

College of Liberal Arts and Sciences

Department of English

Bachelor of Arts in English, Assessment Plan

English, B.A.

16 October 2014

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1. Student Learning Outcomes for the Bachelor of Arts in English (NOTE: These ENGL SLOs are a revision of the current SLOs posted at <http://www.niu.edu/assessment/clearinghouse/outcomes/clas/english-ba.pdf>). The Undergraduate Studies Committee approved these revised SLOs on September 29, 2014.)

- A. Students will demonstrate knowledge of the foundational principles of linguistics, including an understanding of the social and cultural contexts of language.
- B. Students will demonstrate knowledge of basic English grammar and be able to analyze the basic structures and functions of language in general and the English language in particular.
- C. Students will demonstrate a basic knowledge of the history of literature in English and its wider cultural and social contexts.
- D. Students will apply general knowledge of critical and theoretical approaches to literature.
- E. Students will analyze a broad range of literary and nonfiction texts, both those in which they have received instruction and those which may be new to them.
- F. Students will write effectively in a variety of print and electronic genres. Such ability includes formulating topics, thinking critically about topics, analyzing audience, conducting necessary research, and producing finished work that meets good editorial standards.
- G. Students will integrate the above knowledge and skills to attain a level of literate competency sufficient for productive employment and advanced study. Such competency includes thorough citation of sources, informed participation in discussion, ethical persuasive practices, responsible collaboration, tolerance for linguistic differences, and accurate representation of texts.

2. Program-by-Baccalaureate Learning Outcomes Matrix

Program Student Learning Outcome	Baccalaureate Learning Outcomes							
	A. Demonstrate knowledge of global inter-connections and inter-dependencies	B. Demonstrate intercultural competencies	C. Analyze human life and natural world interconnections	D. Demonstrate critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Demonstrate quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
A. Demonstrate knowledge of principles of linguistics, including understanding of social & cultural contexts of language	S	S		M	S		M	S
B. Analyze structures & functions of language, esp. English	S	M			S			
C. Demonstrate knowledge of history of literature in English & its cultural & social contexts	S	S	M	S	S		S	
D. Apply critical & theoretical approaches to literature	S	S	S	S	S		S	S
E. Analyze a broad range of literary & nonfiction texts	S	S	M	S	S	M	S	S
F. Write effectively in a variety of print & electronic genres	S	S		S	S	S	S	S
G. Integrate knowledge & skills to attain a level of literate competency sufficient for productive employment	S	S	M	S	S	S	S	S
Overall	S	S	M	S	S		S	S
S = strong M = Medium Blank = weak correspondence								

3. Curriculum Map

COURSE	B.A. in English, Student Learning Outcomes						
	A. Demonstrate knowledge of principles of linguistics, including understanding of social & cultural contexts of language	B. Analyze structures & functions of language, esp. English	C. Demonstrate knowledge of history of literature in English & its cultural & social contexts	D. Apply critical & theoretical approaches to literature	E. Analyze a broad range of literary & nonfiction texts	F. Write effectively in a variety of print & electronic genres	G. Integrate knowledge & skills to attain a level of literate competency sufficient for productive employment
Freshman Year, Fall							
ENGL 103	B	B			B	B	B
B.A. Foreign Lang.	B	B					
Math Core							
G.E. Humanities							
G.E. Soc. Sciences							
UNIV 101 (option)							
Freshman Year, Spring							
ENGL 104	B	B			B	B	B
B.A. Foreign Lang.	D	D					
G.E. Science/Math							
G.E. Humanities							
G.E. Soc. Sciences							
Sophomore Year, Fall							
G.E. Science/Math							
COMS 100							
B.A. Foreign Lang.	D	D					
Elective-Minor req.							

COURSE <i>Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.</i>	A. Demonstrate knowledge of principles of linguistics, including understanding of social & cultural contexts of language	B. Analyze structures & functions of language, esp. English	C. Demonstrate knowledge of history of literature in English & its cultural & social contexts	D. Apply critical & theoretical approaches to literature	E. Analyze a broad range of literary & nonfiction texts	F. Write effectively in a variety of print & electronic genres	G. Integrate knowledge & skills to attain a level of literate competency sufficient for productive employment
Sophomore Year, Fall (cont'd)							
G.E. Humanities							
ENGL 200			B	B	B	B	B
Sophomore Year, Spring							
ENGL 207	B	D					
B.A. Foreign Lang.	D	D					
Elective (Minor req.)							
G.E. Elective							
G.E. (Interdisciplinary)							
ENGL 300 A or C	B	D				D	B
Junior Year, LITERARY STUDIES, TRACK 1, Fall							
Elective (ENGL 318, 320, 321, 322, 432, 433, or 434X)	D	D				D	
Elective (ENGL 330, 331, 332, or 375)			D	D	D	D	
Elective (ENGL 405, 406, 420)			D	D	D	D	
Elective (Minor Req. 300-400)							
Elective (Minor Req. 300-400 level)							
Junior Year, LITERARY STUDIES, TRACK 1, Spring							
Elective (ENGL 333, 334, 374, 376, 377, 381)			D	D	D	D	

COURSE <i>Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.</i>	A. Demonstrate knowledge of principles of linguistics, including understanding of social & cultural contexts of language	B. Analyze structures & functions of language, esp. English	C. Demonstrate knowledge of history of literature in English & its cultural & social contexts	D. Apply critical & theoretical approaches to literature	E. Analyze a broad range of literary & nonfiction texts	F. Write effectively in a variety of print & electronic genres	G. Integrate knowledge & skills to attain a level of literate competency sufficient for productive employment
Junior Year, LITERARY STUDIES, TRACK 1, Spring (cont'd)							
Elective (ENGL 407, 408, 409, 410)			D	D	D	D	
Elective (ENGL 412, 413, 414, 470)			D	D	D	D	
Elective (Minor Req. 300-400 level)							
Elective (Minor Req. 300-400 level)							
Senior Year, LITERARY STUDIES, TRACK 1, Fall							
Elective (ENGL 471, 475, 476, 477)			D	D	D	D	
Elective (ENGL 300-400 level)			D	D	D	D	
Elective (ENGL 300-400 level)			D	D	D	D	
Elective (Minor Req. 300-400 level)							
Elective (G.E. 300-400 level)							
Senior Year, LITERARY STUDIES, TRACK 1, Spring							
Elective (ENGL 300-400 level)			P	P	P	P	
Elective (ENGL 300-400 level)	P	P	P	P	P	P	P
Elective (ENGL 300-400 level)	P	P	P	P	P	P	P
Elective (Minor or other)							
Elective (Minor or other)							

COURSE <i>Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.</i>	A. Demonstrate knowledge of principles of linguistics, including understanding of social & cultural contexts of language	B. Analyze structures & functions of language, esp. English	C. Demonstrate knowledge of history of literature in English & its cultural & social contexts	D. Apply critical & theoretical approaches to literature	E. Analyze a broad range of literary & nonfiction texts	F. Write effectively in a variety of print & electronic genres	G. Integrate knowledge & skills to attain a level of literate competency sufficient for productive employment
Junior Year, SECONDARY TEACHING ENGLISH LANGUAGE ARTS, TRACK 2, Fall							
ENGL 310			B	B	B	D	
ENGL 322	D	D				D	D
ENGL 404	D	D	D	D	D	D	D
ILAS 201						D	D
Elective (ENGL 300-400 level American Lit)			D	D	D	D	
LTRE 311					D	D	D
Junior Year, SECONDARY TEACHING ENGLISH LANGUAGE ARTS, TRACK 2, Spring							
ENGL 407	D		D	D	D	D	
ENGL 479	D		D	D	D	D	D
ILAS 301						D	D
Elective (ENGL 300-400 level British Lit)			D	D	D		
LTRE 310					D	D	D
LTIC 420	D	D				D	D
Senior Year, SECONDARY TEACHING ENGLISH LANGUAGE ARTS, TRACK 2, Fall							
ENGL 480	P	P	P	P	P	P	P
ENGL 482	P	P	P	P	P	P	P
EPS 406						D	D
SESE 457						D	D
Elective ENGL 300-400 level Brit or American Lit)			D	D	D		

COURSE <i>Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.</i>	A. Demonstrate knowledge of principles of linguistics, including understanding of social & cultural contexts of language	B. Analyze structures & functions of language, esp. English	C. Demonstrate knowledge of history of literature in English & its cultural & social contexts	D. Apply critical & theoretical approaches to literature	E. Analyze a broad range of literary & nonfiction texts	F. Write effectively in a variety of print & electronic genres	G. Integrate knowledge & skills to attain a level of literate competency sufficient for productive employment
Senior Year, SECONDARY TEACHING ENGLISH LANGUAGE ARTS, TRACK 2, Spring							
ENGL 485	P	P	P	P	P	P	P
Junior Year, WRITING STUDIES, TRACK 3, Fall							
Elective (ENGL 301, 302, 303, 308, or 403)	D	D			D	D	D
Elective (ENGL 318, 321, 322, 432, 433, or 434X)	D	D					D
Elective (ENGL 300-400 level)			D	D	D	D	D
Elective (Minor Req.)							
Elective (Minor Req., 300-400 level)							
Junior Year, WRITING STUDIES, TRACK 3, Spring							
Elective (ENGL 301, 302, 303, 308, or 403)	D	D			D	D	D
Elective (ENGL 363, 376, 407, 476)			D	D	D	D	D
Elective (ENGL 300-400 level)			D	D	D	D	D
Elective (Minor Req., 300-400 level)							
Elective (Minor Req., 300-400 level)							

COURSE <i>Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.</i>	A. Demonstrate knowledge of principles of linguistics, including understanding of social & cultural contexts of language	B. Analyze structures & functions of language, esp. English	C. Demonstrate knowledge of history of literature in English & its cultural & social contexts	D. Apply critical & theoretical approaches to literature	E. Analyze a broad range of literary & nonfiction texts	F. Write effectively in a variety of print & electronic genres	G. Integrate knowledge & skills to attain a level of literate competency sufficient for productive employment
Senior Year, WRITING STUDIES, TRACK 3, Fall							
Elective (ENGL 398, 401, 402, 424, 493, 496)	D	D			D	D	D
Elective (ENGL 377, 306, 409, 475)			D	D	D	D	D
Elective (ENGL 300-400 level)			D	D	D	D	D
Elective (ENGL 304, 350 or other 300-400 level)	D	D	D	D	D	D	D
Elective (Minor req. 300-400 level)							
Senior Year, WRITING STUDIES, TRACK 3, Spring							
Elective (ENGL 398, 401, 402, 424, 493, 496)	P	P			P	P	P
Elective (ENGL 300-400 level)			P	P	P	P	
Elective (ENGL 300-400 level)			P	P	P	P	P
Elective (Minor or other)							
G.E. Elective (300-400 level)							

4. Assessment Methods

Assessment Methods-by-Outcomes Matrix

ASSESSMENT METHOD	Student Learning Outcomes						
	A. Demonstrate knowledge of principles of linguistics, including understanding of social & cultural contexts of language	B. Analyze structures & functions of language, esp. English	C. Demonstrate knowledge of history of literature in English & its cultural & social contexts	D. Apply critical & theoretical approaches to literature	E. Analyze a broad range of literary & nonfiction texts	F. Write effectively in a variety of print & electronic genres	G. Integrate knowledge & skills to attain a level of literate competency sufficient for productive employment
<p>Note. F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment</p> <p>1. University Writing Project—student papers submitted from junior-level courses: ENGL 332, 340, 405, 470 (2010); ENGL 332, 493 (2011) (NOTE: temporarily suspended because UWP rubric was more suited to measuring First-Year Comp criteria. Will resume.)</p>			S, D	S, D	S, D	S, D	S, D
<p>2. ENGL 350 Portfolio (NOTE: initiated in fall 2011; ongoing. Although this is now a Gen Ed course, English majors in writing may also take it.)</p>	S, D	S, D				S, D	S, D

ASSESSMENT METHOD	Student Learning Outcomes						
	A. Demonstrate knowledge of principles of linguistics, including understanding of social & cultural contexts of language	B. Analyze structures & functions of language, esp. English	C. Demonstrate knowledge of history of literature in English & its cultural & social contexts	D. Apply critical & theoretical approaches to literature	E. Analyze a broad range of literary & nonfiction texts	F. Write effectively in a variety of print & electronic genres	G. Integrate knowledge & skills to attain a level of literate competency sufficient for productive employment
Note. F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment 3. ENGL 110 & 115 Portfolios (NOTE: pilot study of courses taught by TAs conducted in spring 2013; not continued due to enrollment drop and reassignment of professorial faculty to Gen. Ed. courses. Some English majors also take these Gen Ed courses to satisfy a humanities requirement.)			S, D	S, D	S, D	S, D	
4. ENGL 207 Course Revision Project (NOTE: initiated spring 2012 and completed spring 2013)	S, D	S, D					S, D

ASSESSMENT METHOD	Student Learning Outcomes						
	A. Demonstrate knowledge of principles of linguistics, including understanding of social & cultural contexts of language	B. Analyze structures & functions of language, esp. English	C. Demonstrate knowledge of history of literature in English & its cultural & social contexts	D. Apply critical & theoretical approaches to literature	E. Analyze a broad range of literary & nonfiction texts	F. Write effectively in a variety of print & electronic genres	G. Integrate knowledge & skills to attain a level of literate competency sufficient for productive employment
Note. F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment 5. Course Report, ENGL 330 Midterm Exam (NOTE: pilot study of individual course reports initiated in fall 2013, adapted from model of English Dept. @ Kansas State U, Manhattan, showcased at 2013 Association of Departments of English Summer Seminar. Course reports must address at least one of English baccalaureate SLOs A,B,C,D,E,F or G; ongoing)			F, D				
6. Course Report, ENGL 300A, Problem-Solution Essay (see above)						F, D	F, D

ASSESSMENT METHOD	Student Learning Outcomes						
	A. Demonstrate knowledge of principles of linguistics, including understanding of social & cultural contexts of language	B. Analyze structures & functions of language, esp. English	C. Demonstrate knowledge of history of literature in English & its cultural & social contexts	D. Apply critical & theoretical approaches to literature	E. Analyze a broad range of literary & nonfiction texts	F. Write effectively in a variety of print & electronic genres	G. Integrate knowledge & skills to attain a level of literate competency sufficient for productive employment
Note. F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment							
7. Update and realignment of Educator Licensure courses w/ Illinois Professional Teaching Standards and National Council of Teachers of English standards in English Language Arts—ENGL 207, 300C, 310, 322, 404, 479, 480, 482, 485 (initiated fall 2012, completed fall 2013)	F, I	F, I	F, I	F, I	F, I	F, I	F, I
8. Teaching Licensure Portfolio, Artifacts from ENGL 310, 322, 404, 407, 479, 480 & 300-400 level ENGL electives (NOTE: ongoing)	F, D	F, D	F, D	F, D	F, D	F, D	F, D
9. English Language Arts Test in the Illinois Licensure Testing System	S, D	S, D	S, D	S, D	S, D	S, D	S, D

ASSESSMENT METHOD	Student Learning Outcomes						
	A. Demonstrate knowledge of principles of linguistics, including understanding of social & cultural contexts of language	B. Analyze structures & functions of language, esp. English	C. Demonstrate knowledge of history of literature in English & its cultural & social contexts	D. Apply critical & theoretical approaches to literature	E. Analyze a broad range of literary & nonfiction texts	F. Write effectively in a variety of print & electronic genres	G. Integrate knowledge & skills to attain a level of literate competency sufficient for productive employment
Note. F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment							
10. Evaluation of Clinical Student	S, D	S, D	S, D	S, D	S, D	S, D	S, D
11. Teacher Performance Assessment (edTPA) Portfolio (NOTE: Pilot study initiated fall 2013; IBSE mandates implementation by 2015)	S, D	S, D	S, D	S, D	S, D	S, D	S, D
12. Student Teaching Final Evaluation Matrix	S, D	S, D	S, D	S, D	S, D	S, D	S, D
13. Internship Feedback Forms (ongoing)	S, D					S, D	S, D
14. English Major Exit Questionnaire	S, I	S, I	S, I	S, I	S, I	S, I	S, I
15. Alumni Survey	S, I	S, I	S, I	S, I	S, I	S, I	S, I

Explanation of Assessment Methods

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
1. University Writing Project—student papers submitted from junior-level courses	<p>Junior-level students in the major submit a class set of literary essays. On the UWP General Writing Rubric, students’ written work is evaluated on focus, genre, audience, organization, critical thinking, writer’s presence, and presentation.</p> <p>Rubric scale: Exceeds=6; Meets=4; Doesn’t meet=2</p>	A student must receive an overall score of Meets (4) or better on the essay.	75% of all students must score Meets (4) or better on the essay.	During the last week of semester	Team of First-Year Composition instructors
2. ENGL 250 (now 350) Portfolio	<p>Primarily general education sophomore and junior-level students assemble portfolio of 3 selected artifacts from classwork, e.g., multi-source research paper, literature review, case study, proposal, lab report/experiment, procedural instructions, plus a cover letter reflecting on what student has learned while meeting course objectives. Each portfolio has two readers—3rd reader required when final 2 averages differ more than a point. Criteria in adapted VALUES critical thinking & writing rubric: describe problems & identify relevant context; formulate a thesis; develop content; utilize sources & evidence; follow expected format; form conclusions; control syntax & editing.</p> <p>Rubric scale: Proficient=4; Progressing=3-2; Developing=1.</p>	A student must receive an overall score of Progressing (2) or better on each of the 7 performance criteria on the rubric.	85% of all students must meet the student-level target (i.e., receive a score of Progressing (2) or better on each of the 7 performance criteria on the rubric).	During the last week of semester	A team of ENGL 250 (350) instructors plus coordinator of Writing Across the Curriculum

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
3. ENGL 110 & 115 Portfolios	<p>Primarily general education freshman- and sophomore-level students assemble portfolio of 3 selected artifacts from classwork, e.g., reading journal entries, midterm or final exam, midterm literary essay, final literary essay, plus a cover letter reflecting on what student has learned while meeting course objectives. Each portfolio has two readers—3rd reader required when final 2 averages differ more than a point. Criteria: critically comprehend texts; analyze a literary problem & develop a literary argument; control written conventions; understand historical & cultural context; self-evaluate close reading practices.</p> <p>Rubric scale: Exceeds expectations=4; Meets=3; Falls below=2; doesn't meet=1</p>	A student must receive an overall score of Meets (3) or better on each of the 5 performance criteria on the rubric.	85% of all students must meet the student-level target (i.e., receive a score of Meets (3) or better on each of the six performance criteria on the rubric).	During the last week of semester	Team of ENGL 110, 115, & 116 instructors.
4. ENGL 207 Course Revision Project	Pre-/post-tests of new course material. Presentation revised as needed, based on text results. Primarily sophomore and junior-level students in the major must meet English baccalaureate SLOs A & B.	A student must receive a score of 85% or better on post-test of grammatical knowledge.	85% of all students must score 85% or better on post-test of grammatical knowledge.	Beginning and final weeks of course	Course instructor
5. Course Report, ENGL 330 Midterm Exam	<p>Junior-level students in the major submit a midterm exam that meets English baccalaureate SLO C;</p> <p>Rubric scale: Exceeds=3; Meets=2; Doesn't meet=1</p>	A student must receive overall score of Meets (2) or better on exam.	85% of all students must score Meets (2) or better on exam	During the last week of semester	Course instructor
6. Course Report, ENGL 300A, Problem-Solution Essay	<p>Junior-level students in the major submit a problem-solution essay that meets English baccalaureate SLO F.</p> <p>Rubric scale: Exceeds=3; Meets=2; Doesn't meet=1</p>	A student must receive overall score of Meets (2) or better on essay	85% of all students must score Meets (2) or better on essay	During the last week of semester	Course instructor

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
7. Update and realignment of Educator Licensure courses in English Language Arts	<p>Teacher licensure faculty in English Language Arts must update and align ENGL 207, 300C, 310, 322, 404, 479, 480, 482, 485 with 161 Illinois Professional Teaching Standards, organized under the nine headings of:</p> <ul style="list-style-type: none"> • Teaching diverse students • Content area and pedagogy • Planning differentiated instruction • Learning environment • Instructional delivery • Reading, writing, and oral communication • Assessment • Collaborative relationships • Professionalism, leadership, and advocacy 	A teacher licensure student must take Teacher Licensure courses that are 100% IPTS aligned	100% of English Language Arts content and teacher preparation courses will meet new IPTS	By summer, 2013	Professors teaching licensure courses in English Language Arts

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
8. Teaching Licensure Portfolio	<p>Junior and senior-level teaching licensure students in English Language Arts submit range of content-area artifacts, ELA teacher-prep, and education courses that satisfy National Council of English Teachers professional teaching standards, as follows:</p> <p>WRITTEN COMPOSITION SKILLS. 4 criteria: show knowledge of writing process, compose range of formal texts, use writing to learn, use writing technologies effectively</p> <p>LANGUAGE. 4 criteria: show knowledge of grammar, understanding of dialect, grasp of language acquisition for ESL students, knowledge of English language history and its impact on society</p> <p>LITERATURE. 6 criteria: show knowledge of British and American historical traditions in literature, world literature, literature about diversity, non-print multimedia texts, adolescent and young adult literature, literary theories</p> <p>WRITING INSTRUCTION. 6 criteria: apply theory and research in teaching writing, show ability to</p>	A student must receive a score of Meets (3) on every portfolio criterion, or s/he must revise the artifact representing completion of the criterion.	100% of students must receive a score of Meets (3) on every portfolio criterion, or s/he will not be allowed to student teach.	During the last week of semester for every ELA teacher prep course (ENGL 300C, 404, 479, 480, 482)	Team of professors who teach licensure courses in English Language Arts

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
8. Teaching Licensure Portfolio (cont'd)	<p>provide revision-oriented feedback, apply knowledge of writing to learn and code-switching/meshing, teach use of effective writing technologies, design authentic assessments</p> <p>LITERARY INSTRUCTION. 6 standards: apply theory and research in teaching literature, select appropriate instruments to inform instruction in reading proficiency, show knowledge of how to help adolescents interpret texts and media, design authentic assessments, plan instruction of language conventions to facilitate reading, integrate interdisciplinary methods and materials.</p> <p>ELA LEARNERS & LEARNING. 5 criteria: evaluate/select/create/use instructional strategies & teaching resources; use contemporary technologies & digital media; plan sequenced lessons; motivate differentiated learners; base instruction on assessment</p> <p>Rubric scale: Exceeds=4, Meets expectations=3, Meets most expectations=2, Doesn't meet expectations=1</p>				
9. English Language Arts Test in the Illinois Licensure Testing System	Senior-level teacher-licensure students are mandated to take this computer-based test designed by Pearson, Inc. held at various sites in Illinois. 125 multiple choice items divided into 4 categories: reading, writing & research, speaking & listening, literature.	A student must score a minimum of 240 in each of the 4 categories.	100% of teacher licensure students must score a minimum of 240 in each of 4 categories.	End of students' course work, prior to student teaching	State of Illinois

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
10. Final Evaluation of Clinical Student	Cooperating teachers during the teaching licensure students' final, pre-student teaching clinical (ENGL 482) provide feedback on a 22-item matrix of pre-student teaching performance in the classroom. The 22 items are aligned with National Council of Teachers of English teaching standards and Illinois Professional Teaching Standards and are divided under the 7 categories of content mastery; planning & preparation; delivery & differentiation of instruction; assessment; classroom environment, and professionalism. Rubric scale: Excellent=4, Proficient=3, Needs improvement=2, Unsatisfactory=1, Insufficient Evidence=0	A student must receive "Proficient" or better in each of the 6 categories	100% of students must receive "Proficient" or better in each of the 6 categories	End of clinical in the secondary school where the student is assigned	Cooperating teacher

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
<p>11. Teacher Performance Assessment (edTPA)—Pilot initiated in Fall 2013 (As it currently stands, the Illinois State Board of Education will require this portfolio to be the sole measure of eligibility for a teaching license in 2015)</p>	<p>Senior-level educator licensure candidates must submit an electronic portfolio of artifacts that meet the following criteria set by Pearson, Inc.:</p> <p>PLANNING. 5 rubrics on planning English Language Arts Instruction, supporting student learning needs, using knowledge of students to inform teaching, identifying and supporting language demands, and planning assessments. Max. 25 pts.</p> <p>INSTRUCTION. 5 rubrics on learning environment, student engagement, deepening student learning, subject-specific pedagogy, and teaching effectiveness—all applied to a 20-minute video of student teacher delivering a lesson. Max. 25 pts.</p> <p>ASSESSMENT. 5 rubrics on analysis of student learning, providing feedback, student use of feedback, analyzing student language use and English Language Arts learning, and using assessment to inform further instruction. Max. 25 pts.</p> <p>Rubric scale: 5=outstanding, 4=strong, 3=competent, 2=needs improvement, 1=insufficient</p>	<p>A student must receive a minimum overall score of 35 points or better (as per current ISBE mandate).</p>	<p>100% of student teaching candidates will receive minimal overall score of 35 points.</p>	<p>During the last week of semester</p>	<p>Team of professors teaching licensure courses in English Language Arts (and in 2015, team of evaluators hired by Pearson, Inc. will take over)</p>

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
12. Student Teaching Final Evaluation Matrix	Cooperating teacher and student teaching supervisor each provide ranking of student teachers' professional performances based on a 36-item matrix of criteria aligned with National Council of Teachers of English teaching standards and Illinois Professional Teaching Standards. The 36 items are organized under 7 categories: content mastery; planning & preparation; delivery of instruction; differentiation; assessment; classroom management & environment; and professionalism. Rubric scale: Exceeds=4, Consistently meets=3, Inconsistently meets=2; Does not meet=1, Insufficient Evidence=0	A student teacher must receive "Consistently meets" or better in all 7 categories	100% of student teachers will receive "Consistently meets" in all 7 categories.	End of student-teaching semester	Cooperating teacher and student-teaching supervisor
13. Internship Feedback Forms (revised in fall 2012)	Internship coordinator provides employer or internship supervisor with evaluation forms to rank students in the major or minor on the following 7 job-performance criteria: relations with others; attitude; application to work; judgment; dependability; ability to learn; quality of work. Rubric scale: Exceptional=5, Good=4, 3=Average, 2=Inconsistent, Poor=1	A student must receive a minimum rank of Average (3) on every criterion.	100% of student interns will score within top two point values on a scale of 5 (exceptional & good)	During the last week of semester	Employer or internship supervisor

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
14. English Major Exit Questionnaire	<p>Questionnaire surveys of senior students' opinions regarding their improvement in the following skills learned in English courses:</p> <ol style="list-style-type: none"> 1. Understand and analyze literary genres 2. Understand historical and cultural context of texts 3. Comprehend and critically assess a variety of written forms 4. Write clearly and effectively 5. Improve use of Standard American English 6. Use primary and secondary sources in literary research 7. Understand how language functions in social contexts 8. Understand English grammar 9. Apply knowledge and skills in pursuit of a career 10. Think critically 11. Use electronic technology <p>Rubric scale: Strongly agree=1; agree=2; neutral=3; disagree=4; strongly disagree=5</p>	A student will arrive at a minimum of 85% agree (2) or better with survey items.	85% of students completing the questionnaire will agree they have achieved the outcomes.	Final meeting with English advisor	English advisor

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
15. Alumni Survey	<p>Survey on alumni's opinions of how NIU courses overall fostered following skills:</p> <ol style="list-style-type: none"> 1. Understanding/performing math functions 2. Defining/solving problems 3. Thinking analytically 4. Thinking creatively 5. Speaking effectively 6. Writing effectively 7. Leading/guiding others 8. Locating, screening, organizing information 9. Being able to adapt to change 10. Developing time management skills 11. Persisting at difficult tasks 12. Planning/managing projects 13. Understanding development of culture/relationship to present 14. Understanding international issues 15. Appreciating the arts 16. Appreciating diversity 17. Thinking critically 18. Developing values/ethics 19. Developing civic involvement/social responsibility 20. Contributing to understanding of different people <p>Rubric scale: Very helpful=1 to unhelpful=4-5</p>	A student will find that an English B.A. is helpful with skills most closely related to English SLOs	85% of students completing the questionnaire will agree they have learned the skills.	After graduation	NIU survey team
<p><i>Note.</i> ^a Student-level target is the score or performance that an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>					