Program Summary

Department: _____English_____

Report Preparer: _____Dr. Matt Ciscel_____

Program Name and Level: ____MS in Teaching English to Speakers of Other Languages (TESOL), inclusive of OCP TESOL_____

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed	On the TESOL at Central website: http://www.ccsu.edu/english/tesol/learningOutcomes.html More detail within the TESOL at Central Handbook: http://www.ccsu.edu/english/tesol/TESOLHandbook18.pdf
Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	Assignments in FOUR core, required courses (a Unit Plan in LING 496 TESOL Methods for LO3 and Exams in LING 400 Linguistic Analysis for LO1a-b, in LING 497 Second Language Acquisition for LO2, and in LING 515 Intro to Sociolinguistics for LO1c), plus evidence/data from capstone work in the Master's, including rubric assessments on all LOs in the comprehensive exam (Capstone B) and general rubric assessment of theses (Capstone A) NOTE: The TESOL OCP involves the first half (18 credits) of the 36-credit MS-TESOL, so it is included course-based data.
3) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	TESOL at Central faculty (Drs. Zidani-Eroglu, Ciscel, Koulidobrova, and Luchkina)
4) **Results**: Using this year's Findings, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	a. In 2017-2018, findings indicate that students struggled more than in the past with LO3 (instruction) in the courses, while showing more strength in LO1 (linguistic theory) and, to a lesser extent in LO2 (SLA theory). The capstone results were comparable to past years, with continued evidence of relative weakness in argument and theory across LOs. Bridging theory to practice (instruction) is a perennial challenge in all applied linguistics (TESOL) programs. Neither new nor substantial insights came out of the conclusions from this past academic year's data. b. For reasons driven by program growth and reform (and not necessarily assessment), the program is undergoing major course and program revisions during the current (2018-2019) academic year, expected to go into effect in Fall 2019. As part of this curricular revision, we have reworked our Learning Outcomes for all programs and expect to put some energy during Spring 2019 into revising our assessment instruments in accordance with the reforms.

5) **Strengths**: List ways in which your assessment process is working well.	We have a robust and comprehensive internal process for designing, collecting, analyzing, and reflecting on standards-based learner outcomes. This provides a rich set of data and evidence sources to supplement the even more useful qualitative assessment processes that are the norm in our profession.
6) **Improvements**: List ways in which your assessment process needs to improve based on student data (a brief summary of changes to assessment plan can be reported here).	We will need to adjust the Learner Outcomes to our revised curriculum, particularly to the new track in Language Policy and Planning that will accompany the old TESOL track. As mentioned, we already have an outline of new outcomes, but will need to create new and more streamlined instruments based on our courses and capstones. That work is expected to happen in Spring 2019, when all four full-time faculty in the program will be present.

Figure 1: Mean results for AY2018 (blue) and MS-TESOL students AY2016-18 (red) for each (sub)outcome (1=linguistic theory, 2=second language acquisition theory, 3=second language instruction), with 2 minimally meeting, 3 meeting, and 4 exceeding
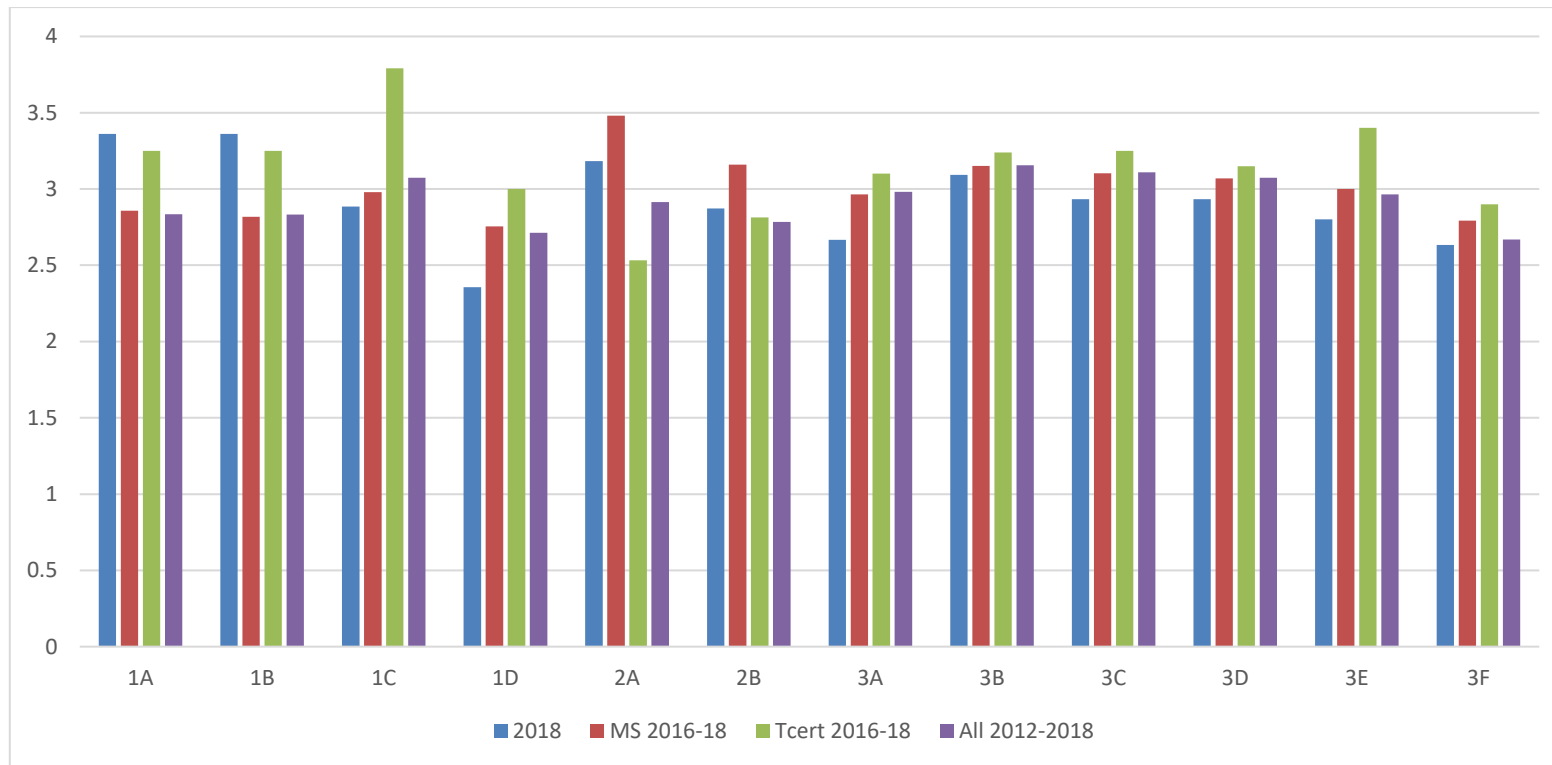
Figure 2: Mean results for AY2018, AY2009-2018, and by Outcome (exam question) in the five assessment areas of the exam rubric

Legend: Task, Argument, Style, Theory, Applied

Categories: Total 2018 only; Total 2009-2018; LO2=Q1:SLA 2009-2018; LO3=Q2:TESOL 2009-2018; LO1C=Q3:SOCIO 2009-2018; LO1B=Q4:PHONO 2009-2018; LO1A=Q5:SYNTAX 2009-2018
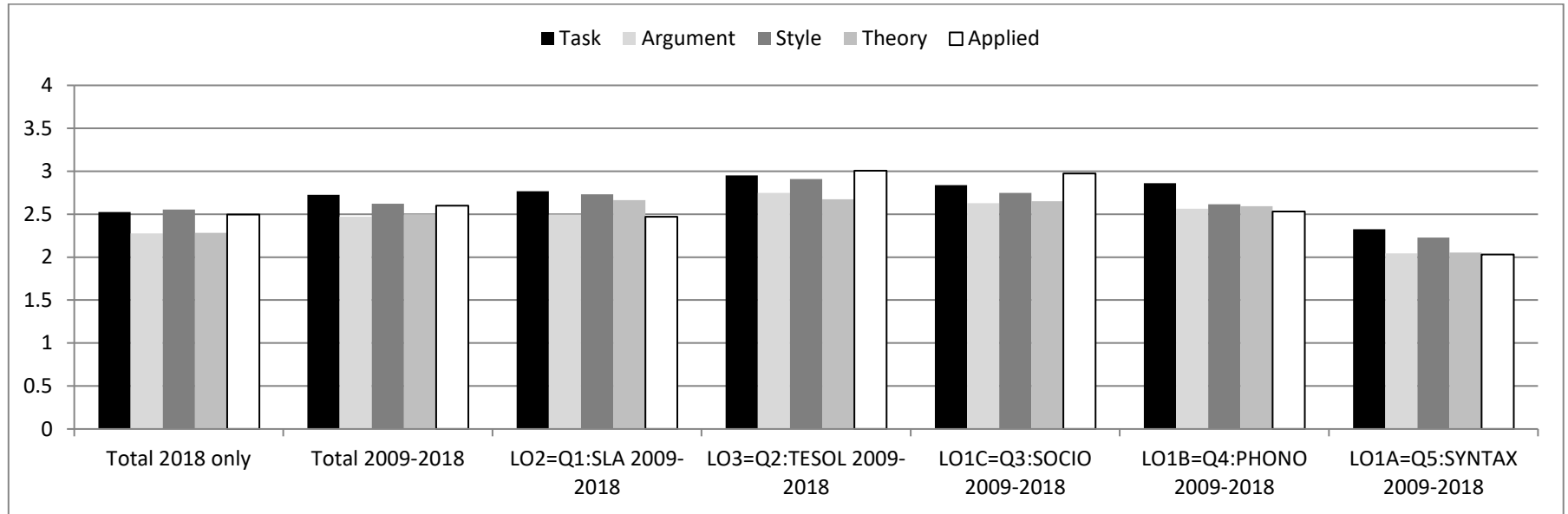
Figure 3: Mean results of the Thesis Rubric Categories for MS-TESOL Theses AY2012-2018 (N=6)

Categories: Intro, Argument, Grounded, Methods, Results, Conclusion, Reference, Writing