Assurance of Student Learning 2019-2020	
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: Ability to articulate a logical and supported argument in linguistics			
Instrument 1	**Assessment of a practicum research paper**		
Instrument 2			
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 in second language acquisition			
Instrument 1	**Assessment of a practicum research paper**		
Instrument 2			
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 linguistic evidence			
Instrument 1	**Assessment of a practicum research paper**		
Instrument 2			
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 our three student learning objectives. In 2018-2019, 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 conservatively increased the target measurement from 2 to 2.5 for 2020-2021. On goal 3, we did not meet our target measurement of success in 2018-2019. Therefore, TESOL faculty revised 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. In particular, students practice mapping out sources in a chart to see connections between research findings. In 2019-2020, we did meet this goal. All of the learning objectives address a TESOL certificate holder'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 keep more students in the meets expectations category.

Student Learning Outcome 1			
Student Learning Outcome	**Ability to articulate a logical and supported argument in linguistics**		
Measurement Instrument 1	The articulation rubric evaluates the ability to articulate a logical and supported argument based on the analysis of evidence gathered in appropriate academic sources as shown in a practicum research paper.		
Criteria for Student Success	Average composite score of 2.5 or higher on the articulation rubric (3=exceeds expectations, 2=meets expectations, 1=below expectations). Rubric attached to this document for all students who completed the practicum research paper (n=10)		
Program Success Target for this Measurement	2.5 composite score for 75% of practicum students	**Percent of Program Achieving Target**	80%
Methods	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. Each TESOL faculty member independently scored the final revised research paper in ENG 471G using the articulation rubric. Ten graduate students were evaluated, which would be all of the students who completed ENG 471G in Spring 2020. This course is only offered once per year.		
Measurement Instrument 2	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.)
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. This also allows students to see the recursive nature of the writing process, which is reflective of professional and academic writing. 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.)
We increased our learning outcome goal from 2.0 in the 2018-2019 academic year to 2.5 in the 2019-2020 academic year. The follow up plan is to ensure that students continue to perform at this increased level of assessment for 2020-2021 before re-evaluating this SLO.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)
This goal will be assessed in spring of 2021 in ENG 471G. The research paper will be collected by the instructor of record and distributed to TESOL faculty for review at the end of the spring semester. The TESOL program coordinator will compile the data for comparison to share in fall of 2021.

Student Learning Outcome 2			
Student Learning Outcome	Ability to gather relevant evidence to address an issue in second language acquisition		
Measurement Instrument 1	The evidence rubric evaluates the a**bility to gather sound and relevant evidence to address an issue**		
Criteria for Student Success	Average composite score of 2.5 or higher on the articulation rubric (3=exceeds expectations, 2=meets expectations, 1=below expectations). Rubric attached to this document for all students who completed the practicum research paper (n=10)		
Program Success Target for this Measurement	2.5 composite score or higher for 75% of students	**Percent of Program Achieving Target**	80%
Methods	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. Each TESOL faculty member independently scored the final revised research paper in ENG 471G using the evidence rubric. Ten graduate students were evaluated, which would be all of the students who completed ENG 471G in Spring 2020. This course is only offered once per year.		
Measurement Instrument 2	na		
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.

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

We increased our learning outcome goal from 2.0 in the 2018-2019 academic year to 2.5 in the 2019-2020 academic year. The follow up plan is to ensure that students continue to perform at this increased level of assessment for 2020-2021 before re-evaluating this SLO.

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

This goal will be assessed in spring of 2021 in ENG 471G. The data will be collected by the instructor of record and distributed to TESOL faculty for assessment at the end of the spring semester. The TESOL program coordinator will compile the data for comparison to share in fall of 2021.

Student Learning Outcome 3	
Student Learning Outcome	**Ability to synthesize and analyze assembled linguistic evidence**
Measurement Instrument 1	The critical thinking rubric evaluates the a**bility to synthesize and analyze the assembled evidence**
Criteria for Student Success	Average composite score of 2 or higher 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	2.0 composite score for 75% of students	**Percent of Program Achieving Target**	80%
Methods	Each TESOL faculty member independently scored practicum students' final revised research paper in 471G using the critical thinking rubric. Ten students were evaluated. These are all the students who completed ENG 471G in the spring of 2020. The course is only offered once per year.		
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, circle or highlight whether the program met the goal Student Learning Outcome 3.	**Met**	Not Met

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

In 2018-2019, our students did not meet this goal. In particular, students struggled with explaining how multiple articles connect to suggest a conclusion about second language acquisition. Therefore, we refocused attention in ENG 407G on integrating primary sources and citing in APA format. In 471G, we reviewed and practiced sophisticated composition features such as the use of signal phrases to better separate summary and analysis. We also introduced article analysis charts to help student visualize themes in published research. We increased the composite score from a 1.98 to a 2.56. 80% of students researched the goal. We will keep the SLO assessment the same for 2020-2021 to assess if students continue to demonstrate better critical thinking in writing before moving the target performance criteria.

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

We did not meet our goal in 2018-2019. We did meet our goal in 2019-2020. The follow up plan is to ensure that students continue to perform at this increased level for 2020-2021 before re-evaluating this SLO.

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

This goal will be assessed in spring of 2021 in ENG 471G. The data will be collected by the instructor of record and distributed to TESOL faculty for review at the end of the spring semester. The TESOL program coordinator will compile the data for comparison to share in fall of 2021.

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 children are based on the results of studies with this population).	(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 activities for K-12 children are based on the results of studies with this population).	**(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; reading activities for K-12 children are based on the results of studies with this population).**	
Comments (i.e., examples of types of	Total:		

sources and their location in paper)	_____/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		