

Assessment of Student Learning Plan (ASLP): Literacy Education

2016-2017 Academic Year

A. College, Department, Date

College Management and Human Service
Department Teaching and Learning; Literacy, Language, and Culture Program
Date May 31, 2017

B. Contact Person for the Assessment Plan

Name and title Dr. Andrea Stairs-Davenport, Associate Professor and Program Coordinator

C. Degree Program

Name of Degree Program MEd in Literacy Education

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

- a. Do you have your student learning outcomes published on your department's website? **Yes/No**
 - i. If yes, please indicate the url: <https://usm.maine.edu/literacy-education/overview>
 - ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

- b. Please identify **which of your student learning outcome(s) were assessed this past academic year**. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

All six International Literacy Association Standards for Reading Professionals are assessed annually.

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? **Yes/No**

- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

This is included in our State Program Approval Report, housed with the Office of Educator Preparation, School of Education and Human Development.

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

The direct measure that is required for earning this master's degree includes either a passing score on the Praxis Subject Assessment for the Reading Specialist, a national exam required for certification, or a passing score on the program's comprehensive examination.

- b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

The assessment activity must be completed during the final course in the master's sequence (seminar course).

The national Praxis exam is scored by ETS.

The program's comprehensive exam is scored by program faculty using a criterion rubric.

Step 3: Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

Program faculty discuss assessment results at our regular program meetings.

- b. *What changes have been or will be made to improve student learning, as a result of using the program assessment results?*

All master's candidates have passed the national Praxis exam, indicating that the program curriculum aligns well with the national standards. One or two students annually select the program's comprehensive exam in lieu of the national exam, and those students have passed or passed with distinction.

- c. *Date of most recent program review/self-study?*

State Program Approval in 2014.

E..Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

All of our courses in SEHD have blueprints, which must list course outcomes. Faculty have the freedom to decide how they will teach and assess each of the outcomes on a blueprint.

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.

b. Please indicate what community engagement activities are included in your program's curriculum, and whether the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	<u>__X__</u>	R	O
Student-Faculty Community Research Project	<u>___</u>	R	O
Internship, or a Field Experience	<u>__X__</u>	R	O
Independent Study (community-related project)	<u>___</u>	R	O
Capstone Course (community-related project)	<u>___</u>	R	O
Service-Learning (course-based)	<u>___</u>	R	O
Study Abroad, or an International Program	<u>___</u>	R	O
Interdisciplinary Collaborative Project (community related)	<u>___</u>	R	O
Student Leadership Activities (related to a team project)	<u>___</u>	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<u>___</u>	R	O
Other Activities (not mentioned above):			

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses:

Mid-level courses: EDU 607 Teacher Research in Literacy

Upper-level courses: EDU 639 Practicum in Literacy Education

Assessment of Student Learning Plan (ASLP): TESOL/Literacy Program

2016-2017 Academic Year

E. College, Department, Date

College Management and Human Service
Department Teaching and Learning; Literacy, Language, and Culture Program
Date May 31, 2017

F. Contact Person for the Assessment Plan

Name and title Dr. Andrea Stairs-Davenport, Associate Professor and Program Coordinator

G. Degree Program

Name of Degree Program MEd in Teaching English to Speakers of Other Languages

H. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

- d. Do you have your student learning outcomes published on your department's website? **Yes/No**
 - i. If yes, please indicate the url <http://usm.maine.edu/tesol/overview>
 - ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

- e. Please identify **which of your student learning outcome(s) were assessed this past academic year**. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

All five TESOL Professional Teaching Standards are assessed annually.

- f. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? **Yes/No**

- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

This is included in our State Program Approval Report, housed with the Office of Educator Preparation, School of Education and Human Development.

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

The direct measure that is required for earning this master's degree includes either a passing score on the Praxis Subject Assessment for the ESOL teacher, a national exam required for certification, or a passing score on the program's comprehensive examination.

- b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

The assessment activity must be completed during the final course in the master's sequence (seminar course).

The national Praxis exam is scored by ETS.

The program's comprehensive exam is scored by program faculty using a criterion rubric.

Step 3: Using the Assessment results to Improve Student Learning

- d. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

Program faculty discuss assessment results at our regular program meetings.

- e. *What changes have been or will be made to improve student learning, as a result of using the program assessment results?*

All master's candidates have passed the national Praxis exam, indicating that the program curriculum aligns well with the national standards. One or two students annually select the program's comprehensive exam in lieu of the national exam, and those students have passed or passed with distinction.

- f. *Date of most recent program review/self-study?*

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All of our courses in SEHD have blueprints, which must list course outcomes. Faculty have the freedom to decide how they will teach and assess each of the outcomes on a blueprint.

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<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>	
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Student-Faculty Community Research Project	<u>___</u>	R	O
Internship, or a Field Experience	<u>__X__</u>	R	O
Independent Study (community-related project)	<u>___</u>	R	O
Capstone Course (community-related project)	<u>___</u>	R	O
Service-Learning (course-based)	<u>___</u>	R	O
Study Abroad, or an International Program	<u>___</u>	R	O
Interdisciplinary Collaborative Project (community related)	<u>___</u>	R	O
Student Leadership Activities (related to a team project)	<u>___</u>	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<u>___</u>	R	O
Other Activities (not mentioned above):			

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses:

Mid-level courses: EDU 607 Teacher Research in Literacy or EDU 643 Inquiry in Education

Upper-level courses: EDU 623 Practicum in TESOL