

2009-10 Program Assessment Update

Department & Program: English- Secondary Education

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As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2009-10.

| 1. Student Learning Outcome | 2. Strategy or method of measurement | 3. Observations gathered from data | 4. Actions recommended based on observations | 5. Plan and timetable for taking action | 6. Overall evaluation of progress on objective |
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| Students will reflectively assess their own ongoing development as teachers of English/ Language Arts | In the Secondary English Capstone course (ENGL 490), students design the course syllabus to address weaknesses and augment strengths, using self-reflection exercises and consultation of the <i>NCTE Guidelines for the Preparation of Teachers of English Language Arts</i> (2006). | In Winter 2010 and Spring 2010, the course instructor observed that students articulated “job-readiness” as a concrete concern in terms of the following two areas: 1) the steps necessary to get a teaching job, and 2) the level of professional readiness needed to enable them to qualify for that job. | An expert guest lecturer (from Employment Services in Human Resources in Spokane Public Schools), who was already meeting with some students in a more general Education course, was brought in to speak to students about the interview process, professional development, and careers in teaching English/ Language Arts. | Guest lectures were given in both Winter 2010 and Spring 2010 in ENGL 490. Looking ahead, this resource may be developed more widely to address similar concerns of all graduating teacher candidates through Cross Campus Endorsement Committee during the 2010-2011 school years. | In their reflective learning letters at the end of each of these two quarters (Winter and Spring 2010), the ENGL 490 students reported this classroom visit by the expert guest speaker and the awareness her talk (and the resulting discussion) raised as essential to their professional progress. |
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Consult the example of a completed assessment table on the following page. If you have questions, please contact Leslie Swannack at x4675 in Academic Affairs.