**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2017**

Department: English

|  |  |  |
| --- | --- | --- |
| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.A. w/ Teacher Certification | Objectives are clear and measurable. This program has adopted the undergraduate learning goals of writing effectively, speaking effectively, thinking critically, and responsible citizenship. Do your goals cover critical reading as well as writing and listening as well as speaking? From information in Part Two it appears that you are, but it would be useful if the objectives themselves reflected that. The citizenship goal has changed to responsible citizenship, so you may want to look at your own objective 2 and see if you want to make any changes. |
| **How, Where, and When Assessed** | Level 3, B.A. w/ Teacher Certification | This plan includes ample direct assessment measures of your students’ achievement of your objectives and those of IPTS and NCTE. One of the strengths of this plan is the multiple artifacts in place to assess the knowledge and skills identified as objectives for this program. You have good detail here on which assignments and courses are used to assess student learning. |
| **Expectations** | Level 3, B.A. w/ Teacher Certification | Expectations are clear and describe desired outcomes.  |
| **Results** | Level 3, B.A. w/ Teacher Certification | Feedback loop is in place and Parts 2 and 3 make it clear how data are used and how changes are made to the plan as well as the curriculum itself. The increase you’ve seen in the social justice pedagogy certainly seems connected to the new lesson plan in ENG 4801, which is great to see. |
| **How Results Will be Used** | Level 3, B.A. w/ Teacher Certification | Feedback loop is in place. In fact, it is a very robust feedback loop that examines data and the assessment plan as a committee function rather than a single individual. A great deal of revision has taken place in the last four years to the curriculum, to individual courses and assignments, and to the assessment plan as a whole. Results are used to improve student learning and better prepare your graduates to enter the classroom, so well done! |

While assessment should be on-going, you will not need to complete another assessment summary until **June 15, 2019**.

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at [www.eiu.edu/~assess](http://www.eiu.edu/~assess). [↑](#footnote-ref-1)