Ka Haka ‘Ula o Ke‘elikōlani College of Hawaiian Language  
MA in Indigenous Language and Culture Education (ILCE)  

Program Assessment Plan  

Student Learning Outcomes:  

For the purpose of program assessment, six student learning outcomes have been developed. See the Curricular Map (attached) for alignment with courses.  

1: Mauli Ola/Indigenous Practitioner  
Applies pedagogy appropriate to mauli ola/indigenous language medium and culture-based education.  

2: Articulator of Indigenous Education  
Articulates a rationale for culture-based/indigenous pedagogy and dispositions within P-12 classrooms.  

3: Effective Communicator  
Communicates effectively in both academic and indigenous community environments.  

4: Informed Indigenous Educator  
Accesses, analyzes and reflects on indigenous knowledge, practices, literature and research findings.  

5: Mauli Ola/Indigenous Researcher  
Designs and conducts culturally appropriate, rigorous and ethical research that is responsive to issues inherent in indigenous language medium and culture-based education.  

6: Global Indigenous Perspective  
Analyzes global trends and perspectives that affect the implementation of indigenous language and culture education.  

Program Objectives:  

Students must present evidence of meeting specific program objectives. Each is aligned with one or more of the program learning outcomes.  

• Demonstrate reflective practice of teaching and learning processes within P-12 immersion/cultural-based educational settings. (SLO 1)  
• Demonstrate the applied academic content knowledge and pedagogy content knowledge within courses and practicum fieldwork. (SLO 1, 2)  
• Demonstrate a high level of Hawaiian language and cultural proficiency. (SLO 1, 3)  
• Demonstrate their ability to work well with students and educators and to be ethical and fair in their relationships with them. (SLO 1, 3)  
• Develop a professional portfolio project as the capstone assignment for Phase I, providing evidence of their reflective educational practice, as well articulating their own educational philosophy. (SLO 1, 2, 3, 4)  
• Demonstrate ability to access and interpret research done by others for the benefit of Hawai‘i’s school children. (SLO 4, 5)  
• Demonstrate ability to conduct applied research within an indigenous educational setting. (SLO 4, 5)  
• Demonstrate the use of applied research to directly benefit Hawai‘i’s school children, i.e., their own students and school community. (SLO 4, 5)  
• Participate in national and international educational links to better understand indigenous cultural and educational issues. (SLO 4, 5, 6)  

Indirect Assessments:  

Multiple measurements are used as indirect assessments to manage and improve operations of the program. Data from each are reviewed by faculty at the end of each semester to inform program development.  

• UH Course evaluations: As an external assessment, students assess the course and instructor at the end of each semester using the UH Hilo evaluation forms. Data is compiled by the UH
assessment office, with results shared with course instructors.

- **Anamanaʻo Moho** (Student Self-Assessment-Phase I): Used by students to monitor their own progress and provide input into the program at three transition points. Data is compiled and shared with program faculty at three of the transition points within Phase I of the program.

- **Anamanaʻo Moho** (Student Self-Assessment-Phase 2): Used by students to provide input into the program at during semester 6 of the program. Data is compiled and shared with program faculty at the end of Phase 2 of the program.

- **Ana Manaʻo Pukana** (Graduate surveys) As an internal form, surveys are mailed out to all graduates every two years to provide feedback of program effectiveness.

- **Palapala Loiloi Papahana- Poʻokumu** (Employer Surveys): As an internal form, surveys are mailed out to employers every three years to provide feedback of graduates’ performance. Solicits general information about the performance of program graduates.

**Direct Assessments:**

Performance assessments throughout the program serve to appraise the students growth within the program, monitoring and documenting the applied practice and demonstration of developing professional and cultural knowledge, skills, and dispositions. The program assessment collects information on course assignments, clinical practice, professional portfolios, and research papers in order to develop students proficiencies in meeting program goals, and state and national professional standards, i.e., the Hawaiʻi Teacher Standards Board (grades P-12), Attitudes, Skills & Knowledge-Hawaiʻi Careers With Young Children Standards (ASK Core) / National Association for the Education of Young Children standards (NAEYC) (grades P-3). For each assessment, the applicable goal and/or standard is included to assist students in focusing on expectations and provides for meaningful mentoring opportunities. Rubrics are used extensively for observing and assessing clinical practice, providing input during the creation and teaching of lesson plans and curriculum units, and evaluating projects, presentations, and research papers.

- **Loiloi ʻŌpaʻa Haʻawina Moenahā** (Curriculum Unit Evaluation): Provides the criteria and ratings for each of the five sections of the unit. Students are able to submit multiple drafts as they create their units.

- **Makaʻaha Aʻoākumu** (Student Teacher Observation/Assessment Rubric): A comprehensive four part instrument designed to promote dialogue and reflection of the teaching and learning processes, by documenting student’s growth, progress and improvement of instructional planning and delivery. The four parts of this instrument include: 1) Planning, 2) Delivery, 3) Professional Dispositions, and 4) Classroom Management.

- **Moʻoaʻo Aʻoākumu I & II** (Professional Portfolio I & II): A capstone project that spans two semesters of clinical practice and is designed for students to demonstrate reflection, inquiry and critical analysis of each of the program’s cultural and professional goals and standards.

- **Palapala Holomua Aʻoākumu I & II** (Student Teacher Progress Reports I & II): A comprehensive tool used to monitor the performance of the students and is administered twice (at the end of the first and second semester of full-time clinical practice) by the cooperating/mentor teacher. As a summative assessment, Progress Report II is used to determine successful completion of clinical practice. (see Assessment Plan attachment)

- **Loiloi Puka Aʻoākumu** (Student Teacher Overall Rating of Professional Skills): A summative assessment reflecting a culmination of all Phase I program coursework and assessments. This form is sent to Hawaiʻi Teacher Standards Board for students who qualify as program completers. (see Assessment Plan attachment)

- **Analoi Pāhana** (Action Research Proposal Rubric) Provides the criteria for each of the three sections of the research proposal. Students are able to submit multiple drafts as they develop their proposal. (see Assessment Plan attachment)
• **Analoi Kākau Pepa Papa** (Research Paper Rubric) Provides the criteria and ratings for each of the five sections of the research paper. Students are able to submit multiple drafts as they develop their research.

**Assessment Schedule:**

The schedule reflects the full academic cycle (three years) that a cohort starting in 2011 would experience.

<table>
<thead>
<tr>
<th>Year</th>
<th>SLOs Addressed</th>
<th>Courses</th>
<th>Signature Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>1, 2, 3, 4</td>
<td>KEd 620, 621, 622, 623, 624, 641, 642, 643, 644</td>
<td>• Clinical Practice&lt;br&gt;• Moenahā Curriculum Units&lt;br&gt;• Professional Portfolio</td>
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<tr>
<td>2012-2013</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>KEd 662, 630</td>
<td>• Research Proposal&lt;br&gt;• Literature Review</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>KEd 660, 693</td>
<td>• Research Paper&lt;br&gt;• Presentation at Conference&lt;br&gt;• Poster presentation on UH campus</td>
</tr>
</tbody>
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**Program Assessment Is Ongoing, Collaborative, Data-Centered**

The ILCE Program Assessment was developed to regularly evaluate and continuously improve the program. The program assessment is organized around three programmatic features, namely its program development, implementation, and data collection and analysis. These three features are supported by four specific goals that work together to support its students in meeting the program learning outcomes and professional standards. The program assessment was designed to support evidence-based practices which are grounded in systematic inquiry and incorporate processes that 1) guide instruction, including curricular development and implementation, 2) provide feedback to students and faculty, and 3) document program implementation and improvement. All information and data received is analyzed and reviewed by program faculty to inform program improvements.

Assessment is a coordinated effort between the individual faculty members who are responsible for the collection, analysis and review of data from their specific course assignments and projects, with grades and copies of assessments submitted to the program coordinator. Overall, it is an inclusive process that incorporates numerous opportunities for the P-20 educational community to collaborate in assessment development, data collection, analysis, and use, including providing input for program improvement. Input and feedback is also solicited from advisory and ad-hoc committees and the college faculty senate.

Throughout the program, students’ progress is monitored in academic and pedagogy content knowledge, planning and instruction, student learning, assessment practices, and professionalism. As both internal and external data becomes available, faculty discuss results and implications for students and program. Review of student data by core program faculty takes place regularly throughout the program and formally at transition points to inform next steps. Using both internal and external evaluation measures, the ILCE program monitors student performance and progress at seven transition points including: 1) phase 1 admission-prior to semester 1, 2) entry to clinical practice-prior to semester 2, 3) exit from clinical practice-end of semester 3, 4) phase I completion-end of semester 3, 5) phase 2 admission-prior to semester 4, and 6) phase 2 progress-prior to end of semester 5, and 7) phase 2 completion-end of semester 7.

The ILCE Program Assessment has recently developed and is currently piloting a web-based online database, Hōkeo Moenahā (a Hawaiian language, culture-based adaptation of LiveText), to provide students with the electronic capability to create and share their lessons, units, and professional portfolios. Additionally, the design of Hōkeo Moenahā promotes interaction between students and their
cooperating/mentor teachers and university faculty supervisors, who provide input during planning and feedback during implementation. Students are encouraged to reflect on their planning and instruction, lesson content, instructional strategies, students learning, and learning environments. Rubric scores are tabulated for analysis and use by program faculty. These web-based functions are being realized as an especially important component of the program curriculum and assessment. As students and cooperating/mentor teachers are in school placements throughout the islands, the use of Hōkeo Moenahā is facilitating communication and providing students and faculty with readily available diagnostic and assessment results.

Also, in the planning and development phase is Huawai, a database consolidating all of its administrative paperwork into a secure and searchable database for long-term use by program faculty and staff in overall monitoring and management of the program. This database will contain all of the information used by the program faculty and staff about students and cooperating/mentor teachers. It will also allow for form creation, data import, tracking and visual analysis, and reporting.

ILCE has systematized its processes for analyzing, reviewing, and using data it collects with the intent that data are regularly used to improve student performance. All individual student performance data submitted through Hōkeo Moenahā and Huawai systems (adaptation of LiveText) is immediately available to the student and faculty once the assessment is complete. This very important feature allows students to receive immediate input and feedback, reflect and evaluate upon that feedback, and improve their performance. Also, during field experiences and clinical practice, observations and assessments are discussed with individual students. Aggregated student performance feedback analyzed through Hōkeo Moenahā and Huawai systems is also available to faculty.

Data-driven changes have occurred over the past three years based on information from the various assessments and include:

- Research and development of Hōkeo Moenahā as a comprehensive culture-based system for teacher delivery and student learning built upon the best practices of Native Hawaiian pedagogy that embraces the natural learning cycle.
- Alignment and revision of the program’s assessment system to better inform program development.
- Development of standards-based rubrics to monitor and assess students’ progress during the clinical practice.
- Creation of electronic templates for assessment system.
- Curricula has been modified to promote connections between and among courses and seminar topics with more focus given to: Hawaiian language literacy strategies; indigenous and culture-based education research; research on childhood and adolescent development; assessment strategies; integration of technology.