

**Assessment of Student Learning Plan (ASLP): Literacy, Language & Culture**

2018-19 Academic Year

University of Southern Maine

**A. College, Department, Date**

*College*                    Management and Human Service  
*Department*            Literacy, Language, and Culture  
*Date*                        May 31, 2019

**B. Contact Person for the Assessment Plan**

*Name and title* Dr. Andrea Stairs-Davenport, Associate Professor and Chair

**C. Degree Program**

*Name of Degree Program* MSEd in TESOL

**D. Assessment of Student Learning: Program Assessment**

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

a. *Are your student learning outcomes published on your department's website?*  
**Yes/No**

i. *If yes, please provide 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.***

All five TESOL International Standards for Teaching Professionals are assessed annually. This is required for continued state program approval of this professional program where graduates who are certified teachers may earn an add-on K-12 ESL endorsement.

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 provide the 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.

<https://usm.maine.edu/school-of-education-human-development/our-accreditation-and-state-approval>

### **Step 2: Assessment Methods Selected and Implemented**

a. **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

The direct measure that is required for earning this master's degree includes either a passing score on the Praxis Subject Assessment for English to Speakers of Other Languages (ESOL), 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; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.

The assessment activity must be completed during the final course in the master's sequence (seminar course EDU 635).

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 (for example, annual discussion by faculty committee, etc.).*

Program faculty discuss assessment results at our regular program meetings.

- b. *Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the 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. The 100% pass rate indicates that the TESOL Professional Teaching Standards are being achieved by our master's students in TESOL.

One change we implemented with this year's comprehensive examination was a 3-point rubric in lieu of a 4-point rubric to simplify and more accurately evaluate the content learning of students who choose the in-house exam.

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

State Program Approval in 2014.

- E. Other Assessment Activities:** *Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).*

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. This year, we are working with Academic Partnerships to convert this program to an accelerated online program (AOP). We are having conversations now about aligning assessments across course sections.

**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 if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	<b>R x</b>	<b>O</b>
Student-Faculty Community Research Project	R	O
Internship, or a Field Experience	<b>R x</b>	<b>O</b>
Independent Study (community-related project)	R	O
Capstone Course (community-related project)	R	O
Service-Learning (course-based)	R	O
Study Abroad, or an International Program	R	O
Interdisciplinary Collaborative Project (community related)	R	O
Student Leadership Activities (related to a team project)	<b>R x</b>	<b>O</b>
Students/Faculty Community Leadership (e.g., advisory boards, committees, conference presentations)	R	O
Other activities (please list):	R	O

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

Entry-level courses: \_\_\_\_\_ Mid-level courses: \_\_\_\_\_ Upper-level courses: \_\_\_\_\_

Mid-level courses: EDU 607 Teacher Research in Literacy

Upper-level courses: EDU 639 Practicum in Literacy Education