

## Guidelines for Academic Programs

### AY 21-22 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT

### OPTION A: TABLE FORMAT

<b>Academic Program:</b>	Language Studies, BA	<b>Date:</b>	11-14-2022
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<b>Verify that each of the following documents is correct and current on the <a href="#">ISU Assessment Results Webpage</a> by marking with an "X."</b> Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at <a href="mailto:kelly.woods-johnson@indstate.edu">kelly.woods-johnson@indstate.edu</a> .			<input type="checkbox"/> Learning Outcomes <input type="checkbox"/> Curriculum Map <input checked="" type="checkbox"/> Assessment Plan
<b>Is this program offered on-campus <u>AND</u> distance? If "Yes," reported data should include students of both, disaggregated.</b>			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Hybrid

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

<b>Learning Outcome(s) Assessed</b> <small>Include actual outcome language; enter one per line, add lines as needed</small>	<b>Assessment Strategies Used</b>			<b>Established Benchmark for Proficiency</b>	<b>Actual Student Performance Relative to Benchmark</b>	<b>Prior Results for Comparison (if applicable)</b>
	<b>Course</b>	<b>Assignment/Activity</b>	<b>Evaluation Tool</b> <small>i.e. rubric, exam key, preceptor evaluation, etc.</small>			
3.1 Communication: Communicate appropriately according to one's highest level of work.	202; LLL 400		Avant STAMPs proficiency exam: listening, speaking, reading, writing	202, intermediate low (4) to intermediate mid (5) 400 intermediate advance low (7)	See attached tables. The mean score for all 202 skills was 4.89 (Table 2, Mean Scores for 202), with speaking scores improved to scores for 400-level are 5.9 with speaking at 4.9 and reading as high as 7.2. Data improvement from 202 to 400 and proficiency within expected ranges. The attached figures provide cumulative data demonstrating that some students achieve as high as 7 (Advanced low) in speaking, 9 in reading and listening (advanced high) and 8 in writing (advanced mid).	2015 data for 202: reading and listening were within projections at that time; writing and speaking were not. 2021 (202): Reading improved from 5 to 6; listening from 4. – 4.6, writing improved from 4 -4.5, speaking improved from 3 – 4.0. There was no baseline data for LLL 400 in 2015, since this is when the test was implemented and the n for that year was small.


Updated July 2022



## Student Success Activities

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.

Describe current student success activities that are working well.	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. The new faculty person in Japanese conducted numerous co-curricular activities to build the program and student achievement.
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	First- year retention improved significantly to 83.3%. 5-year graduation data for the 2016 cohort is likely impacted by the pandemic. While students who could not study abroad had access to internships to replace the study abroad requirement (several tutored for private companies online), at least three students chose to stopped until study abroad was resumed and they could complete the requirement.

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. <i>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?</i>	Proficiency results were higher than anticipated in all categories. Reading is typically the skill that scores the highest, with speaking the lowest. Since inception of Avant proficiency testing, the focus was on improving overall speaking scores.
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.



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



**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

**Figure 1. Mean scores of both levels**

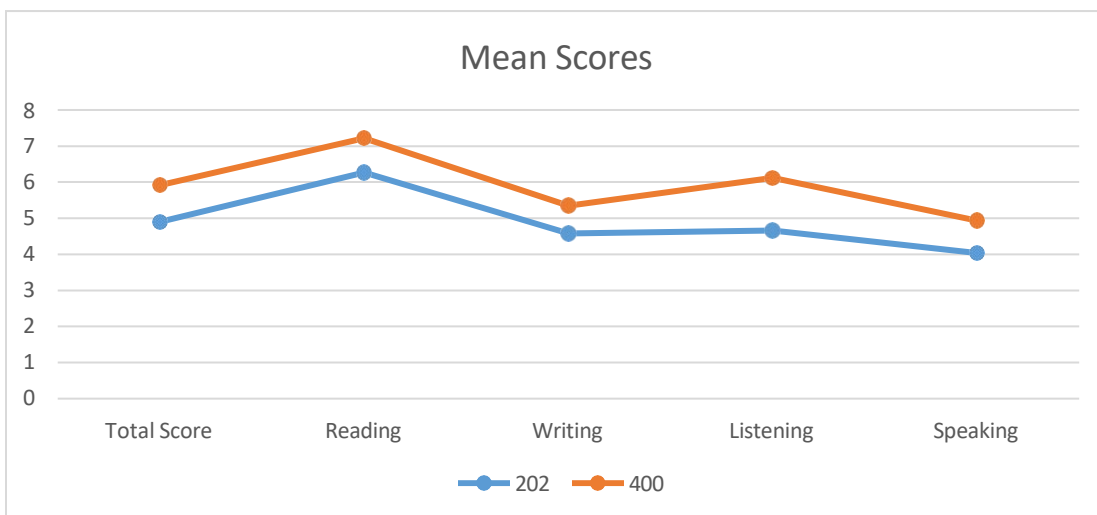


Figure 2. Frequencies of Total Scores

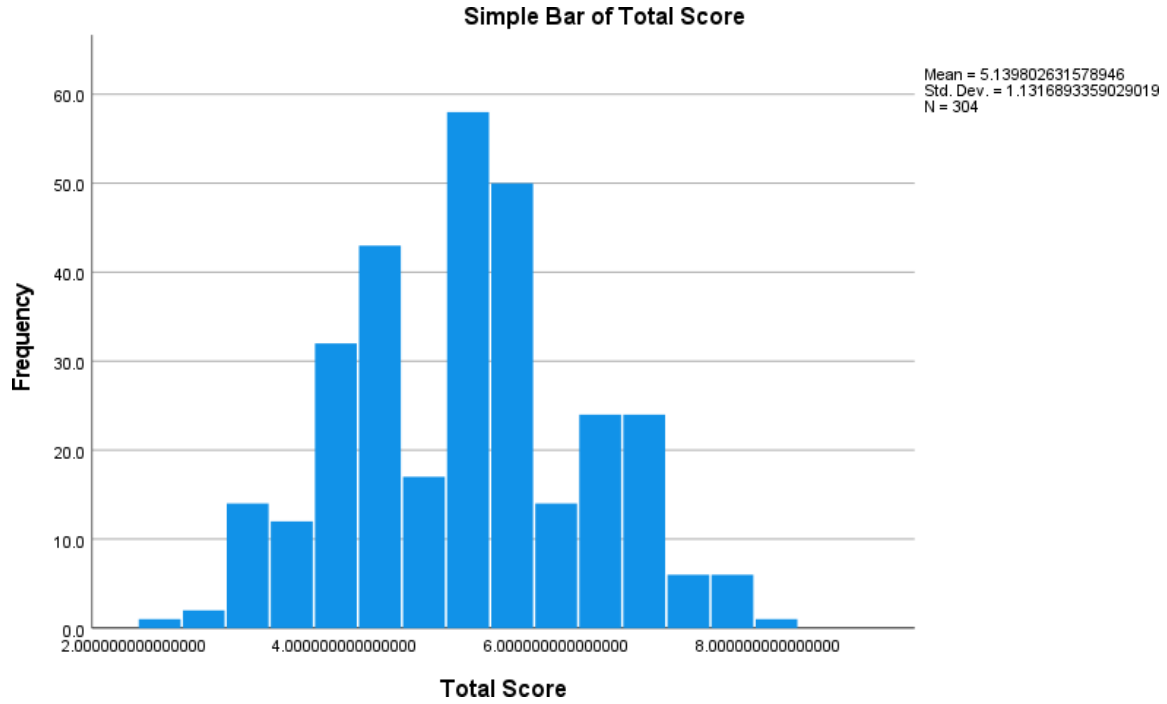


Figure 3. Frequencies of Reading Scores

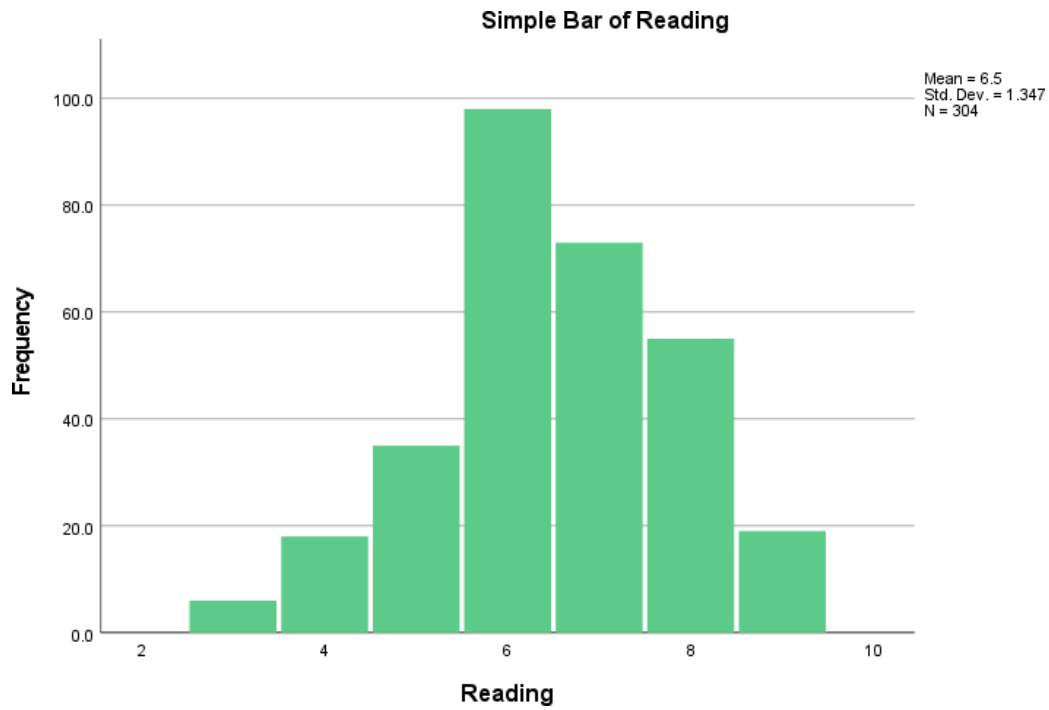


Figure 4. Frequencies of Writing Scores

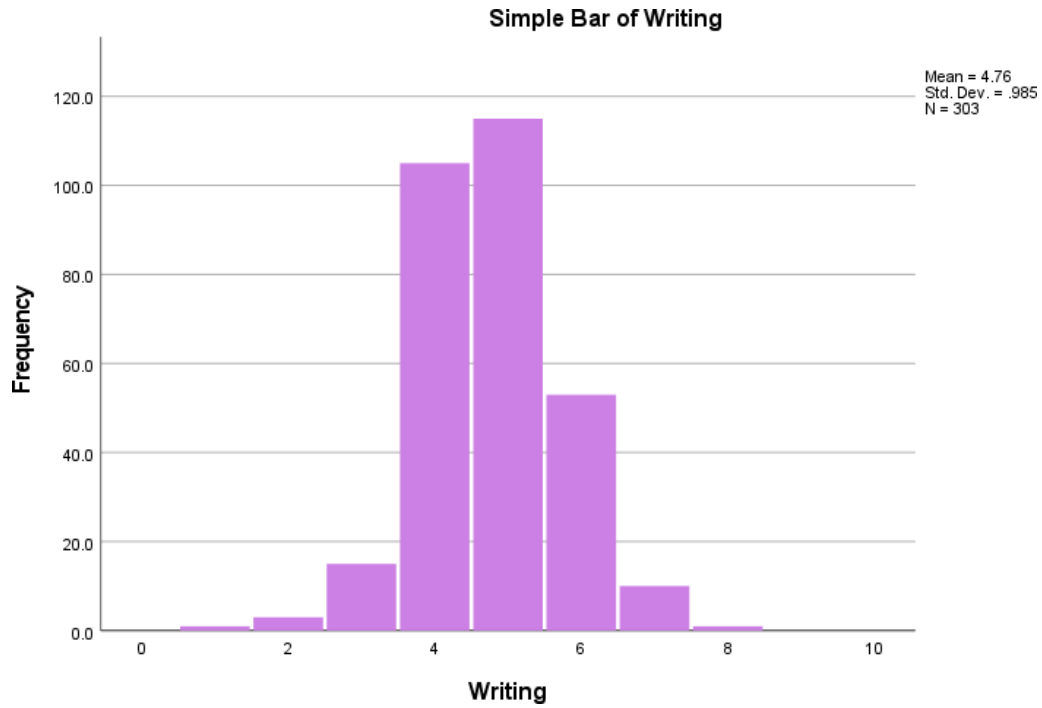


Figure 5. Frequencies of Listening Scores

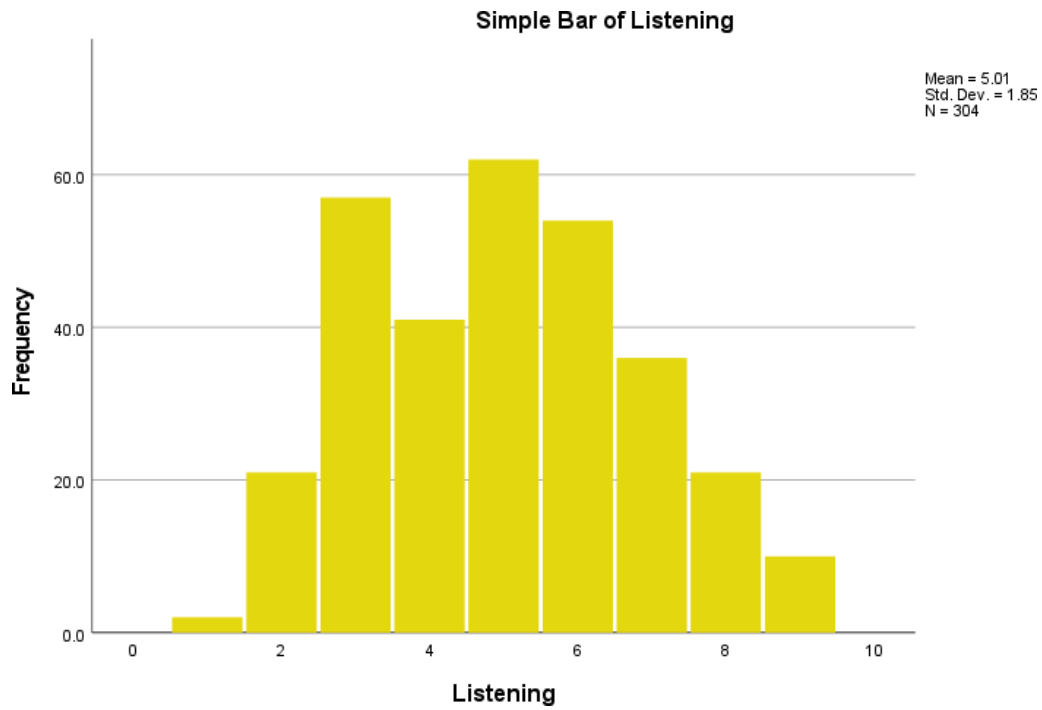
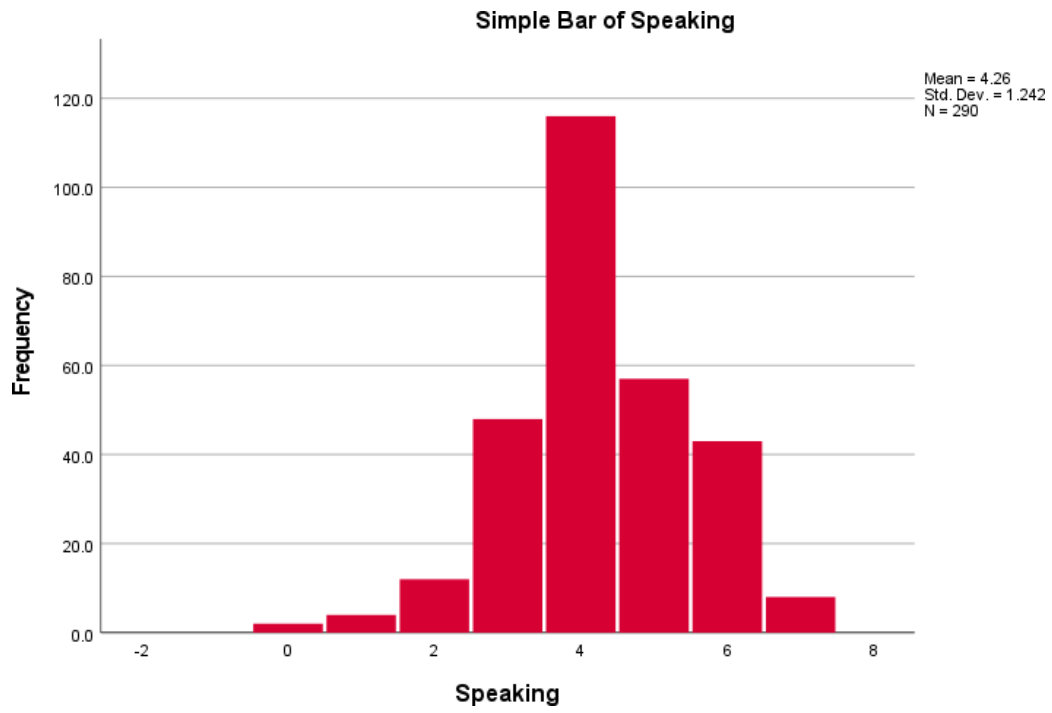


Figure 6. Frequencies of Speaking Scores





## Student Outcomes Assessment & Success Report Evaluation AY 21-22

## Program: BA Language Studies Evaluation: Developing

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
<p><b>Learning Outcomes</b> Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.</p>		<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>	<p>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?</p>	<p>Mature</p>
<p><b>Assessment Strategies</b> Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand 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.</p>		<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>	<p>Additional data points may be helpful in determining how to best help students improve their mastery of this LO. Points of direct assessment in classroom assignments or indirect assessment in the form of student feedback on their challenges may help supplement the data from the Avant exam. This may be particularly helpful in the development of students between the 202 and 400 level courses.</p>	<p>Developing</p>

<p><b>Results &amp; Analysis</b> 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.</p>		<p>The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The threshold for proficiency reflects reasonably high expectations for the program</p> <p>Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used</p> <p>Thoughtful discussion of faculty insights gained from findings is included <i>—some of the discussion does not seem to match the data; see notes &gt;&gt;&gt;</i></p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus &amp; distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>I may be reading some of the information in the report incorrectly. The average score for students in 202 met the benchmark for proficiency (between 4 and 5), but the average score for 400 fell below the benchmark of 7 (5.912). While some students exceeded the benchmark, and the benchmark was exceeded in Reading, it seems more discussion is warranted to address this. The two primary communication scores, writing and speaking, were the lowest in each grouping and below benchmark for 400 level students. I apologize if I'm misinterpreting the described benchmarks.</p>	<p>Developing</p>
<p><b>Continuous Improvement</b> 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.</p>		<p>Multiple program faculty are involved in the assessment process</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings <i>—in some cases; see note above about results/analysis mismatch</i></p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Mature</p>

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