

Assessment: Program Assessment Plan



Program (SOLES-GR) - TESOL, Literacy, and Culture MEd

Program Mission: The mission of the Department of Learning and Teaching is to prepare its students to address the needs of the multi-ethnic, multi-lingual, and multi-racial birth through adult student population and to advance scholarship that helps to promote this process.

Our goal is to create an academically rich environment, to engage our students in contemporary and innovative research-based practices and to develop teacher leaders who embrace a global perspective guided by our mission of addressing the needs of all learners in a culture of care.

Assessment Process and Schedule: All programs in the School of Leadership and Education Sciences complete an annual assessment cycle by using faculty determined methods to measure program and student learning outcomes. Facilitated by the Assistant Dean of Accreditation & Assessment, every program establishes and publishes program and student learning outcomes, outlined in a curriculum map that shows appropriate points in the program for assessing candidate development. Assessment plans and findings are collected and stored, with the aid of the SOLES Accreditation & Assessment Office, using the University's Assessment Management System - TRAC DAT. Faculty, staff, and administrators are able to generate assessment reports for decision making regarding accreditation, pedagogy, curriculum, assessment processes, or program efficacy.

Assessment Coordinator: Dr. Heather Herrera, Assistant Dean of Accreditation and Assessment

Outcomes Assessed: Student Learning Outcome 1: Candidates demonstrate specialized field knowledge as they integrate knowledge and technology across content areas and use differing perspectives to engage all learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Student Learning Outcome 2: Candidates apply theories of learning, instruction, and motivation relating to the cognitive, linguistic, social, emotional, physical, and moral development of all learners; evidenced by developmentally appropriate and challenging learning experiences implemented in an inclusive learning environment.

Student Learning Outcome 3: Candidates incorporate assessment and technology in their planning and instructional strategies as a means of obtaining continual feedback used to improve student learning, classroom management strategies, and pedagogical approaches.

Student Learning Outcome 4: Candidates utilize and generate meaningful research on pedagogical practices, student learning, and educational issues and policies to actively investigate and consider new ideas that will improve teaching and learning and advance the profession.

Student Learning Outcome 5: Candidates explore effective approaches for creating and leading inclusive learning environments that are welcoming and accepting of diverse learners and students with learning differences who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches, and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning.

Student Learning Outcome 6: Candidates engage in critical reflection on how their own frames of reference and potential biases impact expectations for and relationships with learners and their families.

Outcome: Student Learning Outcome 1

Candidates demonstrate specialized field knowledge as they integrate knowledge and technology across content areas and use differing perspectives to engage all learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC Standards 4 and 5).

Outcome Status: Active

Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

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Start Date: 01/01/2015

Outcome Type: Student Learning Outcome

Measures

Portfolio Review - Candidates are assessed in EDUC 549P using their Teaching Portfolio (Active)

Benchmark/Criterion: All EDUC 549P students will successfully prepare a Teaching Portfolio that demonstrates their specialized field knowledge.

Group Project - TESOL candidates in EDUC 529 are assessed using their cultural groups project. (Active)

Benchmark/Criterion: 85% of TESOL candidates in EDUC 529 will earn a rubric equivalent score of at least a B on their cultural groups project.

Related Items

University Graduate Outcomes

USD Graduate LO #1: Knowledge - Students will be able to develop specialized field knowledge and integrate knowledge across content areas.

USD Graduate LO #2: Diverse Perspectives - Students will be able to evaluate diverse points of view embedded within varying frameworks which may include temporal, cultural, linguistic, sociopolitical or technological contexts.

USD Graduate LO #4: Applied learning - Students will be able to apply disciplinary or interdisciplinary learning across multiple contexts, integrating knowledge and practice.

USD Graduate LO #6: Ethical Reasoning - Students will be able to reason ethically in evaluating various perspectives, policies and/or practices relevant to one's field of study.

Outcome: Student Learning Outcome 2

Candidates apply theories of learning, instruction, and motivation relating to the cognitive, linguistic, social, emotional, physical, and moral development of all learners; evidenced by developmentally appropriate and challenging learning experiences implemented in an inclusive learning environment. (InTASC Standards 1 & 2).

Outcome Status: Active

Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 01/01/2015

Outcome Type: Student Learning Outcome

Measures

Presentation/Performance - TESOL candidates in EDUC 543C are assessed using their Lesson Plan Presentation. (Active)

Benchmark/Criterion: 85% of TESOL candidates in EDUC 543C will earn a rubric equivalent score of at least a B on their Lesson Plan Presentation.

Paper/Written Assignment - TESOL candidates in EDUC 541 are assessed using their Online Learning Journals. (Active)

Benchmark/Criterion: 85% of TESOL candidates in EDUC 541 will earn a rubric equivalent score of at least a B on their Online Learning Journals.

Related Items

University Graduate Outcomes

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USD Graduate LO #2: Diverse Perspectives - Students will be able to evaluate diverse points of view embedded within varying frameworks which may include temporal, cultural, linguistic, sociopolitical or technological contexts.

USD Graduate LO #4: Applied learning - Students will be able to apply disciplinary or interdisciplinary learning across multiple contexts, integrating knowledge and practice.

USD Graduate LO #6: Ethical Reasoning - Students will be able to reason ethically in evaluating various perspectives, policies and/or practices relevant to one's field of study.

Outcome: Student Learning Outcome 3

Candidates incorporate assessment and technology in their planning and instructional strategies as a means of obtaining continual feedback used to improve student learning, classroom management strategies, and pedagogical approaches. (InTASC Standards 6, 7 & 8).

Outcome Status: Active

Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019

Start Date: 01/01/2015

Outcome Type: Student Learning Outcome

Measures

Internship/Practicum/Fieldwork Evaluation - TESOL candidates in EDUC 549P are assessed using the Practicum Candidate Evaluation Form. (Active)

Benchmark/Criterion: 85% of the TESOL candidates in EDUC 549P will have rubric equivalent scores of at least a B on their Practicum Candidate Evaluation form.

Related Items

University Graduate Outcomes

USD Graduate LO #4: Applied learning - Students will be able to apply disciplinary or interdisciplinary learning across multiple contexts, integrating knowledge and practice.

Outcome: Student Learning Outcome 4

Candidates utilize and generate meaningful research on pedagogical practices, student learning, and educational issues and policies to actively investigate and consider new ideas that will improve teaching and learning and advance the profession. (InTASC Standards 9 & 10).

Outcome Status: Active

Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 01/01/2015

Outcome Type: Student Learning Outcome

Measures

Paper/Written Assignment - TESOL candidates in EDUC 500 are assessed using their Action Research/Thesis Proposal. (Active)

Benchmark/Criterion: 85% of TESOL candidates in EDUC 500 will successfully submit an Action Research/Thesis Proposal requiring, at most, only minor revisions.

Capstone Assignment/Project - TESOL candidates in EDUC 580 are assessed using their Capstone Research Project. (Active)

Benchmark/Criterion: 85% of TESOL candidates in EDUC 580 will successfully complete their Capstone Research Project with, at most, minor revisions.

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Related Items

University Graduate Outcomes

USD Graduate LO #3: Critical Inquiry (Competency Skills) - Students will be able to engage in critical inquiry through principle approaches or methods and through effective and ethical information search and evaluation strategies.

Outcome: Student Learning Outcome 5

Candidates explore effective approaches for creating inclusive learning environments that are welcoming and accepting of diverse learners and students with learning differences who, because of gender, language, cultural background, differing ability levels, disabilities, learning approaches, and/or socioeconomic status may have academic needs that require varied instructional strategies to ensure their learning. (InTASC Standards 2, 3 &10).

Outcome Status: Active

Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 01/01/2015

Outcome Type: Student Learning Outcome

Measures

Presentation/Performance - TESOL candidates in EDUC 548 are assessed via final presentation of TESOL Teaching Unit Creation (Active)

Benchmark/Criterion: 85% of TESOL candidates in EDUC 548 will earn a rubric equivalent score of at least a B on their TESOL Teaching Unit Creation

Related Items

University Graduate Outcomes

USD Graduate LO #2: Diverse Perspectives - Students will be able to evaluate diverse points of view embedded within varying frameworks which may include temporal, cultural, linguistic, sociopolitical or technological contexts.

USD Graduate LO #6: Ethical Reasoning - Students will be able to reason ethically in evaluating various perspectives, policies and/or practices relevant to one's field of study.

Outcome: Student Learning Outcome 6

Candidates engage in critical reflection on how their own frames of reference and potential biases impact expectations for and relationships with learners and their families.

Outcome Status: Active

Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Start Date: 01/01/2015

Outcome Type: Student Learning Outcome

Measures

Paper/Written Assignment - TESOL candidates in EDUC 549P are assessed using their Reflective Learning Journals on the Readings, Observations, and Teaching Experiences. (Active)

Benchmark/Criterion: 85% of TESOL candidates in EDUC 549P will earn a rubric equivalent score of at least a B on their Reflective Learning Journals on the Readings, Observations, and Teaching Experiences.

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Related Items

University Graduate Outcomes

USD Graduate LO #5: Communication - Students will be able to communicate effectively in presenting ideas orally and in writing (oral communication; written communication).

USD Graduate LO #6: Ethical Reasoning - Students will be able to reason ethically in evaluating various perspectives, policies and/or practices relevant to one's field of study.

Outcome: Operational Outcome 1

The MEd TESOL, Literacy, and Culture program offers high-quality content and expert instruction.

Outcome Status: Active

Outcome Assessment Cycle: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019

Start Date: 01/01/2015

Outcome Type: Operational Outcome

Measures

Survey - Candidates are encouraged to provide valuable feedback to faculty and administrators regarding their educational experiences. The "Course Evaluation" is one way for students to provide such feedback. Data collected through these evaluations are utilized to improve and enhance their program. There are four major areas for students to rate their educational experience: overall student satisfaction; teaching of course material; instructor's relationship with students; and course requirements and student evaluation. Students are also given an opportunity to answer open ended questions relating to their educational experience.

(Active)

Benchmark/Criterion: A seven point Likert scale is used: seven is strongly agree, six is agree, five is slightly agree, four is neutral, three is slightly disagree, two is disagree, and one is strongly disagree. The goal is to have a mean rating in the six to seven range for each evaluated area.

Survey - Candidates are encouraged to provide valuable feedback to faculty and administrators regarding their educational experiences. The "Exit Survey" is one way for students to provide such feedback. Data collected through these evaluations are utilized to improve and enhance their program. General survey items address candidates' satisfaction with courses, faculty, advisors, intellectual climate, support services, and program communication. Candidates are also provided with program specific survey items and the opportunity to answer open ended questions relating to their educational experience.

(Active)

Benchmark/Criterion: Two five point Likert scales were used with the goal of having mean ratings in the four to five range.

Rating Scale 1: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

Rating Scale 2: Extremely Well (5), Fairly Well (4), Moderately (3), Poorly (2), Not At All (1)

Survey - Candidates are encouraged to provide valuable feedback to faculty and administrators regarding their educational experiences. The "Alumni Survey" is one way for students to provide such feedback. Data collected through these evaluations are utilized to improve and enhance their program. General survey items address employment, alumni involvement, and application of knowledge and skills. USD-SOLES alumni are also provided with open-ended questions regarding their effectiveness in the workplace, the quality of faculty advising and mentoring, benefits of the program, and recommendations for improvement.

(Active)

Benchmark/Criterion: A five point Likert scale is used: five is extremely well, four is fairly well, three is moderately, two is poorly, and one is not at all. The goal is to have a mean rating in the four to five range for each evaluated area.

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