Assurance of Student Learning 2019-2020	
PCAL	English
English for Secondary Teaching Major (561)	
Ted Hovet	

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: Use textual evidence to build an interpretation			
Instrument 1	**Student Portfolios – Capstone courses**		
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: Incorporate material from secondary sources to support an original analysis			
Instrument 1	**Student Portfolios – Capstone Courses**		
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: Correctly document secondary sources			
Instrument 1	**Student Portfolios – Capstone Courses**		
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.)			
This year we assessed three new SLOs. Though we set a fairly ambitious target and did not meet any of those three SLOs in this assessment cycle, we are pleased that in each instance we stayed above our minimum threshold (no students achieving 2.0 or lower). As a department we will review where these skills are being taught and where they need to be reinforced. We will assess all three SLOs in AY 20-21.			

Student Learning Outcome 1	
Student Learning Outcome	Use textual evidence to build an interpretation
Measurement Instrument 1	**Direct Measure**: Student writing samples appropriate for this learning outcome were gathered from the EST Capstone Courses (ENG 416). This learning outcome falls under the department's larger goal in this cycle of assessment to evaluate the ability of students to successfully incorporate evidence into their writing, and each capstone course assigned student writing that addressed this goal.
Criteria for Student Success	The language in this rubric is freely adapted from the AAC&U Value Rubrics provided for us by the WKU ASL Office. Instead of creating prose for each possible nuance on a 5-point scale we have created a high, middle, and low end target. RUBRIC 5 (highest score) Evidence is taken from source(s) with enough interpretation to develop a comprehensive analysis. 3 (middle score) Evidence is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis. 1 (lowest score) Evidence is taken from source(s) without any interpretation. N/A = No information is taken from source(s) Success is defined in two ways: as a score of 4 or higher, and as a score <2

Program Success Target for this Measurement	70% 4.0 or higher, none at 2.0 or lower	**Percent of Program Achieving Target**	37.5% of students achieved a 4.0 or higher; none received a 2.0 or lower
Methods	8 students in the capstone course submitted a writing sample appropriate for this learning outcome. Each sample was made anonymous and evaluated independently by three faculty members using the rubric guidelines above.		

Based on your results, highlight whether the program met the goal Student Learning Outcome 1.	**Met**	<mark>**Not Met**</mark>

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

The results for this SLO were disappointing, but we are pleased the rubric was able to give us guidance for where the student writing was coming up short of our expectations.
37.5% of students scored between 3.5 and 3.99, which indicates that while we fell well short of our goals that improvement is within reach.
ACTIONS:
-The program assessment committee will identify samples of student writing that achieved the outcome and samples that did not achieve it to share with faculty and further discuss our expectations for this SLO (Fall 2020)
-Faculty will be encouraged to incorporate more direct instruction on this SLO in spring classes for English majors (spring 2021)
-The English department will assess this same learning outcome this year in hopes of identifying improvement. (2020-21 assessment cycle)

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

Fall 2020: Faculty will discuss classes in addition to Capstones that may provide opportunity to further develop this SLO as an overall goal for the major and will gather additional student artifacts to assess.
Fall 2020: Faculty will use artifacts from 2019-2020 to identify the most successful examples of this SLO and to identify common problems
2020-21 Assessment Cycle: Reassess this SLO

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)
This SLO will be assessed in the 2020-21 Cycle.

Student Learning Outcome 2			
Student Learning Outcome	Incorporate material from secondary sources to support an original analysis		
Measurement Instrument 1	**Direct Measure**: Student writing samples appropriate for this learning outcome were gathered from the EST Capstone Course (ENG 416). This learning outcome falls under the department's larger goal in this cycle of assessment to evaluate the ability of students to successfully incorporate evidence into their writing, and each capstone course assigned student writing that addressed this goal.		
Criteria for Student Success	The language in this rubric is freely adapted from the AAC&U Value Rubrics provided for us by the WKU ASL Office. Instead of creating prose for each possible nuance on a 5-point scale we have created a high, middle, and low end target. 5 (highest score) Demonstrates skillful use of high quality, credible, relevant sources to develop ideas in support of an original analysis. 3 (middle score) Demonstrates an attempt to use credible and/or relevant sources, but did not consistently incorporate them well to support an original analysis. 1 (lowest score) Demonstrates an attempt to use sources to support ideas in the writing, but did not incorporate them to support original analysis. N/A Does not attempt to use sources to support ideas in the writing. Success is defined in two ways: as a score of 4 or higher, and as a score <2		
Program Success Target for this Measurement	70% 4.0 or higher, none at 2.0 or lower	**Percent of Program Achieving Target**	50% of students scored 4.0 or higher, 0 scored 2.0 or lower.
Methods	8 students in the capstone course submitted a writing sample appropriate for this learning outcome. Each sample was made anonymous and evaluated independently by three faculty members using the rubric guidelines above.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	<mark>Not Met</mark>

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)
We are going to follow the same plan of action as for SLO #1, making sure to clarify that SLO#1 focuses on primary textual evidence while this one focuses on secondary sources. Once again a good percentage of students came reasonably close to our goal (37.5% scored between 3.5 and 3.99), suggesting that we need to address the SLO with care but without calling for a major overhaul of the program. **ACTIONS**: -The program assessment committee will identify samples of student writing that achieved the outcome and samples that did not achieve it to share with faculty and further discuss our expectations for this SLO (Fall 2020) -Faculty will be encouraged to incorporate more direct instruction on this SLO in spring classes for English majors (spring 2021) -The English department will assess this same learning outcome this year in hopes of identifying improvement. (2020-21 assessment cycle)
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Fall 2020: Faculty will discuss classes in addition to Capstones that may provide opportunity to further develop this SLO as an overall goal for the major and will gather additional student artifacts to assess.

Fall 2020: Faculty will use artifacts from 2019-2020 to identify the most successful examples of this SLO and to identify common problems

2020-21 Assessment Cycle: Reassess this SLO

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

This SLO will be assessed in the 2020-21 assessment cycle.

Student Learning Outcome 3	
Student Learning Outcome	Correctly document secondary sources
Measurement Instrument 1	**Direct Measure**: Student writing samples appropriate for this learning outcome were gathered from the EST Capstone Course (ENG 416). This learning outcome falls under the department's larger goal in this cycle of assessment to evaluate the ability of students to successfully incorporate evidence into their writing, and each capstone course assigned student writing that addressed this goal.
Criteria for Student Success	5 (highest score): Internal and External Citations are correct throughout following the appropriate documentation style (e.g. MLA) for the assignment. 3 (middle score): Internal and/or External Citations are generally correct, but have a few major errors OR persistent small errors 1 (lowest score): Internal and/or External Citations are attempted, but done incorrectly throughout. N/A: No citations Success is defined in two ways: as a score of 4 or higher, and as a score <2

Program Success Target for this Measurement	70% of students will score 4.0 or higher, none will score 2.0 or lower.	**Percent of Program Achieving Target**	37.5% scored 4.0 or higher, none scored 2.0 or lower.
Methods	8 students in the capstone course submitted a writing sample appropriate for this learning outcome. Each sample was made anonymous and evaluated independently by three faculty members using the rubric guidelines above.		

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 for program improvement. The actions should include a timeline.)

The results for this SLO were disappointing, but we are pleased the rubric was able to give us guidance for where the student writing was coming up short of our expectations.
Because this SLO (citation) is obviously connected to the other two SLOs, we will continue to assess it as well.
ACTIONS:
Faculty have professional guidelines at hand to evaluate citation, so the more important thing will be to identify courses and assignments in which citation is expected and pedagogical approaches to making sure students understand the expectations. This will be discussed following the same timeline as the other two SLOs.

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

Fall 2020 – Discuss as a faculty the frequency and role of assigning student writing that requires citation.
Spring 2021 – Gather artifacts for the assessment cycle that require external citation.
2020-21 Assessment cycle: Reassess this SLO.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

This SLO will be assessed in the 2020-21 cycle.