



Interim Assessment Report (assessment results from AY 2015-16)

Overview

Department: _____ English _____

Report Preparer: _____ Ciscel _____

Program Name and Level: _____ Master's of Science in TESOL (and its embedded OCP) _____

Program Assessment Question	Response
1) URL: Provide the URL where the learning outcomes (LO) can be viewed.	http://www.ccsu.edu/english/tesol/learningOutcomes.html ; but a clearer presentation of these can be found on page 5 of this PDF: http://www.ccsu.edu/english/tesol/files/TESOLHandbook17.pdf
2) LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., LO more discrete, LO aligned with findings)	No changes to LOs. We did undergo a substantial revision of the MS-TESOL curriculum during the last academic year, which is in place as of Fall 2016, so we hope to see some improvement in the capstone assessments (comprehensive exams and theses) based on these curricular changes.
3) Strengths: What about your assessment process is working well?	The program is just getting to the point where we have enough years of data to be able to see broader patterns in the data and to be able to have enough confidence in the numbers to use them alongside our regular qualitative methods in informing our understanding of the program's effectiveness.
4) Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	No major or minor changes in the assessment of the MS-TESOL are currently planned, but we look forward to reflecting on how well the assessment process informs us about the impact of our recent curriculum revision.
LO #1) Linguistic Theory	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, , etc.)	As per our program Assessment Plan, we primarily use final exam responses from LING 400 and LING 515, plus responses on the Comprehensive Exams to assess this learning outcome.
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn.	Faculty.

assistant, etc.). If this differs by LO, provide information by LO.	
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: There is improvement in student learning evident in the data. Students continue to struggle the most with linguistic theory, particularly with syntax.
	Evidence: The evidence from the courses (LING 400 and 515) shows both improvement and continued strong performance, while the Comprehensive Exam data shows success in all areas except syntax, where students continue to struggle. The data tables for each assessment are appended to this report.
	Changes: The faculty member who specializes in syntax has implemented new methods in teaching to make the theory more relevant to teaching and to encourage students to come with questions when they are lost. We expect these efforts to show in the Comprehensive Exam data over the next year or two.
LO #2) Second Language Acquisition	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	As per our program Assessment Plan, we primarily use the final exam in LING 497 and performance on the SLA question in the Comprehensive Exams to assess this learning outcome.
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	Faculty.
7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: The program is meeting this learning outcome consistently, with evidence of substantial improvements on the measures in LING 497 over the past year.
	Evidence: This is evidenced in the appended tables, where one can see that our students have struggled a bit in the past with transfer effects and with using learner data to illustrate theories in the 497 data, but these indicators show marked improvement in 2016, and students perform quite well by the end of the program on the comprehensive exams in this area.
	Changes: No changes warranted.
LO #3) TESOL Methods	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that	As per our program Assessment Plan, we use a unit plan assignment from LING 496 and the TESOL methods question on the Comprehensive Exams to assess this learning outcome.

<p>is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	
<p>6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.</p>	<p>Faculty</p>
<p>7) Results: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Conclusion: The program is meeting this learning outcome consistently.</p>
	<p>Evidence: This is evidenced by the data in the appended tables, particularly by the very strong assessment of responses to the comprehensive exam question. Although the means on the various measures of the unit plan from 496 are a bit less consistent, they are all above minimally acceptable (2) in this early measure during the students' programs of study. In addition, these practical skills are honed through the practice of teaching, so we would not expect them to be fully sharpened through graduate courses and study alone.</p>
	<p>Changes: No changes warranted.</p>

Appendix: Data Figures for MS-TESOL Assessments and Outcomes (scale for all is 0 = fails to meet, 2 = minimally meets, 4 = exceeds)

Figure 1: Means for the LING 400 final exam assessment for all years (2012-2016) and the recent academic year (2016 = fall 2015 + spring 2016)

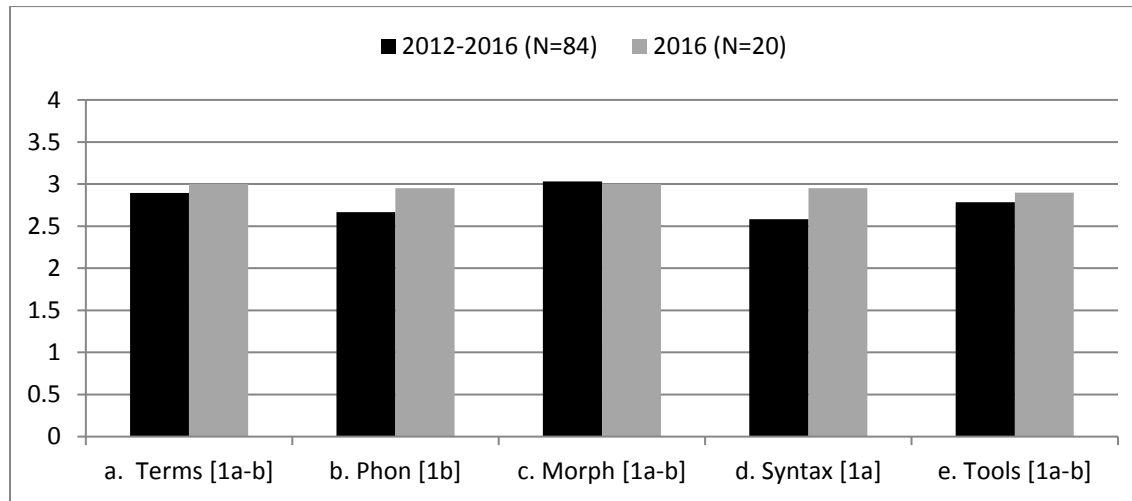


Figure 2: Means for the LING 496 unit plan assessment for all years (2012-2016) and the recent academic year (2016)

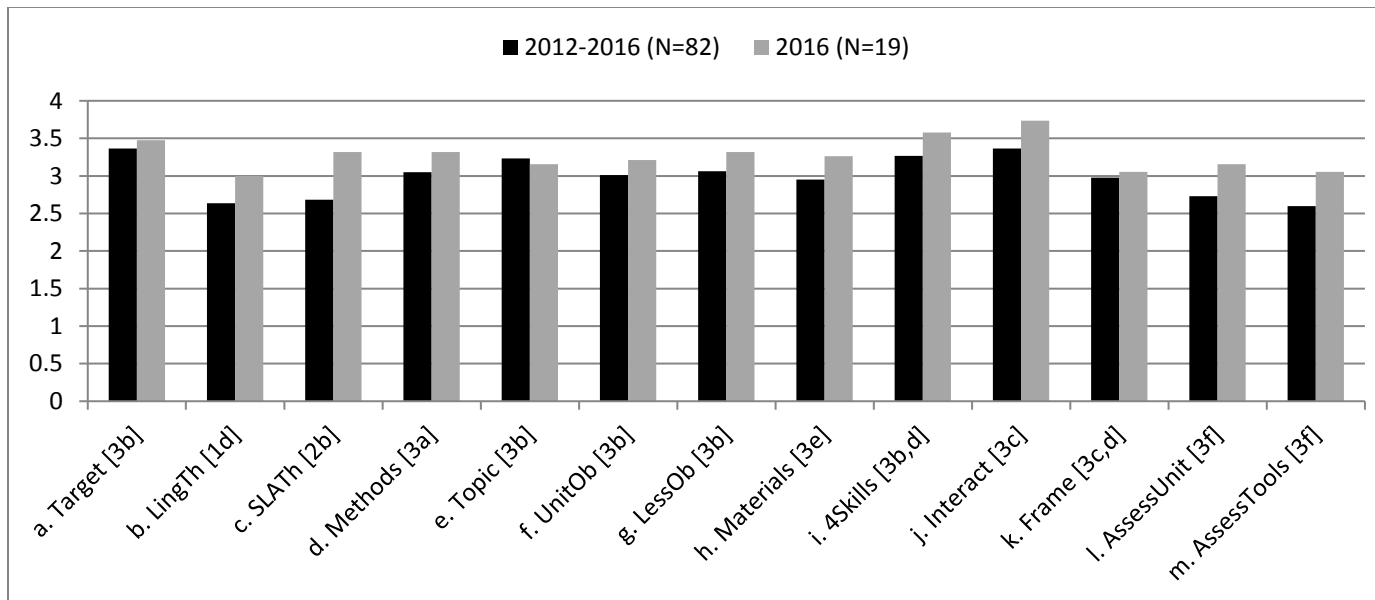


Figure 3: Means for the LING 497 final exam assessment for all years (2012-2016) and the recent academic year (2016)

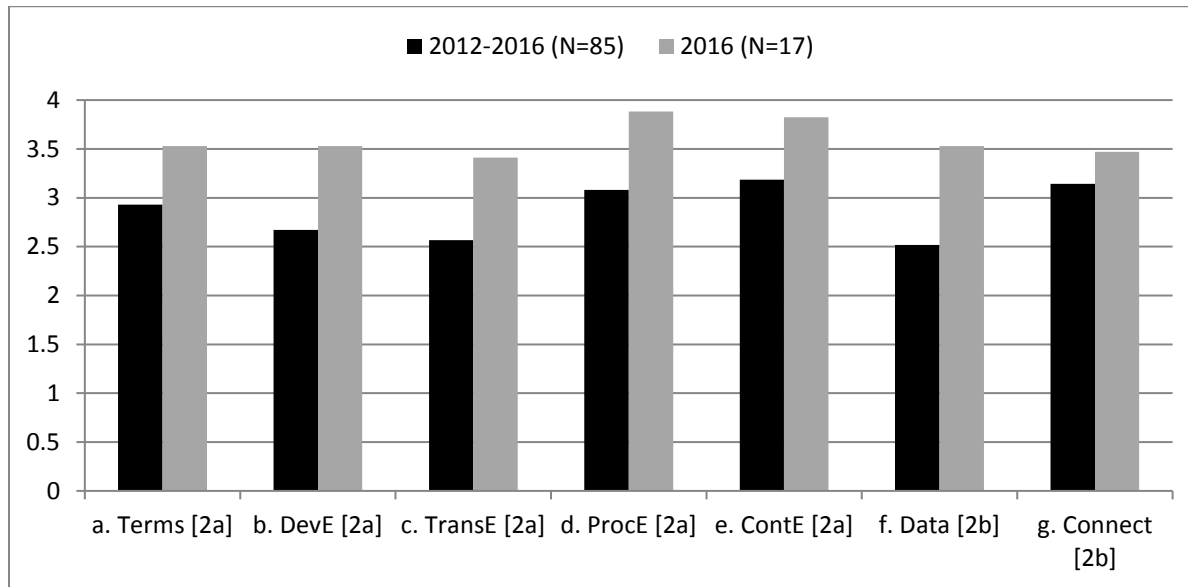


Figure 4: Means for the LING 515 final exam assessment for all years (2012-2016) and the recent academic year (2016)

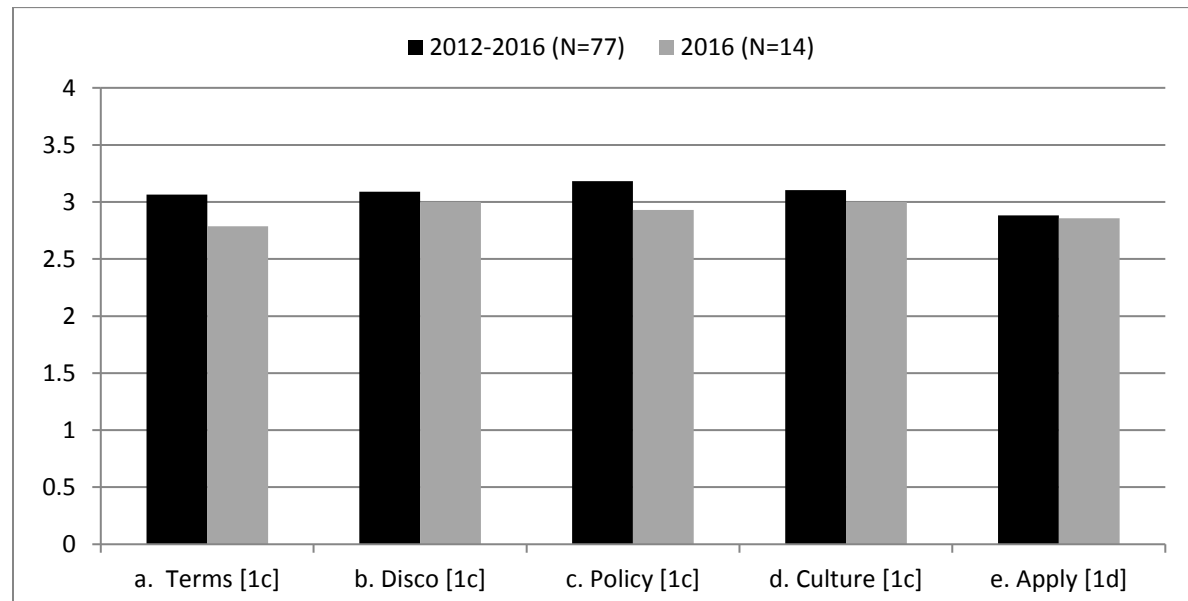


Figure 5: Means for the Comprehensive Exam assessment for all years (2012-2016, N=923 scored responses to each of five questions per examinee) and the recent academic year (2016, N=95 scored responses to each of five questions per examinee)

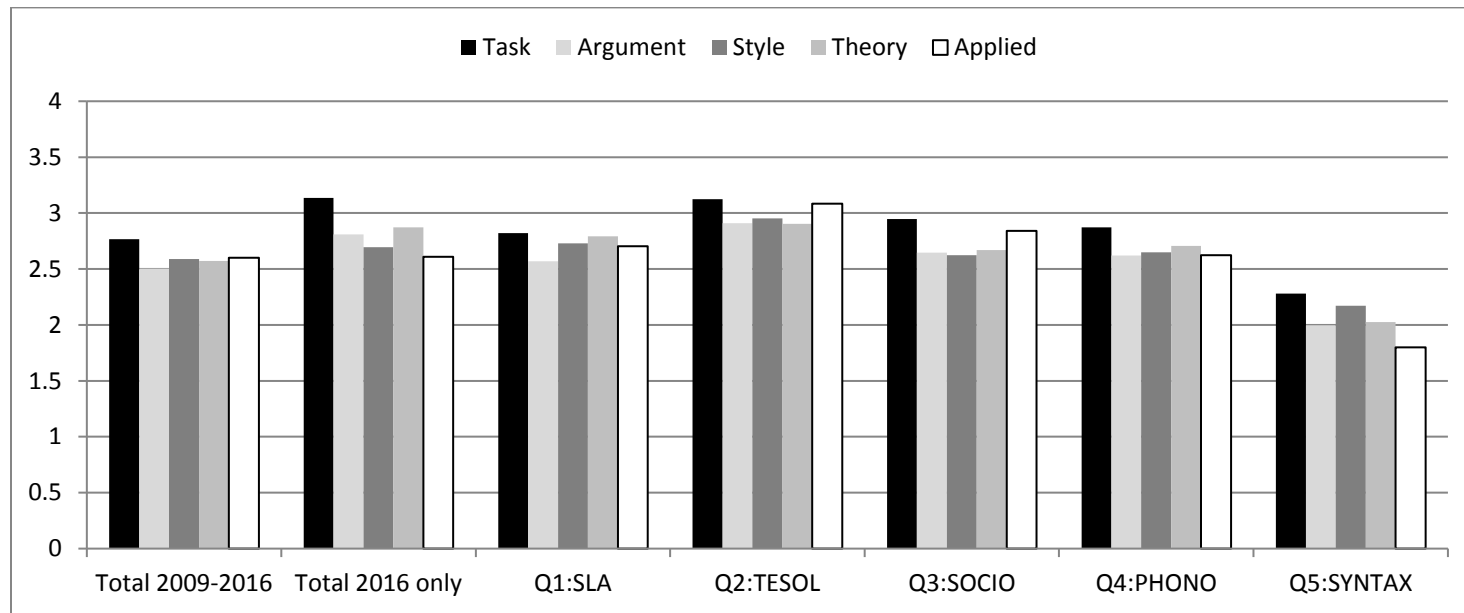


Figure 6: Means for the Thesis Capstone assessment for all years (2012-2016), **NOTE: scale is 1 = does not meet, 2 = meets, 3 = exceeds**

