**STUDENT LEARNING ASSESSMENT PROGRAM**
**SUMMARY FORM  AY 2007-2008**

**Degree and Program Name:** B.A. in English w/ Teacher Certification

**Submitted By:** Dana Ringuette

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**PART ONE**

<table>
<thead>
<tr>
<th>What are the learning objectives?</th>
<th>How, where, and when are they assessed?</th>
<th>What are the expectations?</th>
<th>What are the results?</th>
<th>Committee/ person responsible? How are results shared?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. English Education Students will be aware of the development, structures, and influence of the English language</strong></td>
<td>Faculty references. Student Teaching Approval Portfolios from TC majors semester prior to student teaching</td>
<td>Mean Score of 3.0 (on a 4-point scale) or above in category of “Overall Potential” Average score of 2.0 or above (on a 3-point scale) on portfolio evaluations in the category “Knowledge of and skills in use of the English Language”</td>
<td>F07: 3.39 SP08: 3.29</td>
<td>All English Faculty; Student Teaching Approval</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>F07: 2.38 SP08: 2.23</td>
<td>English Education Committee; NCATE Report</td>
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<tr>
<td><strong>2. English Education students will demonstrate the dispositions and capacities to integrate knowledge of English/Language Arts, learning styles, and pedagogy</strong></td>
<td>Faculty References Clinical Experience Essays from ENG 3401, 3402, and 4801</td>
<td>Mean Score of 3.0 (on a 4-point scale) or above in category of “Overall Potential” Average score of 2.0 on a 3-point scale on essay evaluations in the category “Makes meaningful connections between ELA curriculum and developments in culture, society, and education” Fall 07-SP 08</td>
<td>F07: 3.39 SP08: 3.29</td>
<td>All English faculty; Student Teaching Approval</td>
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<td></td>
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<td></td>
<td>ENG 3401: 2.77 ENG 3402: 2.61 ENG 4801: 2.95</td>
<td>ENG 3401, 3402, and 4801 instructors; NCATE Report</td>
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Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 13, 2008.** Worksheets should be sent electronically to kjsanders@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at http://www.eiu.edu/~assess/ or contact Karla Sanders in CASA at 581-6056.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessments</th>
<th>N/A</th>
</tr>
</thead>
</table>
| 3. English Education students will understand the range and influence of print and non-print media in contemporary culture. | Student Teaching Approval Portfolios from TC Majors prior to student teaching. | Average score of 2.0 on a 3-point scale on portfolio evaluations in the category “Knowledge of the range and influences of print and non-print media and technology in contemporary cultures” | F07: 2.46  
SP08: 2.43  
English Education Committee; NCATE Report |
| 4. English Education students will understand research and theory in English Education. | Content Area State Exam  
Student Teaching Approval Portfolios from TC Majors prior to student teaching | 80% of Student Teaching Candidates pass exam  
Average score of 2.0 on a 3-point scale in the category “Knowledge of research theory and findings in English language arts” | SP07: 92.3 % Passed  
F07: 100% Passed  
F07: 2.38  
SP08: 2.27  
College of Education & Professional Studies (CEPS); NCATE Report |

(Continue objectives as needed. Cells will expand to accommodate your text.)

**PART TWO**

Describe what your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

Our program obtained results from the Live Text Unit Plan Assessment. Results from this year will not be available until July 2008. We determined scores by category for the Faculty Reference Forms and the Student Teaching Approval Portfolios. We continued the eight assessments required for our program’s NCATE report, and we turned in a draft of that report to the College of Education & Professional Studies. We look forward to receiving feedback on our NCATE report draft and revising accordingly.
PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

We obtained the Live Text data for many of our assessments in May of 2008. In fall 2008, the English Education Committee will examine the data from all eight assessments and determine what we have learned and what we plan for the future. We asked to receive Live Text data from CEPS yearly, and we believe that will be possible in the future. In fall 2007, our curriculum changes, designed to better align with NCATE/NCTE standards, took effect. We will complete a final draft of our NCATE report in September 2008.