

MA in Language Learning Program Assessment Report for Academic Year 2014-2015

Faculty: Drs. Barrette, Paesani, and Zouhir

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Dear MALL program students and supporters,

In our efforts to continually improve the MA in Language Learning (MALL program) for our students, the MALL faculty have been dedicating time and effort to understanding our students' performance across the entire program. Specifically, from Fall 2014 through Spring/Summer 2015, the MALL faculty collected data on three important learning outcomes of the MALL program:

1. Students accurately summarize theory and research in second language acquisition and foreign language pedagogy
2. Students apply theory and research to the evaluation of pedagogical materials and activities.
3. Students develop/create pedagogically sound materials. (Pedagogically sound = student appropriately applies theory and research to the target teaching context)

These outcomes reflect revisions made as part of our AY13-14 action plan.

Information about our program's success at helping students to achieve these goals comes from various assignments that students complete as part of their Methodology Core courses. For example, students write papers, book reviews, and critiques that require them to read research and use it to evaluate foreign language activities. Students' average scores on these assignments across multiple classes were between 91% and 94%, exceeding our program's expectations of an 85% average. These scores are slightly lower than last year's scores, which is in part due to the unintended inclusion of non-MALL student scores in the data set. These scores could not be separated due to de-identification of the data set. Furthermore, revisions to the learning outcomes and to the corresponding grading rubrics went into effect this year to better reflect the skills that students need to be successful in our field, thus requiring caution in comparing the scores across the two years.

During the 2014-2015 academic year, we have added a fourth learning outcome that expresses one of foreign language teachers' essential skills: *Students design valid and reliable assessment for context-specific FL learning*. FL Assessment is one of the three required courses in the Methodology Core of the program, and the only one not previously represented in our assessment plan. As part of our 2015-2016 assessment work, we will devise an appropriate assessment method for this new addition to our list of program learning outcomes.

With great appreciation for our students and our program's supporters,

Drs. Barrette, Paesani, and Zouhir