I. What student learning outcomes were addressed?

1. Students will demonstrate their understanding of the relationship between English studies and educational principals and practices by designing and presenting age-appropriate and pedagogically sound applications of language and literature. This goal is related to CWU Goal 1, which is to “maintain and strengthen an outstanding academic and student life on the Ellensburg campus.” It is related to the CAH goal to “[e]nsure that students develop disciplinary specific competencies for success in their field” and to the department goal that “[o]ur teaching programs will provide training and practice in research-supported pedagogies and insure that all English Teaching majors meet the expectations for the preparation and endorsement of English/Language Arts teachers established by NCTE/NCATE and the competencies identified in the Washington State Administrative Codes.

II. How were they assessed?

English/Language Arts Teaching is perhaps our most assessed program. Nonetheless, it has been difficult to coordinate the reporting done for NCATE and through CTL with this assessment report. Consequently, we will look at two assessments conducted primarily for the department.

Direct Assessment: This year, we instituted a new assessment for students completing our final sequence of pedagogy courses. At the end of the quarter, students make presentations on three projects to practicing K12 teachers, who score each project with a rubric designed for that project. Students are assessed on a 5-point scale for knowledge, skill in presenting, and their ability to reflect on their own learning experience. Two teachers evaluate each student. (The teachers are a part of the Central Washington Writing Project.)

Indirect Assessment: Each quarter that it is offered, students in our English/Language Arts Teaching Senior Colloquium meet with the department chair to discuss their experience of the program.

III. What was learned?

Project Assessment. Out of fourteen students taking our senior colloquium this year, thirteen received satisfactory scores from the K12 teachers. For the student that did not pass, presentation skills received the lowest scores. After the observations, the teachers discussed possible program changes, and it was suggested that students should have more exposure to
classrooms earlier in their program, and that they should be introduced to pedagogy earlier in their English/Language Arts Teaching Program.

Exit Interview:

Students were on the whole very satisfied with the English Education courses and generally satisfied with their language and literature courses. They were less satisfied with their Professional Education sequence courses and felt that some material either was irrelevant to secondary education or could be presented more effectively in a department course. They would like to see more courses related specifically to teaching English, including courses earlier in the program. In each section, they described two courses they would like to see: a course on teaching grammar, and an English equivalent to EDCS 424, Reading in the Content Fields. Although students were not aware of this, both courses already exist but have not been offered due to budget constraints.

IV. What will the department or program do as a result of that information?

This assessment report will be distributed to department faculty and discussed at the first department meeting for Fall 2010.

Based on previous assessments confirmed by this year’s assessments, we have created an introductory course for English/Language Arts Teaching majors, ENG 222. The course has been offered as an elective under a different number, and those students opting to take it found it very valuable.

We will be making more changes to the curriculum next year in order to bring it into alignment with new endorsement competencies.

V. How did the department or program make use of the feedback from last year’s assessment?

Ongoing efforts have been made to align our curriculum with the NCATE standard and Washington state competencies. As the introduction of new courses is difficult in the current budget climate, we have focused curricular changes on existing courses.

Last year’s feedback suggested using data from the CTL website. Unfortunately, this data is more than two years old.