|  |  |
| --- | --- |
| **Assurance of Student Learning Report**  **2020-2021** | |
| *Potter College of Arts and Letters* | *English* |
| *Graduate Certificate in Teaching English to Speakers of Other Languages 0416* | |
| *Dr. Alison Youngblood* | |

|  |  |  |  |
| --- | --- | --- | --- |
| ***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: Students can identify and explain three evidence-based teaching methods that would most support language acquisition in an instructor- described teaching scenario.** | | | |
| **Instrument 1** | **Faculty rating of ENG 565 Midterm Exam Question 2** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:** | | | |
| **Instrument 1** |  | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:** | | | |
| **Instrument 1** |  | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check 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.)** | | | |
| We had no graduate students in ENG 471G, our capstone course, for the 2020-2021 school year. This was a challenge for the ASL because all of our assessments for the ASL, which dovetail with our required assessments to meet Kentucky Educational Professional Standards Board are included in ENG 471G. This is the first time this has happened, so the faculty opted to select students earlier in their program of study and review one key skill introduced in this course that is assessed in ENG 471G. This is a unique stop-gap for a unique situation. That is why there is only 1 assessment. There is a full cohort in spring 2022.  An important competency for student success in ENG 471G is selecting appropriate evidence-based teaching methods to guide instruction during the 30 hours of practical experience. Therefore, the faculty turned to ENG 565 where students first encounter this content. As our students met or exceeded our ASL learning goals for 2019-2020 that focused on knowledge and application of research in SLA, this was a good opportunity to identify a new area of focus to assess student learning that will be expanded into several levels in the 2021-2022 ASL in ENG 471G.  Eight students enrolled in ENG 565 this semester. Our goal was for 6 of the 8 students, or 75%, to have an average score of 2 or higher on the 2020-2021 ASL TESOL Graduate Artifact Rubric. TESOL faculty reviewed blinded copies of question 2 from the midterm exam and independently rated each student using the aforementioned rubric. We exceeded this goal.  We plan to assess the same learning outcome with an ENG 471G artifact in spring 2022 with an expanded emphasis on each student’s ability to explain *why* a particular method(s) is appropriate for the situation and appropriate additional ASL learning outcomes that encompass the full capstone teaching portfolio. | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | **Students can identify and explain three evidence-based teaching methods that would most support language acquisition in an instructor- described teaching scenario.** | | | | | | |
| **Measurement Instrument 1** | ENG 565 is a required course for certificate seekers. The artifact used to measure this SLO is the second question on the ENG 565 midterm exam given in Spring 2021. The options available to students for this question depended on their status or otherwise as P-12 teachers. The questions follow:  Let's say you had a group of 7th grade students who had just come from Congo. They received little education in their native language; in fact, they probably have the content knowledge of a 1st grade student from the United States. They can speak enough English to request lunch, ask to use the restroom and exchange greetings. You are expected to teach them both language and content. If you had to select three methods to teach them, what would they be? Why? This question is restricted to P-12 teachers.  OR  Let's say you also were teaching a group of Congolese adult refugees at night. They know no English and have little literacy in their own language. Their goal is to learn English to work and survive in American society.  If you had to select three methods to teach them, what would they be? Why? This question is restricted to non P-12 teachers. | | | | | | |
| **Criteria for Student Success** | The assessment coordinator created a rubric for TESOL faculty to independently review the candidates’ performance. The rubric included a rating of 3 (highly skilled), 2 (proficient), 1 (still developing). The rubric is copied at the end of this document . A score of 2 or higher is deemed to be successful. | | | | | | |
| **Program Success Target for this Measurement** | | | 75% | | **Percent of Program Achieving Target** | 100% of the students received an average score of 2 or higher on the rubric. Two students, or 25%, had an average score of 3 on the rubric. | |
| **Methods** | TESOL faculty (n=3) reviewed blinded copies of question 2 from the midterm exam and independently rated each student in the class (n=8) using the attached rubric. The average rubric score for each student was calculated. | | | | | | |
| **Measurement Instrument 2** | na | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 3** | na | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| We had no graduate students in ENG 471G, our capstone course, for the 2020-2021 school year, so the faculty opted to select students earlier in their program of study. An important competency for student success in ENG 471G is selecting appropriate evidence-based teaching methods to guide instruction during the 30 hours of practical experience. Therefore, the faculty turned to ENG 565 where students first encounter this content.  In additition, our students met or exceeded our ASL learning goals for 2019-2020 that focused on knowledge and application of research in SLA. This was a good opportunity to identify a new area of focus to assess student learning. As a result of this assessment, we concluded that students have sufficiently learned evidence-based methods of language teaching from ENG 565 in order to correctly identify a variety of methods and to explain these methods. We concluded that students are less skilled at clearly articulating why a particular blend of methods is appropriate for a teaching scenario. Students have more practice and exposure to this in ENG 471G. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| To follow up, we will measure the same learning outcome, but we will apply it to a new learning artifact in ENG 471G: the critical reflection. In this reflection, students must articlulate not only appropriate evidence-based teaching methods but also articulate why their selected methods were appropriate for the instructional setting, which is the main difference between a score of a 2 or a 3 on this year’s rubric.  We see from this assessment cycle that students successfully learn this methods content in ENG 565, and ENG 565 is taken one year before students enroll in ENG 471G. This will also help us assess knowledge retention. | | | | | | | |
| **Next Assessment Cycle Plan** | | | | | | | |
| This outcome will be assessed in spring 2022 in ENG 471G by Dr. Alison Youngblood, the course instructor and assessment coordinator. Dr. Youngblood will collect the appropriate artifact and disseminate to faculty for review. | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| (3) Student identifies three appropriate methods he/she could use that are appropriate for the described scenario. Student explains why each method is appropriate. Answer as a whole demonstrates a complete and nuanced understanding of TESOL methods. | (2) Student identifies three appropriate methods he/she could use that are appropriate for the described scenario. Student may focus more on explaining each method than explaining why each method is appropriate. However, all three are discussed. Answer as a whole demonstrates a clear understanding of TESOL methods. | (1) Student identifies three appropriate methods he/she could use that are appropriate for the described scenario. Student does not clearly explain each method. There may be inaccurate or overly vague information in the explanation. Student does not include any explanation for their method selection. Answer as a whole does not demonstrate a clear understanding of TESOL methods. | Score: |

2020-2021 ASL TESOL Graduate Artifact Rubric