Assurance of Student Learning 2018-2019	
Potter College of Arts and Letters	English Department
Teaching English to Speakers of Other Languages Graduate Certificate 0416	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.			
Student Learning Outcome 1: Ability to articulate a logical and supported argument based on the analysis			
Instrument 1	DIRECT: Analysis of practicum research paper		
Instrument 2			
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		**Met**	Not Met
Student Learning Outcome 2: Ability to gather relevant evidence to address an issue			
Instrument 1	DIRECT: Analysis of practicum research paper		
Instrument 2			
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		**Met**	Not Met
Student Learning Outcome 3: Ability to synthesize and analyze assembled evidence			
Instrument 1	DIRECT: Analysis of practicum research paper		
Instrument 2			
Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	**Not Met**

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Overall, we met or exceeded two of our three student learning objectives. On goal 1 and 2, our target measurement of student success was 75%, but we saw a success rate above 90%. Therefore, the TESOL faculty are meeting in spring 2020 to increase the target measurement from 2 to either a 2.5 or 3. On goal 3, we did not meet our target measurement of success. Therefore, TESOL faculty are revising the assignments in earlier classes that provide scaffolding for the final research paper to improve critical thinking, as demonstrated by synthesis and analysis of relevant evidence. All of the learning objectives address a TESOL student's ability to understand and apply evidence to make an argument or solve a problem. This is a skill all professionals working with second language learners must have as language acquisition is a complex process that rarely manifests as a 'textbook' example. In general, we have instituted several curricular changes stemming from TESOL faculty assessment meetings to further develop critical thinking to move more students into the meets expectations category.

Student Learning Outcome 1	
Student Learning Outcome	**Ability to articulate a logical and supported argument based on the analysis**
Measurement Instrument 1	This assessment protocol requires students write, expand, and revise one paper in three classes (407G, 565, and 471G). This allows them to see continuity in the program and combine the theoretical with the pedagogical. It also allows the faculty to develop students' research and writing skills over an extended period.
Criteria for Student Success	Average score of 2 or higher in all categories on the articulation rubric (3=exceeds expectations, 2=meets expectations, 1=below expectations). Rubric attached to this document.

Program Success Target for this Measurement	75% of students	**Percent of Program Achieving Target**	91% of students
Methods	Each TESOL faculty member (3) independently scored the final revised research paper in ENG 471G using the articulation rubric. Eleven graduate students were evaluated. Only one student received a rating of below expectations on the articulation rubric.		

Measurement Instrument 2	
Criteria for Student Success	

Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			

Measurement Instrument 3	
Criteria for Student Success	

Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Our decision to have students expand and revise a research paper in three courses has greatly improved their research skills, particularly when it comes to articulating their argument. Our plan is to continue the current course of action.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

As indicated above, our students met the program success target. The program faculty will devote one meeting at the end of spring of 2020 to discuss the results of the next round of assessment to see growth in articulation.

Student Learning Outcome 2			
Student Learning Outcome	**Ability to gather relevant evidence to address an issue**		
Measurement Instrument 1	This assessment protocol requires students write, expand, and revise one paper in three classes (469, 470, 471). This allows them to see continuity in the program and combine the theoretical with the pedagogical. It also allows the faculty to develop students' research and writing skills over an extended period.		
Criteria for Student Success	Average score of 2 or higher in all categories on the evidence rubric (3=exceeds expectations, 2=meets expectations, 1=below expectations). Rubric attached to this document.		
Program Success Target for this Measurement	75% of students	**Percent of Program Achieving Target**	91% of students
Methods	Each TESOL faculty member (3) independently scored the final revised research paper in ENG 471G using the evidence rubric (attached). Eleven graduate students were rated. Only one received a score of below expectations.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		**Met**	**Not Met**
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Our students successful identify peer-reviewed resource relevant to their research questions. Our decision to have students expand and revise a research paper in three courses has greatly improved their research skills, particularly when it comes to aligning research to a specific population of language learners. Our plan is to continue the current course of action.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

As indicated above, our students met the program success target. The program faculty will devote one meeting at the end of spring of 2020 to discuss the results of the next round of assessment to monitor for any changes in use of evidence.

Student Learning Outcome 3			
Student Learning Outcome	**Ability to synthesize and analyze assembled evidence**		
Measurement Instrument 1	This assessment protocol requires students write, expand, and revise one paper in three classes (469, 470, 471). This allows them to see continuity in the program and combine the theoretical with the pedagogical. It also allows the faculty to develop students' research and writing skills over an extended period.		
Criteria for Student Success	Average score of 2 or higher in all categories on the critical thinking rubric (3=exceeds expectations, 2=meets expectations, 1=below expectations). Rubric attached to this document.		
Program Success Target for this Measurement	75% of practicum students	**Percent of Program Achieving Target**	63% of students
Methods	Each TESOL faculty member (3) independently scored practicum students' final revised research paper in 471G using the critical thinking rubric. Eleven graduate students were evaluated. Four received a score of below expectations on the critical thinking rubric.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		**Met**	<mark>**Not Met**</mark>

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

In response to these outcomes, we added an extensive assignment to ENG 407G. The assignment requires students to develop their skills at integrating primary sources and citing in APA format. In 471G, students build on this foundation with a focus on pedagogical applications and further develop sophisticated composition features such as the use of signal phrases and better organizational structuring. Through more explicit practice earlier in the certificate program, we are looking to increase the program success target from 63% to 75%.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The program faculty will devote one meeting in the spring of 2020 to discuss the results of the next round of assessment to monitor for any preliminary changes in student learning success.

Articulation: Ability to articulate a logical and supported argument based on the analysis of evidence gathered in appropriate academic sources

(3) All arguments are clearly worded.	(2) At least 80% of arguments are clearly worded.	(1) Less than 80% of arguments are clearly worded.	Score:
(3) All arguments are supported by evidence.	(2) At least 80% of arguments are supported by evidence.	(1) Less than 80% of arguments are supported by evidence.	
(3) All arguments are connected to each other (e.g., connection between orthography and word recognition is apparent).	(2) At least 80% of arguments are connected to each other (e.g., connection between orthography and word recognition is apparent).	(3) Less than 80% of arguments are connected to each other (e.g., connection between orthography and word recognition is apparent).	
Comments (i.e., examples of arguments supported by evidence)	Total: _____/9		

Evidence: Ability to gather sound and relevant evidence to address an issue

(3) Evidence for *all* parts of the paper is from peer-reviewed publications (e.g., books and academic journals).	(2) Evidence for *most* parts of the paper (at least 90%) is from peer-reviewed publications (e.g., books and academic journals).	**(1) Less than 90% of the evidence is from peer-reviewed publications (e.g., books and academic journals).**	Score:
(3) All evidence is directly related to population in question (e.g., writing pedagogy for children is from K-12 studies; brain-based learning techniques for children are from K-12 studies with ELLs).	(2) Most evidence (at least 90%) is directly related to population in question (e.g., writing pedagogy for children is from K-12 studies; brain-based learning techniques for children are from K-12 studies with ELLs).	**(1) Less than 90% of evidence is directly related to population in question (e.g., writing pedagogy for children is from K-12 studies; brain-based learning techniques for children are from K-12 studies with ELLs).**	
(3) All evidence for pedagogical interventions is built on theoretical and/or empirical base (e.g., activities for non-literate adults are built on studies of what works and what does not work; reading activities for K-12	(2) Most evidence (at least 90%) for pedagogical interventions is built on theoretical and/or empirical base (e.g., activities for non-literate adults are built on studies of what works and what does not work; reading	**(1) Less than 90% of evidence for pedagogical interventions is built on theoretical and/or empirical base (e.g., activities for non-literate adults are built on studies of what works and what does not work;**	

children are based on the results of studies with this population).	activities for K-12 children are based on the results of studies with this population).	**reading activities for K-12 children are based on the results of studies with this population).**	
Comments (i.e., examples of types of sources and their location in paper)	Total: _____/9		

Critical Thinking: Ability to synthesize and analyze the assembled evidence

(3) All evidence is coherently expressed (e.g., Overall findings of reading strategies research with K-12 population is clear; the arguments and evidence for critical period are clear; tables, figures, and pictures summarize evidence).	(2) At least 80% of evidence is coherently expressed (e.g., Overall findings of reading strategies research with K-12 population is clear; the arguments and evidence for critical period are clear).	(1) Less than 80% of evidence is coherently expressed (e.g., Overall findings of reading strategies research with K-12 population is clear; the arguments and evidence for critical period are clear).	Score:
(3) All evidence is applied (e.g., pedagogical implications for critical period are discussed) and/or criticized (e.g., empirical problems with critical period are discussed).	(2) At least 80% of evidence is applied (e.g., pedagogical implications for critical period are discussed) and/or criticized (e.g., empirical problems with critical period are discussed).	(1) Less than 80% of evidence is applied (e.g., pedagogical implications for critical period are discussed) and/or criticized (e.g., empirical problems with critical period are discussed).	
Comments (i.e., examples of synthesis and analysis and their location in paper)	Total: _____/6		

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