



## Assessment of Student Learning Plan (ASLP)

### 2019-2020 Academic Year

**Reminder:** All Department/Program Chairs are responsible for completing an ASLP form by the end of this academic year for each academic program in your department. This campus-wide (annual) form is used to document the ongoing program assessment activities in each department/program. The form is designed to align with the NECHE (New England Commission of Higher Education) accreditation- assessment standards. If you have questions about this form, or need assistance with your program assessment plans, please contact Susan King, Director of Academic Assessment, 780-4681, [susank@maine.edu](mailto:susank@maine.edu). **Please email this form by May 31, 2020.**

#### Overview Information:

College Management and Human Service

Department Literacy, Language, and Culture, SEHD

Degree Program MSEd in Literacy Education

Contact Person for the Assessment Plan: Alexander Lapidus

Current Date: 10/1/20

List the date of the most recent academic program review/self-study: 5/31/19

#### Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan?  Yes  No

If YES, please attach your Program Assessment Plan/Cycle, or indicate the link on your website:  
<https://usm.maine.edu/literacy-education/overview>

Then, complete **Step 3** of this ASLP form (see **pages 6-7**) to describe how the assessment results were used for program improvement purposes.

If NO, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

\*(Please see assessment website for an example/template of a 3-year assessment plan)

## **Mission Statement:**

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

We are committed to promoting 21st century literacy, multilingualism, and multiculturalism locally and globally. Literacy Education certificates and degrees are based on the International Literacy Association's Professional Standards for Reading Professionals, which emphasize foundational knowledge; curriculum and instruction; assessment and evaluation; diversity; literate environment; and professional learning and leadership.

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

We support the USM mission by training classroom teachers, educational technicians, adult educators, school administrators, international teachers, and other professionals who are interested in language and literacy education. Our curriculum is based on students' needs and professional goals as well as the ILA standards. Students interact with the communities that they serve. Service and civic participation remain an essential part of the program, and students are presented with opportunities to succeed in a diverse and multicultural world.

## **Diversity, Equity, and Inclusion**

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

The Department of Literacy, Language, and Culture celebrates, welcomes, and embraces the diversity of students, faculty, staff, families, and the community. We recognize that, as lifelong learners, we must continuously explore, study, analyze, and critically discuss matters of culture, equity, access, and diversity. We welcome learners of all backgrounds, including culturally and linguistically diverse students as well as English language learners. We offer an inclusive environment and a culture of mutual respect that fosters an atmosphere of collegiality and kindness. We are a multicultural and international community. Recognizing the challenges that learners face today, we seek to address such challenges and create solutions for today and tomorrow.

## **Assessment of Student Learning: Program Assessment Steps**

### **Step 1: Program-level Student Learning Outcomes (SLO's)**

- a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

<https://usm.maine.edu/literacy-education/msed-literacy-education>

- b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

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>

If your program's curriculum assessment map is **not** published, please complete the template (on the last page of this document), and include it with your ASLP, or attach your own version.

- c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

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

## **Step 2: Assessment Methods Selected and Implemented /Summary of Results**

- a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.** Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity

### **Check all that were used since the submission of your last ASLP (May 2019)**

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Artistic Exhibition/Types of Performance  | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Class assignments/Exams/Papers...completed in the course, used for program-level assessment | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Capstone Project (written project, non-thesis paper)  | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input checked="" type="checkbox"/> Comprehensive or licensure Exam (created by external organization)               | <input checked="" type="checkbox"/> Fall | <input checked="" type="checkbox"/> Spring | <input checked="" type="checkbox"/> Summer |
| <input type="checkbox"/> Exit Exam (created by department or program)  | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Exit Interview (individual or one-on-one self-reports of outcomes)                          | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Employer meetings/discussions regarding student outcomes                                    | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Focus groups (self-reports of outcome attainment)   | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Internship/Fieldwork evaluation of performance/outcomes                                     | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Oral performance/ Conference presentation   | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Portfolio of student work   | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Reflection Essays or Assignments (student self-assessment of outcome achievement)           | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Research papers (course and program assessment)   | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Supervisor/Employer Evaluation of student performance outside the classroom                 | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Student survey information (self-reports using program or alumni survey)                    | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Thesis/Dissertation (used for student evaluation and program assessment)                    | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Other: please explain   |  |  |  |

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 the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

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 (as of August 2020).

- c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

We have a 100% success rate. All students who took the comprehensive exam either passed it or passed it with distinction. All students who took the Praxis test either met or exceeded expectations. 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.

- d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

The 100% pass rate indicates that the International Literacy Association Standards for Reading Professionals are being achieved by our Literacy Education students, demonstrating that the program curriculum aligns well with the national standards. One major change is that we are replacing our comprehensive exam with a portfolio (as of September 2020).

### **Step 3: Using the Assessment results to Improve Student Learning**

a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

- Program instructors/faculty
- Faculty committee
- Ad hoc faculty group
- Dept Chair/Program Director/Dean
- Faculty advisor
- Students (assistants, interns)
- Other: please explain

Program faculty discuss assessment results at our regular program meetings.

b. How did they evaluate, analyze, or interpret the evidence? (check all that apply)

- Used a rubric or scoring guide(s) for an assignment, paper, etc.
- Scored exams/tests/quizzes
- Used professional judgments (no rubric or scoring guide)
- Compiled or reviewed survey results
- Reviewed qualitative methods (interviews, focus groups, open-ended responses)
- External organization scored/analyzed data (licensure, comp exams)
- Other: please explain

Praxis tests are administered by ETS, an external organization. Program faculty used a rubric to evaluate students' comprehensive exams. Note that very few students have chosen to take the comprehensive exam.

c. Indicate how the program will use (or has used) the results (check all that apply):

- Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)
- Course changes (course content, pedagogy, courses offered, new course, pre-requisites, course requirements, etc.)
- Personnel or resource allocation changes
- Program policy changes (admission requirements, student probation policies, course feedback forms, etc.)
- Student's out-of-course experiences (co-curricular requirements, program website, program handbook, student workshops, etc.)
- Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)
- Results indicated no action needed, students met expectations
- Other: please explain

d. Briefly describe how the program used the results checked in the list above.

We have just replaced the comp exam with a portfolio, simplified the admissions process, and updated our website.

e. Indicate when any program improvements will be implemented or when were they implemented (e.g., during the summer months, beginning of the fall semester, etc.).

During the spring and summer 2020 months, except for the portfolios. Portfolios will be used beginning of the fall semester and later.

**Other Assessment Activities:** Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other 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.

**No assessment activities:** If your program did not engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.

***Reminder: Please complete and submit this form by May 31, 2020.***



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### 2019-2020 Academic Year

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Contact Person for the Assessment Plan: Alexander Lapidus

Current Date: 10/1/20

List the date of the most recent academic program review/self-study: 5/31/19

#### Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan?  Yes  No

**If YES**, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: <https://usm.maine.edu/tesol/overview> Then, complete **Step 3** of this ASLP form (see **pages 6-7**) to describe how the assessment results were used for program improvement purposes.

**If NO**, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

\*(Please see assessment website for an example/template of a 3-year assessment plan)

## **Mission Statement:**

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

The University of Southern Maine (USM) program in Teaching English to Speakers of Other Languages (TESOL) is dedicated to improving the lives of English language learners and other culturally and linguistically diverse students..

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

We offer the only master's degree in TESOL in Maine, in addition to other graduate TESOL education opportunities. We provide and support high-quality education for students of all backgrounds. Our students emerge as leaders within our discipline and advocates who support the communities that they serve. Our faculty members are engaged in teaching, research, and service. Our graduates teach in Maine, other states, and overseas.

## **Diversity, Equity, and Inclusion**

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

The Department of Literacy, Language, and Culture celebrates, welcomes, and embraces the diversity of students, faculty, staff, families, and the community. We recognize that, as lifelong learners, we must continuously explore, study, analyze, and critically discuss matters of culture, equity, access, and diversity. We welcome learners of all backgrounds, including culturally and linguistically diverse students as well as English language learners. We offer an inclusive environment and a culture of mutual respect that fosters an atmosphere of collegiality and kindness. We are a multicultural and international community. Recognizing the challenges that learners face today, we seek to address such challenges and create solutions for today and tomorrow.

## **Assessment of Student Learning: Program Assessment Steps**

### **Step 1: Program-level Student Learning Outcomes (SLO's)**

- a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

<https://usm.maine.edu/tesol/msed-tesol>

<https://usm.maine.edu/tesol/msed-teaching-english-speakers-other-languages-tesol-initial-k-12-esl-certification>

- b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

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>

If your program's curriculum assessment map is **not** published, please complete the template (on the last page of this document), and include it with your ASLP, or attach your own version.

- c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

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.

## **Step 2: Assessment Methods Selected and Implemented /Summary of Results**

- a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.** Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity

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| <input checked="" type="checkbox"/> Internship/Fieldwork evaluation of performance/outcomes                          | <input checked="" type="checkbox"/> Fall | <input checked="" type="checkbox"/> Spring | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Oral performance/ Conference presentation   | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
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| <input type="checkbox"/> Student survey information (self-reports using program or alumni survey)                    | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |
| <input type="checkbox"/> Thesis/Dissertation (used for student evaluation and program assessment)                    | <input type="checkbox"/> Fall            | <input type="checkbox"/> Spring            | <input type="checkbox"/> Summer            |

- Other: please explain

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 (as of August 2020). K-12 Initial ESL Certification candidates also complete the internship.

- b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc.).

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 was scored by program faculty using a criterion rubric (as of August 2020). K-12 TESOL students had to pass the internship.

- c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

We have a 100% success rate. All students who took the comprehensive exam either passed it or passed it with distinction. All students who took the Praxis ESOL test either met or exceeded expectations, i.e., the score was 155 or higher. All students who did an internship have passed it.

- d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

The 100% pass rate indicates that the TESOL Professional Teaching Standards are being achieved by our master's students in TESOL, indicating that the program curriculum aligns well with the national standards. One major change is that we are replacing our comprehensive exam with a portfolio (as of September 2020).

### **Step 3: Using the Assessment results to Improve Student Learning**

a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

- Program instructors/faculty
- Faculty committee
- Ad hoc faculty group
- Dept Chair/Program Director/Dean
- Faculty advisor
- Students (assistants, interns)
- Other: please explain

Program faculty discuss assessment results at our regular program meetings.

b. How did they evaluate, analyze, or interpret the evidence? (check all that apply)

- Used a rubric or scoring guide(s) for an assignment, paper, etc.
- Scored exams/tests/quizzes
- Used professional judgments (no rubric or scoring guide)
- Compiled or reviewed survey results
- Reviewed qualitative methods (interviews, focus groups, open-ended responses)
- External organization scored/analyzed data (licensure, comp exams)
- Other: please explain

Praxis ESOL is administered by ETS, an external organization. Program faculty used a rubric to evaluate students' comprehensive exams. Note that very few students have chosen to take the comprehensive exam and not the Praxis ESOL test.

c. Indicate how the program will use (or has used) the results (check all that apply):

- Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)
- Course changes (course content, pedagogy, courses offered, new course, pre-requisites, course requirements, etc.)
- Personnel or resource allocation changes
- Program policy changes (admission requirements, student probation policies, course feedback forms, etc.)
- Student's out-of-course experiences (co-curricular requirements, program website, program handbook, student workshops, etc.)
- Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)
- Results indicated no action needed, students met expectations
- Other: please explain

d. Briefly describe how the program used the results checked in the list above.

We have just replaced the comp exam with a portfolio, simplified the admissions process, updated our website, and hired an AOP coordinator to communicate with our new OLME/AOP MEd in TESOL program students.

e. Indicate when any program improvements will be implemented or when were they implemented (e.g., during the summer months, beginning of the fall semester, etc.).

During the spring and summer 2020 months, except for the portfolios. Portfolios will be used beginning of the fall semester and later.

**Other Assessment Activities:** Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other 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. During 2019-2020, we worked with Academic Partnerships to convert this program to an accelerated online program (OLME/AOP), aligning assessments across course sections.

**No assessment activities:** If your program did not engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.

***Reminder: Please complete and submit this form by May 31, 2020.***