

**DRAFT of REPORT – ENGLISH (Feb. 8, 2011)**

**Annual Assessment Report  
DUE NO LATER THAN OCTOBER 30, 2011**

**Directions:** In three-five pages, do the following: describe steps program faculty took to plan and implement a plan to develop and assess student learning outcomes; and describe how the findings have led to (or are leading to) changes or improvements to the program. Below is a template for the report, and on the next page is a worksheet to help you through the process.

**Report Outline**

**Program Information:** Annual Program Assessment Report

Degree Program	MA in English Studies
Department/School	Department of English Language and Literature
College	College of Arts and Sciences
Academic Year	2010-2011
Report Submitted by	D. Baker
Phone/email	487-0000
Date Submitted	February 8, 2011

**Abstract: 100 word summary (for the Academic Review and Continuous Improvement database).**

This abstract will be completed once the entire report is written.

**Narrative**

***Overview of Planned SLOs and Assessments for the 2010-2011 Academic Year***

Faculty in the MA in English Studies program elected to implement and assess student performance toward the following outcomes. Students will be able to demonstrate their:

1. Knowledge of the Field of English Education: the ongoing professional conversations in the field of English education and how these are reflected in their own teaching and within the teaching encouraged in their buildings or districts;
2. Knowledge of Research and Classroom Instruction: how to situate their own classroom pedagogies within those professional conversations and research; a deep knowledge base in various aspects of English studies, especially issues of language, literature and writing;
3. Knowledge of Research Methodology: the elements of classroom-based research, as reflected their own classroom study;

4. Knowledge of Leadership: beginning to take leadership roles in their schools and participating in professional communities, locally and nationally.

**Rationale.** The MA in English Studies for Teachers (MA-EST) is a (inter)disciplinary graduate program that draws upon coursework in three main programs in the department and electives that may be fulfilled from any of the other graduate programs. As a new program, and one that provides post baccalaureate education to secondary school teachers, the MA-EST has not yet been formally evaluated by its SPA (National Council of Teachers of English), nor has that body outlined requirements for graduate programs. Faculty will continue to stay updated on the developing expectations of NCTE and of Council for the Accreditation of Educator Preparation (CAEP), the newly formed body (formerly NCATE and TEAC) that EMU will presumably work with in the future. The four main student-learning outcomes reflect the goals of the program: to provide students with opportunities to explore and examine the field of English education; to make links between research and classroom instructional and literacy practices; to develop and employ research methodology, particularly teacher research; and to develop capacity and experience to become a leader in the field, building, or district.

#### ***Process of Assessing Student Learning Outcomes: Evaluating Student Work/Performance***

As faculty develop appropriate SPA and accreditation evaluations, the current assessment plan consists of a two-pronged approach:

- *Assessment by faculty:* Using a rubric based on the four outcomes for the program (refer to Appendix, “Rubric for Assessment by Faculty”), the English education faculty will analyze a collection of each student’s work, looking for evidence of students achieving the learning outcomes. Specifically we will review each student’s initial reflective essay (in ENGL 530) and the final research project (ENGL 535), which will include a final reflection on that project. In addition, we will conduct exit interviews with each student, asking specific questions related to the objectives (see Appendix, “Student Evaluation for MA in English Studies”). Faculty will review these artifacts on a yearly basis, analyzing where the program has been successful in meeting objectives and student learning outcomes and where improvement is needed.
- *Assessment by students:* In addition to the exit interviews mentioned above, faculty will ask students to complete an evaluation of the program—after they have completed five classes. In these evaluations, including the initial reflective essay (in ENGL 530), students will comment on such issues as the knowledge they have gained in the program, the accessibility of the faculty, the sequence and timing of course offerings, and the connection of this program to their lives as teachers. Faculty will review these evaluations yearly to analyze how the program is working for the students.

#### ***Collecting and Analyzing Student Work/Performance***

In April 2011 program faculty will gather instructor reports of rubric scores for the year (instructors for the above courses will have already collected initial rubric scores from student work—student essays and surveys). The rubric scores and survey items will be aggregated (see **draft** table below) and analyzed, particularly in terms of students’ achievement toward the SLOs.

## Direct Measures of Student Learning

**Example** ENGL 530 Reflective Essay Rubric Scores

	Rubric Item	Fall 10*	Winter 11*	Total*
1.				
2.				
3.				
4.				
5.				

\*Number of students who attained “Unacceptable, Acceptable” and “Target”/ Number assessed.

**Example** - ENGL 535: Final Research Project Rubric Scores

	Rubric Item	Fall 10*	Winter 11*	Total*
1.				
2.				
3.				
4.				
5.				
6.				
7.				

\*Number of students who attained “Unacceptable, Acceptable” and “Target”/ Number assessed.

## Indirect Measures of Student Learning

**Example** - Student Evaluation of MA in English Studies Program: Exit Interview Questions

	Interview Question	Fall 10*	Winter 11*	Total*
		1 2 3 4 5	1 2 3 4 5	
1.				
2.				
3.				
4.				
5.				
6.				

\*Number of students who rated the program on a scale of 1-5 / Number assessed.

### ***Conclusion and Additional Findings***

As faculty have done in the past with NCTE-NCATE data and analysis, they will examine the summary data in order to make or suggest changes that will shape or improve the program and opportunities for learning offered to students. If additional information is needed to better guide how to improve the learning experience for students, we’ll conduct additional investigations (e.g. search of the literature or conduct additional student interviews, etc...)

### ***Use of Assessment Findings to Shape, Change and Improve Program***

The following changes are planned for the next academic year...

### ***Dissemination of Results, Conclusions, Discoveries, Improvements***