2017-2018 Assessment Cycle
Assessment Findings

Finding per Measure

Hawaii Pacific University Graduate ILOs with PLOs (Copy 1)

Scholarly or Creative Mastery
Students will complete a capstone project (thesis, portfolio, professional paper, or performance) that demonstrates advanced knowledge, skills, and perspectives that contribute to their discipline.

Outcome: Attitudes of a professional

Towards colleagues and students, MA TESOL candidates demonstrate teamwork and sensitivity. Towards the discipline, MA TESOL candidates demonstrate a spirit of inquiry and reflection. Towards the global community, MA TESOL candidates demonstrate cultural sensitivity and global citizenship.

▾ **Measure:** Attitudes or Perspectives
Institution level Direct - Student Artifact

Details/Description:

All MA TESOL students complete a student teaching experience and a capstone project. Together the two demonstrate (in program shorthand) ASK: professional attitudes, skills, and knowledge contributing to the field of language teaching. These three areas map well to the University's ILO for scholarly mastery in knowledge, skills, and perspectives.

Most MA TESOL candidates complete a portfolio. Other options include a comprehensive exam, in-service project, and thesis. All four options have required components ensuring that these PLOs and ILOs are addressed.

To specially examine candidate perspectives (or attitudes), we will examine both student teaching performance and capstone project work. The mentor teacher and practicum coordinator use the program's checklist of student teacher

performance to assess candidate perspectives regarding five PLOs: teamwork with colleagues, sensitivity toward students, self-reflection on teaching, cultural sensitivity, and global citizenship. The candidate's capstone committee, consisting of a mentor and reader, will assess candidate perspectives on PLO spirit of inquiry in the (action research) project proposal required of all capstone students.

Acceptable Target: Seventy percent of graduating MA TESOL candidates demonstrate advanced perspectives in the field of language teaching.

Ideal Target: Ninety percent of graduating MA TESOL candidates demonstrate advanced perspectives in the field of language teaching.

Implementation Plan (timeline): Assessment of student capstone work is ongoing and takes place at the end of every fall and spring term.

Key/Responsible Personnel: All MA TESOL faculty participate in reading and assessing student capstone work. In addition, off campus mentor and supervising teachers assist with assessment of student teaching outcomes. Adjunct faculty may be invited to participate in assessment of capstone artifacts.

Supporting Attachments:

📎 Assessing ILOs and PLOs (Word Document (Open XML))

This form is used to collate assessments on ILOs and PLOs from (a) capstone project mentor and reader and from (b) practicum experience mentor teacher and practicum coordinator.

📎 Evaluation of Student Teacher (Word Document (Open XML))

This checklist is completed by mentor teacher, practicum coordinator, and (for self-reflection), the student teacher.

Findings for Attitudes or Perspectives

Summary of Findings: All graduating MA TESOL students in the 2017-20018 cohort met or exceeded program expectations for attitudes or

perspectives of a professional language teacher. Perhaps this is not surprising since 8 of the 10 individuals in this class were in-service teachers. Nevertheless, it is gratifying to see.

Results :

Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded

Recommendations:

In our Fall 2018 faculty gatherings, we should consider setting our acceptable target higher on this criterion.

Reflections/Notes:

Substantiating Evidence:

> 🔗 Assessment of MA TESOL graduate work fall 2017 & spring 2018 (Word Document (Open XML))

Summary table of results from assessments conducted by mentors and readers of capstone work as well as by mentor teachers and TESOL practicum coordinator who observed student teachers in the classroom.

Outcome: Skills of an effective language teacher
Skills in spoken and written communication, in academic and pedagogic research, and in teaching including materials development and lesson planning, delivery, management, and assessment.

▼ **Measure:** Skills
Institution level Direct - Student Artifact

Details/Description:

Details/Description—All MA TESOL students complete a student teaching experience and a capstone project. Together the two demonstrate (in program shorthand) ASK: professional attitudes,

skills, and knowledge contributing to the field of language teaching. These three areas map well to the University's ILO for scholarly mastery in knowledge, skills, and perspectives.

Most MA TESOL candidates complete a portfolio. Other options include a comprehensive exam, in-service project, and thesis. All four options have required components ensuring that these PLOs and ILOs are addressed.

To specially examine candidate skills, we will examine both student teaching performance and capstone project work. The mentor teacher and practicum coordinator use the program's checklist of student teacher performance to assess candidate skill in five PLOs: spoken English, lesson planning, lesson delivery, class management and assessment of student learning. The candidate's capstone committee, consisting of a mentor and reader, will assess candidate skills related to four PLOs: skills in written English, academic research, pedagogical research, and materials development. Evidence resides in Sections 2.0 (philosophy), 3.0 (scholarly work), and 4.0 (teaching materials) of the MA TESOL portfolio or in the project proposal for students electing a non-portfolio capstone project.

Acceptable Target:	Seventy percent of graduating MA TESOL candidates demonstrate advanced skills in the field of language teaching.
Ideal Target:	Ninety percent of graduating MA TESOL candidates demonstrate advanced skills in the field of language teaching.
Implementation Plan (timeline):	Assessment of student capstone work is ongoing and takes place at the end of every fall and spring term.
Key/Responsible Personnel:	All MA TESOL faculty participate in reading and assessing student capstone work. In addition, off campus mentor and supervising teachers assist with assessment of student teaching outcomes. Adjunct faculty may be invited to participate in assessment of capstone artifacts.

Supporting Attachments:

📎 Assessing ILOs and PLOs (Word Document (Open XML))

This form is used to collate assessments on ILOs and PLOs from (a) capstone project mentor and reader and from (b) practicum experience mentor teacher and practicum coordinator.

📎 Evaluation of Student Teacher (Word Document (Open XML))

This checklist is completed by the mentor teacher, practicum coordinator, and (for self-reflection) by the student teacher.

Findings for Skills

Summary of Findings:	Out of 90 assessments (10 students x 9 PLOs related to professional language teaching skills), 84 were assessed at having met or exceeded program expectations. Only six were rated as approaching expectations. Three of the six related to academic writing skills, two related to teaching effective lessons, and one related to oral communication. While the lower-than-desired measures are not ideal, they are also not bad given that even in the lowest rated student, six of nine sub-skills do meet or exceed program expectations.
Results :	Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching
Recommendations:	We should consult the assessment committee and colleagues from other programs regarding wording of acceptable and ideal targets of expectations. Should we, for example, consider percentage of total assessments (90) rather than number of students (10)? Resolving this question will help us reword targets below and then make it easier to select the correct option.
Reflections/Notes:	I realize that under ideal target below, there is no option for Met as there is for acceptable targets. It is not clear how we should interpret results for one (i.e. 10%) of

our graduates. Marking 'approaching' seems unduly harsh but marking 'exceeded' does not seem warranted either.

Substantiating Evidence:

📎 Assessment of MA TESOL graduate work fall 2017 & spring 2018 (Word Document (Open XML))

same as above

Outcome: Knowledge of English and linguistics

Knowledge of the major subfields of linguistics, the theories of second language acquisition, and the principles of language teaching methods. Articulation of language teaching philosophy, effectively articulating the principles on which it is based

▼ **Measure:** Knowledge
Institution level Direct - Student Artifact

Details/Description:

All MA TESOL students complete a student teaching experience and a capstone project. Together the two demonstrate (in program shorthand) ASK: professional attitudes, skills, and knowledge contributing to the field of language teaching. These three areas map well to the University's ILO for scholarly mastery in knowledge, skills, and perspectives.

Most MA TESOL candidates complete a portfolio. Other options include a comprehensive exam, in-service project, and thesis. All four options have required components ensuring that these PLOs and ILOs are addressed.

To specially examine candidate knowledge, we will examine capstone project work. The candidate's capstone committee, consisting of a mentor and reader, will assess candidate knowledge related to four PLOs: knowledge of subfields of linguistics, second language acquisition theory, and language teaching principles, as well as the ability to formulate a teaching philosophy informed by all three. Evidence resides in Sections 2.0 (philosophy) and 3.0 (scholarly work) of the MA TESOL portfolio or in the project proposal for students electing a non-portfolio capstone project.

Acceptable Target: Seventy percent of graduating MA TESOL candidates demonstrate advanced knowledge in the field of language teaching.

Ideal Target: Ninety percent of graduating MA TESOL candidates demonstrate advanced knowledge in the field of language teaching.

Implementation Plan (timeline): Assessment of student capstone work is ongoing and takes place at the end of every fall and spring term.

Key/Responsible Personnel: All MA TESOL faculty participate in reading and assessing student capstone work. In addition, off campus mentor and supervising teachers assist with assessment of student teaching outcomes. Adjunct faculty may be invited to participate in assessment of capstone artifacts.

Supporting Attachments:

📎 Assessing ILOs and PLOs (Word Document (Open XML))

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📎 Evaluation of Student Teacher (Word Document (Open XML))

This checklist is completed by the mentor teacher, practicum coordinator, and (for self-reflection) by the student teacher.

Findings for Knowledge

Summary of Findings: All 10 candidates met or exceeded program expectations for knowledge. Eight of these ten completed our default capstone option-- a portfolio of scholarly and teaching work. One wrote a thesis, and another completed a school-based professional project.

Results :   Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded

Recommendations: We may need to articulate a clearer process for examining student work for candidates who choose options other than the portfolio.

Reflections/Notes:

Substantiating Evidence:

> 📎 Assessment of MA TESOL graduate work fall 2017 & spring 2018 (Word Document (Open XML))

same table as above

Overall Recommendations

No text specified

Overall Reflection

No text specified