Degree Program: **ENGLISH EDUCATION (BS)**  
College/School: **COLLEGE OF ARTS AND SCIENCES**  
Academic Year: **2007-2008**

**University Goal:** Goal #3: Academic Enhancement and Improvement-To provide distinctive quality undergraduate and graduate educational experience based on challenging academic standards and exposure to new technology.

**Unit Mission/Goals:**
English Program Mission Statement:
The English Program at Florida A&M University has a broad goal of utilizing humane approaches to prepare student who can think critically, write with clarity and correctness, and engage in effective communication. Keeping with the mission of the University, the English Program aims to provide an enriching academic experience through stimulating, diverse learning environments that foster “inspirational teaching, exemplary research and meaningful public and community service.”

<table>
<thead>
<tr>
<th>Formulate Outcome</th>
<th>Ascertain Criteria for Success</th>
<th>Measure Performance</th>
<th>Observe and Summarize Results</th>
<th>Use Results for Improvement (Action Plan)</th>
<th>Strengthen Program (Action Plan)</th>
</tr>
</thead>
</table>
| COMMUNICATION (Written and Oral communication) | **DIRECT MEASURE:**  
75% of the graduating seniors will demonstrate proficiency of written and oral communication skills in 3000 and 4000 level courses by scoring 75% or higher on locally developed exams that will be graded holistically in accordance with the department rubric. See attached rubric.  
Courses Impacted include, but not limited to:  
- grammar and usage  
- mechanics  
- convention/sentence structure | Direct Measure(s):  
Written assignments, exams, research projects, presentations  
Indirect Measure(s):  
Student Survey | 95% of English Education majors demonstrate proficiency of written and oral communication skills in 3000 and 4000 level courses by scoring 75% or higher on locally developed exams that will be graded holistically in accordance with the department rubric. | After careful review, English faculty determined that there needed to be specific revisions in the Academic Learning Compact guidelines. The following recommendations and revisions were determined for English and English Education majors:  
ENG 4930 will not be recommended as a capstone course because it would require removing another course from the curriculum, which was not highly recommended by department faculty  
LIT 3048 was identified as the designated course that will require majors to complete an eight to twelve page research paper | The English/English Education Action Plan includes the following initiatives in order to strengthen the program:  
Encourage and require more faculty participation in the assessment process through mini workshops  
Increase the enrollment of English majors  
Encourage student participation in the English student honor society (Lamda Iota Tau)  
Introduce a senior project requirement for all English and English Education majors in order to strengthen students' |
<table>
<thead>
<tr>
<th>Formulate Outcome</th>
<th>Ascertain Criteria for Success</th>
<th>Measure Performance</th>
<th>Observe and Summarize Results</th>
<th>Use Results for Improvement</th>
<th>Strengthen Program (Action Plan)</th>
</tr>
</thead>
</table>
| • research skills  
  technical skills | often they might “Apply material learned in an English class to other areas, i.e. job, internship, etc or another class” will indicate “very often,” implying they are satisfied with their program experience |                      |                               | Other upper division courses such as Shakespeare (ENL 4331) and History of the English Language (LIN 4060) will also be designated courses to teach the research paper  
A senior project be required for all graduating majors (guidelines for the senior project are currently in preparation stage)  
The original standard set for the direct measures identified for English and English Education majors set at (85%) should be lowered to (75%) | critical thinking, research and writing abilities |

CONTENT AREA KNOWLEDGE

Graduates will demonstrate satisfactory declarative knowledge and skills to include, but not limited to:
- literary terminology
- literary theories and concepts
- authors and literary periods

Graduates will demonstrate satisfactory knowledge and skills of the content are in 3000 and 4000 level courses by scoring 75% or higher on locally developed exams, oral exams, or research projects that will be graded holistically in accordance with the department rubric. See attached rubric.

Courses Impacted include, but not limited to: AML 3122, ENL 3013, ENL 3034, AML 4610, AML 4934, ENG 3048, ENL 4331, Direct Measure(s): Written assignments, exams, research projects, presentations

Indirect Measure(s): Student Survey

95 % of English Education majors demonstrate satisfactory knowledge skills in 3000 and 4000 level courses by scoring 75% or higher on locally developed exams that will be graded holistically in accordance with the department rubric.

After careful review, English faculty determined that there needed to be specific revisions in the Academic Learning Compact guidelines. The following recommendations and revisions were determined for English and English Education majors:
- ENG 4930 will not be recommended as a capstone course because it would require removing another course from the curriculum, which was not highly recommended by department  
The English/ English Education Action Plan includes the following initiatives in order to strengthen the program:  
Encourage and require more faculty participation in the assessment process through mini workshops  
Increase the enrollment of English majors  
Encourage student participation in the
<table>
<thead>
<tr>
<th>Formulate Outcome</th>
<th>Ascertain Criteria for Success</th>
<th>Measure Performance</th>
<th>Observe and Summarize Results</th>
<th>Use Results for Improvement</th>
<th>Strengthen Program (Action Plan)</th>
</tr>
</thead>
</table>
| demonstrate satisfactory procedural knowledge and skills to include, but not limited to:  
  - writing skills  
  - research skills  
  - technical skills | INDIRECT MEASURE: 80% of graduating English majors will respond to the English Department Senior Exit Survey in order to provide feedback on student perceptions of their program experience.  
80% of students responding to the survey item inquiring about how often they might “Apply material learned in an English class to other areas, i.e. job, internship, etc or another class” will indicate “very often,” implying they are satisfied with their program experience  
See attached Senior Exit Survey |                      |                             | faculty  
LIT 3048 was identified as the designated course that will require majors to complete an eight to twelve page research paper  
Other upper division courses such as Shakespeare (ENL 4331) and History of the English Language (LIN 4060) will also be designated courses to teach the research paper  
A senior project be required for all graduating majors (guidelines for the senior project are currently in preparation stage)  
The original standard set for the direct measures identified for English and English Education majors set at (85%) should be lowered to (75%)  
English student honor society (Lambda Iota Tau)  
Introduce a senior project requirement for all English and English Education majors in order to strengthen students’ critical thinking, research and writing abilities |                             |

| CRITICAL THINKING | DIRECT MEASURE: 75% of the graduating seniors will demonstrate a proficiency for critical thinking and analytical skills by scoring 75% or higher in 3000 and 4000 level courses.  
Courses Impacted include, but not limited to: AML 3122, ENL 3013,  
Indirect Measure(s): Student Survey | 95% of English Education majors demonstrate proficiency of critical thinking skills in 3000 and 4000 level courses by scoring 75% or higher on locally developed exams that will be graded | After careful review, English faculty determined that there needed to be specific revisions in the Academic Learning Compact guidelines. The following recommendations and revisions were determined for English and English Education majors:  
The English/English Education Action Plan includes the following initiatives in order to strengthen the program:  
Encourage and require more faculty participation in the assessment |                             |
<table>
<thead>
<tr>
<th>Formulate Outcome</th>
<th>Ascertain Criteria for Success</th>
<th>Measure Performance</th>
<th>Observe and Summarize Results</th>
<th>Use Results for Improvement</th>
<th>Strengthen Program (Action Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 3034, AML 4610, AML 4934, ENG 3040, ENL 4331, INDIRECT MEASURE:</td>
<td>80% of graduating English majors will respond to the English Department Senior Exit Survey in order to provide feedback on student perceptions of their program experience. 80% of students responding to the survey item inquiring about how often they might “Apply material learned in an English class to other areas, i.e. job, internship, etc or another class” will indicate “very often,” implying they are satisfied with their program experience. See attached Senior Exit Survey</td>
<td>holistically in accordance with the department rubric.</td>
<td>ENG 4930 will not be recommended as a capstone course because it would require removing another course from the curriculum, which was not highly recommended by department faculty. LIT 3048 was identified as the designated course that will require majors to complete an eight to twelve page research paper. Other upper division courses such as Shakespeare (ENL 4331) and History of the English Language (LIN 4060) will also be designated courses to teach the research paper. A senior project be required for all graduating majors (guidelines for the senior project are currently in preparation stage). The original standard set for the direct measures identified for English and English Education majors set at (85%) should be lowered to (75%)</td>
<td>process through mini workshops  Increase the enrollment of English majors  Encourage student participation in the English student honor society (Lambda Iota Tau)  Introduce a senior project requirement for all English and English Education majors in order to strengthen students’ critical thinking, research and writing abilities</td>
<td></td>
</tr>
<tr>
<td>TECHNOCAL</td>
<td>DIRECT MEASURE: Direct Measure(s): 95 % of English</td>
<td>After careful review, English</td>
<td>The English/ English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulate Outcome</td>
<td>Ascertain Criteria for Success</td>
<td>Measure Performance</td>
<td>Observe and Summarize Results</td>
<td>Use Results for Improvement</td>
<td>Strengthen Program (Action Plan)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------</td>
<td>---------------------</td>
<td>-------------------------------</td>
<td>--------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>COMPREHENSION/ SKILL</td>
<td>Graduates will demonstrate satisfactory achievement in technological skill development and comprehension</td>
<td>Written assignments, exams, research projects, presentations</td>
<td>Education majors demonstrate proficiency of technological skills in 3000 and 4000 level courses by scoring 75% or higher on locally developed exams that will be graded holistically in accordance with the department rubric.</td>
<td>faculty determined that there needed to be specific revisions in the Academic Learning Compact guidelines. The following recommendations and revisions were determined for English and English Education majors: ENG 4930 will not be recommended as a capstone course because it would require removing another course from the curriculum, which was not highly recommended by department faculty LIT 3048 was identified as the designated course that will require majors to complete an eight to twelve page research paper Other upper division courses such as Shakespeare (ENL 4331) and History of the English Language (LIN 4060) will also be designated courses to teach the research paper A senior project be required for all graduating majors (guidelines for the senior project are currently in</td>
<td>Education Action Plan includes the following initiatives in order to strengthen the program: Encourage and require more faculty participation in the assessment process through mini workshops Increase the enrollment of English majors Encourage student participation in the English student honor society (Lambda Iota Tau) Introduce a senior project requirement for all English and English Education majors in order to strengthen students' critical thinking, research and writing abilities</td>
</tr>
<tr>
<td></td>
<td>75% of graduating seniors will demonstrate satisfactory achievement of technological skill development and comprehension by scoring 75% or higher in 3000 or 4000 level classes that utilize technology as required by the class. Classes may include, but are not limited to AML 3122, ENL 3034. LIN 4060, etc.</td>
<td><strong>Indirect Measure(s)</strong> Student survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>INDIRECT MEASURE: 80% of graduating English majors will respond to the English Department Senior Exit Survey in order to provide feedback on student perceptions of their program experience. 80% of students responding to the survey item inquiring about how often they might “Apply material learned in an English class to other areas, i.e. job, internship, etc or another class” will indicate “very often,” implying they are satisfied with their program experience</td>
<td>See attached Senior Exit Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graduates will demonstrate satisfactory achievement in technological skill development and comprehension.**

- 75% of graduating seniors will demonstrate satisfactory achievement in technological skill development and comprehension by scoring 75% or higher in 3000 or 4000 level classes that utilize technology as required by the class.

Classes may include, but are not limited to AML 3122, ENL 3034, LIN 4060, etc. **INDIRECT MEASURE:**

- 80% of graduating English majors will respond to the English Department Senior Exit Survey in order to provide feedback on student perceptions of their program experience.

- 80% of students responding to the survey item inquiring about how often they might “Apply material learned in an English class to other areas, i.e. job, internship, etc or another class” will indicate “very often,” implying they are satisfied with their program experience.

See attached Senior Exit Survey.
<table>
<thead>
<tr>
<th>Formulate Outcome</th>
<th>Ascertain Criteria for Success</th>
<th>Measure Performance</th>
<th>Observe and Summarize Results</th>
<th>Use Results for Improvement</th>
<th>Strengthen Program (Action Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will satisfy all certification and licensure requirements as specified by program</td>
<td><strong>DIRECT MEASURE:</strong> 75% of graduating students will demonstrate satisfactory completion of standardized teaching exam by scoring 75% or higher on FTCE (Florida Teacher Certification Exam), and completion of internship, and LiveText portfolio presentation. Criteria for Success include: 1. Score of 75% or higher on FTCE 2. Passing score on General Knowledge Test 3. Satisfactory (S/U) by Teacher Supervisor 3. Satisfactory (S/U) on LiveText portfolio</td>
<td><strong>Direct Measure(s):</strong> GK Exam results And FTCE Exam Results <strong>Indirect Measure(s):</strong> Student Survey, LiveText Portfolio</td>
<td>Results TBD. The College of Education recently issued a new mandate for students attempting to pass the FTCE exam. Students may provisionally participate on internships despite the fact they have not passed the FTCE exam. Currently, the results for this outcome are inconclusive due to student scores that have not been reported.</td>
<td>After careful review, English faculty determined that there needed to be specific revisions in the Academic Learning Compact guidelines. The following recommendations and revisions were determined for English and English Education majors: ENG 4930 will not be recommended as a capstone course because it would require removing another course from the curriculum, which was not highly recommended by department faculty LIT 3048 was identified as the designated course that will require majors to complete an eight to twelve page research paper Other upper division courses such as Shakespeare (ENL 4331) and History of the English Language (LIN 4060)</td>
<td>The English/English Education Action Plan includes the following initiatives in order to strengthen the program: Encourage and require more faculty participation in the assessment process through mini workshops Increase the enrollment of English majors Encourage student participation in the English student honor society (Lambda Iota Tau) Introduce a senior project requirement for all English and English Education majors in order to strengthen students' critical thinking, research and writing abilities</td>
</tr>
</tbody>
</table>

<p>| FTCE Scores as reported by College of Education | LiveText Portfolio |</p>
<table>
<thead>
<tr>
<th>Formulate Outcome</th>
<th>Ascertain Criteria for Success</th>
<th>Measure Performance</th>
<th>Observe and Summarize Results</th>
<th>Use Results for Improvement</th>
<th>Strengthen Program (Action Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>will also be designated courses to teach the research paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A senior project be required for all graduating majors (guidelines for the senior project are currently in preparation stage)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The original standard set for the direct measures identified for English and English Education majors set at (85%) should be lowered to (75%)</td>
<td></td>
</tr>
</tbody>
</table>