

Student Learning Outcome 1.A: English Education majors apply critical thinking in the professional environment.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>															
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - III.A.2. Sequences lesson to promote learning, III.B.3. Relates relevant examples, unexpected situations, or current events to the content, III.C.3. Stimulates and encourages higher order thinking at the appropriate developmental levels. IV.A.6. Uses creative and critical thinking skills.</p> <p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge (test # 0041), for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge (test # 0041), on the first try.</p> <p>III. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p> <p>IV. Course Embedded Assessment – 1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in EDUC 404 INDICATORS – <u>Learning activities</u> – all activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate. The activities are engaging, creative, and innovative. <u>Evaluation/Assessment</u> – Assessment opportunities are clearly identified and require students to critique, assess, and/or draw conclusions as they relate to the Louisiana Content Standards. Provide clear evidence that students have achieved the lesson objective(s).</p>	<p>I. The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year is</p> <table border="1" data-bbox="716 487 1356 714"> <thead> <tr> <th></th> <th>Fall 06</th> <th>Spring 07</th> </tr> </thead> <tbody> <tr> <td>IIIA2 -</td> <td>4</td> <td>5</td> </tr> <tr> <td>IIIB3 -</td> <td>4.5</td> <td>5</td> </tr> <tr> <td>IIIC3 -</td> <td>3.5</td> <td>5</td> </tr> <tr> <td>IVA6 -</td> <td>4</td> <td>5</td> </tr> </tbody> </table> <p>II. 100% pass rate for program completers was achieved. The mean score for Fall 2006 program completers is 164. 67% of the Fall 2006 graduates passed the exam on the first try. 100% of Spring 2007 graduates passed exam on the first try.</p> <p>III. 100% pass rate for program completers was achieved. The mean score for Fall 2006 program completers is 171. 100 % of the Fall 2006 graduates passed the exam on the first try. 100% of the Spring 2007 graduates passed exam on first try.</p> <p>IV. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is 2.25.</p>		Fall 06	Spring 07	IIIA2 -	4	5	IIIB3 -	4.5	5	IIIC3 -	3.5	5	IVA6 -	4	5	<p>I. Content related indicators will be added to FFEEIII for Fall 2007. FFEEII will be implemented in Fall 2007 to facilitate pretest/posttest effect, comparing graduates at end of program to candidates in lower level courses. Data will be available in Spring 2008.</p> <p>II. Sub-scores indicating performance in specific areas for Praxis II exam will be requested for all content areas.</p> <p>III. Sub-scores indicating performance in specific areas for PLT exam will be requested for all content areas.</p> <p>IV. This assessment reflects the candidates' initial exposure to the Making Connections Comprehensive Unit Plan. This assessment will be further developed in EDUC 412 and EDUC 440. Following candidates' progress in these advanced courses is under consideration.</p>
	Fall 06	Spring 07															
IIIA2 -	4	5															
IIIB3 -	4.5	5															
IIIC3 -	3.5	5															
IVA6 -	4	5															

<p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - III.A.2. Sequences lesson to promote learning, III.B.3. Relates relevant examples, unexpected situations, or current events to the content, III.C.3. Stimulates and encourages higher order thinking at the appropriate developmental levels. IV.B.1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan</p> <p>VI. The following indicators on the Graduate Satisfaction Survey (STPAS) measure this outcome, for all candidates completing this program. INDICATORS - <u>Instruction</u> – 5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels. 8. Change or adjust a lesson to respond to my students’ outcomes. 19. Relate examples, real-life situations, or current events to the content being taught. <u>Management</u> – 26. Create a routine and manage transitions in a way that maximizes the time available for learning.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - <u>Planning</u> – Understanding developmental characteristics of students as guide for planning. <u>Instruction</u> – Stimulate higher-order thinking.</p>	<p>V. Current data do not include graduates from the new Secondary Education Programs and therefore are not applicable.</p> <p>VI. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p> <p>VII. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is 3.5. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 4.25.</p>	<p>V. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p> <p>VI. A target mean score will be established upon collection of new data.</p> <p>VII. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p>
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Student Learning Outcome 1.B: English Education majors apply critical thinking in the academic environment.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p><u>Level 1 1-30 credit hours</u></p> <p>1. English Education majors will have their English 102 portfolio scored with a rubric to measure critical thinking. At least seventy-five percent of students will score a minimum of 70 on the English 102 portfolio rubric for critical thinking.</p> <p><u>Level 2 30-80 credit hours</u></p> <p>2. Seventy-five percent of candidates who take English 201 and 202 will answer at least 4/5 embedded questions correctly.</p> <p>3. All students will score 70% or better on the Mid-point Critical Essay, produced in English 302.</p> <p><u>Level 3 80-128 credit hours</u></p> <p>4. Students will apply critical thinking in performing a level 3 critique and evaluation of a major work of literature. A critical essay involving literary critical theory, written in English 495, will be assessed. Students will score at least 70% on this critical essay</p>	<p><u>Level 1</u></p> <p>1. No data are available for this year.</p> <p><u>Level 2</u></p> <p>2. Four of eight sections reported results. Three English Education majors were enrolled and were tested. Two of the 3 students (66 %) answered at least 4/5 questions correctly.</p> <p>3. No data are available for this year.</p> <p><u>Level 3</u></p> <p>4. No data are available for this year.</p>	<p><u>Level 1</u></p> <p>1. All English Education majors will have their English 102 portfolios reviewed with the English 102 Portfolio Rubric for critical thinking at the end of each semester. A separate folder for each student will be established in the Department of English and Foreign Languages Office. All academic assessment data for each student will be stored in his/her personal academic folder.</p> <p><u>Level 2</u></p> <p>2. Spring of 2007 was the first semester that these data were collected. All sections will report results, beginning in the Fall of 2007. We shall continue to monitor these data and investigate results that do not meet the benchmark.</p> <p>3. A Mid-point Critical Essay prompt and the rubric to assess it will be developed in the Fall of 2007 and students will be assessed beginning in the Fall of 2007. The results will be placed in the student's personal academic folder.</p> <p><u>Level 3</u></p> <p>4. A rubric will be developed for the critique in English 495. The assessment of this project will be placed in the each student's personal academic folder.</p>

Student Learning Outcome 2.A: English Education majors formulate and express ideas effectively through oral, written, and/or technological communications in the professional environment.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>												
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - III.A.5. Integrates technology into instruction, III.C.2. Communicate effectively with students, IV.B.1. Uses effective and correct oral and written English.</p> <p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge (test #0041), for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge (test # 0041).</p> <p>III. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p> <p>IV. Course Embedded Assessment – 1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in EDUC 404 INDICATORS– <u>Curriculum and Standards</u> – The lesson is tightly focused on a content area. The lesson provides significant and clear connections to local curriculum and/or state content standards/benchmarks in all major phases of the lesson plan. The target audience is clearly defined. <u>Integration of Technology into the Lesson Plan</u> – A variety of technology is integrated appropriately throughout the lesson in a manner that enhances the effectiveness of the lesson and the learning of the student.</p>	<p>1. The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year is</p> <table border="1" data-bbox="730 500 1108 651"> <thead> <tr> <th></th> <th>Fall 06</th> <th>Spring 07</th> </tr> </thead> <tbody> <tr> <td>III.A5 -</td> <td>5</td> <td>5</td> </tr> <tr> <td>III.C2 -</td> <td>4.5</td> <td>5</td> </tr> <tr> <td>IV.B1 -</td> <td>5</td> <td>4.5</td> </tr> </tbody> </table> <p>II. 100% pass rate for program completers was achieved. The mean score for the Fall 2006 program completers is 164. 67% of the Fall 2006 graduates passed the exam on the first try. 100% of Spring 2007 graduates passed the exam on the first try.</p> <p>III. 100% pass rate for program completers was achieved. The mean score for the Fall 2006 program completers is 171. 100 % of the Fall 2006 graduates passed the exam on the first try. 100% of Spring 2007 graduates passed the exam on the first try.</p> <p>IV. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is 2.75.</p>		Fall 06	Spring 07	III.A5 -	5	5	III.C2 -	4.5	5	IV.B1 -	5	4.5	<p>I. FFEEII will be implemented in Fall 2007 to facilitate pretest/posttest effect, comparing graduates at end of program to candidates in lower level courses. Data will be available in Spring 2008.</p> <p>II. Sub-scores indicating performance in specific areas for Praxis II exam will be requested for all content areas.</p> <p>III. Sub-scores indicating performance in specific areas for PLT exam will be requested for all content areas.</p> <p>IV. This assessment reflects the candidates' initial exposure to the Making Connections Comprehensive Unit Plan. This assessment will be further developed in EDUC 412 and EDUC 440. Following candidates' progress in these advanced courses is under consideration.</p>
	Fall 06	Spring 07												
III.A5 -	5	5												
III.C2 -	4.5	5												
IV.B1 -	5	4.5												

<p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - III.A.5. Integrates technology into instruction, III.C.2. Communicate effectively with students, V.B.1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.</p> <p>VI. 3.35 mean score on indicators of Graduate Satisfaction Survey (STPAS) that measure this outcome, for all candidates completing this program. INDICATORS - <u>Instruction</u> 13. Integrate technology into my lessons. 21. Communicate effectively with students. <u>Management</u> 28. Clearly communicate my expectations for appropriate behavior to my students. 32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - <u>Instruction</u> – Understand and convey knowledge of subject matter. <u>Instruction</u> – Use technology to enhance learning.</p>	<p>V. Current data do not include graduates from the new Secondary Education Programs and therefore are not applicable.</p> <p>VI. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p> <p>VII. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is 3.75. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 4.75.</p>	<p>V. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p> <p>VI. A target mean score will be established upon collection of new data.</p> <p>VII. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p>
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Student Learning Outcome 2.B: English Education majors formulate and express ideas effectively through oral, written, and/or technological communications in the academic environment.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p><u>Level 1 1-30 credit hours</u></p> <p>1. 100% of English Education majors moving into the Teacher Education Program will score at least 15/20 on the autobiography rubric, which is part of the student's Teacher Education Program entry portfolio.</p> <p>2. Students will be able to write effectively, demonstrating mastery of the elements of academic discourse, including incorporating research into the academic essay. Students will score 70 or better on the English Objective Exam in English 102. They will score 3/5 or better of the Portfolio Rubric for writing in English 102.</p>	<p><u>Level 1</u></p> <p>1. In the 2006-2007 academic year, 3 English Education majors moved into the Teacher Education Program. All three scored above 15/20 on the autobiography rubric.</p> <p>2. No data are available for this year.</p>	<p><u>Level 1</u></p> <p>1. The autobiography rubric will continue to be one of the instruments used to assess the writing of English Education majors.</p> <p>2. All English Education majors will take an Objective exam in English 102. This exam is being developed during the Summer of 2007. These students will also have a research project assessed for writing, research, and documentation skills in English 102. The appropriate rubrics have been developed.</p>
<p><u>Level 2 30-80 credit hours</u></p> <p>3.a. English Education majors will be able to write clearly and coherently on an in-class essay in English 361 (Advanced Composition). At least seventy-five percent of students tested will score at least 75% on their essays.</p> <p>3.b. English Education majors will submit one paper (which involves research) on a disc or by email in English 361. At least 70% of the students will score at least 75% on their use of technology to produce and submit a paper on a disc or by email.</p> <p>3.c. Students will speak clearly, using formal standard English, on a literary topic. The student will score at least 75% on one assessed oral report in a literature course, and/or at least 75% on an oral component of one major exam in a literature course, involving speaking about literature and reading poetry and prose aloud.</p>	<p><u>Level 2</u></p> <p>3.a. No data are available</p> <p>3.b. No data are available at this time.</p> <p>3.c. No data are available at this time</p>	<p><u>Level 2</u></p> <p>3.a. Professors who teach English 361 (Advanced Composition) will develop a rubric based on the QEP rubric to assess the last in-class essay written in the course.</p> <p>3.b. The English 361 professors will develop a rubric to assess the students' ability to use technology in the academic environment.</p> <p>3.c. This oral work will be assessed in either English 301 or 302 (one of the American literature surveys) or in English 421 or 422 (one of the Shakespeare courses). Rubrics will be developed for assessing this oral work.</p>

<p><u>Level 3 80-128 credit hours</u></p> <p>4.a.b.c. Students will use technology to support a written project which has an oral component (an oral presentation), written and presented orally in formal standard English. The presentation will be given in English 483, English 484, or English 495.</p>	<p><u>Level 3</u></p> <p>4.a.b.c. No data are available.</p>	<p><u>Level 3</u></p> <p>4.a.b.c. Students will turn in a research project and give a power-point presentation based on the research project in English 483, 484, or 495. They will be assessed on their use of technology and on their use of formal standard English. Rubrics will be developed for assessment.</p>
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Student Learning Outcome 3.A: English Education majors analyze the global community to make sound judgments in the professional environment.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>																
<p>I. 3.5 mean score on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. INDICATORS - I.A.3. Identifies and plans for individual differences, III.C.1. Accommodates individual differences, IV.B.4. Conveys sensitivity to community and cultural norms.</p> <p>II. Praxis II – 100% passing rate on the Praxis II, Content Knowledge (test #0041), for all candidates completing this program. Seventy-five percent of graduates pass the Praxis II, Content Knowledge (test # 0041), on the first try.</p> <p>III. Principles of Learning and Teaching - 100% passing rate on the PLT for all candidates completing this program. Seventy-five percent of graduates pass the PLT on the first try.</p> <p>IV. Course Embedded Assessment –1.5 mean score on the indicators for the initial Comprehensive Unit Plan required in EDUC 404 INDICATORS – <u>Accommodations/Modifications</u> – Learning experiences are appropriate to objectives, content, and developmentally appropriate for all students to experience success. The lesson includes modifications for students with exceptionalities.</p> <p>V. 95% mean ratio on indicators of LATAAP that measure this outcome. INDICATORS - I.A.3. Identifies and plans for individual differences, III.C.1. Accommodates individual differences, V.B.3. Seeks community involvement in instructional program.</p>	<p>I. The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year is</p> <table border="0" data-bbox="730 462 1150 617"> <tr> <td></td> <td style="text-align: center;">Fall 06</td> <td style="text-align: center;">Spring 07</td> <td style="text-align: center;">IA3 -</td> </tr> <tr> <td>IA3 -</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4.5</td> <td></td> </tr> <tr> <td>IIIC1 -</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td>IVB4 -</td> <td style="text-align: center;">4.5</td> <td style="text-align: center;">5</td> <td></td> </tr> </table> <p>II. 100% pass rate for program completers was achieved. The mean score for the Fall 2006 program completers is 164. 67% of the Fall 2006 graduates passed the exam on the first try. 100% of Spring 2007 graduates passed the exam on the first try.</p> <p>III. 100% pass rate for program completers was achieved. The mean score for the Fall 2006 program completers is 171. 100% of the Fall 2006 graduates passed the exam on the first try. Spring 2007 data are not yet available.</p> <p>IV. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is 2.</p> <p>V. Current data do not include graduates from the new Secondary Education Programs and therefore are not applicable.</p>		Fall 06	Spring 07	IA3 -	IA3 -	4	4.5		IIIC1 -	4	5		IVB4 -	4.5	5		<p>I. FFEEII will be implemented in Fall 2007 to facilitate pretest/posttest effect, comparing graduates at end of program to candidates in lower level courses. Data will be available in Spring 2008. Add details regarding additional, appropriate actions/decisions for your program as desired.</p> <p>II. Sub-scores indicating performance in specific areas for Praxis II exam will be requested for all content areas.</p> <p>III. Sub-scores indicating performance in specific areas for PLT exam will be requested for all content areas.</p> <p>IV. This assessment reflects the candidates' initial exposure to the Making Connections Comprehensive Unit Plan. This assessment will be further developed in EDUC 412 and EDUC 440. Following candidates' progress in these advanced courses is under consideration.</p> <p>V. LATAAP data will be noted when they include graduates from this program. It should be noted that the usefulness of these data would be increased if they could be broken down by individual programs.</p>
	Fall 06	Spring 07	IA3 -															
IA3 -	4	4.5																
IIIC1 -	4	5																
IVB4 -	4.5	5																

<p>VI. 3.35 mean score on indicators of the Graduate Satisfaction Survey (STPAS) that measure this outcome, for all candidates completing this program. INDICATORS - <u>Planning</u> 3. Successfully identify individual student differences in the context of a whole class. 4. Implement accommodations for individual student differences. <u>Instruction</u> 11. Successfully plan for individual student differences in the context of the whole class.</p> <p>VII. The indicators listed below from the Senior Exit Survey (SES) measure this outcome. Target mean scores for all candidates completing this program are 3.55 (on the 4 point scale used in Fall 2006) and 4.25 (on the 5 point scale used in Spring 2007). INDICATORS - <u>Planning</u>- Plan for individual differences, including cultural diversity and children with exceptionalities. <u>Instruction</u> – Employ a variety of teaching strategies.</p>	<p>VI. Data were not collected for current academic year due to residual effects of Hurricane Rita.</p> <p>VII. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is 3.75. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 3.25.</p>	<p>VI. A target mean score will be established upon collection of new data.</p> <p>VII. The Likert scale used for this assessment was modified from a 4 point to a 5 point scale in Spring 2007 in order to ensure consistency across assessment instruments.</p>
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Student Learning Outcome 3.B: English Education majors analyze the global community to make sound judgments in the academic environment.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p><u>Level 1 1-30 credit hours</u></p> <p>1. English Education majors will be introduced to the concept of diversity in Freshman Foundations 101.</p> <p><u>Level 2 30-80 credit hours</u></p> <p>1. English Education majors will correctly answer at least 3/5 embedded questions about language diversity in English 351 (Advanced Grammar).</p> <p><u>Level 3 80-128 credit hours</u></p> <p>1. English Education majors will write a paper on an aspect of diversity in language in English 475, the History of the English Language. They will score at least 75% on this paper.</p>	<p><u>Level 1</u></p> <p>1. Freshman Foundations 101 is a course that is under construction. There are no data available.</p> <p><u>Level 2</u></p> <p>1. No data are available.</p> <p><u>Level 3</u></p> <p>1. No data are available.</p>	<p><u>Level 1</u></p> <p>1. English Education majors will take a pretest and a post test in Freshman Foundations 101. At least one question on each test will deal with diversity. Data will be recorded when the course begins to be taught.</p> <p><u>Level 2</u></p> <p>1. Before the beginning of the Fall of 2007, teachers of English 351 will agree on 5 embedded questions to be included in one of the English 351 exams. At the end of the fall semester, we shall begin collecting data.</p> <p><u>Level 3</u></p> <p>1. The professor who teaches English 475 will develop possible topics for the English Education majors and will develop a rubric for assessing the papers.</p>