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| **Assurance of Student Learning Report**  **2023-2024** | | |
| *College of Education and Behavioral Sciences* | | *School of Teacher Education* |
| *Literacy in Post-Secondary Settings Certificate (0462)* | | |
| *Assessment Coordinator: Dr. Jeremy Logsdon* | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** | | | |
| **Program Student Learning Outcome 1:**  Graduate students will be able to design and plan an adult-literacy project where they demonstrate application of current reading theories for adult learners; plan and provide a literacy environment which includes activities, instructional strategies, materials, and media that enhances literacy learning for all students; and integrate appropriate technology into lessons. | | | |
| **Instrument 1** | **Literacy faculty members will review and score the progress on creating an adult-literacy project in each course of the Literacy in Post-Secondary Settings certificate, using the scoring rubric for the project. Eighty percent of the graduate students will earn a score of 3 (Proficient) or higher on the project rubric in each course.** | | |
| **Instrument 2** | **Using an online discussion board format and/or in-person and virtual discussions, students will discuss their progress toward developing their final adult literacy project in each course of the Literacy in Post-Secondary Settings certificate. Eighty percent of the graduate students will earn a score of 3 (Proficient) or higher on the discussion rubric in each course.** | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2:**  Graduate students will be able to implement an adult-literacy project to a suitable post-secondary adult audience. Literacy certificate graduate students will use their project with an authentic audience of their choosing to effectively demonstrate understanding of the various models of the literacy process for adult learners; current topics in adult literacy acquisition, and the theoretical rationale of the post-secondary literacy process. | | | |
| **Instrument 1** | **When evaluated by Literacy faculty members using the rubric for project design, eighty percent of the graduate students will earn a score of 3 (Proficient) or higher on the project rubric in LTCY 505.** | | |
| **Instrument 2** | **When evaluated by Literacy faculty members using the rubric for project implementation, eighty percent of the graduate students will earn a score of 3 (Proficient) or higher on the project rubric in LTCY 505.** | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 3: [Add the Program Student Learning Outcome from CourseLeaf here]** | | | |
| **Instrument 1** |  | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| There are no Program Learning Outcomes listed for this certificate under CourseLeaf. These Program Student Learning Outcomes were produced from the course-level objectives and assignment and rubric for the final course in this program. This certificate is planned to be sunsetted after all current graduate students enrolled in this program have completed it, tentatively after Fall 2025. | | | |

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| **Program Student Learning Outcome 1** | | | | | | | |
| **Program Student Learning Outcome** | Graduate students will be able to design and plan an adult-literacy project where they demonstrate application of current reading theories for adult learners; plan and provide a literacy environment which includes activities, instructional strategies, materials, and media that enhances literacy learning for all students; and integrate appropriate technology into lessons. | | | | | | |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning. Indirect measures are not required.**  **Literacy faculty members will review and score the progress on creating an adult-literacy project in each course of the Literacy in Post-Secondary Settings certificate, using the scoring rubric for the project. Eighty percent of the graduate students will earn a score of 3 (Proficient) or higher on the project rubric in each course.**  **Rubric**   | **Criteria** | **Novice (1)** | **Developing (2)** | **Proficient (3)** | **Exemplary (4)** | | --- | --- | --- | --- | --- | | **Project Goal Clarity** | **Goals or objectives for the project are unclear or undefined.** | **Goals are somewhat clear but lack specificity or alignment with project vision.** | **Clear and specific goals for the project outlined, aligned with project vision and objectives.** | **Goals are exceptionally clear, specific, and fully aligned with project vision and objectives, demonstrating a deep understanding of project purpose.** | | **Resource Identification** | **Few resources identified or planned for the project.** | **Some resources identified but may lack diversity or appropriateness.** | **A variety of resources identified, relevant to project goals and audience needs.** | **Extensive and diverse range of resources identified and planned, tailored to meet the specific needs of the project.** | | **Curriculum Development** | **No curriculum developed or in progress.** | **Basic curriculum framework developed but lacks depth or coherence.** | **Comprehensive curriculum developed, aligning with project goals and audience needs.** | **Highly effective and innovative curriculum developed, incorporating best practices and addressing diverse learning styles and needs.** | | **Engagement Strategies** | **Limited or ineffective strategies for engaging stakeholders and participants.** | **Some engagement strategies implemented but may not fully capture audience interest or participation.** | **Effective engagement strategies implemented, fostering active participation and collaboration.** | **Creative and impactful engagement strategies implemented, resulting in high levels of participant involvement and ownership.** | | **Assessment and Evaluation Plan** | **No plan for assessing project effectiveness or participant outcomes.** | **Basic plan for assessment and evaluation outlined, but lacks detail or clarity.** | **Comprehensive assessment and evaluation plan developed, including clear methods for measuring project impact and participant progress.** | **Robust assessment and evaluation plan developed, incorporating both quantitative and qualitative measures to provide a holistic understanding of project effectiveness.** | | | | | | | |
| **Criteria for Student Success** | *Students excel in this project because each course provides an additional element of information that they will ultimately need to create the overall project. The criteria included to support the adult literacy project progress are Project Goal Clarity, Resource Identification, Curriculum Development, Engagement Strategies, and Assessment & Evaluation Plan. These criteria are measured at the level of Novice (1 = Needs Much Improvement), Developing (2 = Needs Some Improvement), Proficient (3 = Good or Acceptable), and Exemplary (4 = Excellent).* | | | | | | |
| **Program Success Target for this Measurement** | | | 80% of students will score a 3 or higher and on no individual rubric dimension will the average score across all students be less than 3. | | **Percent of Program Achieving Target** | 100% of graduate students scored 3 or higher on each element of this rubric. | |
| **Methods** | The adult literacy project is the culminating project of the Literacy Post-Secondary certificate, with each course adding to the collective skillset for this project. The number of students that are currently working toward the Literacy Post-Secondary certificate is 7, and all 7 students are currently progressing on this rubric, meeting a score of 3 or higher in each course. | | | | | | |
| **Measurement Instrument 2** | **Using an online discussion board format and/or in-person and virtual discussions, students will discuss their progress toward developing their final adult literacy project in each course of the Literacy in Post-Secondary Settings certificate. Eighty percent of the graduate students will earn a score of 3 (Proficient) or higher on the discussion rubric in each course.**  **Rubric**   | **Criteria** | **Novice (1)** | **Developing (2)** | **Proficient (3)** | **Exemplary (4)** | | --- | --- | --- | --- | --- | | **Preparation and Participation** | **Shows little to no preparation and minimal engagement in the discussion. Often silent or passive.** | **Demonstrates some preparation and engagement in the discussion but may need prompting to contribute actively.** | **Comes prepared and actively engages in the discussion, contributing insights and ideas relevant to the project.** | **Demonstrates exceptional preparation and active participation, consistently contributing thoughtful insights and driving the discussion forward.** | | **Clarity of Communication** | **Communication is unclear, disorganized, or difficult to follow. May struggle to articulate ideas or opinions.** | **Communication is somewhat clear but may lack coherence or precision. Occasionally struggles to express ideas effectively.** | **Communicates ideas clearly and concisely, facilitating understanding and productive dialogue among participants.** | **Communicates ideas with exceptional clarity and persuasiveness, effectively conveying complex concepts and fostering meaningful discussion.** | | **Critical Thinking and Analysis** | **Demonstrates limited critical thinking skills and may struggle to analyze project progress or identify areas for improvement.** | **Shows some ability to think critically and analyze project progress, but analysis may lack depth or insight.** | **Applies critical thinking skills to analyze project progress, identify strengths and weaknesses, and propose informed recommendations for improvement.** | **Exhibits exceptional critical thinking abilities, offering insightful analysis and innovative solutions to complex challenges facing the project.** | | **Collaboration and Teamwork** | **Works independently and may show resistance to collaboration or teamwork. Rarely seeks input from others or offers support to teammates.** | **Demonstrates some willingness to collaborate and contribute to team efforts but may need encouragement to work effectively with others.** | **Collaborates effectively with team members, actively listening to others' perspectives and contributing constructively to group discussions.** | **Exhibits exceptional collaboration skills, fostering a positive team environment and inspiring others to work together toward shared goals.** | | **Reflection and Goal Setting** | **Shows little to no reflection on project progress or personal contributions. Goals may be unclear or unrealistic.** | **Demonstrates some reflection on project progress and personal growth, but may struggle to set actionable goals for improvement.** | **Reflects thoughtfully on project progress and personal contributions, setting realistic and achievable goals for future development.** | **Engages in deep reflection on project progress and personal growth, setting ambitious yet attainable goals and demonstrating a commitment to continuous improvement.** | | | | | | | |
| **Criteria for Student Success** | *Students excel in the discussion element of each course. The criteria included to support the discussion element of progress toward the Adult Literacy Project are Preparation & Participation; Clarity of Communication; Critical Thinking & Analysis; Collaboration & Teamwork; and Reflection & Goal Setting. These criteria are measured at the level of Novice (1 = Needs Much Improvement), Developing (2 = Needs Some Improvement), Proficient (3 = Good or Acceptable), and Exemplary (4 = Excellent).* | | | | | | |
| **Program Success Target for this Measurement** | | 80% of students will score a 3 or higher and on no individual rubric dimension will the average score across all students be less than 3. | | **Percent of Program Achieving Target** | | 100% of graduate students scored 3 or higher on each element of this rubric. | |
| **Methods** | The adult literacy project is the culminating project of the Literacy Post-Secondary certificate, with each course adding to the collective skillset for this project. The students meet during the semester and/or conference with the literacy faculty to discuss progress. The number of students that are currently working toward the Literacy Post-Secondary certificate is 7, and all 7 students are currently progressing on this rubric, meeting a score of 3 or higher in each course. | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: Results are above expectations, with 100% of students scoring above proficient on the rubric. It is worth noting that all participants are currently instructors and professors at WKU and nearby post-secondary institutions and are already working professionals in the field of adult literacy.  **Conclusions**: The job-embedded nature of this post-seocndary literacy certificate program has been cited by the students as a positive situation for them. There were no notable issues that need to be addressed in future semesters.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**: This rubric will stand as is until program completion, as the program is currently planned for sunsetting after certificate completion of all seven graduates, ideally by end of Fall 2025. | | | | | | | |

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| **Program Student Learning Outcome 2** | | | | | | |
| **Program Student Learning Outcome** | Graduate students will be able to implement an adult-literacy project to a suitable post-secondary adult audience. Literacy certificate graduate students will use their project with an authentic audience of their choosing to effectively demonstrate understanding of the various models of the literacy process for adult learners; current topics in adult literacy acquisition, and the theoretical rationale of the post-secondary literacy process. | | | | | |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.**  **When evaluated by Literacy faculty members using the rubric for project design, eighty percent of the graduate students will earn a score of 3 (Proficient) or higher on the project rubric in LTCY 505.**  **Rubric**  **Rubric for Measuring Completion of an Adult Literacy Project**   | **Criteria** | **Novice (1)** | **Developing (2)** | **Proficient (3)** | **Exemplary (4)** | | --- | --- | --- | --- | --- | | **Project Goal Achievement** | **Project goals remain largely unmet or only partially achieved. Key objectives may be unclear or overlooked.** | **Some progress made toward project goals, but significant objectives remain unfulfilled or not fully realized.** | **Project goals are mostly achieved, with key objectives met and outcomes aligned with initial project vision.** | **Project goals are fully achieved, with all key objectives met and outcomes surpassing initial expectations.** | | **Resource Utilization** | **Limited use of available resources, resulting in inefficient project implementation or incomplete deliverables.** | **Some resources utilized, but utilization may be inconsistent or not optimized for project success.** | **Resources effectively utilized to support project implementation and achieve desired outcomes.** | **Resources maximally utilized to streamline project execution and enhance project impact, resulting in highly efficient and successful completion.** | | **Curriculum Implementation** | **Curriculum implementation is incomplete or inconsistent, leading to gaps in participant learning or engagement.** | **Some aspects of the curriculum are implemented, but effectiveness may be limited by gaps or inconsistencies in delivery.** | **Curriculum is implemented effectively, resulting in meaningful learning experiences and positive participant outcomes.** | **Curriculum is implemented with exceptional effectiveness, engaging participants fully and achieving outstanding learning outcomes.** | | **Stakeholder Engagement** | **Limited engagement with stakeholders throughout the project, resulting in missed opportunities for collaboration or support.** | **Some efforts made to engage stakeholders, but engagement may be sporadic or not fully integrated into project activities.** | **Stakeholders are actively engaged throughout the project, contributing to project success and fostering a sense of ownership and support.** | **Stakeholder engagement is exceptional, with strong partnerships formed and stakeholders actively involved in project planning, implementation, and celebration of achievements.** | | **Evaluation and Documentation** | **Limited or ineffective evaluation of project outcomes and impact. Documentation of project processes and outcomes may be incomplete or inconsistent.** | **Some evaluation conducted, but methods or documentation may lack rigor or comprehensiveness.** | **Comprehensive evaluation conducted, documenting project processes, outcomes, and impact effectively.** | **Rigorous evaluation conducted, producing detailed documentation of project processes, outcomes, and impact, and providing valuable insights for future projects.** | | | | | | |
| **Criteria for Student Success** | No student has taken LTCY 505 as of Spring 2024. | | | | | |
| **Program Success Target for this Measurement** | | | 80% of students will score a 3 or higher and on no individual rubric dimension will the average score across all students be less than 3. | | **Percent of Program Achieving Target** | Not applicable at this time |
| **Methods** | The adult literacy project is the culminating project of the Literacy Post-Secondary certificate, with each course adding to the collective skillset for this project. The number of students that are currently working toward the Literacy Post-Secondary certificate is 7, and all 7 students are currently progressing on this rubric, meeting a score of 3 or higher in each course. | | | | | |
| **Measurement Instrument 2** | **When evaluated by Literacy faculty members using the rubric for project implementation, eighty percent of the graduate students will earn a score of 3 (Proficient) or higher on the project rubric in LTCY 505.**  **Rubric for Measuring Completion of an Adult Literacy Project**   | **Criteria** | **Novice (1)** | **Developing (2)** | **Proficient (3)** | **Exemplary (4)** | | --- | --- | --- | --- | --- | | **Project Goal Achievement** | **Project goals remain largely unmet or only partially achieved. Key objectives may be unclear or overlooked.** | **Some progress made toward project goals, but significant objectives remain unfulfilled or not fully realized.** | **Project goals are mostly achieved, with key objectives met and outcomes aligned with initial project vision.** | **Project goals are fully achieved, with all key objectives met and outcomes surpassing initial expectations.** | | **Resource Utilization** | **Limited use of available resources, resulting in inefficient project implementation or incomplete deliverables.** | **Some resources utilized, but utilization may be inconsistent or not optimized for project success.** | **Resources effectively utilized to support project implementation and achieve desired outcomes.** | **Resources maximally utilized to streamline project execution and enhance project impact, resulting in highly efficient and successful completion.** | | **Curriculum Implementation** | **Curriculum implementation is incomplete or inconsistent, leading to gaps in participant learning or engagement.** | **Some aspects of the curriculum are implemented, but effectiveness may be limited by gaps or inconsistencies in delivery.** | **Curriculum is implemented effectively, resulting in meaningful learning experiences and positive participant outcomes.** | **Curriculum is implemented with exceptional effectiveness, engaging participants fully and achieving outstanding learning outcomes.** | | **Stakeholder Engagement** | **Limited engagement with stakeholders throughout the project, resulting in missed opportunities for collaboration or support.** | **Some efforts made to engage stakeholders, but engagement may be sporadic or not fully integrated into project activities.** | **Stakeholders are actively engaged throughout the project, contributing to project success and fostering a sense of ownership and support.** | **Stakeholder engagement is exceptional, with strong partnerships formed and stakeholders actively involved in project planning, implementation, and celebration of achievements.** | | **Evaluation and Documentation** | **Limited or ineffective evaluation of project outcomes and impact. Documentation of project processes and outcomes may be incomplete or inconsistent.** | **Some evaluation conducted, but methods or documentation may lack rigor or comprehensiveness.** | **Comprehensive evaluation conducted, documenting project processes, outcomes, and impact effectively.** | **Rigorous evaluation conducted, producing detailed documentation of project processes, outcomes, and impact, and providing valuable insights for future projects.** | | | | | | |
| **Criteria for Student Success** | No student has taken LTCY 505 as of Spring 2024. | | | | | |
| **Program Success Target for this Measurement** | | 80% of students will score a 3 or higher and on no individual rubric dimension will the average score across all students be less than 3. | | **Program Success Target for this Measurement** | | 80% of students will score a 3 or higher and on no individual rubric dimension will the average score across all students be less than 3. |
| **Methods** | The adult literacy project is the culminating project of the Literacy Post-Secondary certificate, with each course adding to the collective skillset for this project. The number of students that are currently working toward the Literacy Post-Secondary certificate is 7, and all 7 students are currently progressing on this rubric, meeting a score of 3 or higher in each course. | | | | | |
| **Results**: Results are above expectations, with 100% of students scoring above proficient on the rubric. It is worth noting that all participants are currently instructors and professors at WKU and nearby post-secondary institutions and are already working professionals in the field of adult literacy.  **Conclusions**: The job-embedded nature of this post-seocndary literacy certificate program has been cited by the students as a positive situation for them. There were no notable issues that need to be addressed in future semesters.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**: This rubric will stand as is until program completion, as the program is currently planned for sunsetting after certificate completion of all seven graduates, ideally by end of Fall 2025. | | | | | | |

Curriculum Map

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| **Program name:** | Literacy Post-Secondary Certificate (0462) | | |  |
| **Department:** | School of Teacher Education | | |  |
| **College:** | College of Education and Behavioral Sciences | | |  |
| **Contact person:** | Jeremy Logsdon | | |  |
| **Email:** | [jeremy.logsdon@wku.edu](mailto:jeremy.logsdon@wku.edu) | | |  |
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| **KEY:** | |  |  |  |
| **I = Introduced** | |  |  |  |
| **R = Reinforced/Developed** | |  |  |  |
| **M = Mastered** | |  |  |  |
| **A = Assessed** | |  |  |  |
|  |  |  | **Learning Outcomes** |  |
|  |  |  | **LO1:** | **LO2:** |
|  |  |  | design and plan an adult-literacy project where they demonstrate application of current reading theories for adult learners; plan and provide a literacy environment which includes activities, instructional strategies, materials, and media that enhances literacy learning for all students; and integrate appropriate technology into lessons | implement an adult-literacy project to a suitable post-secondary adult audience |
| **Course Subject** | **Number** | **Course Title** | I | I |
| LTCY | 500 | Fundamentals of Reading and Related Language Arts | R | R |
| LTCY | 501 | Reading and Writing for Learning | R | R |
| LTCY | 502 | Differentiating Literacy Instruction | R | R |
| LTCY | 503 | Assessment and Evaluation of Reading and Writing | R | R |
| LTCY | 504 | Strategy-Based Reading and Writing Intervention | R | R |
| LTCY | 505 | Job-Embedded Literacy Methods | M/A | M/A |
|  |  |  |  |  |