

Degree Program Assessment Plan Cover Sheet (rev. 06): UNIVERSITY OF ARKANSAS AT LITTLE ROCK Plan No. 115 Degree Program: Master of Arts in Second Languages (MASL) Department and College: DISLS/CAHSS Circle one: AA AS BA BS BBA BSE BSW Master's EdS JD EdD PhD Certificate Prepared by: Dave McAlpine & Stephanie Dhonau Submitted to College Assessment Committee on 3/5/07 _____ Approved on _____ Submitted to Provost Assessment Advisory Group on Approved on _____

Respond to all four questions, following the Degree Program Assessment Plan Form Instructions. Attach additional pages as needed. 1. What are your student learning goals for this degree program? Include which core competencies are addressed by these goals where applicable (see list at <http://www.ualr.edu/provost/assessment/competencies.shtml>). Graduates in both the Second Language Acquisition and Pedagogy track and the Spanish track will 1) demonstrate knowledge of current language theory and practice in the planning and delivery of second language instruction in a variety of language settings 2) meet national standards of the American Council of the Teaching of Foreign Languages (ACTFL) and the Teachers of English to Speakers of Other Languages (TESOL) at the "acceptable" level of achievement 3) engage in quality research in the discipline 2. What are your learning objectives or outcomes associated with each student learning goal? 1.1 Students demonstrate knowledge of current second language theory and are able to apply the theory to novel second language situations 1.2. Students engage with individuals in a socially/culturally diverse environment to enhance their learning of different cultural/linguistic groups (4/26/06: LM) 2.1 Students demonstrate knowledge of current second language methodology through the skills of listening, speaking, reading, writing, and culture 2.2 Students demonstrate knowledge of how to design, implement, and assess language instruction and demonstrate this through use of ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines, National Standards in ESL/FL, and content-valid assessment instruments. 3.1 Students demonstrate how to approach second language research and are able to design appropriate research projects 3.2 Students demonstrate the ability to interact with the literatures and cultures of the Spanish-speaking world 3. Where will the objectives be addressed in your program? In which courses and through which activities will they be assessed? (Attach Curriculum Assessment Map.) See attached Curriculum Assessment Map 4. How will you assess each objective? (a) Methods; b) Design; c) Assessment cycle; d) Stakeholder involvement.) a. Methods Objective 1.1 Students should demonstrate knowledge of current second language theory and be able to apply the theory to novel SL situations a. There are various procedures for collecting evidence that students have met Objective 1 including classroom quizzes over theory, theory-based lesson plans, and group projects to explain theory more thoroughly to peers. b. There are three major methods of assessing this

objective including self-assessment of group projects, course projects in LANG 5325, and the comprehensive exam assessed by a team of MASL graduate faculty to ensure validity. c. Much of this assessment occurs throughout the graduate plan of study, culminating in the comprehensive exam ensuring content validity. d. Teachers provide the theoretical content in courses and course projects; students are required to complete them with sufficient progress.

Objective 1.2 Students should be able to work with individuals in a socially/culturally diverse environment and be able to enhance learning of different cultural/linguistic groups through skills attained in the program a. In order to determine if students are meeting the needs of linguistically and cultural diverse populations, there are several methods to assess professional development in this area, including a service learning option in the community, internet research, and literature reviews in the field (4/26/06: LM) b. In the service learning option, students must tutor culturally/linguistic (ESL or FL) students for 12 weeks to improve language learning, provide a self-assessment of the project through a reflective paper. c. In LANG 5324 most of this objective is met; however, when students are in LANG 7314 Practicum in their second year of study, they must demonstrate strategies in working with diverse linguistic and cultural groups. As a part of the evaluation of students in LANG 7314, students will be assessed on how well they can work with different cultural/linguistic groups d. Teachers will help students locate appropriate service learning (tutoring) sites while enrolled in LANG 5324. In addition, when students are ready for their Practicum course, teachers will be involved in appropriate semester-long placement of graduate students. The student will be responsible for contacting site and making all arrangements to begin teaching. Teachers will be responsible for making three observations at the practica sites while students will be required to provide lesson plans in advance for MASL teachers to preview. A follow-up feedback session will be given after each visit to the practicum site.

Objective 2.1 Students should demonstrate knowledge of current SL methodology and be able to clearly demonstrate the SL skills of listening, speaking, reading, writing, and culture a. Graduate portfolios are required for all course materials. Students must teach minilessons in all three methods courses of the MASL degree (5322, 7311, 7312); make graduate individual and group presentations on techniques in working with SL learners in LANG 5323, 5324 and 5325; and demonstrate semester-long practice in Practicum-LANG 7314. b. Students are provided with assessment criteria (Minilesson rubric –see attached) which states teaching expectations based on the American Council on the Teaching Of Foreign Languages (ACTFL) Proficiency Guidelines, National Standards in ESL and FL, and current SL methodology. c. This objective is assessed throughout all courses of the MASL program which ensure reliability throughout the program- there is no nationwide standard on how to assess second language teaching proficiency in the classroom at this time. Moreover, at

this time two MASL faculty evaluate the performance of all graduate students in LANG 5322 and in the Practicum course, ensuring greater reliability and validity.

d. Teachers provide students with a rubric to measure student performance in one of the first MASL courses. These assessment criteria are used throughout the program, giving students a common core of assessment criteria. Objective 2.2 Students should demonstrate knowledge of how to design, implement, and assess language instruction and demonstrate this through use of ACTFL (American Council on the Teaching Of Foreign Languages) Proficiency Guidelines, National Standards in ESL/FL, and content-valid assessment instruments.

(4/26/06: LM) a. Students choose approved site for Practicum (possible settings- K-12, community-based programs, Intensive English Language Programs, Community College FL settings) and set up arrangements for semester long teaching situation with cooperating administrator/teacher. b. Students are required to submit lesson plans in advance of observations and three observations/evaluations are to be completed by MASL faculty members during the semester along with a follow-up conference on the student performance. c. Upon completion of LANG 5322, 5323, 5324, 5325, 7311, 7312, students may take LANG 7314 Practicum. d. MASL faculty maintains appropriate sites with cooperating teacher/administrator and alerts these sites of new Practicum students. Students make initial contact at these sites for their Practicum and MASL faculty make visits throughout the course to ensure high quality instruction and attainment of student objectives. Objective 3.1 Students should demonstrate how to approach second language research and be able to design applied research projects

a. In LANG 7350 Research in Second Language Education, students must choose research design in second language research materials, submit a proposal and conduct an experiment on a group of students

b. Students will be advised and will use the most appropriate research design for the project based on current second language research literature and must present results of findings to graduate level peers and interested UALR faculty.

c. In the second year of the program, MASL students will collect data in appropriate environments, analyze and present their research findings to peers, MASL faculty and other interested UALR faculty and community members.

d. Graduate student advisors will help with initial decision of which research design to use; however, student is responsible for the rest of the project

Objective 3.2 Students will demonstrate the ability to interact with the literatures and cultures of the Spanish-speaking world

a. Presentations: Students must select a book or journal article(s) on a topic of literary and/or cultural studies to present to the course orally and in written handouts with main ideas, students must design analytical questions to apply to stories, poems and other texts in the context of the courses;

Research papers: Students must write research papers – short (4/26/06: LM) and/or extensive research-based essays are required of graduate students;

Creative and critical thinking papers: If appropriate, student may be

asked to create their own piece of literary work in Spanish Internet Resources: Students must use Internet resources to integrate technology into the course to add additional information for the course and their own research b. Students are assessed on this objective through individual course quizzes, papers, exams, comprehensive exams, and thesis. c. Student takes LANG 7313 in varying topics to equal 21 hours of the 33 hour MASL degree program, culminating in the comprehensive exam and thesis. d. MASL Graduate Spanish faculty provide the content and assessment throughout the students' course of study.

Comprehensive Exam and Thesis Defense In addition to the course work assessments, students will be required to successfully complete a comprehensive examination over MASL content which will be evaluated by a team of MASL faculty using a rubric. Comprehensive exam questions will be written by MASL faculty members to ensure that exam content be consistent with course materials and assignments. MASL students will select a committee composed of three faculty members to guide acceptable completion of a Master's Thesis. Students will be required to defend the thesis to the committee. b. Design Milestone #1 GRA or MAT scores, Undergraduate transcript with 2.75 GPA, three letters of reference, personal interview Milestone #2 Digital portfolio assignments at the end of each course Milestone #3 Comprehensive exam Milestone #4 Completion of Chapter II of thesis Milestone #5 Thesis defense and Graduate Survey The Graduate Coordinator is in charge of milestones #1, #3, #4, and #5; Milestone # 2 is the responsibility of each graduate faculty member. c. Assessment cycle The six objectives listed in the Student Assessment Methods section will form the basis of the program assessment as faculty select representative samples of student work for program review. Since the program is small, artifacts will represent every student in the program at this time. The program will be reviewed every year on a three-year rotation plan as follows: (4/26/06: LM) (4/26/06: LM) Year 1: Objectives 1 and 2 Year 2: Objectives 3 and 4 Year 3: Objectives 5 and 6 d. Stakeholder involvement An Assessment Committee made up of three faculty and two students (one undergraduate and one graduate) meets once each semester to discuss assessment issues. A portion of each monthly faculty meeting is also devoted to discussion of assessment.