

Report of Assessment Work
Ph. D. in Hawaiian and Indigenous Language and Culture Revitalization

Goal for Student Learning Assessment

To establish a cycle of simple, sustainable, effective assessment practices that will ensure continuous improvement in student mastery of our program learning goals.

Summary of Work Completed to Date

January, 2008 Charles Langlas, Makalapua Alencastre, and Kalena Silva attended a workshop given by Mary Allen at UH Hilo and began the task of formulating student learning outcomes for the various programs of Ka Haka ‘Ula o Ke’elikōlani, including the Ph.D. program.

Sept. 25-27, 2008 Langlas and Alencastre attended a “Retreat on Student Learning and Assessment, Level I” at Emeryville, sponsored by WASC. They refined program goals for the Ph.D. program and the M.A. in Indigenous Language and Culture Education program that had been formulated initially in January, 2008.

October to April, 2009 Langlas formulated an assessment plan for the Ph.D. program, which included as an immediate goal the assessment of the Ph.D. comprehensives given earlier to the Ph.D. candidates (in 2007) in terms of SLO’s 1, 2, 3, 4 & 8. A group met in April to do that assessment (Pila Wilson, Kalena Silva, Charles Langlas + Noelani Iokepa-Guerrero and Larry Kaplan from U. of Alaska, Fairbanks). Although we had planned to both (1) assess the questions to see how well they meet the goal of covering our stated program outcomes and (2) assess the student answers, we only got the first task done. We concluded that we should change the exam the next time around to better cover the outcomes. In particular, the students should be required to answer questions in which they analyze and evaluate the literature and discuss the situation of other languages, not just their own language of focus. (See the document “Ph.D. comprehensive exams assessment.”)

Work Planned for 2009-2010

1. Ph.D. program planning & syllabi

a. Revamp syllabi for the PH.D. courses given by Langlas and Wilson, to include the SLOs and appropriate class assignments to meet them. (These courses won’t be given again until 2012.)

b. Ask those who are going to serve as affiliate teaching faculty for each track to propose a relevant course (or two) and provide a syllabus if it’s an old course. Send them our list of learning outcomes. Before they teach the course, ask them to provide a syllabus that incorporates some of the learning outcomes (so their courses are really integrated into the program).

2. Go back to assessment of the Spring 2007 Ph.D. comprehensives. Assess the questions in terms of SLO 2 in terms of application to the student's own language/culture revitalization (will need to develop rubric).

3. Modify the Ph.D. program so that candidates do oral presentations and publish work to affect public opinion concerning language and culture revitalization, in order to provide for learning to meet SLO's 5 and 6. Student learning will be assessed by a portfolio of work, which is to become a graduation requirement. The portfolio should include documentation of newspaper or periodical articles, or oral presentations aimed at the candidate's indigenous language community; documentation of such work aimed at the larger public; and documentation of written material or oral testimony given at government forums concerned with indigenous language and culture revitalization.

4. Meet to create a rubric for assessing the Ph.D. dissertations on SLO's 4 and 7. Use the rubric to assess the Ph.D. dissertations that have been completed as of Spring 2010.

Matrix of Program Outcomes and Courses
Ph. D. in Hawaiian and Indigenous Language and Culture Revitalization

Program Outcomes:

1. Graduates can describe and evaluate important current ideas and data in two of the four areas of program specialization (a. indigenous language and culture education, b. indigenous language and culture in society, c. indigenous language planning, d. Hawaiian language and culture)
2. Graduates can integrate the fundamentals of all three areas—indigenous language and culture education, indigenous language and culture in society, indigenous language planning—to solve real problems in maintaining and revitalizing indigenous language and culture.
3. Graduates can analyze their indigenous language of focus in terms of its grammar, semantics and socio-linguistic variation.
4. Graduates can write effective academic papers (clear, concise, effectively organized, accurate in content, analytical and/or synthetic in nature).
5. Graduates can write effective non-academic essays to inform public opinion concerning indigenous language and culture revitalization.
6. Graduates can communicate effectively in government and indigenous community environments.
7. Graduates can apply various research methods appropriate to research in indigenous language and culture revitalization and can carry out rigorous research in the field.
8. Graduates exhibit potential for leadership in revitalization of their indigenous language and culture.

Courses for Majors	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8
2 or 4 Usual Pre-requisites:								
KEd 660	I/D			D	I	I		
KEd 662	I/D			D	D	D		I
KInd 601	I			D	I	I		
KInd 602	I			D	D	D		
Required:								
KInd 730				D			D	
KLan 701-704		I	D/M					D
2 of 4 Required:								
KEd 794	D	D		D				
KInd 794	D	D		D				
KLin 794	D	D		D				
HAW 794	D			D				
Required:								
Comprehensive exams	M	M						M
[Portfolio*]					M	M		M
KInd 800 (thesis)	M			M			M	

I = Introduced, D = Developed & Practiced with Feedback, M = Demonstrated at the Mastery

* Portfolio requirement to be added to the program for the next cohort of degree candidates (to start 2012).

Assessment Plan for Program Outcomes

Program Outcomes	Assessable Performances Assessment Plan	Status / Progress / Results
1. Graduates can describe and evaluate important current ideas and data in two of the four areas of program specialization (a. indigenous language and culture education, b. indigenous language and culture in society, c. indigenous language planning, d. Hawaiian language and culture)	Written papers in usual pre-requisite courses which require analysis and evaluation of current literature in the area. Written comprehensive exam questions (for areas a, b & c) which require analysis and evaluation of current literature in the area.	Comp questions given in Sp 08 assessed in Sp 09 by faculty committee of five (including one outsider); decision made to modify & improve the thrust of questions in future.
2. Graduates can integrate the fundamentals of all three areas— indigenous language and culture education, indigenous language and culture in society, indigenous language planning— to solve real problems in maintaining and revitalizing indigenous language and culture.	Written comprehensive exam questions which require integration of knowledge in all three areas and application to a particular revitalization problem.	(see above)
3. Students can analyze their indigenous language of focus in terms of its grammar, semantics and socio-linguistic variation.	Written analytical papers or exams in KLAN courses	
4. Graduates can write effective academic papers (clear, concise, effectively organized, accurate in content, analytical and/or synthetic in nature).	Written papers (KInd 730, 794 seminars) Dissertation proposal Dissertation	
5. Graduates can write effective non-academic essays to affect public opinion concerning indigenous language and culture revitalization.	Portfolio of written or documented oral presentations aimed at the general public	To be implemented for next cohort (2012)
6. Graduates can communicate effectively in government and indigenous community environments.	Portfolio of written or documented oral presentations aimed at the student's indigenous language community; of written or oral testimony at government forums	(see above)
7. Graduates can apply various research methods appropriate to research in indigenous language and culture revitalization and can carry out rigorous research in the field.	Papers that demonstrate student use of research methods (interviewing, archival search in KInd 730) Dissertation	
8. Graduates exhibit potential for leadership in revitalization of indigenous language and culture.	Paper (KEd 602) Project (KLAN 704) Written Comprehensive exams Portfolio	

Deliverable #3: WASC Rubrics (Self-Assessment Checklist)

Program: Ph. D. in Hawaiian and Indigenous Language and Culture Revitalization

Comprehensive List: ___ Initial ___ Emerging ___ Developed _x_ Highly Developed
Assessable Outcomes: ___ Initial ___ Emerging _x_ Developed ___ Highly Developed
Alignment: ___ Initial ___ Emerging ___ Developed _x_ Highly Developed
Assessment Planning*: ___ Initial ___ Emerging _x_ Developed ___ Highly Developed
The Student Experience: ___ Initial _x_ Emerging ___ Developed ___ Highly Developed

Report on Assessment Work
M.A. in Hawaiian Language and Literature

Goal for Student Learning Assessment

To establish a cycle of simple, sustainable, effective assessment practices that will ensure continuous improvement in student mastery of our program learning goals.

Summary of Work Completed to Date

January, 2008 Charles Langlas, Makalapua Alencastre, and Kalena Silva attended a workshop given by Mary Allen at UH Hilo and began the task of formulating student learning outcomes for the various programs of Ka Haka 'Ula o Ke'elikōlani, including the M.A. program in Hawaiian Language and Literature

Sept. 25-27, 2008 Langlas and Alencastre attended a "Retreat on Student Learning and Assessment, Level I" at Emeryville, sponsored by WASC.

October, 2008 to July, 2009 Langlas formulated an assessment plan for the M.A. program, which included as an immediate goal the assessment of papers in at least two M.A. classes given during the 2008-2009 academic year. In July, a two-member committee (Kalena Silva and Kale Langlas) met and assessed the papers in HWST 661 and HWST 665) in terms of SLO 6 for the program, "students can write an effective academic paper in Hawaiian." We used a rubric designed by Langlas, ranked the papers according to the rubric, and selected 5 papers to keep to illustrate various levels of success in meeting the SLO. We decided to alter the rubric slightly and to incorporate it into the syllabi for many of the M.A. courses, in order to help students self-assess their writing. We also concluded that we need to better teach our students how to construct an analysis and how to write it up. (See the document, "Summary of Meeting for Assessment of HWST 661 and 665 Papers for SLO 6.")

Future Work

1. Carry out an assessment of exit theses in 2009-2010, considering the six exit theses that should then be completed. We will establish a rubric to examine the theses with regard to various program outcomes (outcomes 1, 3, 6, and 7) and a committee of five to assess the theses, the three of us who teach in the M.A. program, plus two Hawaiian language speaking professors from U.H. Manoa.
2. Assess student learning with regard to SLOs 1 and 4 using the same course papers written for HWST 665 and HWST 662 that were assessed earlier for SLO 6.
3. Revamp syllabi for the M.A. courses given by us to include the SLOs and verify that the class includes appropriate assignments to meet the SLOs. (These courses won't be given again until 2010-2012.)

Matrix of Program Outcomes and Courses

Program Outcomes:

1. Students can speak and write grammatically correct Hawaiian at a level appropriate to graduate work.
2. Students can identify and explain major aspects of the grammatical structure of a sample of Hawaiian.
3. Students can describe the history of Hawaiian language and literature and know how to access Hawaiian language resources of various kinds (written and oral, electronic and traditional).
4. Students can read and analyze important Hawaiian language texts (literary, cultural and historical) from the nineteenth and early twentieth century.
5. Students have both knowledge of and skill in performance of Hawaiian chant and acculturated Hawaiian music.
6. Students can write an effective academic paper in Hawaiian (clear, concise, effectively organized, accurate in content, analytical and/or synthetic in nature).
7. Students can apply various research methods appropriate to Hawaiian language and literature and can carry out rigorous research in the field.

Courses for Majors	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
Taken as UG prep:							
Fourth-year Hawaiian	I	I		I	I		
Usual Electives (or taken as UG):							
HAW 454	D	D					
HWST 473 or 471					D		
KANT 486 or HWST 463				D		I	
Required							
HAW 630			I			D	D
HAW 631			I				
HAW 654	M	M					
HWST 662 or 661					M	D	
HWST 663				M		D	
HWST 665 or 664				M		D	
HAW 700 (thesis)	M		M			M	M

I = Introduced, D = Developed & Practiced with Feedback, M = Demonstrated at the Mastery

Deliverable #2: Assessment Plan for Program Outcomes

Degree or Program Name: M.A. in Hawaiian Language and Literature (Plan A)

Program Outcomes	Assessable Performances Assessment Plan	Status / Progress / Results
1. Students can speak and write grammatically correct Hawaiian at a level appropriate to graduate work.	Oral speech performances Oral speech exams Papers (HAW 454, 654) Journal (HAW 601) Written language exams (HAW 454, 654) Exit thesis	*
2. Students can identify and explain major aspects of the grammatical structure of a sample of Hawaiian.	Written exams & papers that demonstrate structural analytical ability (HAW 454, 654)	
3. Students can describe the history of Hawaiian language and literature and can access Hawaiian language resources of various kinds (written and oral, electronic and traditional).	Written exams or papers that describe the history of Hawaiian language (HAW 601) Written papers that demonstrate student ability to access language resources (HAW 630) Exit thesis	
4. Students can read and analyze important Hawaiian language texts (literary, cultural and historical) from the nineteenth and early twentieth century.	Written papers that demonstrate ability to read & analyze the texts (HWST 463, KANT 486, HWST 663, 665)	
5. Students have both knowledge of and skill in performance of Hawaiian chant [and acculturated Hawaiian music].	Written exams (HWST 473, 662) Oral performances (HWST 473, 662)	
6. Students can write an effective academic paper in Hawaiian (clear, concise, effectively organized, accurate in content, analytical and/or synthetic in nature).	Written analytical or synthetic papers (KANT 486, HAW 630, HAW 631, HWST 663, HWST 665) Exit thesis	Assessment of papers in HWST 661 & 665, July 2009. Rubric adopted and papers identified for various levels.
7. Students can apply various research methods appropriate to Hawaiian language and literature and can carry out rigorous research in field.	Papers that demonstrate student use of research methods (interviewing, archival search) (HAW 630, 631) Exit thesis	

Deliverable #3: WASC Rubrics (Self-Assessment Checklist)

Program: M.A. in Hawaiian Language and Literature (Plan A)

Check the status of your program's learning outcomes for each WASC criteria below. *

Comprehensive List:	<input type="checkbox"/> Initial	<input type="checkbox"/> Emerging	<input type="checkbox"/> Developed	<input checked="" type="checkbox"/> Highly Developed
Assessable Outcomes:	<input type="checkbox"/> Initial	<input type="checkbox"/> Emerging	<input checked="" type="checkbox"/> Developed	<input type="checkbox"/> Highly Developed
Alignment:	<input type="checkbox"/> Initial	<input type="checkbox"/> Emerging	<input checked="" type="checkbox"/> Developed	<input type="checkbox"/> Highly Developed
Assessment Planning*:	<input type="checkbox"/> Initial	<input type="checkbox"/> Emerging	<input checked="" type="checkbox"/> Developed	<input type="checkbox"/> Highly Developed
The Student Experience:	<input type="checkbox"/> Initial	<input checked="" type="checkbox"/> Emerging	<input type="checkbox"/> Developed	<input type="checkbox"/> Highly Developed