

2021-2022 Assessment Cycle

Assessment Findings

Program Assessment Accomplishments

To better prepare students for PSLO 5, EN 321 Teaching Composition was taught for the first time in the fall of 2021. The course provided English Education candidates more specific and deeper instruction with regard to teaching composition that was a challenge to provide in existing coursework.

In the spring of 2022, three English Education candidates were the first to graduate with the B.Ed. in Secondary English. Though the B.Ed. requires fewer hours, it better addresses and prepares students in relation to the PSLOs. These candidates performed very well during their student teaching.

100% of AY 21-22 candidates earned Advanced scores on the Washburn Performance Assessment. To date, five of the six AY 21-22 program completers have obtained employment teaching English in a secondary school.

The English Department Assessment Committee created a new end of program survey in AY 21-22. The survey was sent out for the first time since 2018 to recent graduates.

2020-21 English Education Program Assessment Plan and Report received a score of "Target" for all areas evaluated.

The English Education program continues to meet and collaborate with the English department's assessment team and the Middle School English Language Arts Assessment Committee in the Education Department.

Finding per Measure

BA/BED English Education Outcome Set

PSLO 1

Outcome: Demonstrate knowledge of major developments in British, American, and World Literature
(KSDE Standard 1)

▼ **Measure:** Course Grades
Course level Direct - Other

Details/Description:	Courses Used to Measure PSLO 1: EN 325, EN 326, EN 330, EN 331, EN 360, and EN 361
Acceptable Target:	The following are the course grade proficiency levels: A=Advanced, B=Target, C=Developing, and D or below is unsatisfactory. 100% of English education majors must earn a C=developing or higher in EN 325, EN 326, EN 330, EN 331, EN 360, and EN 361. At least 70% should earn a B=target or higher in the courses used to measure PSLO 1. English education majors must take the courses measuring PSLO 1 and must make a C or better in each to fulfill program requirements.

Findings for Course Grades

Summary of Findings:	88% of 2021-22 program completers earned a Target=B or higher in all courses taken above. Therefore, candidates met the threshold Target or higher for all courses taken. 100% of candidates earned a Developing or Higher in all courses taken. Based on course grades, English Education candidates are attaining acceptable proficiency as it relates to PSLO 1: Students will identify and articulate major developments in British, American, or World Literature.
Results :	Acceptable Target Achievement: Exceeded
Recommendations:	
Reflections/Notes:	English Education continues to collect data on course grades because KSDE requires course grades for their accreditation program report. See attachment for course grade data.

Substantiating Evidence:


[📎 PSLO 1_ English Education Course Grade Data and Summary.docx \(Word Document \(Open XML\)\)](#)

▼ **Measure:** End of Program Survey
Program level Indirect - Survey

Details/Description: Statement number 5 (A) from the survey measures English Education majors' perceptions of learning as it relates to PSLO 1.

Acceptable Target: 100% of candidates should select agree or higher to have met the threshold for PSLO 1.

Supporting Attachments:

 English Department Graduate Survey (Ed.) (Preview) Microsoft Forms.pdf (Adobe Acrobat Document)

Findings for End of Program Survey

Summary of Findings: Please see the survey data attached. Column J shows the results of question # 5 (A) that surveys the candidates about their preparation as it relates to PSLO 1. 100% of English Education Candidates (n=4) indicated that they agree or strongly agree that they were prepared to identify and articulate major developments of American, British, and World Literature (PSLO 1). The threshold for this question on the survey is 100% agree or higher. The threshold was met for the year 2021-22.

Results : Acceptable Target Achievement: Met


Recommendations: The English Education Coordinator will have the graduates complete the survey in their final/exit meeting during student teaching. Perhaps doing so will yield a higher percentage of those completing the survey. The survey this year was sent to graduates

Reflections/Notes:

after the semester was over.

This is the first time the survey was administered since 2017-18. The English Department Assessment Committee revised the survey and utilized Microsoft Forms to create a new survey. The link was sent to AY 21-22 graduates. Of the six English Education graduates contacted, four candidates completed the survey.

Substantiating Evidence:

 PSLO 1 English Department Graduate Survey Data.xlsx (Excel Workbook (Open XML))

▼ **Measure:** English Education Portfolio
Program level Direct - Portfolio

Details/Description:


The English Education Coordinator evaluates various British, American, and World literary papers that the students submit in their portfolios. Students may receive an overall 1=weak, 2=developing, or a 3=proficient for their ability to demonstrate their knowledge of major developments in British, American, and World Literature.

Students who undergo the English Education Performance Assessment are at the junior level or higher.

Acceptable Target:

90% should earn a developing or higher
70% should earn a proficient or higher

Supporting Attachments:

 English Education Portfolio Evaluation and Rubrics.doc (Microsoft Word)

Findings for English Education Portfolio


Summary of Findings: 100% of the candidates (N=7) earned an overall average 2.5 or higher, indicating candidates are displaying proficiency for the professional and academic skills assessed. 71% of candidates also earned a 3=Target on the score point(column I) measuring candidates' ability to identify and articulate major developments in American, British, and World Literature (PSLO 1); thus, indicating that candidates have met the performance thresholds for PSLO 1.

Results : Acceptable Target Achievement: Exceeded

Recommendations: Continue to reinforce professional writing conventions in ED 362 and EN 321.

Reflections/Notes:

Substantiating Evidence:

 PLSO 1-Portfolio Data Chart and Summary Data.xls (Microsoft Excel)

▼ **Measure:** English Language Arts Praxix Content Exam *Other level Direct - Exam*

Details/Description: Candidates majoring in English Education take the Praxis II content examination required by the Kansas State Department of Education for all candidates seeking certification in Secondary English language arts. The Part I Reading section of the exam assesses the candidates' knowledge of American, British, and World Literature. Thus, the scores can be used as a measurement of PSLO 1.

Part I comprises 38% of the overall exam. Candidates may earn a total of 41 possible points. Therefore, the following are thresholds for the Part I Reading section of the Praxis II English Content Exam.

0-24=Unacceptable below 60%

25-32=Developing 60-79%

33-41=Target 80-100%

Acceptable Target:

100% of candidates should earn a 25-32=Developing

70% of candidates should earn a 33 or higher=Target

The passing score for the overall composite score is 162. The highest score is a 200. The following are the thresholds for the overall composite score.

161-below=Unacceptable

162-172=Developing

173-183=Target

185-200=Advanced

Findings for English Language Arts Praxis Content Exam

Summary of Findings: For 2021-22, 100%(N=3) of English Education candidates earned a 25 or higher on the Part I Reading Subtest. 33% (N=1) earned Target or higher. Based on these scores, English Education candidates are meeting the developing threshold for PSLO 1. This year, candidates did not meet the target threshold for PSLO 1.


Results : Acceptable Target Achievement: Not Met

Recommendations:

Reflections/Notes: Compared to 2020-21, Target decreased by 34%. The thresholds for this assessment were partially met. Candidates met the developing threshold, but did not meet the target threshold. 100% of candidates in this cohort of test takers took many of their

literature courses during the pandemic. While candidates are scoring well above the cut score for this category, this marks a second year of decrease with the target threshold. Reading is usually the area candidates score the highest. Hopefully, this trend improves with a return to regular instruction.

Substantiating Evidence:

 PSLO 1 Professional Credentialing Exam Scores.docx (Word Document (Open XML))

PSLO 2

Outcome: Interpret how the diverse range of human experiences, identities, and cultures is reflected in language, literature, and multimedia texts.

(KSDE Standard 1 and Standard 2)

▼ **Measure:** Course Grades
Course level Direct - Other

Details/Description:

Courses Used to Measure PSLO 2: EN 360 and EN 361

The following are the course grade proficiency levels: A=Advanced, B=Target, C=Developing, and D or below is unsatisfactory.

Acceptable Target:

100% of English education majors must earn a C=developing or higher in EN 360 and EN 361. At least 70% should earn a B= target or higher. English education students must take EN 360 or EN 361and

must make a C or better to fulfill program requirements.

Findings for Course Grades

Summary of Findings: 75% of 2021-22 program completers earned a Target=B or higher in EN 360 and EN 361. Therefore, candidates exceeded the threshold Target or higher for all courses taken. 100% of candidates earned a Developing or Higher in EN 360 and EN 361. Based on course grades in EN 360 and EN 361, English Education candidates are attaining acceptable proficiency as it relates to PSLO 2: Students will interpret how the diverse range of human experiences, identities, and cultures is reflected in language, literature, and multimedia texts.

Results : Acceptable Target Achievement: Exceeded

Recommendations:

Reflections/Notes: English Education continues to collect data on course grades because KSDE requires course grades for the accreditation program report. See attachment for course grade data.

Substantiating Evidence:

[📎 PSLO 2_ English Education Course Grade Data and Summary.docx \(Word Document \(Open XML\)\)](#)

▼ **Measure:** End of Program Survey
Program level Indirect - Survey

Details/Description: Statement number 5 (B) from the survey measures English Education majors' perceptions of learning

as it relates to PSLO 2.

Acceptable Target:

100% of candidates should select agree or higher to have met the threshold for PSLO 2.

Supporting Attachments:

[English Department Graduate Survey \(Ed.\) \(Preview\) Microsoft Forms.pdf \(Adobe Acrobat Document\)](#)

Findings for End of Program Survey


Summary of Findings: Please see the survey data attached. Column K shows the results of statement # 5 (B) that surveys the candidates about their preparation as it relates to PSLO 2. 100% of English Education Candidates (n=4) indicated that they strongly agree that they were prepared to interpret how a diverse range of human experiences, identities, and cultures is reflected in language, literature, and multimedia texts (PSLO 2). The threshold for this question on the survey is 100% agree or higher. The threshold was met for the year 2021-22.

Results : Acceptable Target Achievement: Met

Recommendations: The English Education Coordinator will have the graduates complete the survey in their final/exit meeting during student teaching. Perhaps doing so will yield a higher percentage of those completing the survey. The survey this year was sent to graduates after the semester was over.

Reflections/Notes: This is the first time the survey was administered since 2017-18. The English Department Assessment Committee revised the survey and utilized Microsoft Forms to create a new survey. The link was sent to AY 21-22 graduates. Of the six English Education graduates contacted, four candidates completed the survey.

Substantiating Evidence:

 PSLO 2 English Department Graduate Survey Data.xlsx (Excel Workbook (Open XML))

▼ **Measure:** English Language Arts Praxix Content Exam *Program level Direct - Exam*

Details/Description:

Students majoring in English Education also take the Praxis II content examination required by the Kansas State Department of Education for all candidates seeking certification in Secondary English Education 6-12. Portions of the Part I: Reading and Part II: Language Use and Vocabulary sections of the exam assess the candidates' ability to interpret how the diverse range of human experiences, identities, and cultures is reflected in language, literature, and multimedia texts (PSLO 2).

Acceptable Target:

Part I comprises 38% of the overall exam. Candidates may earn a total of 41 possible points. Therefore, the following are thresholds for the Part I Reading section of the Praxis II English Content Exam.

0-24=Unacceptable below 60%
25-32=Developing 60-79%
33-41=Target 80-100%

100% of candidates should earn a 25-32=Developing

70% of candidates should earn a 33 or higher=Target

Part II Language Use and Vocabulary comprises

25% of the overall exam.

Candidates may earn a total of 28 possible points. Therefore, the following are thresholds for the Part II Language and Vocabulary section of the Praxis II English Content Exam.

0-16=Unacceptable below 60%
16-22=Developing 60-79%
23-28=Target 80-100%

100% of candidates should earn a 16-22=Developing

70% of candidates should earn a 23 or higher=Target

The passing score for the overall composite score is 162. The highest score is a 200. The following are the thresholds for the overall composite score.

161-below=Unacceptable
162-172=Developing
173-183=Target
185-200=Advanced

Findings for English Language Arts Praxis Content Exam

Summary of Findings: For 2021-22, 100%(N=3) of English Education candidates earned a 25 or higher and 33% (N=3) Target on the Part I Reading Subtest . For the Part II Language and Vocabulary Subtest, 33% of candidates (N=3) earned Target and 67% (N=3) earned a Developing.

Based on these scores, English Education candidates are attaining the Part I Reading developing threshold but are not attaining the target threshold. Candidates did not attain the developing and target thresholds for Part II Language and Vocabulary. However, both subtest overall scores

improved from the previous year.

Results :


Acceptable Target Achievement: Not Met

Recommendations:

Historically English Education candidates score the lowest on the Part II Language and Vocabulary subtest. Most of the instruction for this subtest is provided through EN 310 Grammar and Linguistics. Now that EN 321 Teaching Composition is being taught, the English Education coordinator should review how the subtest objectives can be targeted in EN 321. Perhaps integrating the subtest objectives in two courses instead of one will improve learning and mastery on the Language and Vocabulary subtest.

Reflections/Notes:

Substantiating Evidence:

 PSLO 2 Professional Credentialing Exam Scores.docx (Word Document (Open XML))

PSLO 3

Outcome: Analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation.

(KSDE Standard 2)

▼ **Measure:** Course Grades
Course level Direct - Other

Details/Description:

Courses Used to Measure PSLO 3: EN 300 Teaching Emphasis and EN 310

Acceptable Target:

The following are the course grade proficiency levels: A=Advanced, B=Target, C=Developing, and D or below is unsatisfactory. 100% of English education majors must earn a C=developing or better in EN 300 and EN 310. At least 70% should be at B=target or higher in each course. Education students must take EN 300 Teaching Emphasis and EN 310 and must make a C or better to fulfill program requirements.

Findings for Course Grades

Summary of Findings:

100% of 2021-22 program completers earned a Developing=C or higher in EN 300 and EN 310. Therefore, candidates met the threshold Developing or higher for each course. 83% of candidates earned a Target=B or higher in EN 310 and 100% of candidates earned a Target=B in EN 300; thus, exceeding the threshold of 70% or higher for Target=B or higher in both courses. Based on course grades in EN 300 or EN 310, English Education candidates are meeting and exceeding the thresholds for PSLO 3: Students will analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation.

Results :

Acceptable Target Achievement: Exceeded

Recommendations:

Reflections/Notes:

English Education continues to collect data on course grades because KSDE requires course grades for the accreditation program report. See attachment for course grade data.

Substantiating Evidence:

[📄 PSLO 3_ English Education Course Grade Data and Summary.docx \(Word Document \(Open XML\)\)](#)

▼ **Measure:** EN 300 Writing Portfolio
Course level Direct - Portfolio

Details/Description: In EN 300 Teaching Emphasis, students must submit a portfolio of writing. One aspect of the portfolio is evaluated on the student's ability to analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation. (PSLO 3/Forms and Conventions).

Acceptable Target: The proficiency levels are 4=Advanced; 3=Target, 2=Developing, and 1=Unacceptable. 100% of the portfolios should receive a rating of a 2 or higher for Forms and Conventions and 70% should be rated a 3 or higher for Forms and Conventions.

Supporting Attachments:

 EN300_Portfolio_Rubric draft 4.docx (Word Document (Open XML))

Findings for EN 300 Writing Portfolio


Summary of Findings: For the scores reported, 100% of 2021-22 English Education Candidates (N=6) earned a Developing=2 or higher for the EN 300 Portfolio Forms and Conventions score. Therefore, candidates met the threshold of Developing or higher for this score point. 100% of candidates also earned a Target=3 or higher; thus, exceeding the threshold of 70% or higher for Target=3 or higher for the EN 300 Portfolio Forms and Conventions score. Based on these results, English Education candidates are meeting and exceeding the thresholds for EN 300 Portfolio Forms and Conventions score thresholds aligned to PSLO 3: Students will analyze how language works, especially regarding grammar, writing conventions, and rhetorical situation.

Results : Acceptable Target Achievement: Exceeded

Recommendations:

Reflections/Notes: See attachment for EN 300 portfolio data

Substantiating Evidence:


 PSLO 3_English Education Course Embedded Assessment_EN 300 Portfolio Forms and Conventions Scores.docx (Word Document (Open XML))

▼ **Measure:** End of Program Survey
Program level Indirect - Survey

Details/Description: Statement number 5 (C) from the survey measures English Education majors' perceptions of learning as it relates to PSLO 3.

Acceptable Target: 100% of candidates should select agree or higher to have met the threshold for PSLO 3.

Supporting Attachments:

 English Department Graduate Survey (Ed.) (Preview) Microsoft Forms.pdf (Adobe Acrobat Document)

Findings for End of Program Survey

Summary of Findings: Please see the survey data attached. Column L shows the results of statement # 5 (C) that surveys the candidates about their preparation as it relates to PSLO 3. 100% of English Education Candidates (n=4) indicated that they agree and strongly agree that the English Department prepared them to analyze how language works especially regarding grammar, writing, conventions,

and rhetorical situation (PSLO 3). The threshold for this statement on the survey is 100% agree or higher. The threshold was met for the year 2021-22.

Results :

Acceptable Target Achievement: Met


Recommendations:

The English Education Coordinator will have the graduates complete the survey in their final/exit meeting during student teaching. Perhaps doing so will yield a higher percentage of those completing the survey. The survey this year was sent to graduates after the semester was over.

Reflections/Notes:

This is the first time the survey was administered since 2017-18. The English Department Assessment Committee revised the survey and utilized Microsoft Forms to create a new survey. The link was sent to AY 21-22 graduates. Of the six English Education graduates contacted, four candidates completed the survey.

Substantiating Evidence:

 PSLO 3 English Department Graduate Survey Data.xlsx (Excel Workbook (Open XML))

▼ **Measure:** English Language Arts Praxix Content Exam

Other level Direct - Exam

Details/Description:

Students majoring in English Education also take the Praxis II content examination required by the Kansas State Department of Education for all candidates seeking certification in Secondary English Education 6-12. Part II: Language Use and Vocabulary assesses the student's ability to analyze how language works, especially regarding grammar,

Acceptable Target:

writing, conventions, and rhetorical situation (PSLO 3).

Part II Language Use and Vocabulary comprises 25% of the overall exam.

Candidates may earn a total of 28 possible points. Therefore, the following are thresholds for the Part II Language and Vocabulary section of the Praxis II English Content Exam.

0-16=Unacceptable below 60%

16-22=Developing 60-79%

23-28=Target 80-100%

100% of candidates should earn a 16-22=Developing

70% of candidates should earn a 23 or higher=Target

The passing score for the overall composite score is 162. The highest score is a 200. The following are the thresholds for the overall composite score.

161-below=Unacceptable

162-172=Developing

173-183=Target

185-200=Advanced

Findings for English Language Arts Praxis Content Exam

Summary of Findings:

For 2021-22, 67%(N=3) of English Education candidates earned a 17 or higher on the Part II Language and Vocabulary Subtest. 33% (N=3) earned a score in the Target range.

Results :

Acceptable Target Achievement: Not Met

Recommendations:


Historically English Education candidates score the lowest on the Part II Language and Vocabulary subtest. Most of the instruction

for this subtest is provided through EN 310 Grammar and Linguistics. Now that EN 321 Teaching Composition is being taught, the English Education coordinator should review how the subtest objectives can be targeted in EN 321. Perhaps integrating the subtest objectives in two courses instead of one will improve learning and mastery on the Language and Vocabulary subtest.

Reflections/Notes:

Although candidates are earning overall passing scores on the exam, they are not meeting the developing or target thresholds for Part II Language Use and Vocabulary.

Substantiating Evidence:

 PSLO 3 Professional Credentialing Exam Scores.docx (Word Document (Open XML))

PSLO 4

Outcome: Demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts.

(KSDE Standard 1, 2, 3, and 4.)

▼ **Measure:** Course Grades
Course level Direct - Other

Details/Description:

Courses Used to Measure PSLO 4: EN 300 Teaching Emphasis and EN 301

The following are the course grade proficiency levels: A=Advanced, B=Target, C=Developing, and

D or below is unsatisfactory.

Acceptable Target: 100% of English education majors must earn a C= developing or higher in EN 300 and EN 301. At least 70% in each course should earn a B=target or higher. English education students must take EN 300 or EN 301 and must make a C or better to fulfill program requirements.

Findings for Course Grades

Summary of Findings: 100% of 2021-22 program completers earned a Developing=C or higher in EN 300 and EN 301. Therefore, candidates met the threshold Developing or higher for each course. 100% of candidates also earned a Target=B or higher; thus, exceeding the threshold of 70% or higher for Target=B or higher. Based on course grades in EN 300 and EN 301, English Education candidates are meeting and exceeding the thresholds for PSLO 4.

Results : Acceptable Target Achievement: Exceeded

Recommendations:

Reflections/Notes: English Education continues to collect data on course grades because KSDE requires course grades for the accreditation program report. See attachment for course grade data.

Substantiating Evidence:


[📎 PSLO 4_English Education Course Grade Data and Summary.docx \(Word Document \(Open XML\)\)](#)

▼ **Measure:** EN 300 Writing Portfolio
Course level Direct - Portfolio

Details/Description: In EN 300 Teaching Emphasis, students must submit a portfolio of writing. The overall portfolio score is a measure of the student's ability to demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts (PSLO 4).

Acceptable Target: The proficiency levels are 4=Advanced; 3=Target, 2=Developing, and 1=Unacceptable. 100% of the portfolios should receive a rating of a 2 or higher for the overall portfolio score and 70% should be rated a 3 or higher for the overall portfolio score.

Supporting Attachments:

 EN300_Portfolio_Rubric draft 4.docx (Word Document (Open XML))

Findings for EN 300 Writing Portfolio


Summary of Findings: 100% of 2021-22 English Education Candidates earned a Developing=2 or higher for the EN 300 overall/average portfolio score. Therefore, candidates met the threshold of Developing or higher for the average portfolio score. 100% of candidates also earned a Target=3 or higher; thus, exceeding the threshold of 70% or higher for Target=3 or higher for the EN 300 average portfolio score. Based on these results, English Education candidates are meeting and exceeding the thresholds for the EN 300 average portfolio score thresholds aligned to PSLO 4.

Results : Acceptable Target Achievement: Exceeded

Recommendations:

Reflections/Notes:

Substantiating Evidence:


 PSLO 4_English Education Course Embedded Assessment_EN 300 Overall_Average Portfolio Scores.docx (Word Document (Open XML))

▼ **Measure:** End of Program Survey
Program level Indirect - Survey

Details/Description: Statement number 5 (D) from the survey measures English Education majors' perceptions of learning as it relates to PSLO 4

Acceptable Target: 100% of candidates should select agree or higher to have met the threshold for PSLO 4.

Supporting Attachments:

 English Department Graduate Survey (Ed.) (Preview) Microsoft Forms.pdf (Adobe Acrobat Document)

Findings for End of Program Survey

Summary of Findings: Please see the survey data attached. Column L shows the results of statement # 5 (D) that surveys the candidates about their preparation as it relates to PSLO 4. 100% of English Education Candidates (n=4) indicated that they agree strongly agree that the English Department prepared them to demonstrate knowledge and understanding of of the forms, genres, and conventions of literary and multimedia texts (PSLO 4). The

threshold for this statement on the survey is 100% agree or higher. The threshold was met for the year 2021-22.

Results :

Acceptable Target Achievement: Met


Recommendations:

The English Education Coordinator will have the graduates complete the survey in their final/exit meeting during student teaching. Perhaps doing so will yield a higher percentage of those completing the survey. The survey this year was sent to graduates after the semester was over.

Reflections/Notes:

This is the first time the survey was administered since 2017-18. The English Department Assessment Committee revised the survey and utilized Microsoft Forms to create a new survey. The link was sent to AY 21-22 graduates. Of the six English Education graduates contacted, four candidates completed the survey.

Substantiating Evidence:

 PSLO 4 English Department Graduate Survey Data.xlsx (Excel Workbook (Open XML))

▼ **Measure:** English Education Portfolio
Program level Direct - Portfolio

Details/Description:


The English Education Coordinator evaluates each student's portfolio, coming to an agreement on the student's overall ability to demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts. (PSLO 4). On each of the rubric's score points/categories, students may receive a score of 1=weak,

2=developing, or a 3=proficient. The scores must then average to a 2.5 or better for students to have passed the overall portfolio and satisfactorily met PSLO 4. Students who undergo the English Education Performance Assessment are at the junior level or higher.

Acceptable Target:

The scores must then average to a 2.5 or better for students to have passed the overall portfolio and satisfactorily met PSLO 4. Students who undergo the English Education Performance Assessment are at the junior level or higher.

Supporting Attachments:

 English Education Portfolio Evaluation and Rubrics.doc (Microsoft Word)

Findings for English Education Portfolio

Summary of Findings:

Candidates' overall portfolio score must average a 2.5 or higher higher to have met the performance threshold for PSLO 4: The student will demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts. 100% of the candidates (N=7) earned an average score of a 2.5 or higher; thus, meeting the performance threshold for PSLO 4.

Results :


Acceptable Target Achievement: Met

Recommendations:

Compared to the previous years, scores were down with regard to reflection. Continue to infuse reflection activities in ED 362.

Reflections/Notes:

Substantiating Evidence:

 PLSO 4-Portfolio Data Chart and Summary Data.xls (Microsoft Excel)

▼ **Measure:** English Language Arts Praxix Content Exam
Other level Direct - Exam

Details/Description:

Students majoring in English Education also take the Praxis II content examination required by the Kansas State Department of Education for all candidates seeking certification in Secondary English Education 6-12. Part III: Writing, Speaking, and Listening assesses the student's ability to demonstrate knowledge and understanding of the forms, genres, and conventions of literary and multimedia texts. (PSLO 4)

Acceptable Target:

Part III Writing, Speaking, and Listening comprises 37% of the overall exam.

Candidates may earn a total of 41 possible points. Therefore, the following are thresholds for the Part III Writing, Speaking, and Listening section of the Praxis II English Content Exam.

0-24=Unacceptable below 60%

25-32=Developing 60-79%

33-41=Target 80-100%


100% of candidates should earn a 25-32=Developing

70% of candidates should earn a 33 or higher=Target

The passing score for the overall composite score is 162. The highest score is a 200. The following are the thresholds for the overall composite score.

Findings for English Language Arts Praxix Content Exam

Summary of Findings:	<p>For 2021-22, 67%(N=2) of English Education candidates earned a 25 or higher on the Part III Writing, Speaking, and Listening Subtest. 33% (N=1) earned a Target.</p> <p>Based on these scores, English Education candidates overall average scores are not meeting the Developing or Target performance thresholds for Part III Writing, Speaking, and Listening.</p>
Results :	Acceptable Target Achievement: Not Met
Recommendations:	Continue to review and improve the alignment of the test specifications with EN 321 Teaching Composition content and outcomes.
Reflections/Notes:	Although these candidates scored above the cut score, none had taken the new EN 321 Teaching Composition course. Hopefully, student learning will improve on Part III of the certification exam as students begin taking EN 321.
Substantiating Evidence:	

 PSLO 4 Professional Credentialing Exam Scores.docx (Word Document (Open XML))

PSLO 5

Outcome: Plan, Design, and Implement instruction and assessments for reading, literature, composition, diversity, and social justice
(KSDE Standard 3,4,5 and 6)

▼ **Measure:** Course Grades
Course level Direct - Other

Details/Description:	Courses Used to Measure PSLO 5: ED 362 The following are the course grade proficiency levels: A=Advanced, B=Target, C=Developing, and D or below is unsatisfactory.
Acceptable Target:	100% of English education majors must earn a C= developing or higher in ED 362. At least 70% should earn a B= target or higher. English education students must take ED 362 and must make a C or better to fulfill program requirements.

Findings for Course Grades


Summary of Findings: 100% of 2021-22 program completers earned a Developing=C or higher in ED 362. Therefore, candidates met the threshold Developing or higher for the course. 100% of candidates also earned a Target=B or higher; thus, exceeding the threshold of 70% or higher for Target=B or higher. Based on course grades in ED 362, English Education candidates are meeting and exceeding the thresholds for PSLO 5: The student will design, plan, and implement instruction and assessments for reading, literature, composition, diversity, and social justice (KSDE 3,4,5, and 6).

Results : Acceptable Target Achievement: Exceeded

Recommendations:

Reflections/Notes: English Education continues to collect data on course grades because KSDE requires course grades for the accreditation program report. See attachment for course grade data.

Substantiating Evidence:

 PSLO 5 Course Grade Data and Summary.docx (Word Document (Open XML))


▼ **Measure:** ED 362 Instructional Unit
Course level Direct - Student Artifact

Details/Description: The ED 362 Instructional Unit is a performance assessment that measures English education majors' proficiency with Planning, Designing, and Implementing instruction and assessments for reading, literature, composition, diversity, and social justice PSLO 5 (KSDE Standard 3,4 and6).

Acceptable Target: The student's overall average performance is evaluated as Target (2.5-3), Developing (2.4-2), or Not Acceptable (1.9-1)

100% should earn Developing
70% should earn target

Supporting Attachments:

 PLSO 5 ED 362 Instructional Unit Performance Assessment Rubric (Task 2).docx (Word Document (Open XML))

Findings for ED 362 Instructional Unit

Summary of Findings: Candidates need a 2 or higher overall on the WPA Methods Unit Performance Assessment to have met the performance threshold for PSLO 5: The student will apply current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interconnections. N=7. 100% earned a 2 or higher overall. Therefore, candidates' overall average scores met the

threshold of 100% overall score of 2 or higher. Candidates did not meet the target threshold with only 71% earning an overall score of a 2.5 or higher. See the attached Performance Assessment ED 362_WPA rubric for the skills measured.

Results :


Acceptable Target Achievement: Not Met

Recommendations:

This group of candidates struggled with creating/linking pre and post assessments as well as the integration of technology beyond simple uses. Now that the EN 321 is in place, more time can be spent with instructional technology in ED 362. Continue to reinforce assessment instruction in ED 362, EN 320, and EN 321.

Reflections/Notes:

Substantiating Evidence:

 PSLO 5 Course Embedded Assignment ED 362 Instructional_KPTP Unit Data and Summary Results.xls (Microsoft Excel)

▼ **Measure:** ED 362 Practicum Evaluation

Course level Direct - Other

Details/Description:

In ED 362 Secondary English Methods, each candidates performs a 30 hour practicum in a local middle school or high school. During the practicum, each candidate is required to complete various teaching tasks that evaluated by the mentor teacher using an evaluation tool.

Acceptable Target:


The student's overall average performance for each indicator is evaluated 3=Target, 2=Developing, 1=Unacceptable, and 0=Not observed.

Each indicator is then averaged to provide each

candidate an overall average score. Target (2.5-3), Developing (2.4-2), or Not Acceptable (1.9-1)

100% should earn Developing
70% should earn Target


Supporting Attachments:

 PSLO 5 Performance Assessment ED 362 Secondary English Methods Practicum.docx (Word Document (Open XML))

Findings for ED 362 Practicum Evaluation

Summary of Findings:	100% of the candidates (N=7) earned an average score of 2.4 or higher=Developing. 100% earned an average of 2.5 or higher=Target. The developing and target thresholds were met.
Results :	Acceptable Target Achievement: Met
Recommendations:	Need to make sure that mentor teachers help candidates accomplish all of the required tasks and fit them into their existing instructional calendars. Candidates need to be able to complete all of the tasks for them to have established the necessary foundation for student teaching. Emphasize this more in initial contact and with early follow up the first couple weeks of practicum.
Reflections/Notes:	Some candidates earned a "0" or "not demonstrated" for some categories. These tasks were not able to be completed under the mentor teacher's schedule. Therefore, these "not demonstrated" scores do not factor into the overall score. Overall, each mentor teacher was pleased with the work and development of each candidate. However, see recommendation above.

Substantiating Evidence:


 PSLO 5 Performance Assessment ED 362 Practicum.xls (Microsoft Excel)

▼ **Measure:** EN 320 Text Evaluation and Lesson Plan Project
Course level Direct - Student Artifact

Details/Description: In the EN 320 Teaching Young Adult Literature, English Education majors complete a project where they evaluate a young adult text and create lesson plans over said text. Through this project, candidates demonstrate the ability to plan instruction for reading and the study of literature. Thus, the scores can be used as a measurement of PSLO 5 (KSDE Standard 3).

Acceptable Target: The overall proficiency levels for the project are 4=Advanced; 3=Target; 2=Developing; and 1=Unacceptable. 100% of the units should receive an average rating of a 2 or higher=Developing and 70% should receive an average rating of a 3=Target or higher.

Supporting Attachments:

 PSLO 5 EN 320 Project II Course Embedded Assessment.docx (Word Document (Open XML))

Findings for EN 320 Text Evaluation and Lesson Plan Project


Summary of Findings: 100% of scores (N=6) averaged an overall 2 or higher and 100% averaged a 3 or higher on the Project. Therefore, the candidates met the 100% threshold for 2 or higher=Developing and exceeded the 70% threshold for 3=Target or higher. Based on the scores, English Education candidates are attaining proficiency as it relates to PSLO 5. See rubric folder for a description of the assessment and rubric—EN 320 Project.

Results : Acceptable Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Project I and Project II from the previous years were combined into one project in EN 320. This better fits the instructional sequence in the course and improved data collection for assessment purposes.

Substantiating Evidence:

 PSLO 5_EN 320 Project Course Embedded Assessment Data.docx (Word Document (Open XML))


▼ **Measure:** EN 321 Writing Task_Lesson Plans

Course level Direct - Student Artifact

Details/Description: In the EN 321 Teaching Composition, English Education candidates design a writing task as well as two lesson plans that provide instruction as it pertains to the acquisition of skills necessary for achieving the task. Through the assignment, candidates demonstrate the ability to plan instruction for composing texts. Thus, the scores can be used as a measurement of PSLO 5 (KSDE Standard 4).

Acceptable Target: The overall proficiency levels for the Lesson Plan Paper are 4=Advanced; 3=Target; 2=Developing; and 1=Unacceptable. 100% of the scores should receive an average rating of a 2 or higher=Developing and 70% should receive an average rating of a 3=Target or higher.


Supporting Attachments:

 PSLO 5 EN 321 Task and Lesson Plan Assignment Course Embedded Assessment.docx (Word Document (Open XML))

Findings for EN 321 Writing Task_Lesson Plans

Summary of Findings:	For the scores reported (N=6), 100% of scores averaged an overall 2 or higher and 100% averaged 3 or higher on the EN 321 Writing Task. Therefore, the candidates met the 100% threshold for 2 or higher=Developing and exceeded the 70% threshold for 3=Target or higher. Based on the scores, English Education candidates are attaining proficiency as it relates to PSLO 5.
Results :	Acceptable Target Achievement: Exceeded
Recommendations:	For the most part, lesson plans targeted skills needed to complete the actual writing tasks candidates designed. However, instructor should emphasize more that the lesson plans are not stand alone, but that they must provide instruction to help students acquire the skills necessary to complete the writing task. That is, lessons and writing task must connect.
Reflections/Notes:	This assessment is now completed in EN 321 Teaching Composition. The assessment has been modified to require candidates to demonstrate more thorough knowledge of composition instruction than in the previous EN 300 course. Students in EN 321 will be actually be teaching composition unlike other education majors in EN 300 with at Teaching Emphasis.

Substantiating Evidence:

 PSLO 5_ EN 321 Writing Task Course Embedded Assessment Data.docx (Word Document (Open XML))

▼ **Measure:** End of Program Survey
Program level Indirect - Survey

Details/Description: Statement number 5 (E) from the survey measures English Education majors' perceptions of learning as it relates to PSLO 5.

Acceptable Target: 100% of candidates should select agree or higher to have met the threshold for PSLO 5.

Supporting Attachments:

[English Department Graduate Survey \(Ed.\) \(Preview\) Microsoft Forms.pdf \(Adobe Acrobat Document\)](#)

Findings for End of Program Survey

Summary of Findings: Please see the survey data attached. Column N shows the results of statement # 5 (E) that surveys the candidates about their preparation as it relates to PSLO 5. 100% of English Education Candidates (n=4) indicated that they agree and strongly agree that the English Department prepared them to plan, design, and implement instruction and assessments for reading, literature, composition, diversity, and social justice (PSLO 5). The threshold for this statement on the survey is 100% agree or higher. The threshold was met for the year 2021-22.


Results : Acceptable Target Achievement: Met

Recommendations: The English Education Coordinator will have the graduates complete the survey in their final/exit meeting during student teaching. Perhaps doing so will yield a higher percentage of those completing the survey. The survey this year was sent to graduates after the semester was over.

Reflections/Notes:

This is the first time the survey was administered since 2017-18. The English Department Assessment Committee revised the survey and utilized Microsoft Forms to create a new survey. The link was sent to AY 21-22 graduates. Of the six English Education graduates contacted, four candidates completed the survey.

Substantiating Evidence:

 PSLO 5 English Department Graduate Survey Data.xlsx (Excel Workbook (Open XML))

▼ **Measure:** English Language Arts Praxis Content Exam
Other level Direct - Exam

Details/Description:

Students majoring in English Education also take the Praxis II content examination required by the Kansas State Department of Education for all candidates seeking certification in Secondary English Education 6-12. All sections of the exam require students to demonstrate knowledge with Planning, Designing, and Implementing instruction and assessments for reading, literature, composition, diversity, and social justice (PSLO 5/Praxis Section I: Reading A: 10 and 11, Section II: Language Use and Vocabulary 5, and Section III: Writing, Speaking, and Listening). Therefore, the overall composite score can be used as measure of proficiency as it relates to PSLO 5.

Acceptable Target:

The passing score for the overall composite score is 162. The highest score is a 200. The following are the thresholds for the overall composite score.

161-below=Unacceptable

162-172=Developing
173-183=Target
185-200=Advanced

Findings for English Language Arts Praxix Content Exam

Summary of Findings: In 2021-2022, 100% of candidates (N=3) who took the exam earned Developing or higher and 67% earned Target or higher. Thus, English Education candidates met developing thresholds of PLSO 5, but did not meet the target threshold.

Results : Acceptable Target Achievement: Met

Recommendations:

Reflections/Notes: 100% of candidates passed the exam this year compared to 67% the previous year. The candidate who earned a failing score last year passed during the second attempt included in this year's score.

Substantiating Evidence:

[📎 PSLO 5 Professional Credentialing Exam Scores.docx \(Word Document \(Open XML\)\)](#)


▼ **Measure:** Student Teaching Summary Evaluation *Program level Direct - Other*

Details/Description: The Student Teacher Summary Evaluation is a performance assessment that measures English education majors' proficiency with Planning, Designing, and Implementing instruction and assessments for reading, literature, composition, diversity, and social justice (PSLO 5).

Acceptable Target: The candidate's overall performance is evaluated as

Target (3), Developing (2), or Not Acceptable (1) The score is based on the average of each construct. Candidates whose overall performance average is below target (3) or whose teaching is described as Not Acceptable on one or more indicators may have to repeat student teaching. 100% of English Education candidates should earn an average construct score of 3=Target. Scores from the CT and US are compared for reliability. Data for program completers using the Student Teacher Evaluation is collected and reviewed each semester by the Department of Education faculty to analyze for individual candidate performance and program effectiveness.

Supporting Attachments:

 PSLO 5 Student Teacher Summary Evaluation Form _ Dynamic Forms.pdf (Adobe Acrobat Document)

Findings for Student Teaching Summary Evaluation

Summary of Findings: 100% of candidates(N=6)averaged an overall Target =3. The total average scores for all candidates is a 3.0. See the attached PSLO 5 Performance Assessment Student Teaching Evaluation Rubric for the skills measured and standards addressed in Constructs 1-4. Therefore, candidates met the threshold of Target=3 for the average summary evaluation score. Based on these results, English Education candidates are meeting the student teaching summary evaluation performance threshold for PSLO 5: The student will plan, design, and implement instruction and assessments for reading, literature, composition, diversity, and social justice (KSDE Standard 3,4,5 and 6.).

Results : Acceptable Target Achievement: Met

Recommendations:

Reflections/Notes:

Substantiating Evidence:

[📄 PLSO 5_Performance Assessment Student Teaching Summary Evaluation Data and Summary.docx \(Word Document \(Open XML\)\)](#)

▼ **Measure:** WPA

Program level Direct - Student Artifact

Details/Description:

The WPA is an assessment English Education majors complete in ED 410 taken during the student teaching semester. It measures the English education majors' proficiency with Planning, Designing, and Implementing instruction and assessments for reading, literature, composition, diversity, and social justice (PSLO 5).

Acceptable Target:

The assessment is scored by Washburn Education Department Faculty and an Outside Reviewer. WPA must receive a 74 out of 123 to pass. The English Department has set the following benchmarks. 73 or below=Unacceptable; 74-98=Developing; 99-110=Target; 111-123=Advanced. 100% of portfolios should receive 74 or higher 70% should receive 99 or higher.

Supporting Attachments:

[📄 PLSO 5 WPA_Rubric_22.docx \(Word Document \(Open XML\)\)](#)

Findings for WPA

Summary of Findings:

100% of 2021-22 English Education Candidates (N=6) earned Developing=98 or higher for the overall/average WPA score. Therefore, candidates met the threshold of Developing or higher for the average WPA score. 100% of candidates earned a


Target=99-110 or higher; thus, exceeding the threshold of 70% or higher for Target=99-110 or higher for the WPA average score. Based on these results, English Education candidates are meeting the Developing or higher threshold aligned to PSLO 5: The student will plan, design, and implement instruction and assessments for reading, literature, composition, diversity, and social justice (KSDE Standard 3,4,5 and 6).

Results : Acceptable Target Achievement: Exceeded

Recommendations: Next year update the WPA ED 362 Task 2 rubric to the current one being used to score the WPA.

Reflections/Notes: English Education students are performing very well on the WPA.

Substantiating Evidence:

 PSLO 5_Performance Assessment KPTP_WPA Data and Summary.docx (Word Document (Open XML))

Overall Recommendations

1. Now that the End of Program Survey has been revised, the program should have prospective graduates complete the survey before they leave campus in order to improve response rates.
2. Conduct Exit Interviews with Mentor Teachers and Student Teachers using a formal interview survey connected to the PSLOs.
3. Improve instruction with regard to technology integration and assessment practices and strategies in coursework.

Overall Reflection

A variety of data indicate that English Education candidates are achieving and that instruction in their coursework and practicum/student teaching experiences have been effective. While certain program thresholds are not being met (target levels on certification exams, etc.), candidates are still successfully completing requirements that certify them to teach. Hopefully, with the new B.Ed., addition of new courses, and targeted instruction, candidates will improve their scores on these assessments.

Faculty Collaboration

The results are shared with the English Department, the English Department Assessment Committee, the Education Department Faculty, the University Teacher Education Committee, the University Supervisors Committee, and University Assessment via meetings, committee work, scoring of portfolios and other assessment work, presentations, and various institutional reports. Faculty in said committees make recommendations for improvements or make changes in their own courses if feasible.

Communication & Collaboration with Students

The results are shared with English Education candidates at two points: 1.) Each candidate submits a portfolio of work mid-way through the program. Following the evaluation of the portfolios, The English Education coordinator conferences with each student. During these meetings, the PSLOs are reviewed, each student is provided feedback concerning his/her skill attainment as it relates to each PSLO, and how he/she compares to the overall student average as it relates to the PSLO. 2.) At the end of the student teaching semester, the English Education coordinator interviews each student teacher. Once again, the PSLOs are reviewed, each student's skill attainment related to the PSLO is discussed, and each student reflects on his/her own skill attainment as it relates to each PSLO. The new End of Program Survey also provides candidates an opportunity to provide feedback about the strengths and weaknesses of the program.

Communication & Collaboration with External Stakeholders

The English Education coordinator meets with each student teacher's mentor teacher at the beginning of the semester and at the end of the semester to discuss the PSLOs and measures. At the end of the semester, each mentor teacher then shares how he or she helped the students enhance these skills, how the student improved upon these skills, and then if any, what the program can do to help students improve upon these skills.

PSLOs, measures, and results are also shared with KSDE and CAEP for accreditation purposes. These

organizations identify strengths and areas for improvement to be addressed by the next accreditation cycle.

District hiring boards also request some of this data, especially certification exam results, in order to make hiring decisions.

Communication & Collaboration with University

The English Education coordinator is a member of the University Assessment Committee, attending meetings and completing various tasks. The English Education coordinator also chairs the English Department Assessment Committee. This year the committee met to create a new End of Program Survey that better aligns to the PSLOs and enables candidates to provide more feedback about the program. The English Education coordinator conducted a C-TEL workshop in the spring of 2022 about using Taskstream for University and State assessment purposes.

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