

Assurance of Student Learning Reflection 2024-2025	
PCAL	English
TESOL graduate certificate 0416	
Mark McAndrews	
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 Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Analyze the linguistic features of the English language.
Evaluation	This SLO is: still relevant, has not been recently changed, is measurable, is not double- or triple-barreled, and includes verbs from Bloom's Taxonomy.
Measurement Instruments	To measure this SLO, we rate students' capstone portfolios produced in ENG 471G. These portfolios consist of lesson plans that students design and implement during their practicum teaching experience, along with required supplemental sections in which they explain, justify, and reflect upon their lessons. One type of required supplemental section is linguistic descriptions of learning targets for lesson plans. In these sections, students must analyze the linguistic features associated with their TESOL lessons. Focusing on these sections, we rate the students' levels of achievement for this SLO using a rubric. This is a direct measure.
Criteria & Targets	We have used the following criteria and target: "80% of student portfolios in the assessed sample will have an average rating across raters of "Displays sufficient understanding of this SLO"/3 on the numeric scale or higher", where the highest point on the scale is "Displays professional understanding of this SLO"/4 on the numeric scale. While we believe this target is still appropriate, we plan to take steps to make the criteria for each level on the scale more concrete and statistically reliable. Please see the "Plans for next assessment cycle" section, below, for more details.
Results & Conclusion	Over the assessment cycle, the criteria for success for this SLO were consistently met (one exception was the 2023-2024 academic year, in which no students were enrolled in the capstone ENG 471G course; in that case, we assessed artifacts from earlier in the course sequence, and made plans to resume collection of portfolio artifacts from the capstone course once students were enrolled in subsequent years, which we have done). During this period, we made two changes that we believe contributed to this success. Firstly, we intentionally integrated a greater focus on content-based instruction into our TESOL courses. Content-based instruction refers to an approach to ESL teaching whereby the focus is on academic content (e.g., social studies), with linguistic targets woven in. The majority of students enrolled in this program are K-12 teachers (and usually content area teachers who had English Learners in their classes), making content-based instruction a priority. This focus on content-based instruction allowed students to better understand how to integrate teaching for specific linguistic features into their content-area classes, and this was apparent in their portfolios. Secondly, in the capstone ENG 471G course, we focused formative feedback on this

	SLO, making it more explicit to our students how to demonstrate their expertise in this SLO, resulting in the final summative assessment instrument being more targeted and, arguably, valid.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We plan on making the following changes: 1. Whenever possible and appropriate, we will advise students to take ENG 407G (Linguistic Analysis) as the first course in the TESOL certificate program. While it is not a catalog pre-requisite, we feel that it is a conceptual pre-requisite and gives students the baseline knowledge about the English language they need in order to make the most of subsequent TESOL courses, in which that knowledge is applied to teaching the language. We believe that learning the analysis piece before the teaching application piece will enhance students' achievement of SLO 1. 2. Also in the ENG 407G course, we will modify content to integrate the Kentucky Department of Education's required English Learner standards, which are known collectively as the WIDA Framework. These include specific linguistic functions and features for different grade levels and content areas. This will strengthen students' abilities to target specific linguistic features in their content-based lessons. 3. We will have more rigorous all-TESOL-faculty norming sessions before completing the rubric-based ratings of students' ENG 471G portfolios. One objective of these norming sessions will be to further define the criteria in the rubric for SLO 1; for example, we will define in more detail the observable differences between a rating of "novice knowledge" and "developing knowledge", as instantiated in students' portfolios. If we determine that criteria descriptors are not reliably differentiated, we will revise the rubric, for example, by condensing the levels.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Apply the key theories and methods for the fields of psycholinguistics, sociolinguistics, and second language acquisition to teach English.
Evaluation	This SLO is: still relevant, has not been recently changed, is measurable, is not double- or triple-barreled, and includes verbs from Bloom's Taxonomy.
Measurement Instruments	To measure this SLO, we rate students' capstone portfolios produced in ENG 471G. These portfolios consist of lesson plans that students design and implement during their practicum teaching experience, along with required supplemental sections in which they explain, justify, and reflect upon their lessons. One type of required supplemental section is justifications of pedagogical decisions for lesson plans. In these sections, students must explain the decisions they made when they designed their TESOL lessons, drawing on theories and methods from the fields of psycholinguistics, sociolinguistics, and second language acquisition. Focusing on these sections, we rate the students' levels of achievement for this SLO using a rubric. This is a direct measure.
Criteria & Targets	We have used the following criteria and target: "80% of student portfolios in the assessed sample will have an average rating across raters of "Displays sufficient understanding of this SLO"/3 on the numeric scale or higher", where the highest point on the scale is "Displays professional understanding of this SLO"/4 on the numeric scale. While we believe this target is still appropriate, we plan to take steps to make the criteria for each level on the scale more concrete and statistically reliable. Please see the "Plans for next assessment cycle" section, below, for more details.
Results & Conclusion	Over the assessment cycle, the criteria for success for this SLO were consistently met (one exception was the 2023-2024 academic year, in which no students were enrolled in the capstone ENG 471G course; in that case, we assessed artifacts from earlier in the course sequence, and made plans to resume collection of portfolio artifacts from the capstone course once students were enrolled in subsequent years, which we have done). During this period, one change we made was to focus formative feedback in the capstone ENG 471G course on this SLO, making it more explicit to our students how to demonstrate their expertise in this SLO, making the final summative assessment instrument more targeted and, arguably, valid.
	We plan on making the following changes:

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	1. While we have taken steps to address the rise of AI in our discipline, we will be more systematic about this in our TESOL courses. This is particularly relevant for SLO 2 and its measurement: we believe that many teachers will inevitably make use of AI in their design of lesson plans, and that this can be beneficial. However, we must ensure that students still acquire the knowledge required to apply theories and methods from the fields within our discipline to their teaching. We will therefore (a) incorporate more direct instruction on the ethical and appropriate use of AI in our field, and especially in TESOL lesson design; and (b) place more emphasis on the process of lesson design in relation to the final product. 2. In the most pedagogy-oriented course in our program, ENG 566, we will modify the content to include more focus on WIDA-suggested pedagogical design and teaching methods, which will enhance our students' abilities to design and implement content-based instruction. 3. We will have more rigorous all-TESOL-faculty norming sessions before completing the rubric-based ratings of students' ENG 471G portfolios. One objective of these norming sessions will be to further define the criteria in the rubric for SLO 2; for example, we will define in more detail the observable differences between a rating of "novice knowledge" and "developing knowledge", as instantiated in students' portfolios. If we determine that criteria descriptors are not reliably differentiated, we will revise the rubric, for example, by condensing the levels.
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Program Student Learning Outcome 3	
Program Student Learning Outcome	Demonstrate skills to teach English as a second language for speaking, listening, reading, writings, pragmatics, and semantics, particularly for communicative competence.
Evaluation	This SLO is: still relevant, has not been recently changed, is measurable, is not double- or triple-barreled, and includes verbs from Bloom's Taxonomy.
Measurement Instruments	To measure this SLO, we rate students' capstone portfolios produced in ENG 471G. These portfolios consist of lesson plans that students design and implement during their practicum teaching experience, along with required supplemental sections in which they explain, justify, and reflect upon their lessons. We rate the students' levels of achievement for this SLO using a rubric. This is an indirect measure.
Criteria & Targets	We have used the following criteria and target: "80% of student portfolios in the assessed sample will have an average rating across raters of "Displays sufficient understanding of this SLO"/3 on the numeric scale or higher", where the highest point on the scale is "Displays professional understanding of this SLO"/4 on the numeric scale. While we believe this target is still appropriate, we plan to take steps to make the criteria for each level on the scale more concrete and statistically reliable. Please see the "Plans for next assessment cycle" section, below, for more details.
Results & Conclusion	Over the assessment cycle, the criteria for success for this SLO were consistently met (one exception was the 2023-2024 academic year, in which no students were enrolled in the capstone ENG 471G course; in that case, we assessed artifacts from earlier in the course sequence, and made plans to resume collection of portfolio artifacts from the capstone course once students were enrolled in subsequent years, which we have done).
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We plan on making the following changes: 1. As a whole-faculty-group, we will undertake a review of our course sequence to ensure that we are meeting any CAEP-related assessment requirements. 2. We will have more rigorous all-TESOL-faculty norming sessions before completing the rubric-based ratings of students' ENG 471G portfolios. One objective of these norming sessions will be to further define the criteria in the rubric for SLO 3; for example, we will define in more detail the observable differences between a rating of "novice knowledge" and "developing knowledge", as instantiated in students' portfolios. If we determine that criteria descriptors are not reliably differentiated, we will revise the rubric, for example, by condensing the levels.

To add more outcomes, if needed, select the table above and copy & paste below.