Reporting Guidelines for Academic Programs

AY 21-22 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT   OPTION A: TABLE FORMAT

Academic Program:	Language Studies Teaching, BA	Date:	11-14-2022
Author(s):	Melanie D'Amico, Ann Rider, and Lisa Calvin		
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu.		_X__ Learning Outcomes __X_ Curriculum Map __X_ Assessment Plan	
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.		___ Yes _X___ No ___ Hybrid	

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
3.1 Communication: Communicate appropriately according to one's highest level of work.	all 202		Avant STAMPs proficiency exam: listening, speaking, reading, writing	202, intermediate low (4) to intermediate mid (5)	See attached tables. The mean score for all 202 skills was 4.89 (Table 2, Mean Scores for 202), with speaking scores improved to 4.032, listening at 4.652, writing at 4.572 and reading scores as high as 6.25.	2015 data for 202: reading and listening speaking were below expectations. 2021 (202): Reading improved from 5 to 6; listening from 4-4.6, writing improved from improved from 3 – 4.0.

Student Success Activities

Updated July 2022

Indiana State University

Office of Assessment and Accreditation

Use the "Academic Chair" tab in Blue Reports to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Indiana State University

Office of Assessment
and Accreditation

Updated July 2022

Describe current student success activities that are working well.	LST students have access to all student success activities of the department. Student support comes primarily from faculty engagement (advising, mentoring, tutoring). Tutoring services were resumed in Spanish by Student Support office; though not available in other languages, graduate teaching assistants offer extra office hours. Some co-curricular events were reinstated after the pandemic or offered on-line, giving students access to cultural activities and they then write about in class. Students participated in a campus-wide activity, the Incredible Quest, which many also participated in planning. Lingua Franca activities brought more students to co-curricular activities and created alliances with Hispanic and Latino Student Alliance. Though some internships (like Melon Acre Farms) were ended with the pandemic, the department pursued others to allow students more choice in internship opportunities. Normal student teaching was able to resume in 2021-2022.
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	First- year retention was low, but the "n" is small. Students who do not achieve an appropriate gpa for LST in their lower-level language courses are routinely advised to switch to LS program, since the requirements for licensure are high. The Dept would like to see data on students who transition from LST to LS, since this transition is not considered negatively in the department.

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*	LST students do not take Avant STAMPs at their exit point; rather they take the ACTFL OPI-C. LST students could not be sorted out of the overall Avant STAMPs data for the 202 level. However, the improvement in scores from 2015 to 2021 at the 202-level is significant for LST students as well. The Department will look at OPI-C data for its upcoming SPA report.
What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	The focus will be on activities to continue to raise speaking scores at 200 level and move 400-level to 5 or higher overall. A subcommittee will form to study data, collect new research on oral proficiency, and share materials through the Second Language Acquisition Research Group. Although LST students to not take STAMPs for their final assessment, any increased focus on speaking in the program will also benefit LST students.

Indiana State University

Office of Assessment and Accreditation

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	Use 201/202 Foundational Studies assignments to evaluate LO 5.A and 5.B. LST may use this data to compare to other places in which they evaluate culture upon program exit.

Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	Faculty are involved in planning and proctoring Avant Testing. Results are shared with all faculty and discussed at department meeting.

Indiana State University

Office of Assessment
and Accreditation

Language Studies Proficiency Assessment 2015-2021
Avant STAMPs Proficiency Testing Data

Table 1. T-Test results comparing the 202 level to the 400 level

Test	t	df	p	Cohen's d
Total score	-7.310	302.0	< .001	-0.977
Reading	-5.534	302.0	< .001	-0.740
Writing	-6.284	301.0	< .001	-0.840
Listening	-6.313	302.0	< .001	-0.844
Speaking	-5.629	288.0	< .001	-0.762

Significance is set at .05

Table 2. Mean scores for the 202 level

Test	N	Mean	SD	SE
Total Score	230	4.891	1.005	0.066
Reading	230	6.265	1.296	0.085
Writing	229	4.572	0.879	0.058
Listening	230	4.652	1.700	0.112
Speaking	217	4.032	1.156	0.078

Table 3. Mean scores for the 400 level

Test	N	Mean	SD	SE
Total Score	74	5.912	1.160	0.135
Reading	74	7.216	1.253	0.146
Writing	74	5.351	1.065	0.124
Listening	74	6.122	1.865	0.217
Speaking	73	4.932	1.251	0.146
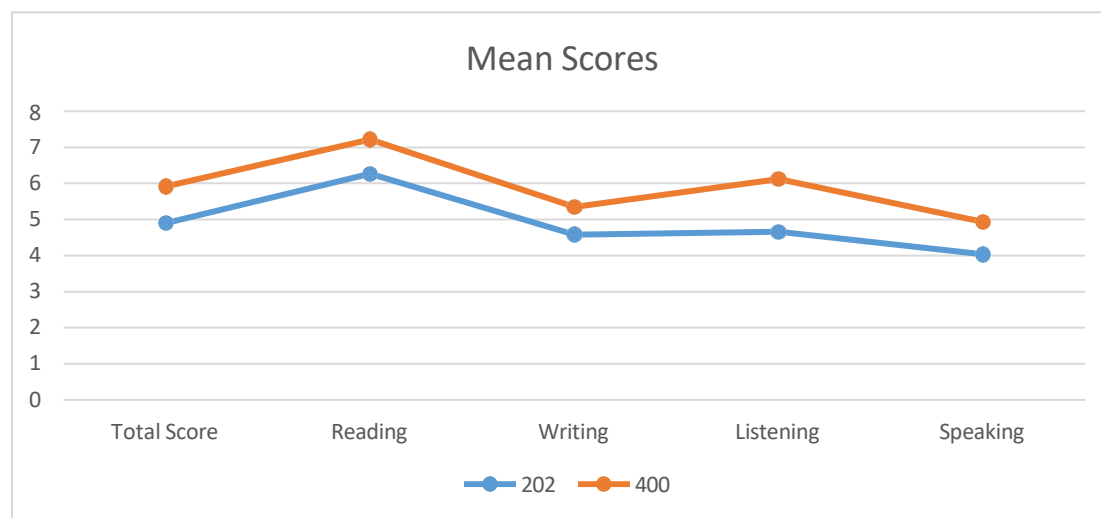
Mean Scores — line chart comparing 202 and 400 across Total Score, Reading, Writing, Listening, Speaking

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	I don't fully understand what the LO is asking students to do in terms of "highest level of work." Is this related to the work in the program of study or the type of professional setting they will use their skills in?	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	Additional data points may be helpful in determining student mastery of this LO, particularly since this is an earlier data point in the program. Including the OPI-C data, or looking at class-based assignment data that can provide insight would be helpful in creating a more detailed understanding of student mastery.	Developing

Results & Analysis		The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used	It seems this data is the same as the data from the BA Language Studies report. If the Avant exam does not allow you to separate out the LST students to see their data separate from the LS students, I would even more strongly recommend another data point be collected that will allow for this to be done. While faculty certainly have some understanding from their courses of any differential proficiencies between the group, this data does not provide enough disaggregation to demonstrate this.	Developing
Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The threshold for proficiency reflects reasonably high expectations for the program Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used Thoughtful discussion of faculty insights gained from findings is included When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		
Continuous Improvement		Multiple program faculty are involved in the assessment process		Mature
Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.