PROVIDENCE UNIVERSITY COLLEGE & THEOLOGICAL SEMINARY
ASSESSMENT REPORT - Graduate Programs in TESOL (MA, MEd)

INSTITUTIONAL MISSION

A Christian academic community in the evangelical tradition, Providence teaches people to grow in knowledge and character for leadership and service.

INSTITUTIONAL GOALS FOR ACADEMIC PROGRAMS

Goal 1: Integrated Christian Worldview
- Biblical and Theological Literacy
- Christ-centered Worldview
- Learning in Service of Discipleship
- Flourishing Personal Spirituality

Goal 2: Critical and Creative Thinking
- Inquiry and Analysis
- Problem Solving
- Creativity
- Depth and Breadth of Understanding

Goal 3: Global Intelligence
- Global Understanding
- Sense of Historical Development
- Civic Knowledge and Engagement
- Intercultural Competence

Goal 4: Communication
- Oral Communication
- Written Communication
- Reading Comprehension
- Integrative Communication

Goal 5: Ethical Leadership
- Teamwork
- Ethical Reasoning
- Leadership
- Personal Organization/Time Management

Goal 6: Literacy
- Information Literacy
- Quantitative Literacy
- Technological Literacy
- Visual Literacy

The Master's Programs in TESOL (MA, MEd) support Goals 2 through 6. Our cognitive objectives work toward global understanding and intercultural competence. Our cognitive and practice objectives involve student engagement in inquiry and analysis, problem-solving, creativity and depth and breadth of understanding in TESOL scholarship. Our practice objectives also incorporate information literacy. Our communications objectives focus on oral and written communication as well as ethical reasoning.

Program Objectives	Measurement Means	Benchmarks	Results	Implications
1. Cognitive Outcomes The student will demonstrate their ability to analyze the complex nature of language and critique the role of the language teacher as a facilitator of linguistic and cultural learning. **Supporting Goal 2 and 3**	Rubrics in 444.61 Applied Linguistics III) INDIRECT: self and peer feedback through creating own rubrics	DIRECT: 80% of students achieve 80% or higher on Workshops, research papers, and summary reports. Rubrics for some assignments are collaboratively constructed. In addition, after each student presentation, peer and self-assessments are conducted with a "three stars and a wish" form.	100% of students achieved 80% or higher in their coursework for 444.61 Applied Linguistics III including collaboratively created rubrics.	The students who are accepted into the graduate programs are carefully vetted. Only those are accepted whose work ethic and prior grades reflect the standards of our program. We generally have small student numbers, with classes no larger than 10 students. Students are highly motivated and engaged. In addition to weekly classes, each student is mentored through one-on-one meetings with the professor. Care is taken to scaffold experiences of success and to prevent the students from venturing too far into the program if the professor sees a significant lack of fit between the candidate and the outcomes. In the capstone thesis/project portion, this is especially important. No student is permitted to present their final thesis defence if the professor is not reasonably confident of a grade of at least 80%.[1]
2. Practice Outcomes: The student will employ the principles of effective instructional design and delivery of meaningful language lessons and curricula based on the needs of the learners. **Supporting Goal 2 and 6**	DIRECT: Rubrics in 445.64 Language Curriculum Development 444.63 Sociolinguistics) INDIRECT: self and peer feedback through creating own rubrics	80% of students achieve 80% or higher on unit and curriculum plans. Rubrics for some assignments are collaboratively constructed. In addition, after each student presentation, peer and self-assessments are conducted with a "three stars and a wish" form.	100% of students achieved 80% or higher in 445.64 Language Curriculum Development including collaboratively created rubrics.	
3. Communication Outcomes (orally and/or in writing) The student will give professional quality oral and written presentations of their own research results and/or teaching ideas. **Supporting Goal 4 and 5**	Rubrics in 445.75 – Guided Seminar TESOL: Thesis or Project INDIRECT: Student feedback on course evaluation form.[2]	DIRECT: 80% of students achieve 80% or higher on final research thesis or project. Students present their thesis/project to a panel in the form of a final defense. The panel consists of first and second readers and a library representative. Grades are determined by consensus of this panel	100% of students achieved 80% or higher on final research thesis or project.	

[1] In 2022, the TESOL graduate program as a part of the Modern Language Institute was reviewed using an existing model. In that review, past recommendations were evaluated and further recommendations and revisions were presented. This review has already been submitted to ABHE.

[2] The Thesis/Project course has not been evaluated by student form in prior years. Our recommendation would be that the capstone of the program be evaluated as all other academic courses are. Beginning immediately, we will add it to the list of courses that receive the Student Feedback Form.

SENATE PROGRAM REVIEW COMMITTEE REPORT TO THE SENATE

There was appreciation for the inclusion of Institutional Goals. It is noted that five of the six stated goals (Critical and Creative Thinking, Global Intelligence, Communication, Ethical Leadership, and Literacy) are supported through the program objectives.

Based on marks given (by %) the program reports a high level of effectiveness. The "Implications" section notes the attention to careful vetting of students and scaffolding experiences of success for students, and reserving thesis defense to those whose advisor has high confidence of 80% or more.

It was noted that this review had been submitted to ABHE that included interaction with previous recommendations.

We concur with the recommendation "that the capstone of the program be evaluated as all other academic courses are...it will be added to the list of courses that receive the Student Feedback Form."

We present this review to the Senate as one that meets the Program Review criteria.

REVIEW RECEIVED AND ACCEPTED BY THE SENATE, AUGUST 30, 2023.