Assessment of Student Learning Outcomes
Degree Program Report

College: CEPS  
Program: Middle Level Humanities  
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Department: TEACH  
Degree: BAEd  

1. What student learning outcomes were assessed this year, and why?

CWU Strategic Outcomes being measured by SLO Assessments:

1.1.1 Students will achieve programmatic learning outcomes.

4.2.1: Increase the number of class and certificate program offerings that meet the needs and satisfaction of the CWU campuses and external communities.

SLO 2. English Language Arts: Candidates know and understand the reading and English Language Arts Essential Academic Learning Requirements. They understand current theories and research related to reading, writing, speaking, listening, viewing and thinking.

SLO 3: Reading and Writing: Candidates know and understand the Reading, Writing, English Language Arts, and communicating EAL Requirements: Candidates understand the process, purposes, theories, and practical aspects of teaching Middle Level Humanities.

SLO 6: Middle level teacher candidates help students understand and apply reasoning skills to conduct research, deliberate, form and evaluate positions through the process of reading, writing, and communicating.

SLO 7 Humanities Instructional Methodology and Curriculum: Middle Level teacher candidates have knowledge to foster a humanities rich environment utilizing a wide range of instructional practices, approaches, methods, and curriculum materials to support learning.

The 2014-2015 AY was the first year that a cohort of Middle Level Humanities students started through the course of study. The first year in the major is designed to content intensive for both English Language Arts & Social Sciences. The above SLOs were the focal points in assessment as they represent the content intensive work that the first cohort has been engaged in for the Middle Level Humanities major. While there are only 7 students in the major, where they take both content areas, there are 26 students that are taking either the English or Social Science with the option to complete the major. Students are assessed on these outcomes during their second, fourth, sixth quarters on these SLOs with the ultimate goal being to pass the Teacher Certification Examination WESTE2 established by Washington State Office of Superintendents of Public Instruction.
All candidates in the Middle Level Humanities major are above a 2.8 GPA or higher upon admission with 86% having a GPA by the end of the second quarter in the program. SLOs 2, 3, 6, & 7 are were assessed through coursework exams, quizzes, compositions, presentations, & reflections. Evidence and artifacts are progressively posted to Livetext for use in assessment program completers.

Since the assessments for SLOs 2, 3, 6, & 7 are content specific to English and Social Science the assessments are conducted in departments (English, Social Studies, Literacy, and Educational Foundations) that are outside of the TEACH department, where the major is housed. The programs that support TEACH in providing the Middle Level Humanities Major have varying degrees of success in requiring candidates to post the required evidence to Livetext and proving the required program support data to the TEACH department for program development and enhancement. This has been an ongoing problem and is one of the major reasons that TEACH designed the majority of the artifacts be collected during the senior year within the 10 – 12 credits that are directly under TEACH’s course control. Data collection early in the program has been and continues to be an area of concern for the major.

2. How were the student learning outcomes assessed?

A) What methods were used?

SLOs 2, 3, 6, & 7 are were assessed through direct methods tied to course specific assignments as well as through a review of their admissions requirements (GPA, entrance exams, & breath prerequisites) for the major. The methods of assessment included course specific exams, class quizzes, creative and research compositions, classroom presentations, & focused reflections (oral and written). The instructors were also asked to provide feedback regarding the Professional Education dispositions through dialogue and written comments directly with the candidates as well as potentially providing feedback to the candidates’ advisor(s) and program coordinator(s). There are very limited indirect indicators during the quarters in the major but more indirect indicators are embedded in the major as the candidates enters their senior year with required field experiences and internships. In some of the courses where partner projects or group projects are part of the instructional methods (i.e. EDLT 324, ENG 488, EDEL 476, etc.) a self-reflection followed by a review team discussion is conducted as part of the class assessment.

The program goal is to have 90% of the Middle Level Humanities majors pass the WESTE2 certification examination and the edTPA. The current edTPA & WESTE2 pass rate is 100% with the 2 completers to date.

B) Who was assessed?

All Middle Level Humanities candidates (majors) and teacher candidates that are in other majors but seeking “highly capable” status by taking either the ML English or the ML Social Science minors. The students in the major (7), MLEnglish minor (14), and ML Social Sciences minor (9) have all completed the initial assessments associated with the content
classes that are part of the first 2 quarters of the program sequence. Additional assessment points for these SLOs will occur at the first and last quarters in the program sequence.

C) When was it assessed?

SLO 2: The candidates that are in their junior year (2014-2015 AY) of the major are assessed in the Fall (ENG 320/429).
SLO 3: The candidates are assessed during the junior year in the Fall (ENG 320/429) & Spring (EDLT 324).
SLO 6: The candidates are assessed during the Spring of the junior year (EDEL 324).
SLO 7: The candidates are assessed during the Winter of the junior year (EFC 340).

The assessment of the SLO are conducted in 5 departments (English, Social Studies, Literacy, Educational Foundations, and TEACH). Collecting data for candidates across the various supporting programs is difficulty to enforce. This has been an ongoing problem and is one of the major reasons that TEACH designed the majority of program assessment artifacts be collected during the senior year within the 10 – 12 credits that are directly under TEACH’s control. Ideally and the way the major was designed was for the various indicators and artifacts be assessed and collected across the degree program. This multiple point of collection and across time would allow faculty to work with students during the degree program to improve on areas of concern. The “across-time” assessments have not been fully realized at this point.

3. What was learned?

The findings are:

- The number of candidates is still too small to draw any major conclusions.
- Communication and data collection across 5 departments is a challenge.
- TEACH must conduct a very specific orientation for the ML Humanities majors to make them aware of the program requirements for data, support services, advising, etc.
- The course pass rate is 100% for the initial courses in the major.
- The GPA of the student in the major are above 3.0 by the end of the second quarter in the program.
- Historically secondary education majors in English/LA & Social Sciences that have taken the Middle Level Humanities endorsement exam have had a pass rate of: English Language Arts (N = 40) at 90% and Social Studies (N = 33) at 61%. The candidates that have completed the Middle Level Humanities BAEd Degree Program at CWU (N = 2) have both passed both the edTPA & WESTE2.
- The candidates in the MLH major are more heavily assessed in the English Language Arts content during their Junior year than the SS due to sequence of the courses in the major.
• There are more students seeking either Middle Level English Language Arts or Middle Level Social Sciences minors than are seeking the full MLH combination degree.

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

• The MLH major is relatively new and will continue to grow as students realize the potential for employment and content specific options. The TEACH department will work to promote the major to the UNIV 101 classes and develop advertising slicks for the major.

• TEACH is working to offer the MLH program at the Pierce Center beginning in the Fall of 2017 as the current Early Childhood Cohort graduates.

• More field experience is needed for students in the MLH major. The core components of the Standard V require candidates to be engaged in grade level experiences to authentically develop and assess the classroom application skills. Currently MLH candidates have 3 field experiences (3 credits, 3 credits, & Student Teaching) during the senior year. Additional field experiences are needed during the pedagogy methods terms (quarters 2 & 3 of the Junior year). Currently curriculum changes in the College of Education and Progessional Studies for Education courses are in gridlock. So, the expansion of the field experience component implementation may be delayed past any foreseeable date.

• A Middle Level Humanities Advisory Council needs to be formed that incorporates all of the contributing field of study to better coordinate the program’s assessment collection, course scheduling, standards alignment, consistency in student expectations and responsibilities, etc.

5. What did the department or program do in response to previous years’ assessment results, and what was the effect of those changes?

• The MLH major began accepting students in the during the Winter 2013 quarter. The 2014-2015 AY was the first year we have had completers. There were not enough candidates in the program in prior year to make any program decisions.

6. Questions or suggestions? Contact Tom Henderson (henderst@cwu.edu) or Bret Smith (bpsmith@cwu.edu)