

Student Learning Outcomes for Each Student Learning Objective

Certificate Programs

I. Certificate in English as a Second Language

a. Program Goals

In the context of Olivet University's mission, completion of the ESL program will enable students to:

1. Develop the student's ability to conduct complex research projects using English as their secondary language.
2. Improve usage of verbal and auditory skills within an American college setting
3. Enable students to function within the American culture to pursue further education in English.
4. Point out areas for further development and refinement of English communication skills.

b. Assessment Report (Fall 2025)

Program Goal 1: Develop the student's ability to conduct complex research projects using English as their secondary language.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
ESL1-M1	Performance on the “Topics research and essay writing” assignment of the course “ENGL080 Advanced Reading and Writing I”	Every student obtained a minimum of passing score (60) on each of the measures, and at least 80% of the students had a combined score of no less than the satisfactory score (75).	N/A (No data available for AY 2024-2025, next collection date TBD)
ESL1-M2	Performance on the “Research topics discussion and presentation” assignment of the course “ENGL080 Advanced Reading and Writing I”		

Program Goal 2: Improve usage of verbal and auditory skills within an American college setting.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
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ESL2-M1	TOEFL Model Test	Every student obtained a minimum of passing score (60) on each of the measures, and at least 80% of the students had a combined score of no less than the satisfactory score (75).	N/A (No data available for AY 2024-2025, next collection date TBD)
ESL2-M2	TOEFL IBT TEST		
ESL2-M3	Duolingo English Test		

Program Goal 3: Enable students to function within the American culture to pursue further education in English.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
ESL3-M1	Performance on the “Acting Play in Classic English literature” assignment of the course “ENGL072 Advanced Listening and Speaking II”	Every student obtained a minimum of passing score (60) on each of the measures, and at least 80% of the students had a combined score of no less than the satisfactory score (75).	N/A (No data available for AY 2024-2025, next collection date TBD)
ESL3-M2	Performance on the “Preach Sermon in Class” assignment of the course “ENGL072 Advanced Listening and Speaking II”		
ESL3-M3	Performance on the “Topic Presentation” assignment of the course “ENGL072 Advanced Listening and Speaking II”		

Program Goal 4: Point out areas for further development and refinement of English communication skills.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
ESL4-M1	TOEFL Model Test	Every student obtained a minimum of passing score (60) on each of the measures, and at least 80% of the students had a combined score of no less than the satisfactory score (75).	N/A (No data available for AY 2024-2025, next collection date TBD)
ESL4-M2	TOEFL IBT TEST		
ESL4-M3	Duolingo English Test		

II. Certificate in Languages

a. Program Goals

In the context of Olivet University's mission, completion of the Certificate in Language program will enable students to:

1. Exercise language competencies needed within the missions profession.
2. Be prepared to function within a foreign mission field.
3. Build foundational coursework that will enable pursuit of further education in the mission field/foreign language.

b. Assessment Report (Fall 2025)

Program Goal 1: Exercise language competencies needed within the missions profession.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
LANG1-M1	Performance on the “Record one book of Bible's dictation” assignment of the course “xxxx010* Dictation Skill”	Every student obtained a minimum of passing score (60) on each of the measures, and at least 80% of the students had a combined score of no less than the satisfactory score (75).	N/A (No data available for AY 2024-2025, next collection date TBD)
LANG1-M2	Performance on the “Record famous sermons dictation” assignment of the course “xxxx010* Dictation Skill”		

Program Goal 2: Be prepared to function within a foreign mission field.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
LANG2-M1	Performance on the “Sermon script writing and presentation” assignment of the course “xxxx011* Writing Skills”	Every student obtained a minimum of passing score (60) on each of the measures, and at least 80% of the students had a combined score of no less than the satisfactory score (75).	N/A (No data available for AY 2024-2025, next collection date TBD)
LANG2-M2	Performance on the “Topic and news writing” assignment of the course “xxxx011* Writing Skills”		

Program Goal 3: Build foundational coursework that will enable pursuit of further education in the mission field/foreign language.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
LANG3-M1	Performance on the “Book report presentation” assignment of the course “xxxx014* Presentation”	Every student obtained a minimum of passing score (60) on each of the measures, and at least 80% of the students had a combined score of no less than the satisfactory score (75).	N/A (No data available for AY 2024-2025, next collection date TBD)
LANG3-M2	Performance on the “Theological topic research paper and presentation” assignment of the course “xxxx014* Presentation”		

III. Certificate in Teaching English to Speakers of Other Languages (TESOL)

a. Program Goals

In the context of Olivet University's mission, completion of the TESOL program will enable students to:

1. Understand the TESOL teaching methods for children to adults.
2. Knowledgeable about day to day mission field language.
3. Develop tests and assessments.
4. Describe an overview of the English language.
5. Differentiate between first and second language acquisition.
6. Appreciate cultural and religious differences and learning styles.
7. Teach grammar for writing and speaking.
8. Plan lessons.
9. Apply for a teaching position.
10. Complete classroom observations, critiques, and teachings.

b. Assessment Report (Fall 2025)

Program Goal 1: Understand the TESOL teaching methods for children to adults.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
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TESOL1-M1	Performance on the “Evaluation of ESL for children’s materials” assignment of the course “TESL504 ESL for Children”	Every student obtained a minimum of passing score (68) on each of the measures, and at least 80% of the students had a combined score of no less than the satisfactory score (85).	<u>Results:</u> There are 3 students in the cohort who have finished at least 75% of the program. All of them had valid data that were used for analysis. Among the 3 students, all of them (100%) obtained a passing score (68) or higher on the measurement, and all of them (100%) had a score of no less than the satisfactory score (85). Therefore, the benchmark for success was <u>MET</u>. <u>Implications & Recommendations:</u> None.
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Program Goal 2: Knowledgeable about day-to-day mission field language.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
TESOL2-M1	Performance on the “Final Exam” of the course “TESL501 Introduction to TESOL Methods, Materials and Assessment”	Every student obtained a minimum of passing score (68) on each of the measures, and at least 80% of the students had a combined score of no less than the satisfactory score (85).	<u>Results:</u> There are 3 students in the cohort who have finished at least 75% of the program. Due to different implementations of the course TESOL501, data on this measurement were missing. <u>Implications & Recommendations:</u> Measures need to be taken to ensure the implementation of courses for assessment align well with the assessment plan.

Program Goal 3: Develop tests and assessments.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
TESOL3-M1	Performance on the “Writing Assignment” of the course “TESL501 Introduction to TESOL	Every student obtained a minimum of passing score (68) on each of the measures, and at least 80%	<u>Results:</u>

	Methods, Materials and Assessment”	of the students had a combined score of no less than the satisfactory score (85).	There are 3 students in the cohort who have finished at least 75% of the program. One of the students hasn’t taken the course TESL501 therefore was excluded from the analysis. Among the remaining 2 students, all of them (100%) obtained a passing score (68) or higher on the measurement, and all of them (100%) had a score of no less than the satisfactory score (85). Therefore, the benchmark for success was <u>MET</u>. <u>Implications & Recommendations</u>: None.
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Program Goal 4: Describe an overview of the English language.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
TESOL4-M1	Performance on the “Teaching Demo” assignment of the course “TESL503 Structure of English Language and Teaching Methods”	Every student obtained a minimum of passing score (68) on each of the measures, and at least 80% of the students had a combined score of no less than the satisfactory score (85).	<u>Results:</u> There are 3 students in the cohort who have finished at least 75% of the program. Due to different implementations of the course TESOL501, data on this measurement were missing. <u>Implications & Recommendations:</u> Measures need to be taken to ensure the implementation of courses for assessment align well with the assessment plan.
TESOL4-M2	Performance on the “Grammar Analysis report” of the course “TESL503 Structure of English Language and Teaching Methods”		

Program Goal 5: Differentiate between first and second language acquisition.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
TESOL5-M1	Performance on the “Final Exam” of the course “TESL502 Introduction to	Every student obtained a minimum of passing score (68) on each of the	<u>Results:</u>

	Language and Language Learning”	measures, and at least 80% of the students had a combined score of no less than the satisfactory score (85).	There are 3 students in the cohort who have finished at least 75% of the program. All of them had valid data that were used for analysis. Among the 3 students, all of them (100%) obtained a passing score (68) or higher on the measurement, and all of them (100%) had a score of no less than the satisfactory score (85). Therefore, the benchmark for success was <u>MET</u>. <u>Implications & Recommendations</u>: None.
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Program Goal 6: Appreciate cultural and religious differences and learning styles.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
TESOL6-M1	Performance on the “Final Exam” of the course “MINS610 Intercultural Studies”	Every student obtained a minimum of passing score (68) on each of the measures, and at least 80% of the students had a combined score of no less than the satisfactory score (85).	<u>Results</u>: There are 3 students in the cohort who have finished at least 75% of the program. One of the students hasn’t taken the course MINS610 therefore was excluded from the analysis. Among the remaining 2 students, all of them (100%) obtained a passing score (68) or higher on the measurement, and all of them (100%) had a score of no less than the satisfactory score (85). Therefore, the benchmark for success was <u>MET</u>. <u>Implications & Recommendations</u>: None.
TESOL6-M2	Performance on the “Cultural Assessment” assignment of the course “MINS610 Intercultural Studies”		

Program Goal 7: Teach grammar for writing and speaking.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
TESOL7-M1	Performance on the “Grammar Analysis 1-7” assignments of the course	Every student obtained a minimum of passing score (68) on each of the	<u>Results</u>:

	“TESL503 Structure of English Language and Teaching Methods”	measures, and at least 80% of the students had a combined score of no less than the satisfactory score (85).	There are 3 students in the cohort who have finished at least 75% of the program. Due to different implementations of the course TESOL501, data on this measurement were missing. <u>Implications & Recommendations:</u> Measures need to be taken to ensure the implementation of courses for assessment align well with the assessment plan.
TESOL7-M2	Performance on the “Teaching Demo” assignment of the course “TESL503 Structure of English Language and Teaching Methods”		

Program Goal 8: Plan lessons.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
TESOL8-M1	Performance on the “Lesson Plan” assignment of the course “TESL505 Teaching Practicum”	Every student obtained a minimum of passing score (68) on each of the measures, and at least 80% of the students had a combined score of no less than the satisfactory score (85).	<u>Results:</u> There are 3 students in the cohort who have finished at least 75% of the program. All of them had valid data that were used for analysis. Among the 3 students, all of them (100%) obtained a passing score (68) or higher on the measurement, and all of them (100%) had a score of no less than the satisfactory score (85). Therefore, the benchmark for success was <u>MET</u>. <u>Implications & Recommendations:</u> None.

Program Goal 9: Apply for a teaching position.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
TESOL9-M1	The Graduating Students/Graduates Survey: Question 7.15	The average rating of item has a minimum of 80%.	<u>Results:</u> The average rating (distance learning, English language) is 90%, therefore the benchmark for Success is <u>MET</u>.

			<u>Implications & Recommendations:</u> None.
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Program Goal 10: Complete classroom observations, critiques, and teachings.

Label	Measurement Means	Benchmark for Success	Results & Implications & Recommendations
TESOL10-M1	Performance on the “Classroom evaluation” assignment of the course “TESL505 Teaching Practicum”	Every student obtained a minimum of passing score (68) on each of the measures, and at least 80% of the students had a combined score of no less than the satisfactory score (85).	<u>Results:</u> There are 3 students in the cohort who have finished at least 75% of the program. All of them had valid data that were used for analysis. Among the 3 students, 2 obtained a passing score (68) or higher on the measurement, and 1 had a score of no less than the satisfactory score (85). Therefore, the benchmark for success was <u>NOT MET.</u> <u>Implications & Recommendations:</u> Further investigation is needed to identify the reason(s) for the one student’ failure to obtain a passing score on TESOL10-M1 and actions may be taken accordingly to address the issue identified.