I. What student learning outcomes were addressed?

**TESOL Outcome 1.** Students will demonstrate their knowledge of subsentential, sentential, and suprasentential levels of language. 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 two CAH goals: “Ensure that students develop disciplinary specific competencies for success in their field” and “Develop students' intellectual and practical skills for lifelong learning.” It is related to Department Goal 10: “Our graduate programs will provide opportunities for students to extend and enrich their exploration of the disciplines of literature and language, specifically to strengthen their preparation for doctoral study, for careers in teaching writing and literature, and for teaching English to speakers of other languages.” We chose Outcome 1 because we have instituted a new exam option and wanted to measure student success in passing the exam and to determine whether we should revise the exam process.

**Department Outcome 15.** Students will demonstrate their commitment to professional development. 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 two CAH goals: “Ensure that students develop disciplinary specific competencies for success in their field” and “Develop students' intellectual and practical skills for lifelong learning.” It is related to Department Goal 10: “Our graduate programs will provide opportunities for students to extend and enrich their exploration of the disciplines of literature and language, specifically to strengthen their preparation for doctoral study, for careers in teaching writing and literature, and for teaching English to speakers of other languages.” We chose Outcome 15 because it is our primary attitudinal outcome.

**Outcome 16.** Teaching Assistants will demonstrate knowledge of a variety of effective teaching strategies and grade responsibly. This outcome 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 two CAH goals: “Ensure that students develop disciplinary specific competencies for success in their field” and “Develop students' intellectual and practical skills for lifelong learning.” It is related to Department Goal 10: “Our graduate programs will provide opportunities for students to extend and enrich their exploration of the disciplines of literature and language, specifically to strengthen their preparation for doctoral study, for careers in teaching writing and literature, and for teaching English to speakers of other languages.” (Note: since students from both of our graduate programs become teaching assistants, this assessment is included in both the M.A. Literature and the M.A. TESOL assessment reports.)

II. How were they assessed?
TESOL Outcome 1. Students will demonstrate their knowledge of subsentential, sentential, and suprasentential levels of language. In 2010/11, we instituted an exam option for our TESOL students. Students answer five essay questions based on a reading list drawing on their coursework in the program. It is evaluated using a rubric based on the M.A. Literature Rubric. Answers are evaluated on understanding of materials, ability to integrate knowledge from multiple courses, and clarity and focus of writing. As with the M.A. Literature program, students are allowed to rewrite questions once, and we tracked how many of the students need to rewrite questions. Since the exam option is new, we also tracked how many chose the exam option and how many chose the thesis option.

Department Outcome 15. Students will demonstrate their commitment to professional development. We assessed this outcome by measuring student participation in professional development activities such as SOURCE, academic conferences, publications, and awards. Active graduate students for 2009/2010 were assessed in Fall, Winter, and Spring. Our criterion for achievement is that a minimum of 15% of active students will present, publish, or receive awards.

Outcome 16. Teaching Assistants will demonstrate knowledge of a variety of effective teaching strategies and grade responsibly.

Teaching assistants are assessed in ENG 510, a practicum which they take each quarter that they teach. In addition to standard teaching evaluations, TAs are also observed by members of our General Education Committee. They are evaluated using a standard form and a written evaluation.

Our group assessment of English 101 papers for Fall 2011 served a dual purpose. In addition to assessing general education writing, it assessed the grading and assessment skills of the teaching assistants. Each paper was scored on a five-point scale using an expanded version of the CWU writing rubric. The papers were a common assignment in all sections taught by TAs, and the TAs practiced group grading in ENG 510 (Teaching First-year Composition). Students developed the five-point scale under the supervision of Dr. Loretta Gray. Two-hundred-ninety-two papers were scored over a three-day period. Each paper was scored by two different readers. If the combined scores differed by more than three points, the paper was sent to a third reader. Consistency was assessed by calculating the correlation coefficient for first and second readers on each of the four criteria and on the combined scores. The correlation coefficient and number of papers sent to a third reader were also calculated for individual readers.

III. What was learned?

TESOL Outcome 1. Students will demonstrate their knowledge of subsentential, sentential, and suprasentential levels of language.

During the 2010-2011 academic year, eight of our students completed exams. Five of the eight passed their exams without rewriting any of their answers; three rewrote one or more. In the three cases where students rewrote the answers, it was because the readers wanted them to explain the concepts more fully. Eight students chose the exam option and one completed a thesis.

Conclusion: TESOL students passed their exams on the first try at a higher rate than our Literature students. We do not yet have a criterion for achievement for this assessment, but this
year’s results will help us determine it. We created the exam option partly in response to students’ career interests, and the large percentage of students choosing the exam option suggests that it is a better match to their interests and objectives.

**Department Outcome 15.** *Students will demonstrate their commitment to professional development.*

Out of thirteen active students, seven made presentations at SOURCE and/or at the Rocky Mountain Modern Language Association meeting during this academic year.

**Conclusion:** Criterion met. Our criterion for achievement is that a minimum of 30% of our active students will make presentations, publish papers, or receive awards. Based on last year’s participation rate of 36% of active students, we raised the criterion from 15% to 30%. This year, 54% of our TESOL students made presentations.

**Outcome 16.** *Teaching Assistants will demonstrate knowledge of a variety of effective teaching strategies and grade responsibly.*

Seven M.A. Literature and six M.A. TESOL students participated in the assessment. Since the outcome for Teaching Assistants is shared between the programs, the results from all thirteen TAs have been combined.

<table>
<thead>
<tr>
<th>Correlation Coefficients</th>
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<tbody>
<tr>
<td>Content</td>
<td>.49</td>
</tr>
<tr>
<td>Reasoning</td>
<td>.58</td>
</tr>
<tr>
<td>Organization</td>
<td>.40</td>
</tr>
<tr>
<td>Conventions</td>
<td>.45</td>
</tr>
<tr>
<td>Overall score</td>
<td>.61</td>
</tr>
</tbody>
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Papers sent to a third reader: 34 out of 292 (12%)

**Conclusions:**

The assessment was successful both for our general education program and for the preparation of our teaching assistants. Since this is the first year that we conducted the assessment and since research on writing assessment indicates that correlation varies by the nature of the assignment and the structure of the rubric, we do not yet have a criterion for achievement. However, the numbers appear particularly strong for Content and Reasoning.

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

**TESOL Outcome 1.** *Students will demonstrate their knowledge of subsentential, sentential, and suprasentential levels of language.*

Our next step will be to further develop the assessment procedure. We will make changes to the rubric in order to gain more specific feedback on the students’ strengths and weaknesses.

The exam option was developed in response to program review data from alumni and on advising interviews with the students. In our alumni survey, and in department tracking of
student placements, we found that very few of our graduates go on to doctoral programs in TESOL, and the thesis option is most appropriate for students who want to pursue further study. We have also found in advising that few students are interested in original TESOL research. Most go directly into teaching, and consequently what they value most is a better knowledge of second language acquisition and of TESOL pedagogy. The exam option provides a good measure of their overall preparation, and since it does not require thesis credits, students can take additional coursework. The approved electives include courses from Anthropology; Foreign Languages; and Language, Literacy, and Special Education. These courses allow students to broaden their knowledge of linguistics and second language acquisition.

Other changes to the TESOL curriculum were also prompted by previous assessments. We have dropped a course in research methods and have added a Pedagogical Grammar II course because of student and alumni feedback. We have also changed the core TESOL classes from four credits to five credits, which allows the instructors to cover the topics in greater depth.

**Department Outcome 15. Students will demonstrate their commitment to professional development.**

We will continue to encourage our students to make presentations, submit articles for publication, or apply for awards. We will also seek ways of supporting our students for travel to conferences. However, since our program now focuses less on research in TESOL and more on pedagogy, we may need to discuss additional ways for our students to demonstrate their commitment to professional development beyond the classroom.

We may also change the way we track student achievements in this area. Ideally, we want a high percentage of our graduate students to engage in these activities at some point in their graduate career. Rather than tracking the number of student achievements in any given year, it may be more useful to track the percentage of students who present, publish, or win awards over their full course of study.

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

Last year’s feedback commended us for improvements in the TESOL assessment, and we have endeavored to maintain that standard.