

Program-Level Assessment: Putting Principles Into Practice

The 2009 Assessment Institute

Maureen S. Andrade, Utah Valley University

Assessment Process



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Assessment Record

Mission The Learning Strategies Support Center assists students in developing increased self-awareness of their learning challenges, and utilizing resources to create and implement a self-improvement plan in order to become active and independent learners and achieve academic success.

Intended goals, outcomes, or objectives	Means of Assessment & Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
Students will be able to identify and understand the challenges affecting their learning.	Students' self-improvement plans will receive a rating of acceptable or better related to their ability to apply information from learning style inventories or other diagnostic tools, reflect on the causes for their academic challenges, and appropriately identify areas they need to address to achieve academic success.	<input data-bbox="1016 751 1159 806" type="text"/>	<input data-bbox="1179 751 1354 806" type="text"/>
Students will demonstrate the ability to use available resources to form a plan of self-improvement.	Students' self-improvement plans will receive a rating of acceptable or better related to their ability to actively and consistently use appropriate resources designed to address their learning challenges		
Students will utilize appropriate learning strategies to become independent learners and achieve academic success.	<p>The learner journal section of students' self-improvement plans will receive a rating of acceptable or better related to evidence of their ability to apply appropriate learning strategies in their studies and be independent learners.</p> <p>Students who successfully complete their self-improvement goals will achieve passing grades (C or better) in 80% of their courses during the semester they receive support in the center and the following semester.</p>		

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Multi-Year Assessment Plan

Outcomes	2005-06	2006-07	2007-08	2008-09	2009-10	Means of Assessment
1. Understand the history of second language teaching methodology.		X	X		X	PRAXIS TESL Subject Exam
2. Understand the major systems of human language (phonology, semantics, morphology, syntax).	X	X	X		X	PRAXIS TESL Subject Exam
3. Understand the major theories of second language learning and how they inform practice.		X	X		X	PRAXIS TESL Subject Exam Reflective statements in a lesson plan
4. Demonstrate professionalism and a familiarity with professional resources and organizations.		X	X		X	PRAXIS TESL Subject Exam Student portfolios (memberships/conferences) Poster sessions (peer + teacher evaluations)
5. Have a personal philosophy of second-language education.	X	X	X			Student portfolios (philosophy statements) Reflective statement in lesson plans
6. Be familiar with and apply language learning technology.	X	X	X		X	Student portfolios (electronic components) Use of technology in a lesson plan
7. Have a high level of English language proficiency (oral and written) and a commitment to continual improvement.				X		TOEIC: results useful for returnability and employment iBT: includes speaking & writing Self-improvement plan & reflection
8. Assess learners for placement and instruction.		X	X		X	PRAXIS TESL Subject Exam
9. Demonstrate effective tutoring techniques with ESL learners (one-on-one).				X		TESOL 427: tutees will complete a rating sheet about their tutors TESOL 321: tutoring dialogue assignment.
10. Demonstrate a knowledge of the qualities and strategies of effective language learners.		X	X		X	PRAXIS TESL Subject Exam
11. Demonstrate a knowledge of the sociocultural variables which affect language learning and use.		X	X		X	PRAXIS TESL Subject Exam
12. Demonstrate a knowledge of the role of culture and cross-cultural awareness in language teaching.		X	X		X	PRAXIS TESL Subject Exam
13. Recognize appropriate methods and statistical procedures in second-language research.				X		TESOL 400: students given scenarios & have to identify the appropriate statistical procedure Linguistics 423: students create a research proposal with evidence of correct statistical procedure
14. Demonstrate effective teaching skills in a classroom environment.				X		TESOL 480: feedback from course instructor and sponsoring teacher; if off campus from instructor, mentor/administrator.

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Outcomes Matrix

Upon completing a major in TESOL, students will:

1. Understand the history of second language teaching methodology.
2. Understand the major systems of human language (phonology, semantics, morphology, syntax).
3. Understand the major theories of second language learning and how they inform practice.
4. Demonstrate professionalism and a familiarity with professional resources and organizations.
5. Have a personal philosophy of second-language education.
6. Be familiar with and apply language learning technology.
7. Have a high level of English language proficiency (oral and written) and a commitment to continual improvement.
8. Assess learners for placement and instruction.
9. Demonstrate effective tutoring techniques with ESL learners (one-on-one).
10. Demonstrate a knowledge of the qualities and strategies of effective language learners.
11. Demonstrate a knowledge of the socio-cultural variables which affect language learning and use.
12. Demonstrate a knowledge of the role of culture and cross-cultural awareness in language teaching.
13. Recognize appropriate methods and statistical procedures in second-language research.
14. Demonstrate effective teaching skills in a classroom environment.

Courses	Outcomes													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Core Requirements														
LING 210 Introduction to Linguistics	1	3	1			1	1	1			2			
LING 260 Phonology	2	3	2	1	2	1	1	1	1		1		1	
LING 321 English Grammars			2		2				2					2
LING 331 Sociolinguistics		3		1	1		1			1	3	3	1	
LING 423 Language Acquisition	2	2	3	1	2	1	1	1		2	2	2	1	
TESOL 240 Introduction to TESOL	2	3	3	3	2	1	2	1		3	3	3		
TESOL 302 Tech. in Lang. Teaching				3		3				1				
TESOL 377 TESOL Methods and Materials	3		1	2	3		1				1	1		2
TESOL 375 Program Observations			2	3	3	1	3							
TESOL 400 Second Language Testing/Research								3					3	3
TESOL 425 Teaching Vocabulary	1	1	2	1	3	3	2	3	1	3	2	2	1	1
TESOL 426 Teaching Grammar		3	1	1	2	1	3		1	1	1	1		3
TESOL 427 Teaching Listening and Speaking	2	2	2	1	2	2	2	3	3	2	2	2		2
TESOL 428 Teaching Reading	1		3	3	3	1	3	3		3	2	2		1
TESOL 429 Teaching Writing	1			2	3	1	2	1				1		
TESOL 480 TESOL Practicum			3	3	2	2	3	2		3	3	3		3
TESOL 490 Senior TESOL Seminar				1	3	2	3			3	3	3		

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From good to great . . . Outputs of greatness

<i>Superior performance</i>	<i>Being efficient and delivering results related to the organization's mission</i>
<i>Distinctive impact</i>	<i>Making a unique contribution; if the organization disappeared, it would leave a void</i>
<i>Lasting endurance</i>	<i>Delivering exceptional results over the long term</i>
<i>(Good to Great and the Social Sectors, Jim Collins)</i>	

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