



## **English Education Annual Assessment 17-18**

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# Annual Assessment 17-18

## English Education

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here*

The Education Division of William Woods University believes that all students deserve to have effective, caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. To prepare these educators, our division believes both theory and applications should be the basis for our curriculum, and each educator should be assessed throughout the program, using a defined set of performance standards. Since we believe learning is a lifelong process, we encourage our program completers to continue with professional development throughout their careers.

#### Program Data

##### Delivery Method

Traditional On Campus (selected)  
Online  
Hybrid

##### Students Majors 2016-17

3

##### Student Majors 2017-18

2

##### Concentrations 2016-17

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

N/A

##### Concentrations 2017-18

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

N/A

#### 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?*

Beginning in Fall of 2013, changes were being made to state accreditation measures that involved the changing of academic standards and curriculum adjustments. With these changes also came changes to the state certification testing and cycles. During this time, education as a profession has been down across the nation. Here at William Woods, we have seen a moderate decrease in our overall numbers. Attention has now been given to students that are not meeting early benchmarks for success and being counseled into other programs earlier. We are also seeing a slight increase in transfer students from a variety of places, including MACC, University of Missouri, and a few other institutions. This has been very common in Teacher Education Programs across the state, with some even seeing 10% decreases. One of the goals that we have as a department revolves around working with students in multiple areas, including test preparation, commoratory, and more emphasis on hands on learning. We have begun plans to implement test preparation sessions for students on a monthly basis, creation of a common space for education students to be together for meetings and work on assignments together, a creation of a mentor/mentee program for seniors to work with younger students to help them navigate the program easier, and the creation of more outside tutoring and classroom experience work in order to get hands on experience. All of these plans will be implemented within the next two years. We currently will see double our major group, with 18 students coming into elementary education next semester. Fifty students would be the optimal level for this program.

### Is the Program Externally Accredited

Yes (selected)

No

### 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?*

DESE. Our School is also seeking CAEP accreditation in Fall 2018.

## Program Assessment

### Standard/Outcome

Identifier	Description
<b>WWU2016.1</b>	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
<b>WWU2016.2</b>	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

### **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 are 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 serves 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 serves 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 serves 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

### ENGLISH EDU CURRICULUM(Imported)

	ENG 201	ENG 202	ENG 218	ENG 222	ENG 238	ENG 239	ENG 280	ENG 301	ENG 412	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
<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	A	A	A	A
<b>ENG.4</b> Students will reflect substantively on their growth as writers and scholars			A							A

## Assessment Findings

### Assessment Findings for the Assessment Measure level for ENGLISH EDU CURRICULUM

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 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 assessed as developing or better.	Via__ENG__218__ _Introduction_to_Cre ative_Writing__L__0 1__FUL__3__Spri ng_1718_Activity_As sessments_Aggregat ed_Result_05_02_20 18_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	20/25 students assessed as developing or better (five students did not submit the assignment).	Eng_222.pdf	

ENG 280				
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	

ENG 412				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet?			

<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 - Essay	Has the criterion 100% of students assessed as developing or better been met yet? Met	3/3 students 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 201</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 assessed as developing or better.	Eng_201_and_ENG_301.docx	

<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	20/25 students assessed as developing or better (five students did not submit assignments).	Eng_222.pdf	

<b>ENG 238</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		Via__ENG__101__Englis h_Composition_I__C__03 __FUL__3__Spring_1718 _Activity_Assessments_Agg regated_Result_12_05_201 8_073420.pdf	

<b>ENG 239</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	8/10 students assessed as developing or better (2 did not submit, two scored insufficient).	ENG_239_Online.docx	
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ENG 301				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion 80% of students assessed as developing or better been met yet? Met	6/6 students scored developing or better.	Eng_201_and_ENG_301.docx	

ENG 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	3/ 3 students scored developing or better.	Eng_440.docx	

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

ENG 201				
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	11/13 students assessed as developing or better.	Eng_201_and_ENG_301.docx	
Direct - Final Exam	Has the criterion 75% of students assessed as developing or better been met yet?			

<b>ENG 202</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	8/8 students assessed as developing or better.	Eng_202Thematic_Scramble.pdf	

<b>ENG 202</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	8/8 students assessed as developing or better.	Eng_202Rehistoricizing_Baldwin.pdf	

<b>ENG 238</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Final Exam	Has the criterion 75% of students assessed as developing or better been met yet? Not met	Course not offered in AY17-18.		

<b>ENG 239</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	11/14 students scored developing or better (3 students did not submit this assignment).	ENG_239_Online.docx	
Direct - Essay	Has the criterion 75% of students assessed as developing or better been met yet?			

<b>ENG 280</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 301</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the</b>	<b>Improvement</b>

Measure			Assessments	Narratives
Direct - Class Assignment	Has the criterion 80% of students assessed as developing or better been met yet? Met	6/6 students scored developing or better.	Eng_201_and_ENG_301.docx	

  

ENG 412				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 80% of students assessed as developing or better been met yet?			

  

ENG 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	3/ 3 students scored developing or better.	Eng_440.docx	

ENG.4 Students will reflect substantively on their growth as writers and scholars				
Assessment Measures				

  

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?			

  

ENG 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students assessed as developing or better been met yet? Met	3/ 3 students scored developing or better.	Eng_440.docx	

### 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.*

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

## 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?*

On Student Performance Review days, sophmores and juniors were asked to submit an artifact that they felt represented their skills as English majors. Then, we arranged a time to talk to these students about what they had written and how they felt it reflected their skills. Seniors joined our "expert panel"; freshmen were observers who could also ask questions.

We'd heard from our outside reviewer who spoke to students as part of our five year program review that students felt intimidated by previous SPDs, so we de-emphasized it this year, since we don't get much useful data out of it anyway. It was, as a result, a less scripted event. We took notes to communicate with students about the strengths and weakness of their artifacts and commentary, but didn't score them on a rubric or otherwise collect data that we are interested in sharing here.

### 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 seniors presented about the process of creating their senior portfolio in December of this year.

### Assessment Rubrics

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

### 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?*

### **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 screening other films.

### **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.

	3.000 <b>Assessment Reflects Best Practices</b>	2.000 <b>Assessment Meets the Expectations of the University</b>	1.000 <b>Assessment Needs Development</b>	0.000 <b>Assessment is Inadequate</b>	<b>N/A</b>
Learning Objectives weight: 1.000	✓ • Detailed, measurable program learning objectives • Objectives are shared with students and faculty	✓ • Measurable program learning objectives. • Learning objectives are available to students.	✓ • Program learning objectives are identified and are generally measurable	✓ • Program learning objectives are not clear or measurable	✓ N/A
Comment:	The learning objectives for the Education components are not reflected on the report. The only objectives included are the ones for the Traditional Eng program.				
Assessment Measures weight: 1.000	✓ • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	✓ • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	✓ • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	✓ • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	✓ N/A
Comment:					
Assessment Results weight: 1.000	✓ • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	✓ • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	✓ • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	✓ • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	✓ N/A
Comment:	The assessment on the provided objectives match, and should, the English program report. The issue is that there are not any objectives or assessment for the Education content for the students. Knowing that there are only 2 students in the content area, the issue remains that the report needs to be edited and correctly set up.				
Faculty Analysis and Conclusions weight: 1.000	✓ • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	✓ • Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	✓ • Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	✓ • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	✓ N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	✓ • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results.	✓ • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	✓ • At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	✓ • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	✓ N/A