <li>• Lacking discussion of the effectiveness of the assessment plan</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	I did not see any changes to the assessment or changes to curriculum noted in the report.				