Program Outcomes Assessment

BA in Language Studies

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General Information (Program Outcomes Assessment)
Mission Statement

Programs offered by the Department of Languages, Literatures, and Linguistics prepare students for active global citizenship with skills in world languages and the disciplinary tools of linguistic, cultural, and literary analysis. The department’s programs, especially through its immersion experience, foster the cultural knowledge and sensitivity necessary for effective engagement with diverse populations in Indiana and throughout the world.

Outcomes Library

BA in Language Studies Outcome Set

1. Use the tools of critical analysis
Use the tools of critical analysis, whether linguistic, cultural, or literary.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1.A Tools of Analysis: Linguistic Linguistic: Identify elements, categories, and relations in selected or naturally occurring sets of linguistic evidence</td>
<td>Foundational Studies: 2. Critically evaluate the ideas of others.</td>
</tr>
<tr>
<td>Outcome 1.C : Tools of Analysis: Cultural Cultural: Identify social structures, cultural practices and products in their historical context</td>
<td>Foundational Studies: 2. Critically evaluate the ideas of others.</td>
</tr>
</tbody>
</table>

2. Demonstrate knowledge of how languages operate

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 2.A Language Operation Identify and analyze differences between languages</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Outcome 2.B Language Operation Make generalizations about language based on recognition of its systematic nature</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Outcome 2.C Language Operation Recognize that languages vary over time, space, and social groups</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

3. Communicate in one or more languages

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.a Communication Communicate appropriately in accordance with one’s highest level of course work.</td>
<td>Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.</td>
</tr>
</tbody>
</table>
4. Extrapolate how to acquire a subsequent language

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.A Subsequent Language</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Recognize and assess one’s own individual language learning strategies.</td>
<td></td>
</tr>
<tr>
<td>4.B Subsequent Language</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Predict one’s own language learning difficulties and construct strategies to overcome them.</td>
<td></td>
</tr>
</tbody>
</table>

5. Cultural Information
Locate, organize, evaluate, and meaningfully apply information about culture(s).

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>5.A Cultural Information</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrate understanding of the constructed nature of culture.</td>
<td></td>
</tr>
<tr>
<td>5.B Cultural Information</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Reflectively compare cultures and civilizations, reflect on cultural differences, values and beliefs.</td>
<td></td>
</tr>
<tr>
<td>5.C Cultural Information</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Analyze literary and cultural texts in relations to perspectives of the target culture(s).</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum Map

Active Curriculum Maps

- **LLL Course Outcomes** (See appendix)
  - Alignment Set: BA in Language Studies Outcome Set
  - Created: 04/09/2010 3:12:37 pm CST
  - Last Modified: 09/19/2012 11:33:20 am CST

Communication of Outcomes

Programmatic outcomes are given to through orientational advising, and to students in LLL 200 and in LLL 400. Outcomes are posted to the Department web site to reach students and other stakeholders.
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

File Attachments:

1. 1997-2005 Questionnaire Results2 (See appendix)
2. 1997-2005 Questionnaire Results (See appendix)
3. MA EX FA07 (See appendix)
4. MA EX FA08 (See appendix)
5. MA EX SP 05 (See appendix)
6. MA EX SP03 (See appendix)
7. MA IN FA03 (See appendix)
8. MA IN SP03 (See appendix)
9. MA IN SP08 (See appendix)
10. MA IN2 SP03 (See appendix)
11. UG EX FA02 (See appendix)
12. UG EX SP 05 (See appendix)
13. UG EX SP03 (See appendix)
14. UG EX SP08 (See appendix)
15. UG EX2 SP 03 (See appendix)
16. UG IN FA07 (See appendix)
17. UG IN FA08 (See appendix)
18. UG IN SP05 (See appendix)
19. UG IN2 SP05 (See appendix)
20. UG MID FA02 (See appendix)
21. UG MID FA08 (See appendix)
## Assessment Plan

<table>
<thead>
<tr>
<th>Outcomes and Measures</th>
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<tr>
<td><strong>BA in Language Studies Outcome Set</strong></td>
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### 1. Use the tools of critical analysis
Use the tools of critical analysis, whether linguistic, cultural, or literary.

#### Outcome 1.A Tools of Analysis: Linguistic
Linguistic: Identify elements, categories, and relations in selected or naturally occurring sets of linguistic evidence

No measures specified

#### Outcome 1.B Tools of Analysis: Literary
Literary: Identify genre, literary devices, movement and period

No measures specified

#### Outcome 1.C : Tools of Analysis: Cultural
Cultural: Identify social structures, cultural practices and products in their historical context

No measures specified

### 2. Demonstrate knowledge of how languages operate

#### Outcome 2.A Language Operation
Identify and analyze differences between languages

No measures specified

#### Outcome 2.B Language Operation
Make generalizations about language based on recognition of its systematic nature

No measures specified

#### Outcome 2.C Language Operation
Recognize that languages vary over time, space, and social groups

No measures specified

### 3. Communicate in one or more languages
### 3.a Communication
Communicate appropriately in accordance with one’s highest level of course work.

**Measure:** Identify practical and efficient assessment of 3a
- **Indirect - Other**

**Details/Description:** evaluate options for a pilot program in fall 2010
- **Target:** assessment of beginning, midpoint, exit and pre-and post study abroad.
- **Implementation Plan (timeline):** pilot in fall 2010.
- **Responsible Individual(s):** Ann Rider, Ron Dunbar

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### 4. Extrapolate how to acquire a subsequent language

**4.A Subsequent Language**
Recognize and assess one’s own individual language learning strategies.

**Measure:** Language Learning strategies assessment
- **Direct - Student Artifact**

**Details/Description:** Students submit Language Learning strategies assessment in LLL 200.
- **Target:** LLL 200 incoming students
- **Implementation Plan (timeline):** artifacts collected in fall and spring, assessed in spring
- **Responsible Individual(s):** Ann Rider, Leslie Barratt

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**4.B Subsequent Language**

No measures specified

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### 5. Cultural Information
Locate, organize, evaluate, and meaningfully apply information about culture(s).

**5.A Cultural Information**
Demonstrate understanding of the constructed nature of culture.

No measures specified

---

**5.B Cultural Information**
Reflectively compare cultures and civilizations, reflect on cultural differences, values and beliefs.

No measures specified

---

**5.C Cultural Information**
Analyze literary and cultural texts in relations to perspectives of the target culture(s).

No measures specified

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### Assessment Findings

**Finding per Measure**

**BA in Language Studies Outcome Set**
# Program Outcomes Assessment

## BA in Language Studies

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Use the tools of critical analysis, whether linguistic, cultural, or literary.

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<td><strong>Literary:</strong> Identify genre, literary devices, movement and period</td>
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<tr>
<th>Outcome 1.C: Tools of Analysis: Cultural</th>
<th>No measures specified</th>
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<td><strong>Cultural:</strong> Identify social structures, cultural practices and products in their historical context</td>
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## 2. Demonstrate knowledge of how languages operate

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## 3. Communicate in one or more languages

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<th>Measure: Identify practical and efficient assessment of 3a</th>
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<thead>
<tr>
<th>Implementation Plan (timeline)</th>
<th>pilot in fall 2010.</th>
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<table>
<thead>
<tr>
<th>Responsible Individual(s)</th>
<th>Ann Rider, Ron Dunbar</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Findings</th>
<th>for Identify practical and efficient assessment of 3a</th>
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</table>

| Summary of Findings | Identified Tell Me More by Aurolog as web and software-based program |
with language learning assessment capabilities. Program includes placement, progress and achievement testing.

**Results**: Target Achievement: Met

**Recommendations**: Use TMM Achievement Test for assessment of incoming in 301, for midpoint in 321, for exit in LLL 400. Implementation of pilot program in fall 2010

**Reflections/Notes**:

These Findings are associated with the following Actions:

- **pilot of Tell Me More**
  (Action Plan; 2009-2010 Assessment Cycle)

### 4. Extrapolate how to acquire a subsequent language

#### 4.A Subsequent Language

**Measure**: Language Learning strategies assessment

Direct - Student Artifact

**Details/Description**: Students submit Language Learning strategies assessment in LLL 200.

**Target**: LLL 200 incoming students

**Implementation Plan (timeline)**: artifacts collected in fall and spring, assessed in spring

**Responsible Individual(s)**: Ann Rider, Leslie Barratt

**Findings** for Language Learning strategies assessment

No Findings Added

#### 4.B Subsequent Language

No measures specified

### 5. Cultural Information

Locate, organize, evaluate, and meaningfully apply information about culture(s).

#### 5.A Cultural Information

No measures specified

**Demonstrate understanding of the constructed nature of culture.**

#### 5.B Cultural Information

No measures specified

**Reflectively compare cultures and civilizations, reflect on cultural differences, values and beliefs.**

#### 5.C Cultural Information

No measures specified

**Analyze literary and cultural texts in relations to perspectives of the target culture(s).**
**Overall Recommendations**

Questionnaires
1. Recommend that efforts be made to inform LS minors of the availability of advising.
   - Ask all 200-level instructors to include discussion of LS advising.
   - Intake advisors send email to all minors to remind them of advising opportunities.

2. Rewrite the questionnaires. Some questions are no longer pertinent (summer honors and foreign language day, departmental meetings), while others do not lead students to express perceptions of the Department. Also, the self-assessment of language ability is redundant; it is completed in LLL 200, and will be done using TMM at specified points in the program.

3. Since students are not complying with the request to submit questionnaires on their own, recommend that questionnaires be tied to specific courses. Recommend that incoming questionnaires continue to be administered in LLL 200 and exit questionnaires in LLL 400. Recommend that midpoint questionnaires be administered in 321 as a reasonable "midpoint" in a student’s degree plan. Recommend further that submission of questionnaires be a required "assignment" in order to guarantee compliance.

4. In order to work with data electronically, recommend that questionnaires be submitted electronically. Instructors should then download the submissions to a separate file that is submitted to the Departmental assessment coordinator.

Goal 3
The Department will pilot a web-based language instruction program called "Tell Me More" (TMM) in Fall 2010. The program offers several opportunities for integrating standardized language assessment.

Recommendations for possible use of TMM for assessment of Goal and Outcome 3:
1. Use TMM Achievement Test at beginning of 301 to assess 200-sequence (beginning of major and minor)
2. Use TMM Achievement Test in 321. A reasonable mid-point, offered in FRN, GER, SPAN
3. Use TMM Achievement Test as pre- and post-test for study abroad.
4. Use TMM Achievement Test in LLL 400 for final evaluation
   - Still require students to have ACTFL OPI assessment
   - Consider if achievement level be used to create standards for Honors Certificate
5. There are specific problems associated with using TMM in LLL 200 or 400 because the courses have enrollment in multiple languages (which TMM can't handle). If the Department wants to use TMM in these courses, work-arounds will have to be found.

Assessment Plan Implementation
Since the adoption of the 2008 Assessment Plan, problems have surfaced concerning implementation. The plan calls for students to ask instructors for an evaluation of their performance with respect to the outcomes of each course based on the course mapping done for the undergraduate programs. Students would maintain a log of their assessments, which would then be submitted in LLL 400 at the end of their program. Unfortunately, this plan has proven unwieldy.

Recommendation: Since Task Stream helps to organize the assessment process, recommend that each annual assessment focus on one area of outcomes and further consideration of how outcomes information can best be gathered. For 2010-2011 recommend that Goal 3 be addressed, since activities are already underway.

This report was discussed at the Department meeting on August 27, 2010. The Department agreed to accept the recommendations of the report (11-0-0) and agreed to suspend the provision of the previous assessment plan that required students to be assessed on each point at the end of each semester (11-0-0).

Tell Me More software was adopted as a pilot program for fall 2010.

**Overall Reflection**

*No text specified*

**Action Plan**

**Actions**

**BA in Language Studies Outcome Set**
3. Communicate in one or more languages

3.a Communication
Communicate appropriately in accordance with one’s highest level of course work.

**Action:** pilot of Tell Me More

**This Action is associated with the following Findings**

**Findings for Identify practical and efficient assessment of 3a**
(Assessment Plan and Assessment Findings; 2009-2010 Assessment Cycle)

**Summary of Findings:** Identified Tell Me More by Aurolog as web and software-based program with language learning assessment capabilities. Program includes placement, progress and achievement testing.

**Action Details:** begin using TMM in specified classes to assess student ease of use, instructor interaction, assessment capabilities.

**Implementation Plan (timeline):** Implement TMM by fall 2010

**Key/Responsible Personnel:** Ann Rider

**Measures:** TMM in use by 200 students.

**Resource Allocations:** none required.

**Priority:** High

**Supporting Attachments:**
- Adoption considerations (Word Document (Open XML)) (See appendix)
- Identified courses for fall 2010 pilot (Word Document (Open XML)) (See appendix)

4. Extrapolate how to acquire a subsequent language

4.A Subsequent Language
Recognize and assess one’s own individual language learning strategies.

**Action:** evaluate current measures

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** collect and evaluate measures/artifacts from LLL 200 in Fall 2009, Spring 2010, Fall 2010 and determine adequacy for overall assessment

**Implementation Plan (timeline):** collect and evaluate by end of fall 2010

**Key/Responsible Personnel:** Ann Rider and Leslie Barratt

**Measures:** appropriate incoming measures identified.

**Resource Allocations:** none

**Priority:** Medium

4.B Subsequent Language
Predict one’s own language learning difficulties and construct strategies to overcome them.

**No actions specified**
Status Report

Action Statuses

BA in Language Studies Outcome Set

3. Communicate in one or more languages

3.a Communication
Communicate appropriately in accordance with one’s highest level of coursework.

- **Action**: pilot of Tell Me More

  **Action Details**: begin using TMM in specified classes to assess student ease of use, instructor interaction, assessment capabilities.

  **Implementation Plan (timeline)**: Implement TMM by fall 2010

  **Key/Responsible Personnel**: Ann Rider

  **Measures**: TMM in use by 200 students.

  **Resource Allocations**: none required.

  **Priority**: High

  **Supporting Attachments**:
  - Adoption considerations (Word Document (Open XML)) (See appendix)
  - Identified courses for fall 2010 pilot (Word Document (Open XML)) (See appendix)

  **Status** for pilot of Tell Me More

  **Current Status**: Completed

  **Resource Allocation(s) Status**: Tell Me More did not require resource allocation as it is purchased by students.

  **Next Steps/Additional Information**: pilot completed spring 2011. Tell Me More implemented in 200-level language courses for German, French, Spanish, and in LLL 400 for exit evaluation.

4. Extrapolate how to acquire a subsequent language

4.A Subsequent Language
Recognize and assess one’s own individual language learning strategies.

- **Action**: evaluate current measures

  **Action Details**: collect and evaluate measures/artifacts from LLL 200 in Fall 2009, Spring 2010, Fall 2010 and determine adequacy for overall assessment

  **Implementation Plan (timeline)**: collect and evaluate by end of fall 2010

  **Key/Responsible Personnel**: Ann Rider and Leslie Barratt

  **Measures**: appropriate incoming measures identified.

  **Resource Allocations**: none

  **Priority**: Medium

  **Status** for evaluate current measures
Current Status: Completed

Resource Allocation(s) Status:

Next Steps/Additional Information: Collection of measures completed. Evaluated in 2010-2011 cycle.

4.B Subsequent Language

No actions specified

Predict one’s own language learning difficulties and construct strategies to overcome them.

Status Summary

No text specified

Summary of Next Steps

No text specified
## 2010-2011 Assessment Cycle

### Assessment Plan

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<tr>
<td>Linguistic: Identify elements, categories, and relations in selected or naturally occurring sets of linguistic evidence</td>
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<td><strong>Outcome 1.B Tools of Analysis: Literary</strong></td>
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<td>No measures specified</td>
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<td>Literary: Identify genre, literary devices, movement and period</td>
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</table>
3. **Communication**
   Communicate appropriately in accordance with one’s highest level of course work.
   **Measure:** Entry, Mid and Exit Achievement
   **Details/Description:** Language Achievement information in Listening and Reading comprehension based on achievement tests using Tell Me More. Begin spring 2011.
   **Target:** All 200-level and exiting (LLL 400) students in German, French, Spanish. [need to determine what the CERF target will be].
   **Implementation Plan (timeline):** pilot in fall 2010.
   **Responsible Individual(s):** Ann Rider, Ron Dunbar

4. **Extrapolate how to acquire a subsequent language**
   **4.A Subsequent Language**
   Recognize and assess one’s own individual language learning strategies.
   **Measure:** Language Learning strategies assessment
   **Details/Description:** Students submit Language Learning strategies assessment in LLL 200.
   **Target:** all LLL 200 students will submit strategies assessment
   **Implementation Plan (timeline):** artifacts collected in fall and spring, assessed in spring
   **Responsible Individual(s):** Ann Rider, Leslie Barratt
   **Supporting Attachments:**
   4A 4B data (Word Document (Open XML)) (See appendix)

4. **4.B Subsequent Language**
   Predict one’s own language learning difficulties and construct strategies to overcome them.
   **Measure:** Language Learning Strategies Assessment
   **Details/Description:** administered in LLL 200 includes requirement that student write a learning plan to target weak areas.
   **Target:** All LLL 200 students
   **Implementation Plan (timeline):** by end of FA10
   **Responsible Individual(s):** Ann Rider, Leslie Barratt
   **Supporting Attachments:**
   4A 4B data (Word Document (Open XML)) (See appendix)

5. **Cultural Information**
   Locate, organize, evaluate, and meaningfully apply information about culture(s).

5. **5.A Cultural Information**
   Demonstrate understanding of the constructed nature of culture.
   **No measures specified**

5. **5.B Cultural Information**
   Reflectively compare cultures and civilizations, reflect on cultural differences, values and beliefs.
   **No measures specified**

5. **5.C Cultural Information**
   Analyze literary and cultural
texts in relation to perspectives of the target culture(s).

## Assessment Findings

### Finding per Measure

#### BA in Language Studies Outcome Set

<table>
<thead>
<tr>
<th>Outcome 1.A Tools of Analysis: Linguistic</th>
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#### 2. Demonstrate knowledge of how languages operate

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<thead>
<tr>
<th>Outcome 2.A Language Operation</th>
<th>No measures specified</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 2.A Language Operation</strong></td>
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<td>Identify and analyze differences between languages</td>
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</tbody>
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<thead>
<tr>
<th>Outcome 2.B Language Operation</th>
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<tbody>
<tr>
<td><strong>Outcome 2.B Language Operation</strong></td>
<td>No measures specified</td>
</tr>
<tr>
<td>Make generalizations about language based on recognition of its systematic nature</td>
<td>No measures specified</td>
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<table>
<thead>
<tr>
<th>Outcome 2.C Language Operation</th>
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</thead>
<tbody>
<tr>
<td><strong>Outcome 2.C Language Operation</strong></td>
<td>No measures specified</td>
</tr>
<tr>
<td>Recognize that languages vary over time, space, and social groups</td>
<td>No measures specified</td>
</tr>
</tbody>
</table>

#### 3. Communicate in one or more languages

<table>
<thead>
<tr>
<th>3.a Communication</th>
<th>Measure: Entry, Mid and Exit Achievement Direct - Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate appropriately in accordance with one’s highest level of course</td>
<td>Measure: Entry, Mid and Exit Achievement Direct - Exam</td>
</tr>
</tbody>
</table>

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15
Details/Description: Language Achievement information in Listening and Reading comprehension based on achievement tests using Tell Me More. Begin spring 2011.

Target: All 200-level and exiting (LLL 400) students in German, French, Spanish. [need to determine what the CERF target will be].


Responsible Individual(s): Ann Rider, Ron Dunbar

Findings for Entry, Mid and Exit Achievement

Summary of Findings: no consistent assessment that gives us a programmatic overview is in place. Data from pilot in Spanish 201 and 202 for entry level achievement was limited. However, it suggests that students in SPAN 202 complete close to CERF B1. The average was high A2, but not yet B1; the highest scores were mid-B1. Limited compliance in pilot for exit.

Results: Target Achievement: Not Met

Recommendations: Recommend implementation of Tell Me More and its Achievement Test to assess French, German and Spanish entry, midpoint and exit assessment. Will need to discuss target CERF for all 202 students. Note that assessment is for listening and reading comprehension.

Reflections/Notes: Following pilot of Tell Me More, implement achievement for all 200-level and 400-level students. Following Fall 2011, plan implementation for 300-level (mid-point).

Substantiating Evidence:

These Findings are associated with the following Actions:

Implementation of Avent assessment exams
(Action Plan; 2011-2012 Assessment Cycle)

4. Extrapolate how to acquire a subsequent language

4.A Subsequent Language

Measure: Language Learning strategies assessment

Direct - Student Artifact

Details/Description: Students submit Language Learning strategies assessment in LLL 200.

Target: all LLL 200 students will submit strategies assessment

Implementation Plan (timeline): artifacts collected in fall and spring, assessed in spring

Responsible Individual(s): Ann Rider, Leslie Barratt

Supporting Attachments:

4A 4B data (Word Document (Open XML)) (See appendix)

Findings for Language Learning strategies assessment

Summary of Findings: Students are able to articulate their strengths and weaknesses, to identify their own learning style and reflect on strategies they use as well as strategies they might try in the future.

Results: Target Achievement: Met

Recommendations: Continue use of this instrument. Consider if this outcome can be measured elsewhere.

Reflections/Notes:

Substantiating Evidence:

Language Strategies assessment exceeds expectations sample (Microsoft Word) (See appendix)
4.B Subsequent Language
Predict one’s own language learning difficulties and construct strategies to overcome them.

Measure: Language Learning Strategies Assessment

Details/Description: administered in LLL 200 includes requirement that student write a learning plan to target weak areas.
Target: All LLL 200 students
Implementation Plan (timeline): by end of FA10
Responsible Individual(s): Ann Rider, Leslie Barratt
Supporting Attachments:
- 4A 48 data (Word Document (Open XML)) (See appendix)

Findings for Language Learning Strategies Assessment

Summary of Findings: Students do write plans as required, but sometimes do not challenge themselves to actually think of strategies for their weak areas.
Results: Target Achievement: Met
Recommendations: Revise form to require reflection on weak areas.
Reflections/Notes:
Substantiating Evidence:
- Language assessment does not meet expectations sample (Microsoft Word) (See appendix)
- Language assessment exceed expectations.docx (Word Document (Open XML)) (See appendix)
- Language assessment meets expectations sample (Microsoft Word) (See appendix)

5. Cultural Information
Locate, organize, evaluate, and meaningfully apply information about culture(s).

5.A Cultural Information
Demonstrate understanding of the constructed nature of culture.

No measures specified

5.B Cultural Information
Reflectively compare cultures and civilizations, reflect on cultural differences, values and beliefs.

No measures specified

5.C Cultural Information
Analyze literary and cultural texts in relation to perspectives of the target culture(s).

No measures specified
### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*

## Action Plan

### Actions

#### BA in Language Studies Outcome Set

#### 3. Communicate in one or more languages

3.a Communication

Communicate appropriately in accordance with one’s highest level of course work.

<table>
<thead>
<tr>
<th>Action: assessment tool for less-commonly-taught languages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This Action is associated with the following Findings</strong></td>
</tr>
<tr>
<td>No supporting Findings have been linked to this Action.</td>
</tr>
<tr>
<td><strong>Action Details:</strong> gather information about assessment tools that target lct languages and Latin.</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Summer 2011 gather information about other assessment tool that can assess lct languages (since Tell Me More has not yet developed assessments for Japanese, Chinese and Arabic).</td>
</tr>
<tr>
<td><strong>Key/Responsible Personnel:</strong> Ann Rider and assessment committee</td>
</tr>
<tr>
<td><strong>Measures:</strong> Find suitable assessment tool by December 2011.</td>
</tr>
<tr>
<td><strong>Resource Allocations:</strong></td>
</tr>
<tr>
<td><strong>Priority:</strong> Medium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action: Full Implementation of Tell Me More</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This Action is associated with the following Findings</strong></td>
</tr>
<tr>
<td>No supporting Findings have been linked to this Action.</td>
</tr>
<tr>
<td><strong>Action Details:</strong> Workshop in fall 2011 to orient instructors. (Note: Tell Me More moved to new online format, requiring new training for instructors and administrators).</td>
</tr>
<tr>
<td><strong>Key/Responsible Personnel:</strong> Ann Rider</td>
</tr>
<tr>
<td><strong>Measures:</strong> all instructors of 200-level courses trained and using Tell Me More; all 200-level students submit score according to implementation plan.</td>
</tr>
<tr>
<td><strong>Resource Allocations:</strong> none needed. Students bear cost of Tell Me More</td>
</tr>
<tr>
<td><strong>Priority:</strong> High</td>
</tr>
</tbody>
</table>
4. Extrapolate how to acquire a subsequent language

4.A Subsequent Language
Recognize and assess one's own individual language learning strategies.

**Action:** Maintain Language Learning Assessment Strategies

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** findings indicate that current tools are appropriate.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:** instructors of LLL 200

**Measures:** all students will complete Language Learning Assessment Strategies tool.

**Resource Allocations:** none

**Priority:** Low

4.B Subsequent Language
Predict one's own language learning difficulties and construct strategies to overcome them.

**Action:** Language Learning Plan maintain current assessment.

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:** LLL 200 instructors

**Measures:** all students will continue to submit Language Learning Plan

**Resource Allocations:**

**Priority:** Low

△ Status Report

**Action Statuses**

3. Communicate in one or more languages

3.a Communication
Communicate appropriately in accordance with one's highest level of course work.

**Action:** assessment tool for less-commonly-taught languages

**Action Details:** gather information about assessment tools that target Ict languages and Latin.

**Implementation Plan (timeline):** Summer 2011 gather information about other assessment tool that can assess Ict languages (since Tell Me More has not yet developed assessments for Japanese, Chinese and Arabic).

**Key/Responsible Personnel:** Ann Rider and assessment committee
**Measures:** Find suitable assessment tool by December 2011.

**Resource Allocations:**

**Priority:** Medium

---

**Status for assessment tool for less-commonly-taught languages**

**Current Status:** In Progress

**Resource Allocation(s) Status:** $250 start up for first 10 tests; $17.50 thereafter.

**Next Steps/Additional Information:** Avant Assessment identified for Japanese, Chinese and Arabic as assessment tool. Will need to determine how to transfer cost to students (add lab fee to course?)

**Substantiating Evidence:**
- Avant Assessment (Word Document (Open XML)) (See appendix)
- Cost information from Avant Assessment

---

**Action:** Full Implementation of Tell Me More

**Action Details:** Workshop in fall 2011 to orient instructors. (Note: Tell Me More moved to new online format, requiring new training for instructors and administrators).

**Implementation Plan (timeline):** Order keycards (through Rachel Mundel)
Administrative Training
Instructors Workshop:
Achievement test scores for 201 students submitted by Sept. 12, 2011
Achievement test scores for 202 students submitted by Nov. 30, 2011.

**Key/Responsible Personnel:** Ann Rider

**Measures:** all instructors of 200-level courses trained and using Tell Me More; all 200-level students submit score according to implementation plan.

**Resource Allocations:** none needed. Students bear cost of Tell Me More

**Priority:** High

---

**Status for Full Implementation of Tell Me More**

**Current Status:** In Progress

**Resource Allocation(s) Status:** Admin training completed: Aug. 17, 2011
Instructor Training Workshops completed: Aug. 18 and August 22, 2011.
Guidelines for Assessment regime created

**Next Steps/Additional Information:** Create baseline information for 201 and 202 from achievement tests in December.

**Substantiating Evidence:**
- Guidelines for Implementing Tell Me More for Instructors (Word Document (Open XML)) (See appendix)
  establishes regime for collecting data in fall for 201 and 202.

---

**4. Extrapolate how to acquire a subsequent language**
4.A Subsequent Language
Recognize and assess one's own individual language learning strategies.

**Action:** Maintain Language Learning Assessment Strategies

**Action Details:** findings indicate that current tools are appropriate.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:** instructors of LLL 200

**Measures:** all students will complete Language Learning Assessment Strategies tool.

**Resource Allocations:** none

**Priority:** Low

**Status** for Maintain Language Learning Assessment Strategies

**Current Status:** Completed

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:**

4.B Subsequent Language
Predict one's own language learning difficulties and construct strategies to overcome them.

**Action:** Language Learning Plan maintain current assessment.

**Action Details:**

**Implementation Plan (timeline):**

**Key/Responsible Personnel:** LLL 200 instructors

**Measures:** all students will continue to submit Language Learning Plan

**Resource Allocations:**

**Priority:** Low

**Status** for Language Learning Plan maintain current assessment.

**Current Status:** Completed

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:**

**Status Summary**

*No text specified*

**Summary of Next Steps**

*No text specified*
## Assessment Plan

### Outcomes and Measures

### BA in Language Studies Outcome Set

1. **Use the tools of critical analysis**

   **Outcome 1.A Tools of Analysis: Linguistic**
   - Linguistic: Identify elements, categories, and relations in selected or naturally occurring sets of linguistic evidence
   - No measures specified

   **Outcome 1.B Tools of Analysis: Literary**
   - Literary: Identify genre, literary devices, movement and period
   - No measures specified

   **Outcome 1.C: Tools of Analysis: Cultural**
   - Cultural: Identify social structures, cultural practices and products in their historical context
   - No measures specified

2. **Demonstrate knowledge of how languages operate**

   **Outcome 2.A Language Operation**
   - Identify and analyze differences between languages
   - No measures specified

   **Outcome 2.B Language Operation**
   - Make generalizations about language based on recognition of its systematic nature
   - No measures specified

   **Outcome 2.C Language Operation**
   - Recognize that languages vary over time, space, and social groups
   - No measures specified

3. **Communicate in one or more languages**
### 3.a Communication
Communicate appropriately in accordance with one’s highest level of course work.

**Measure:** Exit Oral Proficiency Interview  
Direct - Exam

- **Details/Description:** National exam delivered by ACTFL. Consider if students should be required to take ACTFL OPI.  
- **Target:** all graduating students in Arabic, Chinese, French, German, Japanese, Latin and Spanish (Portuguese in future).  
- **Implementation Plan (timeline):**  
  - Fall 2011: evaluate cost, when to implement, how to have scores delivered  
  - Fall 2011 Assessment Committee make recommendation and submit to ADC for necessary catalog and web site revisions  
- **Responsible Individual(s):** Ann Rider and assessment committee

**Measure:** Tell Me More incoming and exit assessment  
Direct - Exam

- **Details/Description:** summary information on achievement tests using Tell Me More.  
- **Target:** assessment of all students in 200-level as incoming. Use TMM Achievement Test for incoming 201 and outgoing 202 German, French and Spanish by Spring 2012.  
- **Implementation Plan (timeline):** Implement 2011-2012  
- **Responsible Individual(s):** Ann Rider, Ron Dunbar

### 4. Extrapolate how to acquire a subsequent language

<table>
<thead>
<tr>
<th>4.A Subsequent Language</th>
<th>No measures specified</th>
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</thead>
<tbody>
<tr>
<td>Recognize and assess one’s own individual language learning strategies.</td>
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</table>

<table>
<thead>
<tr>
<th>4.B Subsequent Language</th>
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</thead>
<tbody>
<tr>
<td>Predict one’s own language learning difficulties and construct strategies to overcome them.</td>
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### 5. Cultural Information
Locate, organize, evaluate, and meaningfully apply information about culture(s).

<table>
<thead>
<tr>
<th>5.A Cultural Information</th>
<th>No measures specified</th>
</tr>
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<tbody>
<tr>
<td>Demonstrate understanding of the constructed nature of culture.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5.B Cultural Information</th>
<th>No measures specified</th>
</tr>
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<tbody>
<tr>
<td>Reflectively compare cultures and civilizations, reflect on cultural differences, values and beliefs.</td>
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</table>

<table>
<thead>
<tr>
<th>5.C Cultural Information</th>
<th>No measures specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze literary and cultural</td>
<td></td>
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</table>
texts in relations to perspectives of the target culture(s).

## Assessment Findings

<table>
<thead>
<tr>
<th>Finding per Measure</th>
<th></th>
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<tbody>
<tr>
<td><strong>BA in Language Studies Outcome Set</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1. Use the tools of critical analysis</strong></td>
<td></td>
</tr>
<tr>
<td>Use the tools of critical analysis, whether linguistic, cultural, or literary.</td>
<td></td>
</tr>
</tbody>
</table>

### Outcome 1.A Tools of Analysis: Linguistic

Linguistic: Identify elements, categories, and relations in selected or naturally occurring sets of linguistic evidence

**No measures specified**

### Outcome 1.B Tools of Analysis: Literary

Literary: Identify genre, literary devices, movement and period

**No measures specified**

### Outcome 1.C: Tools of Analysis: Cultural

Cultural: Identify social structures, cultural practices and products in their historical context

**No measures specified**

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### 2. Demonstrate knowledge of how languages operate

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<td>Make generalizations about language based on recognition of its systematic nature</td>
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<td>Recognize that languages vary over time, space, and social groups</td>
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### 3. Communicate in one or more languages

<table>
<thead>
<tr>
<th>3.a Communication</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Communicate appropriately in accordance with one’s highest level of course</td>
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</tbody>
</table>

**Measure:** Exit Oral Proficiency Interview  
Direct - Exam
Details/Description: National exam delivered by ACTFL. Consider if students should be required to take ACTFL OPI.

Target: all graduating students in Arabic, Chinese, French, German, Japanese, Latin and Spanish (Portuguese in future).

Implementation Plan (timeline): fall 2011: evaluate cost, when to implement, how to have scores delivered
fall 2011 Assessment Committee make recommendation and submit to ADC for necessary catalog and web site revisions

Responsible Individual(s): Ann Rider and assessment committee

Findings for Exit Oral Proficiency Interview


Results: Target Achievement: Not Met


Reflections/Notes: Due concerns about cost, Assessment committee did not recommend pursuing requirement of ACTFL OPI for all Language Studies majors. Committee did agree to require ACTFL OPI for Language Studies--Teaching programs, based on requirements of Indiana and NCATE.
Recommend use of Avant STAMPS for 2012-13 for exit testing.

Measure: Tell Me More incoming and exit assessment

Direct - Exam

Details/Description: summary information on achievement tests using Tell Me More.

Target: assessment of all students in 200-level as incoming. Use TMM Achievement test for incoming 201 and outgoing 202 German, French and Spanish by Spring 2012.

Implementation Plan (timeline): Implement 2011-2012

Responsible Individual(s): Ann Rider, Ron Dunbar

Findings for Tell Me More incoming and exit assessment

Summary of Findings: Fall 2011 201 findings using Tell Me More
All students tested scored an average of 316, which is firmly at the A2 level (CERF), tending high (363 is mark for B1).

Findings for 202 are inconclusive as the data pool is too small.

Spring 2012 201 and 202 findings using TMM: 201 is steady, but seeing no significant increase in 202 in Spanish. No data from other languages in 202.

Results: Target Achievement: Not Met

Recommendations: ADC is discussing whether progress from 201 to 202 is sufficient.

Regarding testing tools: As the department is piloting Avant STAMPS testing for exit testing, will continue TMM for Spring 2012, then determine whether to continue with TMM in 200-level.

Reflections/Notes: Regarding testing tools: TMM has met with resistance from instructors and students. The program is a full-service program costing $60 to students. While the testing program fulfills our needs, the language learning package is not satisfactory. There are better products to serve our students. Also, TMM does not offer programs for languages other than French, German and Spanish.
**Substantiating Evidence:**
- TMM Assessment Data all (Excel Workbook (Open XML)) (See appendix)
- TMM assessment results all fall 2011 (Excel Workbook (Open XML)) (See appendix) contains summary data for 201 and 202 testing using TMM for fall 2011.

**These Findings are associated with the following Actions:**

**Full Implementation of Tell Me More**  
(Action Plan; 2011-2012 Assessment Cycle)

**Recommendations to ADC for curriculum revision**  
(Action Plan; 2011-2012 Assessment Cycle)

### 4. Extrapolate how to acquire a subsequent language

#### 4.A Subsequent Language

Recognize and assess one's own individual language learning strategies.

*No measures specified*

#### 4.B Subsequent Language

Predict one's own language learning difficulties and construct strategies to overcome them.

*No measures specified*

### 5. Cultural Information

Locate, organize, evaluate, and meaningfully apply information about culture(s).

#### 5.A Cultural Information

Demonstrate understanding of the constructed nature of culture.

*No measures specified*

#### 5.B Cultural Information

Reflectively compare cultures and civilizations, reflect on cultural differences, values and beliefs.

*No measures specified*

#### 5.C Cultural Information

Analyze literary and cultural texts in relation to perspectives of the target culture(s).

*No measures specified*

### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*
**Action Plan**

**Actions**

### BA in Language Studies Outcome Set

#### 3. Communicate in one or more languages

**3.a Communication**

Communicate appropriately in accordance with one’s highest level of course work.

**Action: assessment tool for less-commonly-taught languages**

*This Action is associated with the following Findings*

No supporting Findings have been linked to this Action.

**Action Details:** gather information about assessment tools that target lct languages and Latin.

**Implementation Plan (timeline):** Summer 2011 gather information about other assessment tool that can assess lct languages (since Tell Me More has not yet developed assessments for Japanese, Chinese and Arabic).

**Key/Responsible Personnel:** Ann Rider and assessment committee

**Measures:** Find suitable assessment tool by December 2011.

**Resource Allocations:**

**Priority:** Medium

**Action: Full Implementation of Tell Me More**

*This Action is associated with the following Findings*

**Findings for Tell Me More incoming and exit assessment**

(Assessment Plan and Assessment Findings; 2011-2012 Assessment Cycle)

**Summary of Findings:** Fall 2011 201 findings using Tell Me More

All students tested scored an average of 316, which is firmly at the A2 level (CERF), tending high (363 is mark for B1).

Findings for 202 are inconclusive as the data pool is too small.

Spring 2012 201 and 202 findings using TMM:

201 is steady, but seeing no significant increase in 202 in Spanish. No data from other languages in 202.

**Action Details:** Workshop in fall 2011 to orient instructors. (Note: Tell Me More moved to new online format, requiring new training for instructors and administrators).

**Implementation Plan (timeline):** Order keycards (through Rachel Mundel)

Administrative Training

Instructors Workshop:

Achievement test scores for 201 students submitted by Sept. 12, 2011

Achievement test scores for 202 students submitted by Nov. 30, 2011.

**Key/Responsible Personnel:** Ann Rider

**Measures:** all instructors of 200-level courses trained and using Tell Me More; all 200-level students submit score according to implementation plan.

**Resource Allocations:** none needed. Students bear cost of Tell Me More
Priority: High

Action: Implementation of Avent assessment exams

This Action is associated with the following Findings

Findings for Entry, Mid and Exit Achievement (Assessment Plan and Assessment Findings; 2010-2011 Assessment Cycle)

Summary of Findings: no consistent assessment that gives us a programmatic overview is in place. Data from pilot in Spanish 201 and 202 for entry level achievement was limited. However, it suggests that students in SPAN 202 complete close to CERF B1. The average was high A2, but not yet B1; the highest scores were mid-B1. Limited compliance in pilot for exit.

Action Details: As of fall 2013 all students in 202 and 400 courses will be assessed using Avant assessment exams.

Implementation Plan (timeline):

Key/Responsible Personnel: Rider

Measures: not yet defined

Resource Allocations: requires BoT approval for course lab fees (approved 2013)

Priority:

Action: recommendations to ADC for curriculum revision

This Action is associated with the following Findings

Findings for Tell Me More incoming and exit assessment (Assessment Plan and Assessment Findings; 2011-2012 Assessment Cycle)

Summary of Findings: Fall 2011 201 findings using Tell Me More

All students tested scored an average of 316, which is firmly at the A2 level (CERF), tending high (363 is mark for B1).

Findings for 202 are inconclusive as the data pool is too small.

Spring 2012 201 and 202 findings using TMM: 201 is steady, but seeing no significant increase in 202 in Spanish. No data from other languages in 202.

Action Details: Recommend to ADC that 200-level courses be reviewed and credit hours be increased. Recommendation is based on assessment data and concerns about attainment levels for students traveling abroad.

Implementation Plan (timeline): Recommendation made to ADC Fall 2012

Key/Responsible Personnel: Rider, Yousif

Measures:

Resource Allocations:

Priority: High

4. Extrapolate how to acquire a subsequent language
4.A Subsequent Language
Recognize and assess one's own individual language learning strategies.

4.B Subsequent Language
Predict one's own language learning difficulties and construct strategies to overcome them.

Status Report

BA in Language Studies Outcome Set

3. Communicate in one or more languages

3.a Communication
Communicate appropriately in accordance with one's highest level of course work.

- **Action:** assessment tool for less-commonly-taught languages
  
  **Action Details:** gather information about assessment tools that target Lct languages and Latin.

  **Implementation Plan (timeline):** Summer 2011 gather information about other assessment tool that can assess Lct languages (since Tell Me More has not yet developed assessments for Japanese, Chinese and Arabic).

  **Key/Responsible Personnel:** Ann Rider and assessment committee

  **Measures:** Find suitable assessment tool by December 2011.

  **Resource Allocations:**

  **Priority:** Medium

  **Status** for assessment tool for less-commonly-taught languages

  **Current Status:** In Progress

  **Resource Allocation(s) Status:**

  **Next Steps/Additional Information:** Avant STAMPs exam identified. Implementation by December 2011.
  
  Submitted and received grant from ISU Assessment to fund pilot of Avant.
  
  Successful pilot of Avant STAMPs in German, French, and Japanese. Recommend implementation of Avant STAMPs for 2012-2013. Avant can be sued for Japanese, Chinese and Arabic, but not Latin. Must continue search for Latin.

- **Action:** Full Implementation of Tell Me More
  
  **Action Details:** Workshop in fall 2011 to orient instructors. (Note: Tell Me More moved to new online format, requiring new training for instructors and administrators).

  **Implementation Plan (timeline):** Order keycards (through Rachel Mundel)
Administrative Training  
Instructors Workshop:  
Achievement test scores for 201 students submitted by Sept. 12, 2011  
Achievement test scores for 202 students submitted by Nov. 30, 2011.

**Key/Responsible Personnel:** Ann Rider

**Measures:** all instructors of 200-level courses trained and using Tell Me More; all 200-level students submit score according to implementation plan.

**Resource Allocations:** none needed. Students bear cost of Tell Me More

**Priority:** High

---

**Status for Full Implementation of Tell Me More**

**Current Status:** Completed

**Resource Allocation(s) Status:** workshops completed. 201 exams and data compiled.

**Next Steps/Additional Information:** Problems with compliance, student and instructor complaints, lack of testing capabilities for less-commonly taught languages leads committee to recommend abandoning TMM. Committee recommends going forward with Avant STAMPS exam.

**Substantiating Evidence:**
- Final Report on Tell Me More (Word Document (Open XML)) (See appendix)

---

**Action:** Implementation of Avent assessment exams

**Action Details:** As of fall 2013 all students in 202 and 400 courses will be assessed using Avant assessment exams.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:** Rider

**Measures:** not yet defined

**Resource Allocations:** requires BoT approval for course lab fees (approved 2013)

**Priority:**

---

**Status for Implementation of Avent assessment exams**

**Current Status:** Completed

**Resource Allocation(s) Status:** BoT approval of course fee for 202 and LLL 400. Full implementation fall 2013.

**Next Steps/Additional Information:**

---

**Action:** recomendations to ADC for curriculum revision

**Action Details:** Recommend to ADC that 200-level courses be reviewed and credit hours be increased. Recommendation is based on assessment data and concerns about attainment levels for students traveling abroad.
Implementation Plan (timeline): Recommendation made to ADC Fall 2012

Key/Responsible Personnel: Rider, Yousif

Measures:

Resource Allocations:

Priority: High

Status for recommendations to ADC for curriculum revision

Current Status: In Progress

Resource Allocation(s) Status:

Next Steps/Additional Information: ADC accepted recommendation. Paperwork is being processed for revisions to 201 and 202 to include laboratory courses.

Substantiating Evidence:

Assessment Meeting 8-21-2012.docx (Word Document (Open XML)) (See appendix)

4. Extrapolate how to acquire a subsequent language

4.A Subsequent Language
Recognize and assess one’s own individual language learning strategies.

No actions specified

4.B Subsequent Language
Predict one's own language learning difficulties and construct strategies to overcome them.

No actions specified

Status Summary

Avant STAMPs assessment implemented fall 2013 to spring 2014. Findings will be assessed in fall 2014. 200-level courses were increased in the following manner: 201L-1 credit, 202L 2 credits. The curriculum was changed to add as well one 3 credit-hour course. Assessment will be done in following spring 2016 to assess changes in student outcomes over time.

Summary of Next Steps

No text specified
2012-2013 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA in Language Studies Outcome Set

1. Use the tools of critical analysis
   Use the tools of critical analysis, whether linguistic, cultural, or literary.

   **Outcome 1.A Tools of Analysis: Linguistic**
   Linguistic: Identify elements, categories, and relations in selected or naturally occurring sets of linguistic evidence
   **Measure:** course review
   Direct - Other
   **Details/Description:** Review syllabi for 301 courses to determine extent of non-grammar content
   **Target:**

   **Outcome 1.B Tools of Analysis: Literary**
   Literary: Identify genre, literary devices, movement and period
   **Measure:** course review
   Direct - Other
   **Details/Description:** Review syllabi for 301 to determine non-grammar related materials
   **Target:**

   **Outcome 1.C: Tools of Analysis: Cultural**
   Cultural: Identify social structures, cultural practices and products in their historical context
   **Measure:** Course review
   Direct - Other
   **Details/Description:** Review syllabi of 301 to determine non-grammar related materials
   **Target:**

Assessment Findings

Finding per Measure

BA in Language Studies Outcome Set

1. Use the tools of critical analysis
   Use the tools of critical analysis, whether linguistic, cultural, or literary.
Outcome 1.A Tools of Analysis: Linguistic
Linguistic: Identify elements, categories, and relations in selected or naturally occurring sets of linguistic evidence

Measure: course review
Direct - Other

Details/Description: Review syllabi for 301 courses to determine extent of non-grammar content
Target:
Implementation Plan (timeline):
Responsible Individual(s): Rider

Findings for course review

Summary of Findings: syllabi are not consistent enough to assess the outcomes as designated. Discussions have not yielded a common artifact.
Results: Target Achievement: Not Met
Recommendations: consider other measurements that are not course bound (portfolio)
Reflections/Notes:

Outcome 1.B Tools of Analysis: Literary
Literary: Identify genre, literary devices, movement and period

Measure: course review
Direct - Other

Details/Description: Review syllabi for 301 to determine non-grammar related materials
Target:
Implementation Plan (timeline):
Responsible Individual(s): Rider

Findings for course review

Summary of Findings: See 1A. findings
Results: Target Achievement: Not Met
Recommendations:
Reflections/Notes:

Outcome 1.C: Tools of Analysis: Cultural
Cultural: Identify social structures, cultural practices and products in their historical context

Measure: Course review
Direct - Other

Details/Description: Review syllabi of 301 to determine non-grammar related materials
Target:
Implementation Plan (timeline):
Responsible Individual(s): Rider

Findings for Course review

Summary of Findings: See 1A findings
Results: Target Achievement: Not Met
Recommendations:
### Overall Recommendations

No text specified

### Overall Reflection

No text specified

### Action Plan

#### Actions

**BA in Language Studies Outcome Set**

1. **Use the tools of critical analysis**
   
   Use the tools of critical analysis, whether linguistic, cultural, or literary.

   **Outcome 1.A Tools of Analysis: Linguistic**
   
   **Linguistic:** Identify elements, categories, and relations in selected or naturally occurring sets of linguistic evidence

   **Action:** Outcome 1 assessment revision

   **This Action is associated with the following Findings**
   
   No supporting Findings have been linked to this Action.

   **Action Details:** develop a portfolio assessment for Outcome 1

   **Implementation Plan (timeline):** Development fall 2013 implementation spring 2014 in time for assessment

   **Key/Responsible Personnel:** Rider and committee

   **Measures:**

   **Resource Allocations:**

   **Priority:** High

2. **Outcome 1.B Tools of Analysis: Literary**
   
   **Literary:** Identify genre, literary devices, movement and period

   **No actions specified**

3. **Outcome 1.C: Tools of Analysis: Cultural**
   
   **Cultural:** Identify social structures, cultural practices and products in their historical context

   **No actions specified**

### Status Report

#### Action Statuses
BA in Language Studies Outcome Set

1. Use the tools of critical analysis
Use the tools of critical analysis, whether linguistic, cultural, or literary.

<table>
<thead>
<tr>
<th>Outcome 1.A Tools of Analysis: Linguistic</th>
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</thead>
<tbody>
<tr>
<td><strong>Linguistic:</strong> Identify elements, categories, and relations in selected or naturally occurring sets of linguistic evidence</td>
</tr>
<tr>
<td><strong>Action:</strong> Outcome 1 assessment revision</td>
</tr>
<tr>
<td><strong>Action Details:</strong> develop a portfolio assessment for Outcome 1</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Development fall 2013 implementation spring 2014 in time for assessment</td>
</tr>
<tr>
<td><strong>Key/Responsible Personnel:</strong> Rider and committee</td>
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<tr>
<td><strong>Measures:</strong></td>
</tr>
<tr>
<td><strong>Resource Allocations:</strong></td>
</tr>
<tr>
<td><strong>Priority:</strong> High</td>
</tr>
<tr>
<td><strong>Status</strong> for Outcome 1 assessment revision</td>
</tr>
<tr>
<td><strong>Current Status:</strong> Not Implemented</td>
</tr>
<tr>
<td><strong>Resource Allocation(s) Status:</strong> After further consideration, committee voted against implementation of portfolio assessment at this time. Since the department is severely understaffed, the amount of work involved in portfolio assessment is untenable.</td>
</tr>
<tr>
<td><strong>Next Steps/Additional Information:</strong> committee should revisit outcomes and consider other assessment options.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome 1.B Tools of Analysis: Literary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No actions specified</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Outcome 1.C: Tools of Analysis: Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No actions specified</strong></td>
</tr>
</tbody>
</table>

Status Summary

Portfolio assessment was abandoned. Committee determined to develop a rubric that could be used to assess in LLL 200 and 400. New research assignment was implemented in LLL 200. Assessment in 2013-2014 cycle.

Summary of Next Steps

No text specified
## 2013-2014 Assessment Cycle

### Assessment Plan

### Outcomes and Measures

#### BA in Language Studies Outcome Set

#### 3. Communicate in one or more languages

##### 3.a Communication

Communicate appropriately in accordance with one’s highest level of course work.

<table>
<thead>
<tr>
<th>Measure: Avant Assessment 202L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Exam</td>
</tr>
</tbody>
</table>

**Details/Description:** implementation of Avant Assessment in all 202: courses

**Target:** 98% tested; 80% test intermediate mid or better in listening reading; 80% test intermed low or better in speaking and writing

**Implementation Plan (timeline):** Fall 2013 and Spring 2014 testing

**Responsible Individual(s):** Rider and committee

<table>
<thead>
<tr>
<th>Measure: LLL 400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Exam</td>
</tr>
</tbody>
</table>

**Details/Description:** Avant exam testing of all LLL 400 students

**Target:** 80% advanced low or better speaking, writing, reading, listening (since the program has been revised to meet these criteria, we do not expect students to reach this target for this year)

**Implementation Plan (timeline):** Fall 2013 and Spring 2014

**Responsible Individual(s):** Rider and committee

#### 5. Cultural Information

Locate, organize, evaluate, and meaningfully apply information about culture(s).

##### 5.A Cultural Information

Demonstrate understanding of the constructed nature of culture.

<table>
<thead>
<tr>
<th>Measure: LLL 200 and 400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Student Artifact</td>
</tr>
</tbody>
</table>

**Details/Description:** Use newly developed rubric to assess research projects in LLL 200 and 400

**Target:** LLL 200 80% students meet "developing" criteria; LLL 200 90% of students meet "mastery" criteria

**Implementation Plan (timeline):** rubric designed by assessment committee fall 2013; evaluation of LLL 200 and 400 spring 2014

**Responsible Individual(s):** Ann Rider, Keri Yousef, Melanie D'Amico, Solange Lopes-Murphy, Marilyn Bish

**Supporting Attachments:**

🔗 Oct. 23, 2014 Department Meeting on Assessment (Word Document (Open XML)) (See appendix)
5.B Cultural Information
Reflectively compare cultures and civilizations, reflect on cultural differences, values and beliefs.

▲ Measure: LLL 200 and 400
Direct - Student Artifact

Details/Description: same as 5A
Target:
Implementation Plan (timeline):
Responsible Individual(s):

5.C Cultural Information
Analyze literary and cultural texts in relation to perspectives of the target culture(s).

▲ Measure: LLL 200 and 400
Direct - Student Artifact

Details/Description: same as 5A
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Assessment Findings
Finding per Measure

BA in Language Studies Outcome Set
3. Communicate in one or more languages

3.a Communication
Communicate appropriately in accordance with one's highest level of course work.

▲ Measure: Avant Assessment 202L
Direct - Exam

Details/Description: implementation of Avant Assessment in all 202: courses
Target: 98% tested; 80% test intermediate mid or better in listening reading; 80% test intermed low or better in speaking and writing
Implementation Plan (timeline): Fall 2013 and Spring 2014 testing
Responsible Individual(s): Rider and committee

Findings for Avant Assessment 202L

Summary of Findings: mean scores were tallied instead of percentages. Reading, and writing scores were within projections. Speaking and listening were not.
Results: Target Achievement: Not Met
Recommendations :
Reflections/Notes: This is baseline data collection of students who have taken the 201/201L and 202/202L sequence. Information was distributed to each language area coordinator for discussion. Discussion and recommendations will take place during fall 2014 semester.

These Findings are associated with the following Actions:

Avant STAMPS assessment for 202L
(Action Plan; 2013-2014 Assessment Cycle)
**Measure: LLL 400**
Direct - Exam

**Details/Description:** Avant exam testing of all LLL 400 students

**Target:** 80% advanced low or better speaking, writing, reading, listening
(since the program has been revised to meet these criteria, we do not expect students to reach this target for this year.

**Implementation Plan (timeline):** Fall 2013 and Spring 2014

**Responsible Individual(s):** Rider and committee

**Findings for LLL 400**

**Summary of Findings:** The target set was inappropriate, since these students are completing the old curriculum. Target should have been Intermediate-mid: speaking, writing; intermediate-high: reading, listening.

The "n" is too small for reliable assessment in French and German. Total "n" is still small. Current data shows students solidly in Intermediate mid to high.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:** Students tested at this level are completing the pre-2012 curriculum. That curriculum was geared to bring students to the intermed.-high level. This data will provide a baseline to assess how revision of the curriculum affects overall scores.

**These Findings are associated with the following Actions:**

**Avant STAMPS assessment for LLL 400**
(Action Plan; 2013-2014 Assessment Cycle)

---

**5. Cultural Information**

Locate, organize, evaluate, and meaningfully apply information about culture(s).

**5.A Cultural Information**

Demonstrate understanding of the constructed nature of culture.

**Measure: LLL 200 and 400**
Direct - Student Artifact

**Details/Description:** Use newly developed rubric to assess research projects in LLL 200 and 400

**Target:** LLL 200 80% students meet "developing" criteria
LLL 400 90% of students meet "mastery" criteria

**Implementation Plan (timeline):** rubric designed by assessment committee fall 2013;
evaluation of LLL 200 and 400 spring 2014

**Responsible Individual(s):** Ann Rider, Keri Yousif, Melanie D'Amico, Solange Lopes-Murphy, Marilyn Bish

**Supporting Attachments:**
- Oct. 23, 2014 Department Meeting on Assessment (Word Document (Open XML)) (See appendix)

**Findings for LLL 200 and 400**

**Summary of Findings:** Target achievement met for LLL 200 and 400. Committee noticed need to provide direct input and guidance for two areas.

**Results:** Target Achievement: Met

**Recommendations:** committee recommends revising rubric and assignment guidelines for both LLL 200 and 400 to include: addressing more directly cultural self-awareness; include ACTFL's Standards 2: distinctive viewpoints

**Reflections/Notes:** These results and recommendations are the same for all outcome 5 areas.
These Findings are associated with the following Actions:

**LLL 200**
(Action Plan; 2013-2014 Assessment Cycle)

**Rubric for LLL 200 and 400**
(Action Plan; 2013-2014 Assessment Cycle)

---

### 5.B Cultural Information

Reflectively compare cultures and civilizations, reflect on cultural differences, values and beliefs.

**Measure:** LLL 200 and 400
Direct - Student Artifact

**Details/Description:** same as 5A

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for LLL 200 and 400

**Summary of Findings:** see above

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

### 5.C Cultural Information

Analyze literary and cultural texts in relations to perspectives of the target culture(s).

**Measure:** LLL 200 and 400
Direct - Student Artifact

**Details/Description:** same as 5A

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for LLL 200 and 400

**Summary of Findings:** see above

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*
Action Plan

Actions

BA in Language Studies Outcome Set

3. Communicate in one or more languages

3.a Communication
Communicate appropriately in accordance with one’s highest level of course work.

Action: Avant STAMPs assessment for 202L

This Action is associated with the following Findings

Findings for Avant Assessment 202L
(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

Summary of Findings: mean scores were tallied instead of percentages. Reading, and writing scores were within projections. Speaking and listening were not.

Action Details: continue to administer Avant STAMPs each semester. Monitor aggregate data for outcomes. Each language area will monitor specifically for outcomes in reading and speaking as students complete the sequence of new program.

Implementation Plan (timeline): one year

Key/Responsible Personnel: Calvin and 200-level planning committee

Measures:

Resource Allocations: none. Lab fees are already being used for Avant STAMPs administration

Priority: Medium

Action: Avant STAMPs assessment for LLL 400

This Action is associated with the following Findings

Findings for LLL 400
(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

Summary of Findings: The target set was inappropriate, since those students are completing the old curriculum. Target should have been Intermediate-mid: speaking, writing; intermediate-high: reading, listening.
The "n" is too small for reliable assessment in French and German. Total "n" is still small. Current data shows students solidly in Intermediate mid to high.

Action Details: Continue to administer and monitor outcomes for LLL 400. The first cohort for the new program will not be until 2016-2017, at which time the data should be more useful.

Implementation Plan (timeline): 2 years

Key/Responsible Personnel: Assessment Committee

Measures:

Resource Allocations: none needed as lab fee pays for exam

Priority: Medium

5. Cultural Information
### 5.A Cultural Information

Demonstrate understanding of the constructed nature of culture.

**Action:** LLL 200

**This Action is associated with the following Findings**

**Findings for LLL 200 and 400**
(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Target achievement met for LLL 200 and 400. Committee noticed need to provide direct input and guidance for two areas.

**Action Details:** Assess cultural self-awareness in LLL 200 intercultural mentorship/interview assignment. Develop rubric for programmatic assessment.

**Implementation Plan (timeline):** by fall 2015

**Key/Responsible Personnel:** assessment committee and instructors of LLL 200

**Measures:** completion of rubric

**Resource Allocations:** none

**Priority:** Medium

**Action:** Rubric for LLL 200 and 400

**This Action is associated with the following Findings**

**Findings for LLL 200 and 400**
(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

**Summary of Findings:** Target achievement met for LLL 200 and 400. Committee noticed need to provide direct input and guidance for two areas.

**Action Details:** Revise rubric to include ACTFL distinctive viewpoints criteria

**Implementation Plan (timeline):** by fall 2015

**Key/Responsible Personnel:** assessment committee

**Measures:** complete rubric

**Resource Allocations:** none

**Priority:** Medium

### 5.B Cultural Information

Reflectively compare cultures and civilizations, reflect on cultural differences, values and beliefs.

No actions specified

### Status Report

#### Action Statuses
### BA in Language Studies Outcome Set

#### 3. Communicate in one or more languages

<table>
<thead>
<tr>
<th><strong>3.a Communication</strong></th>
<th>Communicate appropriately in accordance with one's highest level of course work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action:</strong></td>
<td>Avant STAMPS assessment for 202L</td>
</tr>
<tr>
<td><strong>Action Details:</strong></td>
<td>continue to administer Avant STAMPS each semester. Monitor aggregate data for outcomes. Each language area will monitor specifically for outcomes in reading and speaking as students complete the sequence of new program.</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong></td>
<td>one year</td>
</tr>
<tr>
<td><strong>Key/Responsible Personnel:</strong></td>
<td>Calvin and 200-level planning committee</td>
</tr>
<tr>
<td><strong>Measures:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Resource Allocations:</strong></td>
<td>none. Lab fees are already being used for Avant STAMPS administration</td>
</tr>
<tr>
<td><strong>Priority:</strong></td>
<td>Medium</td>
</tr>
</tbody>
</table>

**Status for Avant STAMPS assessment for 202L**

- **Current Status:** In Progress
- **Resource Allocation(s) Status:**
- **Next Steps/Additional Information:** FLYP/200-level committee will look at summary data this year as the committee makes revisions to the sequence.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>Action:</strong></td>
<td>Avant STAMPS assessment for LLL 400</td>
</tr>
<tr>
<td><strong>Action Details:</strong></td>
<td>Continue to administer and monitor outcomes for LLL 400. The first cohort for the new program will not be until 2016-2017, at which time the data should be more useful.</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong></td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Key/Responsible Personnel:</strong></td>
<td>Assessment Committee</td>
</tr>
<tr>
<td><strong>Measures:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Resource Allocations:</strong></td>
<td>none needed as lab fee pays for exam</td>
</tr>
<tr>
<td><strong>Priority:</strong></td>
<td>Medium</td>
</tr>
</tbody>
</table>

**Status for Avant STAMPS assessment for LLL 400**

- **Current Status:** In Progress
- **Resource Allocation(s) Status:**
- **Next Steps/Additional Information:** Assessment committee will analyze summative data

#### 5. Cultural Information

- Locate, organize, evaluate, and meaningfully apply information about culture(s).
5.A Cultural Information
Demonstrate understanding of the constructed nature of culture.

Action: LLL 200


Implementation Plan (timeline): by fall 2015

Key/Responsible Personnel: assessment committee and instructors of LLL 200

Measures: completion of rubric

Resource Allocations: none

Priority: Medium

Status for LLL 200

Current Status: Completed

Resource Allocation(s) Status:

Next Steps/Additional Information: assignment designed and implemented

Action: Rubric for LLL 200 and 400

Action Details: Revise rubric to include ACTFL distinctive viewpoints criteria

Implementation Plan (timeline): by fall 2015

Key/Responsible Personnel: assessment committee

Measures: complete rubric

Resource Allocations: none

Priority: Medium

Status for Rubric for LLL 200 and 400

Current Status: In Progress

Resource Allocation(s) Status:

Next Steps/Additional Information: rubric revision in progress

5.B Cultural Information
Reflectively compare cultures and civilizations, reflect on cultural differences, values and beliefs.

No actions specified

Status Summary
Two areas were addressed in this assessment cycle: 4-skill outcomes assessment in all 202L and in LLL 400 and cultural awareness assessment in LLL 200. As of Spring 2015, we have 1 full year of data. The assessment committee will look at the data and make recommendations. But it is clear that the "n" is too small to make solid recommendations in languages other than Spanish at this time. Also, an ad hoc committee was established in fall 2015 to analyze the transition from 102 to 200 and to reevaluate the 200-level sequence. Testing data will be part of that evaluation. The rubric for the new assignment in LLL 200 was created, but not revised with ACTFL outcomes at this time. This will happen once the first round year of assignments is evaluated in fall 2015.

Summary of Next Steps

1. continue to administer Avant STAMPs exam in 202L and LLL 400
2. Continue to examine data to determine if students are generally meeting established outcomes.
3. Revise LLL 200 rubric for Intercultural Awareness Interview.
## 2014-2015 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

#### BA in Language Studies Outcome Set

### 3. Communicate in one or more languages

<table>
<thead>
<tr>
<th>子句</th>
<th>Measure: Avant Assessment 202L</th>
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<tbody>
<tr>
<td>Direct - Exam</td>
<td>Details/Description: Continued assessment using Avant in 202:</td>
</tr>
<tr>
<td>Target: 98% tested; 80% test intermediate mid or better in listening reading; 80% test intermed low or better in speaking and writing</td>
<td>Implementation Plan (timeline): Fall 2014 and Spring 2015</td>
</tr>
<tr>
<td>Responsible Individual(s): Rider and committee</td>
<td></td>
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<tr>
<th>子句</th>
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<tr>
<td>Direct - Exam</td>
<td>Details/Description: Avant exam testing of all LLL 400 students</td>
</tr>
<tr>
<td>Target: 80% intermediate high reading, listening; intermediate mid speaking and writing (we expect one more year of students to meet these criteria. Beginning 2015-2016, we should begin to see student who can meet the higher level for which the new curriculum was designed.</td>
<td>Implementation Plan (timeline): Continued testing 2014-2015</td>
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<td>Responsible Individual(s): Rider and committee</td>
<td></td>
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</tbody>
</table>

### 5. Cultural Information

Locate, organize, evaluate, and meaningfully apply information about culture(s).

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<th>子句</th>
<th>Measure: LLL 200 and 400</th>
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</thead>
<tbody>
<tr>
<td>Direct - Student Artifact</td>
<td>Details/Description: Use revised rubric to assess research projects in LLL 200 and 400</td>
</tr>
<tr>
<td>Target: LLL 200 80% students meet “developing” criteria LLL 400 90% of students meet “mastery” criteria</td>
<td>Implementation Plan (timeline): Rubric and course assignments will be revised in fall 2014.</td>
</tr>
<tr>
<td>Responsible Individual(s): Ann Rider, Keri Yousif, other instructors of LLL 200 and LLL 400</td>
<td>Supporting Attachments:</td>
</tr>
</tbody>
</table>

Oct. 23, 2014 Department Meeting on Assessment (Word Document (Open XML)) (See appendix)
cultures and civilizations, reflect on cultural differences, values and beliefs.

5.C Cultural Information
Analyze literary and cultural texts in relation to perspectives of the target culture(s).

- **Measure:** LLL 200 and 400
  - Direct - Student Artifact

Details/Description: same as 5A
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Assessment Findings

Finding per Measure

BA in Language Studies Outcome Set

3. Communicate in one or more languages

3.a Communication
Communicate appropriately in accordance with one's highest level of course work.

- **Measure:** Avant Assessment 202L
  - Direct - Exam

Details/Description: Continued assessment using Avant in 202:
Target: 98% tested; 80% test intermediate mid or better in listening reading; 80% test intermed low or better in speaking and writing
Implementation Plan (timeline): Fall 2014 and Spring 2015
Responsible Individual(s): Rider and committee

Findings for Avant Assessment 202L

Summary of Findings: Summary data suggests that targets for passive skills (reading and listening) were appropriately set. Reading targets were exceeded. Listening targets and those for active skills need to be reevaluated.

Results: Target Achievement: Not Met

Recommendations: Compile longitudinal data to set appropriate goals for active skills. Provide information to 200-level committee for analysis and recommendations.

Reflections/Notes:

These Findings are associated with the following Actions:

- 200-level action plan
  (Action Plan; 2014-2015 Assessment Cycle)

- **Measure:** LLL 400
  - Direct - Exam

Details/Description: Avant exam testing of all LLL 400 students
Target: 80% intermediate high reading, listening; intermediate mid speaking and writing (we expect one more year of students to meet these criteria. Beginning 2015-2016, we should begin to see student who can meet the higher level for which the new curriculum was designed.

Implementation Plan (timeline): Continued testing 2014-2015

Responsible Individual(s): Rider and committee

Findings for LLL 400

Summary of Findings: Because the "n" is still small, the findings are not yet useful to assess within and across languages.

Results: Target Achievement: Not Met

Recommendations: Continue to compile data.

Reflections/Notes:

5. Cultural Information

Locate, organize, evaluate, and meaningfully apply information about culture(s).

5.A Cultural Information

Demonstrate understanding of the constructed nature of culture.

Measure: LLL 200 and 400

Direct - Student Artifact

Details/Description: Use revised rubric to assess research projects in LLL 200 and 400.

Target: LLL 200 80% students meet "developing" criteria
LLL 400 90% of students meet "mastery" criteria

Implementation Plan (timeline): Rubric and course assignments will be revised in fall 2014.

Responsible Individual(s): Ann Rider, Keri Youcis, other instructors of LLL 200 and LLL 400

Supporting Attachments:

Oct. 23, 2014 Department Meeting on Assessment (Word Document (Open XML)) (See appendix)

Findings for LLL 200 and 400

Summary of Findings: Data from LLL 200 in both research paper and cultural interview show students meet "developing" target. Because students frequently enroll in this course later in their academic program, a high percentage of students meet "advanced" targets in several areas. Data from LLL 400 show 90% easily meet "mastery" targets. Committee recognizes that increasingly students in LLL 400 have been required to do the research project and cultural interview in LLL 200, suggesting better preparation earlier.

Results: Target Achievement: Met

Recommendations: Continue to evaluate rubric to include ACTFL and TESOL standards to assess teacher education students in LLL 200 and LLL 400.

Reflections/Notes:

5.B Cultural Information

Reflectively compare cultures and civilizations, reflect on cultural differences, values and beliefs.

Measure: LLL 200 and 400

Direct - Student Artifact

Details/Description: same as 5A

Target:

Implementation Plan (timeline):
Responsible Individual(s):

Findings for LLL 200 and 400

Summary of Findings: see above
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

5.C Cultural Information
Analyze literary and cultural texts in relations to perspectives of the target culture(s).

Measure: LLL 200 and 400
Direct - Student Artifact

Details/Description: same as 5A
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for LLL 200 and 400

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

BA in Language Studies Outcome Set

3. Communicate in one or more languages

3.a Communication
Communicate appropriately in accordance with one’s highest level of course work.

Action: 200-level action plan

This Action is associated with the following Findings

Findings for Avant Assessment 202L
(Assessment Plan and Assessment Findings; 2014-2015 Assessment Cycle)

Summary of Findings: Summary data suggests that targets for passive skills (reading and listening) were appropriately set. Reading targets were exceeded. Listening targets and those for active skills need to be reevaluated.

Action Details: Because there are several issues to address for the 200-level sequence, a committee has been formed to address charges. These include common outcome sets for the 200-
level sequence and addressing outcomes for the lab. Each program area will receive Avant data and make adjustments to courses accordingly.

**Implementation Plan (timeline):** 2015-2016

**Key/Responsible Personnel:** FYLP committee, Brian Barnett chair

**Measures:** completion of outcomes

**Resource Allocations:** none

**Priority:** High

---

**Status Report**

**Action Statuses**

**BA in Language Studies Outcome Set**

**3. Communicate in one or more languages**

**3.a Communication**

Communicate appropriately in accordance with one’s highest level of course work.

---

**Action:** 200-level action plan

**Action Details:** Because there are several issues to address for the 200-level sequence, a committee has been formed to address charges. These include common outcome sets for the 200-level sequence and addressing outcomes for the lab. Each program area will receive Avant data and make adjustments to courses accordingly.

**Implementation Plan (timeline):** 2015-2016

**Key/Responsible Personnel:** FYLP committee, Brian Barnett chair

**Measures:** completion of outcomes

**Resource Allocations:** none

**Priority:** High

**Status** for 200-level action plan

*No Status Added*

---

**Status Summary**

*No text specified*

---

**Summary of Next Steps**

*No text specified*
## Assessment Plan

### Outcomes and Measures

### BA in Language Studies Outcome Set

#### 3. Communicate in one or more languages

<table>
<thead>
<tr>
<th>3.a Communication</th>
<th>Details/Description: implementation of Avant Assessment in all 202: courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Target:</strong> 98% tested; 80% test intermediate mid or better in listening reading; 80% test intermed low or better in speaking and writing</td>
</tr>
<tr>
<td></td>
<td><strong>Implementation Plan (timeline):</strong> Fall 2013 and Spring 2014 testing</td>
</tr>
<tr>
<td></td>
<td><strong>Responsible Individual(s):</strong> Rider and committee</td>
</tr>
</tbody>
</table>

<p>| <strong>Measure:</strong> Latin 202L assessment |</p>
<table>
<thead>
<tr>
<th>Direct - Exam</th>
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</thead>
<tbody>
<tr>
<td><strong>Details/Description:</strong> implementation of National Latin Exam for assessment for Latin 202L</td>
</tr>
<tr>
<td><strong>Target:</strong> 98% of students tested; targets are yet to be established</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> pilot test in Spring 2015; fall 2015 data assessed and targets set; first round of assessment in Spring 2015.</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Assessment committee and Bisch</td>
</tr>
</tbody>
</table>

<p>| <strong>Measure:</strong> LLL 400 |</p>
<table>
<thead>
<tr>
<th>Direct - Exam</th>
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</thead>
<tbody>
<tr>
<td><strong>Details/Description:</strong> Avant exam testing of all LLL 400 students</td>
</tr>
<tr>
<td><strong>Target:</strong> 80% advanced low or better speaking, writing, reading, listening (since the program has been revised to meet these criteria, we do not expect students to reach this target for this year.</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Fall 2013 and Spring 2014</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Rider and committee</td>
</tr>
</tbody>
</table>

### 5. Cultural Information

#### 5.A Cultural Information

*No measures specified*

Demonstrate understanding of the constructed nature of culture.

#### 5.B Cultural

*No measures specified*
### Information
Reflectively compare cultures and civilizations, reflect on cultural differences, values and beliefs.

### 5.C Cultural Information
Analyze literary and cultural texts in relation to perspectives of the target culture(s).

### Assessment Findings

#### Finding per Measure

## BA in Language Studies Outcome Set

### 3. Communicate in one or more languages

#### 3.a Communication
Communicate appropriately in accordance with one’s highest level of course work.

<table>
<thead>
<tr>
<th>Measure: Avant Assessment 202L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Exam</td>
</tr>
</tbody>
</table>

**Details/Description:** implementation of Avant Assessment in all 202: courses

**Target:** 98% tested; 80% test intermediate mid or better in listening reading; 80% test intermed low or better in speaking and writing

**Implementation Plan (timeline):** Fall 2013 and Spring 2014 testing

**Responsible Individual(s):** Rider and committee

**Findings for Avant Assessment 202L**

*No Findings Added*

<table>
<thead>
<tr>
<th>Measure: Latin 202L assessment</th>
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</thead>
<tbody>
<tr>
<td>Direct - Exam</td>
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</table>

**Details/Description:** implementation of National Latin Exam for assessment for Latin 202L

**Target:** 98% of students tested; targets are yet to be established

**Implementation Plan (timeline):** pilot test in Spring 2015; fall 2015 data assessed and targets set; first round of assessment in Spring 2015.

**Responsible Individual(s):** Assessment committee and Bisch

**Findings for Latin 202L assessment**

*No Findings Added*

<table>
<thead>
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<th>Measure: LLL 400</th>
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</thead>
<tbody>
<tr>
<td>Direct - Exam</td>
</tr>
</tbody>
</table>

**Details/Description:** Avant exam testing of all LLL 400 students

**Target:** 80% advanced low or better speaking, writing, reading, listening (since the program has been revised to meet these criteria, we do not expect students to reach this...
target for this year.

**Implementation Plan (timeline):** Fall 2013 and Spring 2014

**Responsible Individual(s):** Rider and committee

---

**Findings for LLL 400**

No Findings Added

---

### 5. Cultural Information

Locate, organize, evaluate, and meaningfully apply information about culture(s).

#### 5.A Cultural Information

Demonstrate understanding of the constructed nature of culture.

No measures specified

#### 5.B Cultural Information

Reflectively compare cultures and civilizations, reflect on cultural differences, values and beliefs.

No measures specified

#### 5.C Cultural Information

Analyze literary and cultural texts in relations to perspectives of the target culture(s).

No measures specified

---

**Overall Recommendations**

No text specified

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**Overall Reflection**

No text specified

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**Action Plan**

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**Status Report**
2016-2017 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
2017-2018 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
2018-2019 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
2019-2020 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
Appendix

A. **LLL Course Outcomes** (Curriculum Map)
B. **MA IN SP08** (Adobe Acrobat Document)
C. **MA IN2 SP03** (Adobe Acrobat Document)
D. **UG EX FA02** (Adobe Acrobat Document)
E. **UG EX SP 05** (Adobe Acrobat Document)
F. **UG EX SP03** (Adobe Acrobat Document)
G. **UG EX SP08** (Adobe Acrobat Document)
H. **UG EX2 SP 03** (Adobe Acrobat Document)
I. **UG IN FA07** (Adobe Acrobat Document)
J. **UG IN FA08** (Adobe Acrobat Document)
K. **UG IN SP05** (Adobe Acrobat Document)
L. **UG IN2 SP05** (Adobe Acrobat Document)
M. **UG MID FA02** (Adobe Acrobat Document)
N. **UG MID FA08** (Adobe Acrobat Document)
O. **1997-2005 Questionnaire Results2** (Adobe Acrobat Document)
P. **1997-2005 Questionnaire Results** (Adobe Acrobat Document)
Q. **MA EX FA07** (Adobe Acrobat Document)
R. **MA EX FA08** (Adobe Acrobat Document)
S. **MA EX SP 05** (Adobe Acrobat Document)
T. **MA EX SP03** (Adobe Acrobat Document)
U. **MA IN FA03** (Adobe Acrobat Document)
V. **MA IN SP03** (Adobe Acrobat Document)
W. **Adoption considerations** (Word Document (Open XML))
X. **Identified courses for fall 2010 pilot** (Word Document (Open XML))
Y. **4A 4B data** (Word Document (Open XML))
Z. **4A 4B data** (Word Document (Open XML))
AA. **Language assessment does not meet expectations sample** (Microsoft Word)
AB. **Language assessment exceed expectations.docx** (Word Document (Open XML))
AC. **Language assessment meets expectations sample** (Microsoft Word)
AD. **Language Strategies assessment exceeds expectations sample** (Microsoft Word)
AE. **Language Strategies assessment meets expectations low sample** (Microsoft Word)
AF. **Language Strategies assessment meets expectations sample** (Microsoft Word)
AG. **TMM Achievement Test Equivalents** (Adobe Acrobat Document)
AH. **Avant Assessment** (Word Document (Open XML))
AI. **Guidelines for Implementing Tell Me More for Instructors** (Word Document (Open XML))
AJ. **4A 4B data** (Word Document (Open XML))
AK. **4A 4B data** (Word Document (Open XML))
AL. **TMM Assessment Data all** (Excel Workbook (Open XML))
AM. **TMM testing results all fall 2011** (Excel Workbook (Open XML))
AN. **Assessment Meeting 8-21-2012.docx** (Word Document (Open XML))
AO. **Final Report on Tell Me More** (Word Document (Open XML))
AP. **Oct. 23, 2014 Department Meeting on Assessment** (Word Document (Open XML))
AQ. **Oct. 23, 2014 Department Meeting on Assessment** (Word Document (Open XML))
AR. **Oct. 23, 2014 Department Meeting on Assessment** (Word Document (Open XML))
Department of Languages, Literatures and Linguistics  
Student Outcomes Assessment  
Midpoint Questionnaire for Majors and Minors

Majors: (20-24 credit hours)  
Minors: (12-15 credit hours)

Date (Mo./Day/Year): 08/17/08  
Primary Area: French

PLEASE RETURN TO THE DEPT. SECRETARY: Root A-140G

1. Do you feel that you were placed appropriately for your initial courses here at ISU?

   Yes

2. How would you rate the overall quality of instruction in the LLL courses you have taken so far?

   Very good if Dr. Berg is teaching, all right otherwise.

3. How would you rate the overall quality of the teaching materials used in the LLL courses you have taken thus far?

   OK

4. What is your overall GPA?

   3.5ish?

5. What is your GPA in your primary area in LLL?

   ?

6. How would you rate the effectiveness of the advising you have received thus far as an LLL major or minor? What suggestions do you have for improvement?

   Excellent

7. Do you plan to remain an LLL major or minor? If not, please explain you decision.

   Yes

8. Have you been informed as to career options available to LLL majors and minors? What suggestions do you have for improvement?

   No
9. In what area(s) of language proficiency do you think you have made the most progress thus far? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor).

**Language One**

- listening 1 2 3 4 5
- reading 1 2 3 4 5
- speaking 1 2 3 4 5
- writing 1 2 3 4 5

**Language Two**

- listening 1 2 3 4 5
- reading 1 2 3 4 5
- speaking 1 2 3 4 5
- writing 1 2 3 4 5

10. What courses have helped you most in developing these skills?

   Dr. Berg's

11. What areas of your language proficiency do you think need the most work?

   Speaking

12. What courses do you feel were least helpful in developing your language skills?

13. What upper division courses are you most looking forward to taking and why?
14. Have you participated in extra-curricular activities (clubs, discussion tables, dept. picnic, etc.) related to your language study? If so, how would you rate them? If you haven’t, why not?

Not really

15. Have you attended meetings for LLL majors and minors? If so, how would you rate their effectiveness? If you haven’t, why not?

No, no time.

16. When and why did you make the decision to major or minor in LLL?

I like French.

17. What are your career and academic goals? Is the Department of LLL helping you to prepare for those goals?

No, not really

18. Do you have suggestions for improvement in this area?
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Midpoint Questionnaire for Majors and Minors

Majors: (20-24 credit hours)
Minors: (12-15 credit hours)

PLEASE RETURN TO THE DEPT. SECRETARY: Root A-140G

1. Do you feel that you were placed appropriately for your initial courses here at ISU? 
   \( \checkmark \)  

2. How would you rate the overall quality of instruction in the LLL courses you have taken so far? 
   \( \text{Great} \)

3. How would you rate the overall quality of the teaching materials used in the LLL courses you have taken thus far? 
   \( \text{Good} \)

4. What is your overall GPA? 
   \( 3.5 \)

5. What is your GPA in your primary area in LLL? 
   \( \checkmark \)

6. How would you rate the effectiveness of the advising you have received thus far as an LLL major or minor? What suggestions do you have for improvement? 
   \( \text{Great} \)

7. Do you plan to remain an LLL major or minor? If not, please explain you decision. 
   \( \checkmark \)  a minor

8. Have you been informed as to career options available to LLL majors and minors? What suggestions do you have for improvement? 
   \( \checkmark \)
9. In what area(s) of language proficiency do you think you have made the most progress thus far? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor).

**Language One**

<table>
<thead>
<tr>
<th>Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<td>writing</td>
<td></td>
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</table>

**Language Two**

<table>
<thead>
<tr>
<th>Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tr>
<td>speaking</td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>writing</td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

10. What courses have helped you most in developing these skills?

11. What areas of your language proficiency do you think need the most work?

   Speaking

12. What courses do you feel were least helpful in developing your language skills?

13. What upper division courses are you most looking forward to taking and why?
14. Have you participated in extra-curricular activities (clubs, discussion tables, dept. picnic, etc.) related to your language study? If so, how would you rate them? If you haven't, why not?

LLL club its good.

15. Have you attended meetings for LLL majors and minors? If so, how would you rate their effectiveness? If you haven't, why not?

no

16. When and why did you make the decision to major or minor in LLL?

my freshman year because I enjoy Spanish.

17. What are your career and academic goals? Is the Department of LLL helping you to prepare for those goals?

Architecture yes indirectly.

18. Do you have suggestions for improvement in this area?
1. Do you feel that you were placed appropriately for your initial courses here at ISU?
   Yes. The first course I tested into was very appropriate for my level. It was neither too easy nor too difficult.

2. How would you rate the overall quality of instruction in the LLL courses you have taken so far?
   I have only had two professors while taking my Spanish courses. Both professors were excellent. I have enjoyed each class very much. Each has challenged me.

3. How would you rate the overall quality of the teaching materials used in the LLL courses you have taken thus far?
   The teaching materials that I have used have been very useful. I have kept most of the textbooks as reference materials.

4. What is your overall GPA?
   4.0

5. What is your GPA in your primary area in LLL?
   4.0

6. How would you rate the effectiveness of the advising you have received thus far as an LLL major or minor? What suggestions do you have for improvement?
   I have never had a formal meeting with my advisor; but I have asked about course referrals in one of her classes.

7. Do you plan to remain an LLL major or minor? If not, please explain your decision.
   Yes, I hope to finish my minor by taking 10 more credit hours.

8. Have you been informed as to career options available to LLL majors and minors? What suggestions do you have for improvement?
   I have not been informed about career options. However, I have observed that Spanish will be a valuable asset in a future teaching career.
9. In what area(s) of language proficiency do you think you have made the most progress thus far? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor).

Language One

- listening 1 2 3 4 5
- reading 1 2 3 4 5
- speaking 1 2 3 4 5
- writing 1 2 3 4 5

Language Two N.A.

- listening 1 2 3 4 5
- reading 1 2 3 4 5
- speaking 1 2 3 4 5
- writing 1 2 3 4 5

10. What courses have helped you most in developing these skills?

Spanish 301 has helped tremendously with my grammar skills. All of my Spanish courses have helped with listening and speaking.

11. What areas of your language proficiency do you think need the most work?

My speaking skills need the most work. I want to be very comfortable with speaking to future students and their parents.

12. What courses do you feel were least helpful in developing your language skills?

All were helpful!

13. What upper division courses are you most looking forward to taking and why?

I look most forward to completing the Advanced Spanish Conversation course in which I am currently enrolled. This class will hopefully help me in my weakest area—speaking.
14. Have you participated in extra-curricular activities (clubs, discussion tables, dept. picnic, etc.) related to your language study? If so, how would you rate them? If you haven’t, why not? I just recently joined the Linking Language Learners organization. I enjoy the club and its focus on various languages and cultures.
15. Have you attended meetings for LLL majors and minors? If so, how would you rate their effectiveness? If you haven’t, why not? I have not been aware of such meetings.

16. When and why did you make the decision to major or minor in LLL?
I took four years of Spanish in high school and quickly developed a love for learning the language.

17. What are your career and academic goals? Is the Department of LLL helping you to prepare for those goals?
I hope to obtain a teaching position at elementary level in which I can use my Spanish skills. The department is helping me.

18. Do you have suggestions for improvement in this area? The professors and staff I have worked with are wonderful!
PLEASE RETURN TO THE DEPT. SECRETARY: Root A-140G

1. Do you feel that you were placed appropriately for your initial courses here at ISU?
   Yes. I succeeded after testing into Spanish 202.

2. How would you rate the overall quality of instruction in the LLL courses you have taken so far?
   The LLL courses I have taken have been challenging, interesting, and fun.

3. How would you rate the overall quality of the teaching materials used in the LLL courses you have taken thus far?
   The teaching materials have been good. Professors often use a variety of items and comprehensive textbooks.

4. What is your overall GPA?
   4.0

5. What is your GPA in your primary area in LLL?
   4.0

6. How would you rate the effectiveness of the advising you have received thus far as an LLL major or minor? What suggestions do you have for improvement?
   I have not felt the need for much advising in this area, but know who I can go to if I need help. I have no improvement suggestions.

7. Do you plan to remain an LLL major or minor? If not, please explain your decision.
   Yes

8. Have you been informed as to career options available to LLL majors and minors? What suggestions do you have for improvement?
   No - a handbook designed specifically for LLL minors would be helpful.
9. In what area(s) of language proficiency do you think you have made the most progress thus far? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor).

Language One - English

- listening 1 2 3 4 5
- reading 1 2 3 4 5
- speaking 1 2 3 4 5
- writing 1 2 3 4 5

Language Two - Spanish

- listening 1 2 3 4 5
- reading 1 2 3 4 5
- speaking 1 2 3 4 5
- writing 1 2 3 4 5

10. What courses have helped you most in developing these skills?
Spanish 404 (Phonetics) really helped me improve the quality of my spoken Spanish.
Spanish 303 (Literature) improved my reading comprehension in Spanish.

11. What areas of your language proficiency do you think need the most work?
Speaking and listening are my weakest areas.

12. What courses do you feel were least helpful in developing your language skills?
None

13. What upper division courses are you most looking forward to taking and why?
I would like to take more conversation classes.
14. Have you participated in extra-curricular activities (clubs, discussion tables, dept. picnic, etc.) related to your language study? If so, how would you rate them? If you haven’t, why not?
   I attended a discussion table and enjoyed interacting with native speakers very much.

15. Have you attended meetings for LLL majors and minors? If so, how would you rate their effectiveness? If you haven’t, why not?
   No, because I have never been informed of such meetings (until this semester).

16. When and why did you make the decision to major or minor in LLL?
   In my freshman year of college, I decided to minor in LLL because I enjoy learning Spanish and believe it will give me an advantage in the job market.

17. What are your career and academic goals? Is the Department of LLL helping you to prepare for those goals?
   My academic goals are to graduate with a degree in history and a Spanish minor and then pursue graduate school. I would like to have a career in public history. The LLL Dept. is aiding me in these goals.

18. Do you have suggestions for improvement in this area?
   a handbook (or web page) on the benefits of an LLL minor
Department of Languages, Literatures and Linguistics  
Student Outcomes Assessment  
Midpoint Questionnaire for Majors and Minors  

Majors: (20-24 credit hours)  
Minors: (12-15 credit hours)  

Date: 11/8/02  
Primary Area Spanish  

1. Do you feel that you were placed appropriately for your initial courses here at ISU?  
Yes  

2. How would you rate the overall quality of instruction in the LLL courses you have taken so far?  
Very good, very few things need improvement  

3. How would you rate the overall quality of the teaching materials used in the LLL courses you have taken thus far?  
Very good, they provided useful in learning the language.  

4. What is your overall GPA?  
3.65  

5. What is your GPA in your primary area in LLL?  
3.90  

6. How would you rate the effectiveness of the advising you have received thus far as an LLL major or minor? What suggestions do you have for improvement?  
I haven't received any advising  

7. Do you plan to remain an LLL major or minor? If not, please explain your decision.  
Yes  

8. Have you been informed as to career options available to LLL majors and minors? What suggestions do you have for improvement?  
Yes  

9. In what area(s) of language proficiency do you think you have made the most progress thus far? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor).  

<table>
<thead>
<tr>
<th>Language One</th>
<th>listening</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td></td>
<td>reading</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Midpoint Questionnaire for Majors and Minors

Majors: (20-24 credit hours)

Minors: (12-15 credit hours)

1. Do you feel that you were placed appropriately for your initial courses here at ISU?
   Yes

2. How would you rate the overall quality of instruction in the LLL courses you have taken so far?
   Excellent

3. How would you rate the overall quality of the teaching materials used in the LLL courses you have taken thus far?
   Excellent

4. What is your overall GPA?
   3.46

5. What is your GPA in your primary area in LLL?
   3.8

6. How would you rate the effectiveness of the advising you have received thus far as an LLL major or minor? What suggestions do you have for improvement?
   Very effective

7. Do you plan to remain an LLL major or minor? If not, please explain your decision.
   Yes (minor)

8. Have you been informed as to career options available to LLL majors and minors? What suggestions do you have for improvement?
   Yes

9. In what area(s) of language proficiency do you think you have made the most progress thus far? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor).

   Language One
   - listening 1 2 3 4 5
   - reading 1 2 3 4 5
   - speaking 1 2 3 4 5
   - writing 1 2 3 4 5

Date: 11-8-02
Primary Area Spanish
Department of Languages, Literatures and Linguistics  
Student Outcomes Assessment  
Midpoint Questionnaire for Majors and Minors  

Majors: (20-24 credit hours)  

Minors: (12-15 credit hours)  

1. Do you feel that you were placed appropriately for your initial courses here at ISU?  
   YES  

2. How would you rate the overall quality of instruction in the LLL courses you have taken so far?  
   excellent for the most part.  

3. How would you rate the overall quality of the teaching materials used in the LLL courses you have taken thus far?  
   good  

4. What is your overall GPA?  
   3.89  

5. What is your GPA in your primary area in LLL?  
   4.00  

6. How would you rate the effectiveness of the advising you have received thus far as an LLL major or minor? What suggestions do you have for improvement?  
   The advising is effective. Maybe group advising for students at the same level/concentration.  

7. Do you plan to remain an LLL major or minor? If not, please explain your decision.  
   YES  

8. Have you been informed as to career options available to LLL majors and minors? What suggestions do you have for improvement?  
   Through my own research. A small career fair just for the department.  

9. In what area(s) of language proficiency do you think you have made the most progress thus far? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor).  

   Language One  
   
   - listening  
   - reading  
   - speaking  
   - writing
Department of Languages, Literatures and Linguistics  
Student Outcomes Assessment  
Midpoint Questionnaire for Majors and Minors  

Majors: (20-24 credit hours)  

Minors: (12-15 credit hours)  

1. Do you feel that you were placed appropriately for your initial courses here at ISU?  
   
   yes  

2. How would you rate the overall quality of instruction in the LLL courses you have taken so far?  

   They are pretty good 8/10.  

3. How would you rate the overall quality of the teaching materials used in the LLL courses you have taken thus far?  

   Good, however I wish there would be more that could be used with the language lab, tapes, etc.  

4. What is your overall GPA?  

   3.23  

5. What is your GPA in your primary area in LLL?  

   1.75  

6. How would you rate the effectiveness of the advising you have received thus far as an LLL major or minor? What suggestions do you have for improvement?  

   My advisor has been great!  
   maybe for freshmen you could sit down and explain the Dars and for sophomores plan out a tentative schedule so they know when they will graduate.  

7. Do you plan to remain an LLL major or minor? If not, please explain your decision.  

   Yes.  

8. Have you been informed as to career options available to LLL majors and minors? What suggestions do you have for improvement?  

   No, I wish there was more help for that, maybe you could have a workshop for FlL majors with speakers.  

9. In what area(s) of language proficiency do you think you have made the most progress thus far? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor).  

   Language One  

   . listening  
   . reading  
   . speaking  
   . writing
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Midpoint Questionnaire for Majors and Minors

Majors: (20-24 credit hours)
Minors: (12-15 credit hours)

1. Do you feel that you were placed appropriately for your initial courses here at ISU?  
   YES

2. How would you rate the overall quality of instruction in the LLL courses you have taken so far?  
   On a 1-10 curve  
   [9] very well balanced

3. How would you rate the overall quality of the teaching materials used in the LLL courses you have taken thus far?  
   [9] is good to learn fundamentals

4. What is your overall GPA?  
   3.24

5. What is your GPA in your primary area in LLL?  
   3.5

6. How would you rate the effectiveness of the advising you have received thus far as an LLL major or minor? What suggestions do you have for improvement?  
   Good. They tell me that I need to get on the ball if I plan on doing well.

7. Do you plan to remain an LLL major or minor? If not, please explain your decision.  
   YES

8. Have you been informed as to career options available to LLL majors and minors? What suggestions do you have for improvement?  
   NO. I need to find my advisor to do so.

9. In what area(s) of language proficiency do you think you have made the most progress thus far? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor).

   Language One
   
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Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

Date: 4-22-05
Primary Area: Spanish

1. Why did you choose to attend Indiana State University?
   "I liked the small and friendly campus & atmosphere."

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   "I studied for four years at Greenfield Central High School & my instructors were Mrs. Jagers, Mrs. Agny & Mrs. Brown. Not what I knew of."

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?

4. What was your overall high school Grade Point Average upon admission to ISU?
   "3.3"

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   "A B average"

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   "No, I didn't attend them."

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   "Yes, I believe so, but the classes are still pretty hard."

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   "No"

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   "Not from my advisor but from my 202 professor."

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    "I didn't have any."

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    "I didn't have any."
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor?

I hope it is really good. I don't want to be disappointed.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

I want to be fluent and I know being fluent in Spanish will help me greatly in looking for a job and later in life.

15. What are your career and academic goals?

I want to become a Speech Pathologist and work at a hospital.
1. Why did you choose to attend Indiana State University?
   It was free.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many year did you study the language(s)?
   Robinson High School
   Haidar + Gregory

3. Were any of your high school foreign language teachers alumni or alumnice of ISU?
   I don't know.

4. What was your overall high school Grade Point Average upon admission to ISU?
   4.0

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   4.0

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   Yes - the free thing was really the clincher.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   Sure.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   I haven't gone for advisement.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    The professors were very friendly.

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    I wanted to go on the Costa Rica trip, but it was cancelled - holdin' out for '06!
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor?
   I hope to be able to one day get a job easier with my knowledge of Spanish.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?
   I have a friend in Mexico and he got me interested in the culture.

15. What are your career and academic goals?
   I am getting a degree as insurance because I want to be a Hollywood director - we'll see how that goes.
1. Why did you choose to attend Indiana State University?
   It has a good education and music program. Plus, I got a full ride scholarship.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many year did you study the language(s)?
   I went to Crown Point high school and studied in Spain for a summer.
   Miss Henderson, Miss Langsberg, and Mrs. Rivera. 4 years.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   No

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.98

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   4.00

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   I do not have an advisor in Spanish.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   I do not have an advisor.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    There were good teachers.

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    I wasn't able to go to Costa Rica this summer like I wanted.
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the for the Languages, Literatures and Linguistics major or minor?
   I want to be able to use my Spanish minor in order to get a job.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?
   I knew a lot of Spanish before college so I knew I could test into a high level of classes. Also, because I will be working in schools, I think a Spanish minor will help me.

15. What are your career and academic goals?
   I want to become a high school math teacher.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

1. Why did you choose to attend Indiana State University?
   It is a welcoming campus. Also, I am here on academic scholarship.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   I studied in high school (Rachel Staggs) 3 years.

3. Were any of your high school foreign language teachers alumni or alumnus of ISU?
   No.

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.9 / 4.0

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   3.8 / 4.0

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   Yes.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   Yes, Carmen Montanez is wonderful.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    My first professor, Alejandro, was very friendly. I knew she would help me when I needed it.

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    No problems to date.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

Date: 4-22-05
Primary Area: Spanish

1. Why did you choose to attend Indiana State University?
   I liked the small, friendly campus and atmosphere.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   I studied for four years at Greenfield Central High School.
   My instructors were Mrs. Joggers, Mrs. Agony, and Mrs. Brown.
   Not what I know of.

3. Were any of your high school foreign language teachers alumni or alumnæ of ISU?

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.3

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   A B average

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No, I didn't attend them.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes, I believe so, but the classes are still pretty hard.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   No

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   Not from my advisor but from my 202 professor.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    I didn't have any.

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    I didn't have any.
12. How do you perceive your proficiency in the language or languages of your primary area?  
(Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor?

I hope it is really good, I don't want to be disappointed.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

I want to be fluent & I know being fluent in Spanish will help me greatly in looking for a job & later in life.

15. What are your career and academic goals?

I want to become a Speech Pathologist & work at a hospital.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

1. Why did you choose to attend Indiana State University?
   It was free.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   Robinson High School
   Handel & Gregory

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   I don't know.

4. What was your overall high school Grade Point Average upon admission to ISU?
   4.0

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   4.0

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   Yes - the free thing was really the clincher.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   Sure.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   I haven't gone for advisement.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    The professors were very friendly.

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    I wanted to go on the Costa Rica trip, but it was cancelled - packing out for '06!
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor?
   I hope to be able to one day get a job easier with my knowledge of Spanish.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?
   I have a friend in Mexico and he got me interested in the culture.

15. What are your career and academic goals?
   I am getting a degree as insurance because I want to be a Hollywood director - we'll see how that goes.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

Date: April 27, 05
Primary Area: Math Education

1. Why did you choose to attend Indiana State University?
   It has a good education and music program. Plus, I got a full ride scholarship.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   I went to Crown Point High School and studied in Spain for a summer, Miss Henderson, Miss Langberg, and Mrs. Rivera. 4 years.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   No.

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.98

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   4.00

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   I do not have an advisor in Spanish.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   I do not have an advisor.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    There were good teachers.

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    I wasn’t able to go to Costa Rica this summer like I wanted.
12. How do you perceive your proficiency in the language or languages of your primary area?  
(Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the for the Languages, Literatures and Linguistics major or minor?

   I want to be able to use my Spanish minor in order to get a job.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

   I knew a lot of Spanish before college so I knew I could test into a high level of classes. Also, because I will be working in schools, I think a Spanish minor will help me.

15. What are your career and academic goals?

   I want to become a high school math teacher.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

Date: 4-29-05
Primary Area: Marketing/RTV (double major), Spanish (minor)

1. Why did you choose to attend Indiana State University?
   It is a welcoming campus. Also, I am here on academic scholarship.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   I studied in high school (Rachel Staggs) 3 years.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   No.

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.9 / 4.0

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   3.8 / 4.0

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   Yes.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   Yes; Carmen Montanez is wonderful.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    My first professor, Alejandra, was very friendly. I knew she would help me when I needed it.

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    No problems to date.
Department of Languages, Literatures and Linguistics

Student Outcomes Assessment

Incoming Majors and Minors Questionnaire

PLEASE RETURN TO THE DEPT. SECRETARY: Root A-140G

1. Why did you choose to attend Indiana State University?

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?

4. What was your overall high school Grade Point Average upon admission to ISU?

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the for the Languages, Literatures and Linguistics major or minor?

I expect it to be challenging and I will need to push myself. I expect to finish strong, a B on my transcript.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

I think earning an MA in this area will help my public relations degree make me more marketable and open up job opportunities for me.

15. What are your career and academic goals?

Academic → become better and more comfortable with speaking

Career → be able to use my MA in my job (maybe sales for a Human company)
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

PLEASE RETURN TO THE DEPT. SECRETARY: Root A-140G

1. Why did you choose to attend Indiana State University?
   It was close to home and the most affordable university. ISU was my first choice.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   At North High School - 2 years of French and 2 years of Spanish.
   I believe Flagnes and Lafson were the instructors.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   Not that I recall.

4. What was your overall high school Grade Point Average upon admission to ISU?
   About a 2.7.

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   Around a 2.5.

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   Nope.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Certainly.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   As well as could be expected given the circumstances.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   Yes.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    The flexibility of the program was appealing.

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    Balancing different languages in the same semester because Japanese is higher than any language I've taken before.
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

Language One

- listening 1 2 3 4 5
- reading 1 2 3 4 5
- speaking 1 2 3 4 5
- writing 1 2 3 4 5

Language Two

- listening 1 2 3 4 5
- reading 1 2 3 4 5
- speaking 1 2 3 4 5
- writing 1 2 3 4 5

13. What are your expectations for the Languages, Literatures and Linguistics major or minor?

To help me become more fluent in my languages.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

My credits easily transfer to the LL department, I’ve also grown a love for languages in the past 2 years and wanted to pursue it.

15. What are your career and academic goals?

Not exactly decided, but I’m going to graduate soon and perhaps move to South Korea. I’d like to attend graduate school for a Master’s in International Studies or Literature.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

Date: Month/Day/Year 9/14/2008
Primary Area: LL

PLEASE RETURN TO THE DEPT. SECRETARY: Root A-140G

1. Why did you choose to attend Indiana State University?
   It is close to home.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   Local high school. Patricia Evory and Tim Kende, 2 years, total.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   I do not know.

4. What was your overall high school Grade Point Average upon admission to ISU?
   2.83

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   2.83 approximately.

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   I did most of the scheduling on my own, but my advisement was satisfactory, for what there was of it.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   I have not been assigned an adviser from the department yet.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    The teachers appeared knowledgeable and caring.

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    The textbook was sold out.
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

Language One

- listening  1 2 3 4 5
- reading  1 2 3 4 5
- speaking  1 2 3 4 5
- writing  1 2 3 4 5

Language Two

- listening  1 2 3 4 5
- reading  1 2 3 4 5
- speaking  1 2 3 4 5
- writing  1 2 3 4 5

13. What are your expectations for the Languages, Literatures and Linguistics major or minor?

I expect to leave the department with a strong "working" knowledge of my language of choice and English as a second language.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

For my goals in life, I need what the LL depart has to offer.

15. What are your career and academic goals?

Foreign Language Education
1. Why did you choose to attend Indiana State University?
   I chose to attend ISU because of the linguistics program and the music program.
2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   At my high school, Kokomo Valley. My teacher was Gayle Smith and I studied Spanish for 4 years.
3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   No
4. What was your overall high school Grade Point Average upon admission to ISU?
   I am not sure.
5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   3.8
6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No, I did not attend.
7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes.
8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   My advisor was music-oriented.
9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   Yes.
10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    The helpfulness and eagerness to work with my double major.
11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    None.
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor?
   I want to learn how to communicate and learn languages faster. Also, to understand them better.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?
   It was recommended for me instead of a strictly one language major. They thought it would help me more.

15. What are your career and academic goals?
   I wish to become an interpreter for an orchestra or ensemble. This would place me in direct contact with
   friends playing the same. As for academic goals, I wish to learn languages proficiently and efficiently and just do the
   best I can to accomplish this.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

Date: Month/Day/Year: 09-17-2006
Primary Area: Linguistics

PLEASE RETURN TO THE DEPT. SECRETARY: Root A-148G

1. Why did you choose to attend Indiana State University?
   For my ROTC battalion, the legal studies program, and linguistics

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   1) Covenant Christian HS - Andrew Brogian-Spanish
   2) DePauw U - Masha Belyavski-Frank (Russian)
   3) U - Raimon Inomikgayev (Russian)

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   No

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.54 - CCCHS
   3.44 - DePauw Univ.

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   4.0

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No / No

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   No

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   No

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    I feel like it works well for developing language skills.

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    I do not know what courses I need. Languages are not offered, and I want to do multiple study.
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the for the Languages, Literatures and Linguistics major or minor?
   To learn linguistics and become proficient at multiple languages.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?
   B/c i am multilingual and want to put those skills to use.

15. What are your career and academic goals?
   Interpreter or work in Int'l Law
1. Why did you choose to attend Indiana State University?
   I chose to attend ISU because I liked the campus and atmosphere.
   I also chose to attend because I was awarded the Presidential Scholarship.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   I received my instruction in foreign languages at Jasper High School. My teachers were Mr. Thomas Walker and I studied Spanish for three years.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   No.

4. What was your overall high school Grade Point Average upon admission to ISU?
   11.98/12

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   12/12

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes, for the most part. I feel I would have done okay had I started on Spanish 201 rather than Spanish 202, but since I didn't have a Spanish 202 class, it probably was a good placement.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics? No. I still do not have an advisor in the LLL department.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics? I don't have one.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics? The most favorable impression that I formed was when I met and talked to Dr. Donald.

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU? The only problem that I have faced is not having an advisor.
12. How do you perceive your proficiency in the language or languages of your primary area?  
(Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the for the Languages, Literatures and Linguistics major or minor? I hope to gain knowledge of and fluency in the Spanish language.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area? I enjoy studying Spanish and think that knowing Spanish will be useful for any job that I have.

15. What are your career and academic goals? I plan to graduate with both a degree in Spanish and psychology then I plan to go on to graduate school to get my Master's degree in counseling psychology so that I can become a counselor.
1. Why did you choose to attend Indiana State University?
   Because they did a great job at informing me of the opportunities they offer.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   Arsenal Technical High School, Ms Karen Beck
   2 yrs.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   No

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.45

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   4.0

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No, No

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   Yes

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   Yes

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    I formed the impression that I could become fluent in my language.

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    Listening comprehension and speaking are my biggest obstacles in learning my language.
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

Language One

- listening 1 2 3 4 5
- reading 1 2 3 4 5
- speaking 1 2 3 4 5
- writing 1 2 3 4 5

Language Two

- listening 1 2 3 4 5
- reading 1 2 3 4 5
- speaking 1 2 3 4 5
- writing 1 2 3 4 5

13. What are your expectations for the Languages, Literatures and Linguistics major or minor?

I plan to use it to become fluent in Spanish so that I will be able to use it in my career and personal life.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

Because it is my goal to become fluent in Spanish.

15. What are your career and academic goals?

My career goals are to establish a successful public relations company. My academic goals are to graduate in 2011 with a GPA as close to 4.0 as possible and to go on to earn my masters degree in graduate school.
1. Why did you choose to attend Indiana State University?
   I chose to attend Indiana State University because I liked the school and because I was awarded the President's Scholarship.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   I received my foreign language instruction at Tippecanoe Valley High School where my instructors were Mr. Quest and Mr. Kris Walker. Because of the way our schedule was, I completed five years of Spanish in high school.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU? Yes

4. What was your overall high school Grade Point Average upon admission to ISU? 11.98

5. What was your high school Grade Point Average in foreign language study upon admission to ISU? 12.0

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU? No

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here? Yes, for the most part, though I do feel that I probably could have started in Spanish 201 rather than 202, but it was probably good for me to have the review since I didn't have the class until second semester last year.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics? Yes, even though I thought I had declared the major last year, so I haven't had any advising from the Department of Languages, Literatures, and Linguistics.

9. Have you received adequate advising from your advisor within the Department of Languages, Literatures and Linguistics? N/A

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics? N/A

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU? I have not been assigned an advisor.
12. How do you perceive your proficiency in the language or languages of your primary area?
(Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

Language One

- listening  1  2  3  4  5
- reading     1  2  3  4  5
- speaking    1  2  3  4  5
- writing     1  2  3  4  5

Language Two   N/A

- listening  1  2  3  4  5
- reading     1  2  3  4  5
- speaking    1  2  3  4  5
- writing     1  2  3  4  5

13. What are your expectations for the Languages, Literatures and Linguistics major or minor? My expectations consist of gaining a high level of proficiency in Spanish as well as learning about Spanish culture and aspects of other languages.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area? I selected it for one of my majors because I really enjoy studying languages, Spanish in particular, and feel that my major will make me more marketable when I graduate and will be very helpful.

15. What are your career and academic goals? I plan on going on to graduate school to at least get my Master's Degree in Psychology, but I may go on to get my doctorate as well. I either want to be a counselor or work in a school setting as a school psychologist.
1. Why did you choose to attend Indiana State University?
   Close to home, Scholarship

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   Hilsomville High School, Amy Nava (2 yrs)
   Kelly (Grady)

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   Unknown

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.8

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   Unknown - Received As & Bs

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   Yes

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   Don't have a advisor

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    Finding time to meet requirements of out of class assignments for LCL 200
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

<table>
<thead>
<tr>
<th>Spanish</th>
<th>Language One</th>
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<td>reading</td>
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<td>speaking</td>
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</table>

13. What are your expectations for the for the Languages, Literatures and Linguistics major or minor? (for it to help me in my future career)

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area? (wanted a Spanish minor but it required so much. Choose new Language Studies minor)

15. What are your career and academic goals? (go into Human Resources)
1. Why did you choose to attend Indiana State University?
   It's close to home so I don't have to live on campus.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   At Vincennes University, I took 2 years. My core classes were with Dr. John and Mr. Kittle.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   Not that I know of.

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.0

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   3.0

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No, I didn't attend anything.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   Yes

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   Yes

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    [8] to have a class with other foreign language majors/minors.

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    None
12. How do you perceive your proficiency in the language or languages of your primary area?  
(Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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<th>Language One</th>
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<td>writing</td>
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</tr>
</tbody>
</table>

13. What are your expectations for the Languages, Literatures and Linguistics major or minor?  
To better the areas that I have trouble in.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?  
It's the most interesting

15. What are your career and academic goals?  
To become a Spanish teacher and do well in school.
1. Why did you choose to attend Indiana State University?  
Because I got a scholarship.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
I have studied Spanish for 4 years in high school.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
Not that I know of.

4. What was your overall high school Grade Point Average upon admission to ISU?
3.7

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
3.7

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
No

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
Yes

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
No

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
No, don't have an advisor.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
The fact that I can major in multiple languages.

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
I would just like to meet with my advisor so we can better discuss my language + graduation goals. I mostly need to improve my speaking skills.
12. How do you perceive your proficiency in the language or languages of your primary area? 
(Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

<table>
<thead>
<tr>
<th>Language One</th>
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<tbody>
<tr>
<td>listening: 1 2 3 4 5</td>
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<tr>
<td>reading: 1 2 3 4 5</td>
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<tr>
<td>speaking: 1 2 3 4 5</td>
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<td>writing: 1 2 3 4 5</td>
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<tr>
<th>Language Two</th>
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<td>listening: 1 2 3 4 5</td>
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<tr>
<td>reading: 1 2 3 4 5</td>
</tr>
<tr>
<td>speaking: 1 2 3 4 5</td>
</tr>
<tr>
<td>writing: 1 2 3 4 5</td>
</tr>
</tbody>
</table>

13. What are your expectations for the for the Languages, Literatures and Linguistics major or minor?  
I want and expect to be fluent

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?  
Because I want to be an ESL teacher

15. What are your career and academic goals?  
I wish to be an ESL teacher, and get my certificate from ISU. I also plan to graduate in 4 years, even with studying abroad. I also want to be fluent in Spanish, and at least proficient in another language.
Department of Languages, Literatures and Linguistics

Incoming Majors and Minors Questionnaire

Date: Month/Day/Year: 9/15/08

Primary Area: __________________________

PLEASE RETURN TO THE DEPT. SECRETARY: Root A-140G

1. Why did you choose to attend Indiana State University?
   Close to home

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   North Central, Flemingsburg, 2 yr.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   No

4. What was your overall high school Grade Point Average upon admission to ISU?
   2.0

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    

12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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<th>Language One</th>
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<td>reading</td>
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</table>

13. What are your expectations for the for the Languages, Literatures and Linguistics major or minor? N/A

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area? Q

15. What are your career and academic goals? Q
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

PLEASE RETURN TO THE DEPT. SECRETARY: Root A-140G

1. Why did you choose to attend Indiana State University?
   I chose ISU because I felt that it would offer me the best education in the career I wanted to pursue.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   Seymour High School, Guen Brown, Jane Siefert. 4 years

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   Not that I am aware of.

4. What was your overall high school Grade Point Average upon admission to ISU?
   4.9

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   4.9

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes, I do.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   No. The woman that helped me pick out my classes was a Communications Professor. She had little knowledge about the Foreign Language Department.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   No

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    The ability to speak to my professors about any issues that I have.

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    I have not had any problems so far.
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

<table>
<thead>
<tr>
<th>Language One (Spanish)</th>
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<td>1 2 3 4 5</td>
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13. What are your expectations for the Languages, Literatures and Linguistics major or minor? I desire to get a major in Spanish so that I can pursue my future dream.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area? I did because I knew it would benefit my major in many ways.

15. What are your career and academic goals? In the future, my dream is to either teach Spanish, or to interpret it for doctors and lawyers. I feel that if I do either one of these, I can help connect the gaps between Spanish-speaking people and other Americans.
1. Why did you choose to attend Indiana State University?
   Proximity to home, where my parents work, cost

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   Spanish - Terre Haute South Vigo HS - Contramaestra, McGuire, Woodward. 4 yrs
   I did not study German prior to ISU.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   Yes, Contramaestra

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.6

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   4.0

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   I attended Spanish Language Day in 2004 for the Spanish seminar. The scholarship I received helped a lot.
   At ISU, I was already familiar with the campus and language professors.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   Yes

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   Yes

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    All the professors are enthusiastic about you learning and getting the most out of your time here at Indiana State.

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    I switched majors so I was worried at first about getting all the classes needed in the department. I finished on time, but I have had no problems so far.
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

Language One: Spanish
- Listening: 1 2 3 4 5
- Reading: 1 2 3 4 5
- Speaking: 1 2 3 4 5
- Writing: 1 2 3 4 5

Language Two: German
- Listening: 1 2 3 4 5
- Reading: 1 2 3 4 5
- Speaking: 1 2 3 4 5
- Writing: 1 2 3 4 5

13. What are your expectations for the for the Languages, Literatures and Linguistics major or minor? I hope to improve my language skills while learning about other cultures and how languages evolve.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area? I have always loved studying foreign languages and want to have a career involving languages.

15. What are your career and academic goals? I hope to have a career incorporating my foreign language abilities. Right now I am leaning towards translation. I hope to graduate with honors and at least a 3.95 GPA. Eventually plan to attend graduate school.
1. Why did you choose to attend Indiana State University?
   - Cost
   - Location
   - Teaching Program

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   - High School - Plikin, Johnson - 2 years
   - Hanover College - Criadoreyes, Dollmeyer - 2 years

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   - Don't know

4. What was your overall high school Grade Point Average upon admission to ISU?
   - 3.8988

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   - B+

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   - No

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   - Yes

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   - Somewhat

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    - Prof. Barnatt - caring + helpful

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    - None
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

Language One

- listening: 1 2 3 4 5
- reading: 1 2 3 4 5
- speaking: 1 2 3 4 5
- writing: 1 2 3 4 5

Language Two

- listening: 1 2 3 4 5
- reading: 1 2 3 4 5
- speaking: 1 2 3 4 5
- writing: 1 2 3 4 5

13. What are your expectations for the for the Languages, Literatures and Linguistics major or minor?

Learn Spanish better

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

Enjoy Spanish. Will find good career, lots of opportunities

15. What are your career and academic goals?

Spanish secondary teacher
1. Why did you choose to attend Indiana State University?
   I originally came to play basketball for ISU.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)? In high school/middle school, I studied Spanish from 7th-12th grade. My instructors were Shra. Walker, Shra. Gilroy, and Shra. Zlatic.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU? No

4. What was your overall high school Grade Point Average upon admission to ISU? 3.98

5. What was your high school Grade Point Average in foreign language study upon admission to ISU? 4.0

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU? No

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here? Yes

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics? I don't

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics? I'm not sure who my LLL advisor is...

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics? My 1st professor - Connie Elmore - was really great and made Spanish class (202) fun.

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU? I have not faced any problems so far.
12. How do you perceive your proficiency in the language or languages of your primary area?  
(Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor?  
I expect to learn a lot about my language & the culture of its people while growing more proficient in each aspect of language learning.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?  
**Spanish (and any language) is very important & useful in the world today.**

15. What are your career and academic goals?  
I plan to graduate with a good GPA & allow that to propel me into a world of international & intercultural opportunities.
1. Why did you choose to attend Indiana State University?
   ISEP programs, Exceptionally Considerate, Ling. Dept.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   Minor college Japanese @ IUS 2 yrs. Spanish @ Madison High School

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   No

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.6 cumulative after 59 credit hours college

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   Do not remember

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No, No.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   Very much so.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   Yes

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    Commitment to work with students

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    Transfer credits & financial aid office
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the future Languages, Literatures and Linguistics major or minor?

Continual Excellence in working with students

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

TEFL is in it.

15. What are your career and academic goals?

1. Academic 3.5 GPA (4.0 Achievable)
2. Acquire a B.A. that will equip me to be competitive in foreign TEFL market.
Department of Languages, Literatures and Linguistics  
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire  

Date: 12/4/07  
Primary Area: Cross-Linguistics

1. Why did you choose to attend Indiana State University?
   I had some good scholarships here at ISU and this is my home town.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   I went to West Vigo High School and learned Spanish. I had multiple teachers: Sr. Valz, Sr. Muntanez, and Sr. Lonass. I took 3 years of Spanish.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   I do not know if they were or not.

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.6 and above.

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   3.8 and above.

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   I did not attend any special days at ISU. I did not even come to ISU for a College Visit. The only time I came to ISU was for my Orientation and for a Drum Major Clinic.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes, I do believe that I was placed appropriately in my language. I wanted to start at a lower level because I don't think that I got as advanced as I wanted in high school.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   No, not really. I knew that I wanted to study language, I just was not sure if I wanted it as a major. I was originally enrolled as an Interior Design major. When I found out the demand, I switched majors at the last minute at orientation.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   Yes. When I went to Dr. Dunbar for registering for Spring 2006, he was very helpful.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    The staff and instructors are very nice and easy to work with.

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    I have not experienced any problems so far.
12. How do you perceive your proficiency in the language or languages of your primary area? 
(Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the for the Languages, Literatures and Linguistics major or minor? I would like to leave ISU being fluent in at least two languages, not completely fluent in both, completely fluent in one and partially fluent in the other.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area? I love languages and cultures and felt that it was important to study a subject that I enjoyed.

15. What are your career and academic goals? I'm not totally certain on my career goals as of yet. I would like to study abroad and graduate in 2011.
Department of Languages, Literatures and Linguistics  
Student Outcomes Assessment  
Incoming Majors and Minors Questionnaire 

Date: 12/03/07  
Primary Area:  

1. Why did you choose to attend Indiana State University?
   
   already lived in Terre Haute, couldn't drive to IU everyday.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   
   TH North high school, IU summer honors program, IU - Mrs. Ponce - Keith, Amy Roob, Ms. Amigo - Mando - Scott Thompson

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   
   yes, Deborah Amigo, possibly Mrs. Haynes & Mrs. Ponce - Keith, not sure.

4. What was your overall high school Grade Point Average upon admission to ISU?
   
   3.2

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   
   3.8

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   
   no.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   
   yes.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   
   no, the university lost my application, so I was only advised over the phone last minute.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   
   yes.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    
    WHY

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    
    transferring credits between IU & ISU. receiving credits I tested out of at IU.
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor?

- [ ] Further language study

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

- I wanted to major in both Spanish and Linguistics, so I chose the cross-linguistic option.

15. What are your career and academic goals?

- Not sure, possibly TESL.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

Date: Dec 4, 2007
Primary Area: Art/Span Minor

1. Why did you choose to attend Indiana State University?
   It is close to home and my sister recommended it.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   Northview High School, Mrs. Harlean Piskin, 4 years, (Spanish)
   Mrs. Ashton, (French, 1 year, German)

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   I don't know.

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.0

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   4.0

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   Yes

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   Yes

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    The Department is very involved and concerned about the students' progress.

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    None
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor? 

- Become more proficient in the language
- Learn more about the culture

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor area?

- Spanish is very interesting to me and I enjoy learning it.

15. What are your career and academic goals?

- I do not know how I will use it in my career yet.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

Date: 12-4-07
Primary Area: Spanish

1. Why did you choose to attend Indiana State University?
   Location and Science program

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many year did you study the language(s)?
   Studied for almost seven years. Previously attended St. Mary-of-the-Woods College and was instructed by Peggy Barry.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?
   No

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.3 at SMWC

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   Cannot remember (3.0?)

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   Yes, I had amazing help from the LLI department.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   Yes.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    Very friendly on first meeting.

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    Getting transfer credits to count, but I have great help with this.
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor? 

Became a well-rounded speaker-reader-listener to be educated about the country.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area? 

I wanted the Spanish minor.

15. What are your career and academic goals? 

To go to Vet School at Purdue and continue in the sciences with a bilingual background to help with patient communication.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

1. Why did you choose to attend Indiana State University?
   
   Scholarship

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   
   Peny Meridian High School + IU Study Abroad - 4 years
   Mrs. Rahman

3. Were any of your high school foreign language teachers alumni or alumnac of ISU?
   
   NO

4. What was your overall high school Grade Point Average upon admission to ISU?
   
   4.1

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   
   4.0

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   
   NO; N/A

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   
   No, LLL200 - Yes, My Spanish course - too easy

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   
   NO -

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   
   NO; YES

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?

     My professor, Leslie Barnard and the class LLL200

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?

     I was placed in a 202 course, and I have not found it challenging - there is not much discussion within the class.
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor?

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

15. What are your career and academic goals?
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

Date: 12/14/07
Primary Area: Spanish

1. Why did you choose to attend Indiana State University?
   I like the study abroad options at ISU.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who
   were your instructors? How many years did you study the language(s)?
   High school—many instructors 11 years

3. Were any of your high school foreign language teachers alumni or alumnæ of ISU?
   Yes

4. What was your overall high school Grade Point Average upon admission to ISU?
   2.9

5. What was your high school Grade Point Average in foreign language study upon admission
   to ISU?
   2.5

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before
   attending ISU? Did your participation in these activities have an effect on your decision to
   come to ISU?
   No

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics
   language course(s) here?
   No

8. Did you receive adequate advising prior to registering for courses in the Department of
   Languages, Literatures and Linguistics?
   No

9. Have you received adequate advising from your adviser within the Department of Languages,
   Literatures and Linguistics?
   Yes

10. What was the most favorable impression that you formed in your first weeks in the
    Department of Languages, Literatures and Linguistics?
    I like the enthusiasm
    of the teachers.

11. What problems, if any, have you faced as you began your study of languages in the
    Department of Languages, Literatures and Linguistics at ISU?
    Learning a new
    writing system.
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor?
   - To be able to learn new languages if necessary.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?
   - I am good with languages.

15. What are your career and academic goals?
   - I want to work abroad.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

1. Why did you choose to attend Indiana State University? Two things about ISU's program
stood out: Cross-Linguistics & Study Abroad. Plus, scholarship

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many year did you study the language(s)?
Tri-West - 2 years; Indiana Academy SMH - 2 years

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?

No

4. What was your overall high school Grade Point Average upon admission to ISU?
3.7

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
3.7ish

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
Summer Honors Program, Definitely

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here? I was initially placed in 203, but after talking to Dr. Dunbar & Dr. Calvin, I was able to get into 301

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
No, my advisor over the summer knew nothing about my major and I ended up paying to change classes in the fall

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics? It has been just barely adequate.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
I was impressed and excited

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
I started French 101 this year, and it has been so easy and boring. A 101-102 in one semester would be helpful
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor?

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

15. What are your career and academic goals?
Department of Languages, Literatures and Linguistics  
Student Outcomes Assessment  
Incoming Majors and Minors Questionnaire  

Date: 12/4/07  
Primary Area: Spanish Minor  

1. Why did you choose to attend Indiana State University?  
   Affordable, close to home, easy transfer from VU  

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many year did you study the language(s)?  
   Robinson High School - Elaine Hadler, Vincennes University - Kerby Hall, Steve Gregory  

3. Were any of your high school foreign language teachers alumni or alumnus of ISU?  
   Elaine Hadler was/is working on her master's in Lith where.  

4. What was your overall high school Grade Point Average upon admission to ISU?  
   VU Transfer GPA - 4.0, High School 3.8  

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?  
   VU - 4.0, High School 4.0  

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?  
   No  

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?  
   Yes  

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?  
   No, I was told not to add a minor until I was here at ISU.  

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?  
   N/A  

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?  
    Dr. Gerard Cummings made the classroom comfortable and fun.  

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?  
    Different teachers expect different skill levels at the same 300 level.
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

Language One

- listening 1 2 3 4 5
- reading 1 2 3 4 5
- speaking 1 2 3 4 5
- writing 1 2 3 4 5

Language Two

- listening 1 2 3 4 5
- reading 1 2 3 4 5
- speaking 1 2 3 4 5
- writing 1 2 3 4 5

13. What are your expectations for the Languages, Literatures and Linguistics major or minor?

I hope to become comfortable with listening and speaking Spanish, but I don't expect perfection.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

I have travelled to Mexico and Southern Arizona where my interest in Spanish was sparked. I just like learning Spanish.

15. What are your career and academic goals?

I plan to major in English and minor in Spanish and get a job in business.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Majors and Minors Questionnaire

Date: 12-4-2007
Primary Area: 

1. Why did you choose to attend Indiana State University?
   It was close to home and has a good language department.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many year did you study the language(s)?
   I had taken 4 yrs of Spanish and 3 yrs of French in high school.
   My Spanish teachers were all positive except one who was fluent and both French teachers had been to France and meridian.

3. Were any of your high school foreign language teachers alumni or alumnæ of ISU?
   No

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.04

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   I don't know

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   Yes

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   Yes

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   Yes

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?
    All of the teachers and TAs get along.

11. What problems, if any have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    None so far
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor?

To help me get the courses I need.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

Because I like languages.

15. What are your career and academic goals?

I want to teach English as a second language in a foreign language.
1. Why did you choose to attend Indiana State University?
   Close to home

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?
   Teresa Hoyt South, Jennifer Melvin, Tammy Contreras

3. Were any of your high school foreign language teachers alumni or alumnae of ISU? Spanish - 4 years

4. What was your overall high school Grade Point Average upon admission to ISU?
   3.4

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?
   3

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?
   No

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?
   No / I tested into 202 and it's easier than my sophomore year in high school.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?
   No

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?
   I haven't met with my adviser yet.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?
    None
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor?

French as soon as possible.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

No reason.

15. What are your career and academic goals?

Translate.
Department of Languages, Literatures and Linguistics  
Student Outcomes Assessment  
Incoming Majors and Minors Questionnaire  

Date: Nov 4, 2007  
Primary Area: Spanish

1. Why did you choose to attend Indiana State University?  
   Because my parents went here and I wasn’t interested in going anywhere else.

2. Where did you receive your instruction in foreign languages prior to attending ISU? Who were your instructors? How many years did you study the language(s)?  
   I received my instruction at Mater Dei High School from Deborah Martin for four years.

3. Were any of your high school foreign language teachers alumni or alumnae of ISU?  
   No.

4. What was your overall high school Grade Point Average upon admission to ISU?  
   3.0

5. What was your high school Grade Point Average in foreign language study upon admission to ISU?  
   3.0

6. Did you attend an ISU Foreign Language Day or an ISU Summer Honors Program before attending ISU? Did your participation in these activities have an effect on your decision to come to ISU?  
   No.

7. Do you feel that you were placed appropriately in your Languages, Literatures and Linguistics language course(s) here?  
   Yes.

8. Did you receive adequate advising prior to registering for courses in the Department of Languages, Literatures and Linguistics?  
   Yes.

9. Have you received adequate advising from your adviser within the Department of Languages, Literatures and Linguistics?  
   Yes.

10. What was the most favorable impression that you formed in your first weeks in the Department of Languages, Literatures and Linguistics?  
    That everyone there will help you.

11. What problems, if any, have you faced as you began your study of languages in the Department of Languages, Literatures and Linguistics at ISU?  
    None.
12. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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13. What are your expectations for the Languages, Literatures and Linguistics major or minor?

NONE.

14. Why did you select the Department of Languages, Literatures and Linguistics for your major or minor primary area?

Because I'm better in languages than almost anything else. I am better in English (reading and writing).

15. What are your career and academic goals?

To use Spanish as a job.
1. **Self-Reflective Statement**
   Take a moment to reflect on your own experience and growth with the Program. What have you learned? You may respond generally, or citing specific experiences. (Use the reverse of this form or attach another sheet.) Please remember that you are evaluating the Program and not individual instructors.

2. **What are your career plans upon completion of your LLL major or minor?** In what way has the Program helped you to be prepared for the challenges ahead of you?

3. **What aspects of the Program did you find the most helpful in you LLL education?**

4. **How do you perceive your proficiency in the language or languages of your primary area?** (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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1) I have learned a great deal about the literature & culture of France, but I feel like the program was really weak on the language (i.e. grammar/practical usage) side of things. I feel capable of discussing existentialist French literature but not necessarily of conjugating a verb in the plus conditional subjunctive.

2) I'll be a grad student in D.C. this fall & will hopefully use my language skills to work in international politics & to pick up some Spanish.

3) The fiction course was awesome as was the translation course. Very helpful.
5. In what areas of the Program do you think that you have made the most progress: Language Skills? Literary Analysis? Linguistic Analysis? Cultural Knowledge? Comment on how the Program helped you in these areas.

I know more about literature than anything else. Language Speaking has been good esp. pronunciation. The program was culture heavy, so there was definitely a lot to learn there.

6. In what areas do you feel weakest? Comment on how the Program might have better helped you.

Grammatical knowledge.
I just don't feel like I have a comprehensive knowledge of French grammar.

7. Were there any courses you would like to have taken but were unable to? Why?

Intensive, upper-level Grammar review. I never had a class like this, it don't know why.

8. How would you rate the quality of advising you received as an LLL major or minor? Do you have suggestions for improvements?

My advisement was fine.

9. Are you planning to pursue graduate studies? Would you consider choosing Indiana State University for your graduate studies? Why? Why not?

Yes. No. I plan to study political science, and I'd done as much French as I could.
10. In what way were you involved with your Program outside of the classroom?

I spoke French with international students and went to France the summer after my junior year. I also took two French (145) and joined the honor fraternity.

11. Did you receive any awards or special recognition during your study at ISU?

Yes - Circale Francais Scholarship, Dean's List every semester.

12. What is your overall GPA? 3.97/4.0

13. What is your GPA in Languages, Literatures and Linguistics? 4.0/4.0
1. **Self-Reflective Statement**
   Take a moment to reflect on your own experience and growth with the Program. What have you learned? You may respond generally, or citing specific experiences. (Use the reverse of this form or attach another sheet.) Please remember that you are evaluating the Program and not individual instructors.

   Great program. I was inspired by almost every course I took. I especially enjoyed Dr. Soper's classes on romanticism and 20th-century Spanish lit.

2. **What are your career plans upon completion of your LLL graduate work? In what way has the Program helped you to be prepared for the challenges ahead of you?**

   I want to teach English in Europe (Czech Republic) for a year or two, then try to do freelance writing and translation. The Department has helped me understand language in general and other cultures.

3. **What aspects of the Program did you find the most helpful in your LLL education?**

   Literature courses. I felt that these helped me think about life in a different way than most Americans think about it. I feel like I have some kind of edge now.

4. **In what areas of the Program do you think that you have made the most progress? Comment on how the Program helped you in these areas.**

   I've made progress in every area: writing, grammar, conversational Spanish.

5. **In what areas do you feel weakest? Comment on how the Program might have better helped you.**

   I still feel somewhat weak in conversational, colloquial Spanish, but this is partly my own fault, since I focused mostly on literature.
6. Were there any courses you would like to have taken but were unable to? Why?

Spanish American Short Story, Golden Age Drama and Poetry.

7. How would you rate the quality of advising you received as an LLL graduate student? Do you have suggestions for improvements?

I seldom needed to talk to my advisor, so I can't comment on this.

8. In what ways were you involved with your Program outside of the classroom?

Travel in Spain.

9. Do you have any suggestions for improving our Masters Program in Languages, Literatures and Linguistics?

10. Do you have any suggestions for how the Department might attract more students in the future?

I think the new Cross-Linguistics major is the best way. I just wish I could have done that myself.
1. **Self-Reflective Statement**

   Take a moment to reflect on your own experience and growth with the Program. What have you learned? You may respond generally, or citing specific experiences. (Use the reverse of this form or attach another sheet.) Please remember that you are evaluating the Program and not individual instructors.

   I've learned that Spanish is much more than doing workbook exercises in a classroom. One has to experience it outside of the class. The Program has given me a good platform to use my Spanish in the "real world." I'm well prepared as far as grammar is concerned.

2. **What are you career plans upon completion of your LLL graduate work? In what way has the Program helped you to be prepared for the challenges ahead of you?**

   I plan to either work as a translator in a hospital or in some sort of Hispanic outreach. I feel that this program has done little to help me. Besides preparing me with a degree, I was helped the most through study abroad.

3. **What aspects of the Program did you find the most helpful in your LLL education?**

   Classes that practiced "useful" Spanish, such as the business course, or that were conversational helped me the most.

4. **In what areas of the Program do you think that you have made the most progress? Comment on how the Program helped you in these areas.**

   Linguistics - the other students always came to me for help so I was constantly explaining concepts, etc.

5. **In what areas do you feel weakest? Comment on how the Program might have better helped you.**

   My weakest area is literature. Many of the classes focused on older readings, which I feel we should have read newer stuff, like Carlos Fuentes.
6. Were there any courses you would like to have taken but were unable to? Why?

   U.S.-Mexico relations - not offered

7. How would you rate the quality of advising you received as an LLL graduate student? Do you have suggestions for improvements?

   Advisor was helpful with general questions but lacked knowledge on credit info, graded credits, etc.

8. In what ways were you involved with your Program outside of the classroom?

   None

9. Do you have any suggestions for improving our Masters Program in Languages, Literatures and Linguistics?

   Offer a larger variety of classes.

10. Do you have any suggestions for how the Department might attract more students in the future?

    See #9
1. Self-Reflective Statement
   Take a moment to reflect on your own experience and growth with the Program. What have you learned? You may respond generally, or citing specific experiences. (Use the reverse of this form or attach another sheet.) Please remember that you are evaluating the Program and not individual instructors.

2. What are your career plans upon completion of your LLL major or minor? In what way has the Program helped you to be prepared for the challenges ahead of you?
   I am going to law school for entertainment/family law. I plan on living in Southern California where there is a large concentration of Spanish speaking people. I will be able to communicate with both English-speaking and Spanish-speaking clients.

3. What aspects of the Program did you find the most helpful in your LLL education?
   The grammar classes

4. How do you perceive your proficiency in the language or languages of your primary area?
   (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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5. In what areas of the Program do you think that you have made the most progress: Language Skills? Literary Analysis? Linguistic Analysis? Cultural Knowledge? Comment on how the Program helped you in these areas.

   Cultural knowledge & Language Skills

6. In what areas do you feel weakest? Comment on how the Program might have better helped you.

   Reading - classes jumped from basic to complex readings

7. Were there any courses you would like to have taken but were unable to? Why?

   Spanish & Business classes

8. How would you rate the quality of advising you received as an LLL major or minor? Do you have suggestions for improvements?

   Good

9. Are you planning to pursue graduate studies? Would you consider choosing Indiana State University for your graduate studies? Why? Why not?

   Yes I will pursue graduate studies. Not at ISU because I feel that I have gained all ISU has to offer & it is time to move on
10. In what way were you involved with your Program outside of the classroom?

   Study Abroad this summer

11. Did you receive any awards or special recognition during your study at ISU?

   Yes but in the Political Science and Women's Studies departments

12. What is your overall GPA?

   3.48

13. What is your GPA in Languages, Literatures and Linguistics?

   3.2
1. Self-Reflective Statement
   Take a moment to reflect on your own experience and growth with the Program. What have you learned? You may respond generally, or citing specific experiences. (Use the reverse of this form or attach another sheet.) Please remember that you are evaluating the Program and not individual instructors.

2. What are your career plans upon completion of your LLL major or minor? In what way has the Program helped you to be prepared for the challenges ahead of you?

3. What aspects of the Program did you find the most helpful in your LLL education?

4. How do you perceive your proficiency in the language or languages of your primary area? (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

   Language One
   - listening 1 2 3 4 5
   - reading 1 2 3 4 5
   - speaking 1 2 3 4 5
   - writing 1 2 3 4 5

   Language Two
   - listening 1 2 3 4 5
   - reading 1 2 3 4 5
   - speaking 1 2 3 4 5
   - writing 1 2 3 4 5
5. In what areas of the Program do you think that you have made the most progress:
Comment on how the Program helped you in these areas.
I know more about literature than anything else. Language speaking has been
very good esp. pronunciation. The program
was culture heavy, so there was definitely
done to learn there.

6. In what areas do you feel weakest? Comment on how the Program might have better
helped you.
Grammar, knowledge.
I guess don't feel like I have
a comprehensive knowledge
of French grammar.

7. Were there any courses you would like to have taken but were unable to? Why?
Intensive, Upper Level Grammar
review. I never had a class
like this, I don't know why.

8. How would you rate the quality of advising you received as an LLL major or minor? Do you
have suggestions for improvements?
My advisement was fine.

9. Are you planning to pursue graduate studies? Would you consider choosing Indiana State
University for your graduate studies? Why? Why not?
Yes. No. I plan to study
political science, and that
done as much French as elects.
10. In what way were you involved with your Program outside of the classroom?
   I spoke French with International students and went to France the summer after my junior year. I also took oral French (565) and joined the honor fraternity.

11. Did you receive any awards or special recognition during your study at ISU?
   Yes - Gironi Français Scholarship, Dean's List every semester.

12. What is your overall GPA? 3.97/4.0

13. What is your GPA in Languages, Literatures and Linguistics? 4.0/4.0
1. **Self-Reflective Statement**
   
   Take a moment to reflect on your own experience and growth with the Program. What have you learned? You may respond generally, or citing specific experiences. (Use the reverse of this form or attach another sheet.) Please remember that you are evaluating the Program and not individual instructors.

   Great program. I was inspired by almost every course I took. I especially enjoyed Dr. Soper’s classes on romanticism and 20th-century Spanish lit.

2. **What are your career plans upon completion of your LLL graduate work? In what way has the Program helped you to be prepared for the challenges ahead of you?**

   I want to teach English in Europe (Czech Republic) for a year or two, then try to do freelance writing and translation. The Department has helped me understand language in general and other cultures.

3. **What aspects of the Program did you find the most helpful in your LLL education?**

   Literature courses. I felt that these helped me think about life in a different way than most Americans think about it. I feel like I have some kind of an edge now.

4. **In what areas of the Program do you think that you have made the most progress? Comment on how the Program helped you in these areas.**

   I’ve made progress in every area: writing, grammar, conversational Spanish.

5. **In what areas do you feel weakest? Comment on how the Program might have better helped you.**

   I still feel somewhat weak in conversational, colloquial Spanish, but this is partly my own fault, since I focused mostly on literature.
6. Were there any courses you would like to have taken but were unable to? Why?

   Spanish American Short Story, Golden Age Drama and Poetry.

7. How would you rate the quality of advising you received as an LLL graduate student? Do you have suggestions for improvements?

   I seldom needed to talk to my advisor, so I can't comment on this.

8. In what ways were you involved with your Program outside of the classroom?

   Travel in Spain.

9. Do you have any suggestions for improving our Masters Program in Languages, Literatures and Linguistics?

10. Do you have any suggestions for how the Department might attract more students in the future?

    I think the new Cross-Linguistics major is the best way. I just wish I could have done that myself.
1. Self-Reflective Statement
   Take a moment to reflect on your own experience and growth with the Program. What have you learned? You may respond generally, or citing specific experiences. (Use the reverse of this form or attach another sheet.) Please remember that you are evaluating the Program and not individual instructors.

   I've learned that Spanish is much more than doing workbook exercises in a classroom. One has to experience it outside of the class. The Program has given me a good platform to use my Spanish in the "real world." I'm well prepared as far as grammar is concerned.

2. What are your career plans upon completion of your LLL graduate work? In what way has the Program helped you to be prepared for the challenges ahead of you?

   I plan to either work as a translator in a hospital or in some sort of Hispanic outreach. I feel that this program has done little to help me besides providing me with a degree. I was helped the most through study abroad.

3. What aspects of the Program did you find the most helpful in your LLL education?

   Classes that practiced "useful" Spanish, such as the business course, or that were conversational helped me the most.

4. In what areas of the Program do you think that you have made the most progress? Comment on how the Program helped you in these areas.

   Linguistics - the other students always came to me for help so I was constantly explaining concepts, etc.

5. In what areas do you feel weakest? Comment on how the Program might have better helped you.

   My weakest area is literature. Many of the classes focused on other reading, whereas I feel we should have read newer stuff, like Carlos Fuentes.
6. Were there any courses you would like to have taken but were unable to? Why?
   
   U.S.-Mexico relations - not offered

7. How would you rate the quality of advising you received as an LLL graduate student? Do you have suggestions for improvements?
   
   Advisor was helpful with general questions but lacked knowledge on credit info., graded credits, etc.

8. In what ways were you involved with your Program outside of the classroom?
   
   None

9. Do you have any suggestions for improving our Masters Program in Languages, Literatures and Linguistics?
   
   Offer a larger variety of classes.

10. Do you have any suggestions for how the Department might attract more students in the future?
    
    See #9
1. Self-Reflective Statement
   Take a moment to reflect on your own experience and growth with the Program. What have
   you learned? You may respond generally, or citing specific experiences. (Use the reverse
   of this form or attach another sheet.) Please remember that you are evaluating the
   Program and not individual instructors.
   More about Spanish and Hispanic Authors and Works

2. What are your career plans upon completion of your LLL major or minor? In what way has the
   Program helped you to be prepared for the challenges ahead of you?
   I just wanted to speak and improve my Spanish

3. What aspects of the Program did you find the most helpful in your LLL education?
   The classes at taught in Spanish

4. How do you perceive your proficiency in the language or languages of your primary area/
   (Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

   **Language One**
   - listening 1 2 3 4 5
   - reading 1 2 3 4 5
   - speaking 1 2 3 4 5
   - writing 1 2 3 4 5

   **Language Two**
   - listening 1 2 3 4 5
   - reading 1 2 3 4 5
   - speaking 1 2 3 4 5
   - writing 1 2 3 4 5
5. In what areas of the Program do you think that you have made the most progress: Language Skills? Literary Analysis? Linguistic Analysis? Cultural Knowledge? Comment on how the Program helped you in these areas.

   Cultural knowledge with the wide array of literary works.

6. In what areas do you feel weakest? Comment on how the Program might have better helped you.

   Cultural knowledge

7. Were there any courses you would like to have taken but were unable to? Why?

   No

8. How would you rate the quality of advising you received as an LLL major or minor? Do you have suggestions for improvements?

   Excellent

9. Are you planning to pursue graduate studies? Would you consider choosing Indiana State University for your graduate studies? Why? Why not?

   I want to pursue graduate studies in finance.
10. In what way were you involved with your Program outside of the classroom?

The honor society $\Phi \Xi I$

11. Did you receive any awards or special recognition during your study at ISU?

Outstanding excellence in Spanish Award

12. What is your overall GPA? 3.97

13. What is your GPA in Languages, Literatures and Linguistics? 4.00
1. **Self-Reflective Statement**

Take a moment to reflect on your own experience and growth with the Program. What have you learned? You may respond generally, or citing specific experiences. (Use the reverse of this form or attach another sheet.) Please remember that you are evaluating the Program and not individual instructors. I have learned a great deal from this program. I feel as though my cultural knowledge has increased tenfold. My reading, writing, and listening ability has also increased. I am a better language learner overall. I am ready to teach Spanish.

2. **What are your career plans upon completion of your LLL major or minor?** In what way has the Program helped you to be prepared for the challenges ahead of you? I plan on teaching at the high school level in either Math or Spanish. The program has prepared me for teaching Spanish at the high school level. The classes I took increased my abilities in speaking, writing, reading, and listening. I felt as though my professors were always willing to go the extra mile to help me become a better language learner. Their methods also were extremely helpful to me as well.

3. **What aspects of the Program did you find the most helpful in you LLL education?**

4. **How do you perceive your proficiency in the language or languages of your primary area?**

(Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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5. In what areas of the Program do you think that you have made the most progress:
Comment on how the Program helped you in these areas.

I would have to say the area of Literary Analysis is an area in which I have made quite a bit of progress. I was able to take several different classes dealing with culture while also dealing with Literary Analysis. I really enjoyed these courses.

6. In what areas do you feel weakest? Comment on how the Program might have better helped you.

I feel as though my speaking ability is still my weakest area. This is because speaking is the last skill area that people master. I feel as though the Program did the maximum possible to improve my speaking. I know that the only way I will achieve this is by studying abroad.

7. Were there any courses you would like to have taken but were unable to? Why?

I would have liked to take some other electives. I was not able to due to my time constraints. Particularly, I wanted to take the "cooking" course offered in the Summer.

8. How would you rate the quality of advising you received as an LLL major or minor? Do you have suggestions for improvements?

I felt as though my advising in my minor was sufficient for me. I was able to select the appropriate classes needed to complete my minor. I have found it somewhat difficult to reach my advisor. I suggest that access to the advisor should be better.

9. Are you planning to pursue graduate studies? Would you consider choosing Indiana State University for your graduate studies? Why? Why not?

Yes, I plan to obtain my Masters in Math Education. It depends on whether I stay in the area if I choose ISU for my graduate studies.
10. In what way were you involved with your Program outside of the classroom?

I completed an early field experience in teaching Spanish in high school. I also participated in activities dealing with Phi Sigma Iota.

11. Did you receive any awards or special recognition during your study at ISU?

I was inducted into Phi Sigma Iota, the International Language Honor Society. I have also been inducted into Phi Kappa Phi and Golden Key Honor Societies.

12. What is your overall GPA?

4.0

13. What is your GPA in Languages, Literatures and Linguistics?

4.0
1. Why did you choose to attend Indiana State University?

Because it was the best option in Terra Haute.

2. What was your overall undergraduate Grade Point Average prior to admission to ISU?

3.5

3. Did you receive adequate advising prior to registering for courses in Languages, Literatures and Linguistics?

Yes, I received not only advice about the courses, I also discussed them with some professors.

4. Have you received adequate advising from your advisor within LLL to help you to proceed?

Yes, my advisor is leading me along this year.

5. What was the most favorable impression that you formed in your first weeks in the Department?

Very well organized and full of opportunities.

6. What problems, if any, have you faced as you began your study in the Department of LLL at ISU?

I have not face any problem.

7. What are your expectations for your study at LLL?

Orientation to accomplish my goals, as well as participation in events or conferences related to my field.

8. What are your career or academic goals?

To be able to become a critic in the matter of literature or a creative writer.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Graduate Student Questionnaire

1. Why did you choose to attend Indiana State University?
   
   reasonable tuition.
   
   GRE isn’t required.

2. What was your overall undergraduate Grade Point Average prior to admission to ISU?
   
   3.4

3. Did you receive adequate advising prior to registering for courses in Languages, Literatures and Linguistics?
   
   NO

4. Have you received adequate advising from your advisor within LLL to help you to proceed?
   
   NO

5. What was the most favorable impress that you formed in your first weeks in the Department?
   
   The nice relationship between professors and students.

6. What problems, if any, have you faced as you began your study in the Department of LLL at ISU?
   
   It’s kind of difficult to express my opinions to professors completely.

7. What are your expectations for your study at LLL?
   
   Learning more knowledge of Linguistics deeply and published my research paper in academic journals.

8. What are your career or academic goals?
   
   Be a Professor in Linguistics area.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Graduate Student Questionnaire

Date: Sep. 4 / 2003
Primary Area: 

1. Why did you choose to attend Indiana State University?

   The tuition fee is not expensive, living expense as well.

2. What was your overall undergraduate Grade Point Average prior to admission to ISU?

   3.0

3. Did you receive adequate advising prior to registering for courses in Languages, Literatures and Linguistics?

   Yes.

4. Have you received adequate advising from your advisor within LLL to help you to proceed?

   Yes.

5. What was the most favorable impress that you formed in your first weeks in the Department?

   The teachers are nice and they all willing to give a help.

6. What problems, if any, have you faced as you began your study in the Department of LLL at ISU?

   My major is different from linguistics, so I need to study harder to catch up.

   previous

7. What are your expectations for your study at LLL?

   Learn more teaching skills.

8. What are you career or academic goals?

   I wish I could complete this master degree in 1.5 years then turn to CIMT for another master degree in Long Distance Education.
1. Why did you choose to attend Indiana State University?
   Because I graduated from here and I love here.

2. What was your overall undergraduate Grade Point Average prior to admission to ISU?
   3.8

3. Did you receive adequate advising prior to registering for courses in Languages, Literatures and Linguistics?
   Yes

4. Have you received adequate advising from your advisor within LLL to help you to proceed?
   Yes

5. What was the most favorable impression that you formed in your first weeks in the Department?
   Kind, caring, and family oriented, willing to help.

6. What problems, if any, have you faced as you began your study in the Department of LLL at ISU?
   Not due to curriculum, but from day one.

7. What are your expectations for your study at LLL?
   Major requirements, the program, and what I put in it. If I put in 100%, study 100%, it will
   be fully trained for my field.

8. What are you career or academic goals?
   Obtain my Teaching License to teach Spanish in middle/high school.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Graduate Student Questionnaire

Date (Mo./Day/Year): 9/29/08
Primary Area: LLL

PLEASE RETURN TO THE DEPARTMENT ADMINISTRATIVE ASSISTANT, ROOT A-140F/G.

1. Why did you choose to attend Indiana State University?
   Program offered in ESL.

2. What was your overall undergraduate Grade Point Average prior to admission to ISU?
   3.69

3. Did you receive adequate advising prior to registering for courses in Languages, Literatures
   and Linguistics?
   Yes

4. Have you received adequate advising from your advisor within LLL to help you to proceed?
   Yes

5. What was the most favorable impression that you formed in your first weeks in the Department?
   Professors accessible to students

6. What problems, if any, have you faced as you began your study in the Department of LLL
   at ISU?
   /

7. What are your expectations for your study at LLL?
   All DSL

8. What are your career or academic goals?
   M.A. TESL
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Graduate Student Questionnaire

PLEASE RETURN TO THE DEPARTMENT ADMINISTRATIVE ASSISTANT, ROOT A-140F/G.

1. Why did you choose to attend Indiana State University?
   I live here and just graduated.

2. What was your overall undergraduate Grade Point Average prior to admission to ISU? 2.8

3. Did you receive adequate advising prior to registering for courses in Languages, Literatures and Linguistics? Yes.

4. Have you received adequate advising from your advisor within LLL to help you to proceed? Yes.

5. What was the most favorable impression that you formed in your first weeks in the Department? A bit of disorganization. But very informal relationships.

6. What problems, if any, have you faced as you began your study in the Department of LLL at ISU? Just some personal issues that I'm trying to work out. Also, not being so concerned about grades but also learn the information. Dr. Nelson told me not to stress the grades, I'm trying.

7. What are your expectations for your study at LLL?
   I expect to learn a skill, how to be a teacher for all kinds of students. I will get out of it what I put into it.

8. What are your career or academic goals?
   - To study abroad in Mexico.
   - To obtain a teaching position in a local public school in Union.
1. Why did you choose to attend Indiana State University?
   
   Because it was the best option in Terra Haute.

2. What was your overall undergraduate Grade Point Average prior to admission to ISU?
   
   3.5

3. Did you receive adequate advising prior to registering for courses in Languages, Literatures and Linguistics?
   
   Yes, I received not only advices about the courses, I also discussed them with some professors.

4. Have you received adequate advising from your advisor within LLL to help you to proceed?
   
   Yes, My major advisor is leading me along this year.

5. What was the most favorable impress that you formed in your first weeks in the Department?
   
   Very well organized and full of opportunities.

6. What problems, if any, have you faced as you began your study in the Department of LLL at ISU?
   
   I have not face any problem

7. What are your expectations for your study at LLL?
   
   Orientation to accomplish my goals. As well as participation in events and conferences related to my field.

8. What are your career or academic goals?
   
   To be able to become a critic in the matter of Literature or a creative writer.
Department of Languages, Literatures and Linguistics
Student Outcomes Assessment
Incoming Graduate Student Questionnaire

1. Why did you choose to attend Indiana State University?
   - Reasonable tuition.
   - GRE isn't required.

2. What was your overall undergraduate Grade Point Average prior to admission to ISU?
   - 3.4

3. Did you receive adequate advising prior to registering for courses in Languages, Literatures and Linguistics?
   - No

4. Have you received adequate advising from your advisor within LLL to help you to proceed?
   - No

5. What was the most favorable impress that you formed in your first weeks in the Department?
   - The nice relationship between professors and students.

6. What problems, if any, have you faced as you began your study in the Department of LLL at ISU?
   - It's kind of difficult to express my opinions to professors completely.

7. What are your expectations for your study at LLL?
   - Learning more knowledge of Linguistics deeply and published my research paper in academic journals.

8. What are your career or academic goals?
   - Be a Professor in Linguistics area.
Department of Languages, Literatures and Linguistics  
Student Outcomes Assessment  
Incoming Graduate Student Questionnaire  

Date: Sep. 4/2003  
Primary Area: _________

1. Why did you choose to attend Indiana State University?
   
   The tuition fee is not expensive, living expense as well.

2. What was your overall undergraduate Grade Point Average prior to admission to ISU?
   
   3.0

3. Did you receive adequate advising prior to registering for courses in Languages, Literatures and Linguistics?
   
   Yes.

4. Have you received adequate advising from your advisor within LLL to help you to proceed?
   
   Yes.

5. What was the most favorable impress that you formed in your first weeks in the Department?

   The teachers are nice and they all willing to give a help.

6. What problems, if any, have you faced as you began your study in the Department of LLL at ISU?

   My major is different from linguistics, so I need to study harder to catch up.

7. What are your expectations for your study at LLL?

   Learn more teaching skills.

8. What are you career or academic goals?

   * I wish I could complete this master degree in 1.5 years then turn to CIMIT for another master degree in Long Distance Education.
1. Self-Reflective Statement

Take a moment to reflect on your own experience and growth with the Program. What have you learned? You may respond generally, or citing specific experiences. (Use the reverse of this form or attach another sheet.) Please remember that you are evaluating the Program and not individual instructors.

I have learned a great deal about literary styles of Spain, South America, and the Caribbean islands. I have also learned about the history and governments of these areas. Within these areas, I have studied several specific authors, playwrights, painters.

2. What are your career plans upon completion of your LLL major or minor? In what way has the Program helped you to be prepared for the challenges ahead of you?

My career plans are to teach French and Spanish at the high school and college level. It has laid a foundation for me to build upon and grow.

3. What aspects of the Program did you find the most helpful in your LLL education?

The grammar and history aspects of the courses.

4. How do you perceive your proficiency in the language or languages of your primary area?

(Please rate them on a scale from 1-5 with 5 being excellent and 1 being poor.)

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5. In what areas of the Program do you think that you have made the most progress:
Comment on how the Program helped you in these areas.

I feel very comfortable with my cultural knowledge and language skills because there is such a focus in these areas.

6. In what areas do you feel weakest? Comment on how the Program might have better helped you.

I still feel weak in my spoken skills, but I think that this will only come with more and more practice.

7. Were there any courses you would like to have taken but were unable to? Why?

N/A

8. How would you rate the quality of advising you received as an LLL major or minor? Do you have suggestions for improvements?

My advisor was great.

9. Are you planning to pursue graduate studies? Would you consider choosing Indiana State University for your graduate studies? Why? Why not?

Yes, already have - local - great staff
10. In what way were you involved with your Program outside of the classroom?

PSO - Spanish Program

11. Did you receive any awards or special recognition during your study at ISU?

Golden Key Honor Society recipient

12. What is your overall GPA?

3.8+

13. What is your GPA in Languages, Literatures and Linguistics?

3.7+
1. Self-Reflective Statement
   Take a moment to reflect on your own experience and growth with the Program. What have you learned? You may respond generally, or citing specific experiences. (Use the reverse of this form or attach another sheet.) Please remember that you are evaluating the Program and not individual instructors.

   To analyze and criticize literature works.

2. What are your career plans upon completion of your LLL graduate work? In what way has the Program helped you to be prepared for the challenges ahead of you?

   To know the university system in USA.

3. What aspects of the Program did you find the most helpful in your LLL education?

4. In what areas of the Program do you think that you have made the most progress? Comment on how the Program helped you in these areas.

5. In what areas do you feel weakest? Comment on how the Program might have better helped you.
6. Were there any courses you would like to have taken but were unable to? Why?

7. How would you rate the quality of advising you received as an LLL graduate student? Do you have suggestions for improvements?

   quite well

8. In what ways were you involved with your Program outside of the classroom?

   no one

9. Do you have any suggestions for improving our Masters Program in Languages, Literatures and Linguistics?

   No

10. Do you have any suggestions for how the Department might attract more students in the future?

   No
PLEASE RETURN TO THE DEPARTMENT ADMINISTRATIVE ASSISTANT, ROOT A-140F/G

1. Self-Reflective Statement
   Take a moment to reflect on your own experience and growth with the Program. What have you learned? You may respond generally, or citing specific experiences. (Use the reverse of this form or attach another sheet.) Please remember that you are evaluating the Program and not individual instructors.
   Generally, the program was very helpful for the students get ready for teaching.

2. What are you career plans upon completion of your LLL graduate work? In what way has the Program helped you to be prepared for the challenges ahead of you?
   Teaching English in EFL countries is my plan after finishing this program. Through this program, my English has improved a lot and I got the knowledge to be a good ESL/EFL teacher.

3. What aspects of the Program did you find the most helpful in your LLL education?
   The courses on TESL are especially helpful for me, such as LING 520, 601, 621, 792, and also 515.

4. In what areas of the Program do you think that you have made the most progress? Comment on how the Program helped you in these areas.
   LING 601 helped me understand English overall, especially descriptive grammar, which taught me why, what, when, where and how native speakers say certain expressions.

5. In what areas do you feel weakest? Comment on how the Program might have better helped you.
   Professors seem to be busy all the time. They are always very nice, but I don't want to bother them because they look too busy.
6. Were there any courses you would like to have taken but were unable to? Why?

Pragmatics. It was not offered this semester.

7. How would you rate the quality of advising you received as an LLL graduate student? Do you have suggestions for improvements?

8. In what ways were you involved with your Program outside of the classroom?

9. Do you have any suggestions for improving our Masters Program in Languages, Literatures and Linguistics?

More elective courses can give students the chance to study various fields.

10. Do you have any suggestions for how the Department might attract more students in the future?
1. Self-Reflective Statement
   Take a moment to reflect on your own experience and growth with the Program. What have you learned? You may respond generally, or citing specific experiences. (Use the reverse of this form or attach another sheet.) Please remember that you are evaluating the Program and not individual instructors.
   This program exactly fit my career needs. As an English teacher in Korea, middle school, the courses I took were very helpful. Through this program, I gained a lot of knowledge and confidence in teaching English.
   I also acquired a broad and varied perspectives. Now I want to apply what I learned here to my teaching situation.

2. What are you career plans upon completion of your LLL graduate work? In what way has the Program helped you to be prepared for the challenges ahead of you?
   While I was teaching English, I really wanted to understand learners, language, learning, and teaching. I had enough time to think about these things and find answers. I evaluate that this program was equipped with background knowledge about teaching and applying skills which I wanted to learn.

3. What aspects of the Program did you find the most helpful in your LLL education?
   I cannot choose only one course because most courses I took were very helpful. Syntax, Phonetics, World Englishes, Lexicology, and Diversity were very helpful.

4. In what areas of the Program do you think that you have made the most progress? Comment on how the Program helped you in these areas.
   Through this program, I could improve my English in general. I feel that all the skills of English such as listening, speaking, reading, and writing have been improved. So, I think that I come to have professionalism in teaching English.

5. In what areas do you feel weakest? Comment on how the Program might have better helped you.
   I feel that listening and speaking are still my weak points. For me, less assignment might have helped me better because I really wanted to improve listening and speaking through experiences in real life. However, I was so busy following academics that I could not have time to make friends with native speakers. I feel sorry about it.
6. Were there any courses you would like to have taken but were unable to? Why?
   I would like to have taken "Pragmatics" because I thought that
   Korean English was very weak in appropriate usage in real context.
   However, I chose World Englishes because I had to take care of
   my children during Pragmatics lecture time.

7. How would you rate the quality of advising you received as an I.L.L graduate student? Do you
   have suggestions for improvements?

8. In what ways were you involved with your Program outside of the classroom?
   Through doing a survey to do assignments, I was involved with my Program.
   I also had a mandatory group meeting and attended "accent reduction
   program" to reduce accent.

9. Do you have any suggestions for improving our Masters Program in Languages, Literatures and
   Linguistics?
   I think this program is very useful for in-service programs of ESL teachers
   as well as practitioners. I would like this program to be connected
   with Korean English teachers organization and to give opportunity
   to gain professionalism.

10. Do you have any suggestions for how the Department might attract more students in the future?
    Connecting intimate relationship with Korean board of education
    "Korean English teachers' in-service intensive training program"
    is a good idea, I think.
    This program is recommendable to them.
1. Self-Reflective Statement
   Take a moment to reflect on your own experience and growth with the Program. What have you learned? You may respond generally, or citing specific experiences. (Use the reverse of this form or attach another sheet.) Please remember that you are evaluating the Program and not individual instructors.

   I have learned that I can always learn more about a subject, I think that I have improved my writing and speaking skills.

2. What are your career plans upon completion of your LLL graduate work? In what way has the Program helped you to be prepared for the challenges ahead of you?

   I want to get a teaching license to teach Spanish or TESL. It (the program) has pushed me to do better.

3. What aspects of the Program did you find the most helpful in your LLL education?

   Teaching classes, one on one conferences, LLL 600 class

4. In what areas of the Program do you think that you have made the most progress? Comment on how the Program helped you in these areas.

   Writing The program showed me the errors I was making and gave good suggestions.

5. In what areas do you feel weakest? Comment on how the Program might have better helped you.

   Presentations The teachers suggest things not to do when presenting.
6. Were there any courses you would like to have taken but were unable to? Why?
   NO

7. How would you rate the quality of advising you received as an LLL graduate student? Do you have suggestions for improvements?
   It was good. Advisors and teachers should have office hours on their door.

8. In what ways were you involved with your Program outside of the classroom?
   I tutored students, observed classrooms, mentoring groups, volunteered at LLL events, orientation

9. Do you have any suggestions for improving our Masters Program in Languages, Literatures and Linguistics?
   I think the program should be more specific on what you have to take for your major.

10. Do you have any suggestions for how the Department might attract more students in the future?
    Tell why your program is good or better. Explain the setting and how smaller classes are better. Have a list of what past students are doing now. This can show that the program is successful.
The Department of Foreign Languages and Literatures
Student Outcomes Assessment Plan Report
Academic Year 1997-1998

The ad hoc Assessment Committee of the Department of Foreign Languages and Literatures has taken the final steps necessary to ensure that the primary tool of the Assessment Plan, portfolio assessment, is in place. The committee worked diligently to prepare a final document outlining the Portfolio Assessment Plan, to complete Program standards that will be used in the evaluation process (German and Spanish Program Standards are attached), and to make adjustments to the plan based on the assessment experience of two programs from last year. The student and faculty guidelines were also revised. Further, the Committee is completing questionnaires that will be used at specific points in the students' program (entry, mid-point, exit and alumniae).

Two programs, German and Spanish, participated in the preliminary assessment program in 1996-1997. Based on this experience, both programs identified specific tools necessary for outcomes assessment and identified courses where these tools would be integrated into the curriculum as part of normal assessment. This was particularly true of tools for assessment of listening comprehension and speaking skills, which require students to do taped oral interviews. In the German Program, certain skills and tools for assessment were added to the 200-level curriculum. The Committee recognizes the need for flexibility in the Portfolio Plan to allow Programs to determine the best strategies for meeting the goals of the Assessment Plan. The Committee also changed the sequence of evaluation from a class number to a total student credit hour system. Thus, evaluative standards are now based on 10-12, 24 and 40 completed credit hours.

Evaluation of last year's results has also generated much discussion about innovative pedagogy, student projects and new course development. While the Committee was dedicated to allowing students to submit their best work to the portfolio, the Committee also recognizes that cases might arise in which a student submits a limited number of pieces that do not accurately show student outcome. The Committee now requires that students submit final exams for all Program major courses in which an exam is written.

The Department expects all Programs in which there is a major (French, German, Latin and Spanish) to participate fully in portfolio assessment this year.

Attached to this document in the final Portfolio Assessment Program document, which was approved by the Department in February. It contains a complete description of the Portfolio Assessment Program, as well as copies of material disseminated to students and faculty members describing goals, responsibilities and procedures.
Assessment Results

Spanish Undergraduate Program - 1997-1998

The following program results are based on the portfolios of 5 Spanish majors at the beginning of their major program (8-10 hours) and 6 Spanish majors at the intermediate stage of their major program (10-25 hours).

The five portfolios of the students beginning their Spanish major were uniformly ranked as excellent in all areas of performance. This is understandable, since most Spanish majors, who come from high school programs of at least three to four years of study, do very well in the early stages of study where they are in some classes used also for general education. The portfolio evaluations indicate that there are no problems in this area.

The portfolio evaluations of the students in the intermediate stages of study are also positive, but the results show an almost even division between excellent and average overall performance. The results also show that some of the categories have not been evaluated by faculty advisors; this indicates that there was no evidence in the portfolio for the various categories:

1. Listening comp. 3 2 0 3 3 0 - - Four students were evaluated. Two were not. The results for those evaluated were generally excellent.

2. Speaking. 3 2 0 2 2 1 - - The results for this category are average. This is not surprising since achieving fluency in a foreign language is almost impossible from a classroom environment.

3. Reading. 3 2 0 3 3 2 - - The results for this category are average to excellent.

4. Writing 3 0 3 3 2 2 - - The results for this category are average to excellent.

5. Critical Thinking 3 0 2 3 2 2 - - The results for this category are average to excellent.

6. Grammar 2 0 2 2 1 2 - - This is the weakest category in terms of results with no one evaluated as excellent, one as poor, and one not evaluated.

7. Translation 3 0 0 3 2 0 - - There is a problem here, since only half of the portfolios show evidence of translation. For the other half the results are average to excellent.

8. Cultural Awareness - - 3 0 0 3 3 2 - - The results are excellent in general, although two students were not evaluated in this area.

9. Interdisciplinarity - - There is a problem with this category in that only half of students were evaluated. For the half who were evaluated the results were excellent.
10. Resources - - The results were excellent for those students who were evaluated in this category. Two students, however, were not evaluated.

This is the first attempt to evaluate portfolios in the Department. The results are very good in general indicating that students in the beginning levels of study are almost uniformly doing excellent work in all categories, while students at the intermediate level of study are evenly distributed between average and excellent. The major improvement needs to be made in the area of seeing to it that evidence is provided for the ten areas of achievement. Advisors must be more attentive to this point. The weakest areas for most students at the intermediate area are speaking and grammar. Professors should endeavor to give greater attention to these areas in all classes regardless of subject matter.

The members of the Spanish faculty do not believe that any major adjustments need to be made in the Spanish program at this time. It is advisable that Spanish majors be advised to present evidence of interdisciplinarity from course work in other disciplines.
Assessment Results

Spanish Undergraduate Program (2000-2001)

The following program results are based on the portfolio assessments of 5 Spanish majors at the intermediate stage of their major program (10-25 hours) and 7 Spanish majors at the conclusion of their major program (40 hours).

The portfolio evaluations of the students in the intermediate stages of study yield the following results:

1. Listening Comprehension - - 3 3 3 3 0 = 3
   Four students were evaluated. One was not. The evaluations were ranked as excellent.

2. Speaking - - 2 3 3 3 2 = 2.6
   The results for this category were good.

3. Reading - - 1 3 3 3 3 = 2.6
   The results for this category were mostly excellent, although one student was ranked as poor. The average ranking was good.

4. Writing - - 2 3 3 3 2 = 2.6
   The average ranking for this category was good.

5. Critical Thinking - - 2 3 3 3 3 = 2.8
   The highest ranking was in this category ranked as excellent.

6. Grammar - - 2 3 2 3 3 = 2.6
   This category, which was ranked as average in a previous evaluation improved to good.

7. Translation - - 2 0 3 3 3 = 2.75
   Most of the students in this category were ranked as excellent, although one person was not ranked.

8. Cultural Awareness - - 2 2 3 3 3 = 2.6
   All students were ranked in this area for an average ranking of good. This is in contrast to the previous evaluation in which 33% of the students were not ranked.

9. Interdisciplinarity - - 2 2 3 0 0 = 2.3
   Students were ranked as average in this category, the lowest of all of the categories. There continues to be a problem with the evaluation of this category.
10. Resources - 2.6
Although the ranking is good, there continues to be a problem with this category.

The portfolio evaluation of students at the end of their studies yield the following results:

1. Listening Comprehension - - 3 3 3 2 2 3 3 = 2.71
   The average ranking for these students was excellent.

2. Speaking - - 3 2 2 3 2 2 2 = 2.28
   Students were ranked as above average in speaking ability.

3. Reading - - 2 2 3 3 3 3 = 2.71
   Students were ranked as excellent in reading.

4. Writing - - 3 3 2 2 3 3 = 2.71
   Students were ranked as excellent in writing.

5. Critical Thinking - - 2 2 3 3 2 3 3 = 2.57
   Students were ranked as good in critical thinking.

6. Grammar - - 2 2 3 3 3 3 2 = 2.57
   Students were ranked as good in grammar.

7. Translation - - 2 2 3 3 3 0 0 = 2.6
   Although the average ranking for this category was good, two of five students were not ranked. This should be addressed in the future.

8. Cultural Awareness - - 2 1 2 3 2 3 3 = 2.28
   It is a bit disconcerting that graduating seniors should have been ranked as above average in this category.

9. Interdisciplinarity - - 1 1 3 3 2 3 3 = 2.28
   The ranking of above average with 2 students ranked as poor shows that there may be a problem in this area.

10. Resources - - 2 2 3 3 3 3 = 2.71
    The excellent ranking in this area shows that the program is functioning well in the use of resources.
Portfolio evaluations are based on ten categories of competencies: (1) Listening Comprehension; (2) Speaking; (3) Reading; (4) Writing; (5) Critical Thinking; (6) Grammar; (7) Translation; (8) Cultural Awareness; (9) Interdisciplinarity; (10) Use of Resources.

This is the second portfolio evaluation that has been carried out for the B.A. program in Spanish. Results range from above average to excellent indicating that there is no major problem with the program at the present time. Results from a previous evaluation led to the creation of a required grammar course at the 300 level for all major and minors in Spanish. This course will be offered for the first time in the fall semester of 2002.

There was a great effort based on the previous evaluation to have all ten categories present in student portfolios. This was achieved to a greater extent in the portfolios of exiting seniors than in those of students in the midpoint range. Efforts will continue in this direction, especially in the areas of translation, interdisciplinarity and use of resources.
Student Outcomes Assessment

Concentration in Spanish

Department of Languages, Literatures & Linguistics

Academic Year 2001-2002

Result of Student Questionnaires

Incoming Majors and Minors Questionnaire (21 responses)

The results of the questionnaires indicate that students are taking Spanish classes because they believe that it will make them more marketable in many fields of endeavor. In general, students were satisfied with the placement procedure and with the friendly reception which they received in the Department of Languages, Literatures & Linguistics. They found language study at the college level much more challenging than in high school, but they seemed to be satisfied with the fairness of the faculty in evaluating their performance. One problem seems to be the assignment of advisors for students who declared Spanish as a minor concentration.

Midpoint Majors and Minors Questionnaire (3 responses)

The major problem with the Midpoint Questionnaire is that few students at this level turned it in. Those few students who responded seemed to be satisfied with their course work, but found that the advisement process was somewhat deficient. They also indicated that they did not attend meeting for majors and minors, either because they were unaware of them or could not attend them. They also believed that their courses could be an improvement in advisement for career options available to them.

Exiting Majors and Minors Questionnaire (2 responses)

The major problem with the Exiting Questionnaire is that no minors responded, and only two majors responded. The two majors who responded were uniformly positive in their evaluation of the program. Both praised the variety and academic seriousness of their coursework and indicated that they had improved greatly in their mastery of the four major skills areas—comprehension, speaking, reading and writing. They also mentioned that they had derived great benefit from their study of Hispanic culture. The faculty were praised both for their work in instruction and advisement.
Assessment Results

Spanish Undergraduate Concentration (2001-2002)

The following program results are based on the portfolio assessments of 4 Spanish majors at the intermediate stage of their major program (24 credit hours) and 7 Spanish majors at the conclusion of their major program (39 credit hours).

The portfolio evaluations of the students in the intermediate stages of study yield the following results:

1. Listening Comprehension = 3 3 3 3 = 3
   Four students were evaluated. The evaluations were ranked as excellent.

2. Speaking = 2 2 3 2 = 2.25
   The results in this category were good.

3. Reading = 3 2 3 3 = 2.75
   The results in this category were excellent.

4. Writing = 3 2 2 2 = 2.25
   The ranking for this category was good.

5. Critical Thinking = 3 2 3 3 = 2.75
   The ranking for this category was excellent.

6. Grammar = 3 2 3 3 = 2.75
   The ranking for this category was excellent. This is an improvement the past two years.

7. Translation = 3 3 3 3 = 3
   All of the students in this category were ranked as excellent.

8. Cultural Awareness = 3 2 3 3 = 2.75
   This category was ranked as excellent, an improvement over 2000-2001 when it was ranked as good.

9. Interdisciplinarity = 3 3 3 3 = 3
   This category was ranked as excellent, a great improvement over 2000-2001. This was the area of greatest improvement. In 2000-2001 it was ranked as average.

10. Resources = 3 3 3 3 = 3
    This area, ranked as excellent, also showed an improvement over 2001-2002.
The portfolio evaluation of students at the end of this studies yield the following results:

1. Listening Comprehension - 3 3 3 = 3
   This area was ranked as excellent.

2. Speaking - 3 3 2 = 2.66
   This area was ranked as very good, an improvement from 2000-2001 when it was ranked as above average.

3. Reading - 3 3 3 = 3
   Students' reading skills continued to be ranked as excellent.

4. Writing - 3 3 3 = 3
   Students' writing skills continued to be ranked as excellent.

5. Critical Thinking - 2 2 3 = 2.33
   Students continued to be ranked as good in this area.

6. Grammar - 3 3 3 = 2.66
   The ranking in this area improved from good in 2001-2002 to excellent.

7. Translation - 3 3 3 = 3
   The ranking in this area improved from good in 2001-2002 to excellent.

8. Cultural Awareness - 3 3 3 = 3
   This was the area of greatest improvement from 2001-2002, when students were ranked as above average.

9. Interdisciplinarity - 3 3 3 = 3
   This area also showed marked improvement from 2001-2002 when two students were ranked as poor.

10. Resources - 3 3 3 = 3
    The excellent ranking in this area shows that the program continues to function well in the use of resources.

This is the third portfolio evaluation that has been carried out for the Spanish concentration. Changes in the program resulting from previous assessments have been positively received by the students. Problems with the advisement of minors continue, mainly due to the fact that minors do not have to consult with Spanish advisors in order to enroll.
Student Outcomes Assessment

Spanish Program

Department of Languages, Literatures and Linguistics

Academic Year 2000-2001

Results of Student Questionnaires

Incoming Majors and Minors Questionnaire

The results of the questionnaire were uniformly positive. Students indicated that they enjoyed the pleasant atmosphere of the small classes as well as the accessibility of the professors. They were impressed by the fact that professors spoke almost exclusively in Spanish, something which appeared to be different from their high school experiences. They also felt that they were placed in the proper level for further language study.

Midpoint Majors and Minors Questionnaire

The results of the questionnaire were mostly positive. The majority of the students ranked the advising process as excellent, although several felt that there could be improvement in career advising. All students were satisfied with the initial placement procedure and all indicated a desire to remain in the program. Courses which were listed as being particularly helpful were culture, literature and business Spanish, although one student felt that the course in business Spanish should not be a requirement. Most students felt that they needed more work in such areas as conversation, translation and phonetics.

Exiting Majors and Minors Questionnaire

The results of the questionnaire were overwhelmingly positive. Students indicated that they had learned a great deal about the target language and culture, and that they had good preparation for jobs in countries where the target language is spoken. They were uniform in the praise of the fact that courses were held in Spanish. Faculty were described in glowing terms as wonderful instructors and advisers with a caring attitude towards their students. Several students emphasized their appreciation of courses dealing with literary analysis. One student, who had participated in a study-abroad experience, felt grateful for the fact the program had given her fluency and confidence in Spanish.

The most negative comment was that there was not enough emphasis on grammatical instruction and phonetics in the program. Several students also indicated that they felt insecure in their conversational abilities.
Student Outcomes Assessment

M.A. in Linguistics/TESL

Department of Languages, Literatures, and Linguistics

Academic Years 2001-2003

Result of Student Questionnaires

Incoming Graduate Student Questionnaire (9 respondents)

The results of the questionnaires indicate that students chose to attend ISU mainly because of the small class sizes, TA-ships, and cheap tuition. Everyone was satisfied with the advising, and the friendly, close-knit atmosphere in the department impressed them. Some had problems adjusting to the American university system, but most had no major problems in beginning their studies. Most plan to become teachers, and some are considering pursuing a Ph.D.

Midpoint Graduate Student Questionnaire (3 respondents)

At the midpoint of their studies, students report their instruction and teaching materials as effective/good to excellent/very effective. Their advising has been very effective, with no suggestions for improvement. The Department is helping the students prepare for their goals and there were no suggestions for improvement.

Exit Graduate Student Questionnaire (5 respondents)

At the end of their studies, although some students suggested we could improve the program by raising admission standards, attracting more students, and making the courses more demanding, all students expressed satisfaction with the knowledge they had gained. Most plan to teach ESL/EFL; one plans to pursue a Ph.D. in the U.S. They found helpful the close-knit communication with the professors, learning various teaching methods and current issues, and doing presentations and research projects. Areas that might be improved upon are problems in research methods; practical information on language teaching, such as how to create lesson plans or plan a curriculum; and the addition of a longer teaching practicum. Students were engaged outside the classroom especially in the LLL student group.

Graduate Student Portfolios

The Fall 2003 incoming class is the first class to be required to create portfolios. Instructions were given to them at the orientation session for new students.
Student Outcomes Assessment

Concentration in Spanish

Department of Languages, Literatures & Linguistics

Academic Year 2002-2003

Result of Student Questionnaires

Incoming Majors and Minors Questionnaire (1 response)

The results of the questionnaire indicates that the respondent, a transfer student, attended either the ISU Foreign Language Day or the ISU Summer Honors Program and that this experience influenced the student's decision to pursue more specialized study in the field. The student was impressed by the quality of instruction and by the assistance received from the Spanish faculty during the first weeks of the semester. Few students at this level took the trouble to respond to the questionnaire.

Midpoint Majors and Minors Questionnaire (5 responses)

The results of the questionnaire indicate that students were extremely positive in their evaluation of the quality of instruction. Advisement was also uniformly praised. Several suggestions included a small career fair for the department, more detailed planning of personal schedules and more work with tapes, C.D.s and visual materials in the classes.

Exiting Majors and Minors Questionnaire (3 responses)

The majors and minors who responded were uniformly positive in their evaluation of the program. Both praised the variety and academic seriousness of their coursework and indicated that they had improved greatly in their mastery of the four major skills areas – comprehension, speaking, reading and writing. They also mentioned that they had derived great benefit from their study of Hispanic culture and literature. The faculty were praised both for their work in instruction and advisement. One student felt that there should be a greater variety of courses offered and that the literature courses should focus more on the literature of the present. All students expressed some frustration about their speaking ability, but there was a consensus that this needs to be addressed by further study abroad.

Incoming Graduate Students (1 response)

The student decided to enroll at Indiana State University, because it was the best option in Terre Haute. The student was extremely positive about the advisement process and seemed to express the feeling that the program would be helpful in the student's career goals of dealing with literature as a critic and/or as a creative writer.
Assessment Results

Spanish Undergraduate Concentration (2002-2003)

The following program results are based on the portfolio assessments of 2 Spanish majors at the beginning stage of their major program (8-10 credit hours) 1 Spanish major at the intermediate stage of the major program (25 credit hours) and 5 Spanish majors at the final stage stage of their major program.

Numerical Explanation

1 = very poor
2 = average
3 = excellent

The portfolio evaluations of the students in the beginning stages of study yield the following results:

1. Listening Comprehension - - 2 2 = 2
   The results in this category were average

2. Speaking - - 2 1 = 1.5
   The results in this category were poor.

3. Reading - - 2 2 = 2
   The results in this category were average.

4. Writing - - 2 2 = 2
   The results in this category were average.

5. Critical Thinking - - 2 2 = 2
   The results in this category were average.

6. Grammar - - 1 1 = 1
   The results in this category were very poor.

7. Translation - - 0 0 = 0
   There was no information for this category.

8. Cultural Awareness - - 2 2 = 2
   The results in this category were average.
9. Interdisciplinarity - 0 0 = 0
   There was no information for this category.

10. Resources - 0 0 = 0
    There was no information for this category.

The portfolio evaluation of the student in the intermediate stages of study yield the following results:

1. Listening Comprehension - 2
   This area was ranked as average.

2. Speaking - 1
   This area was ranked as very poor.

3. Reading - 1
   This area was ranked as very poor.

4. Writing - 1
   This area was ranked as very poor.

5. Critical Thinking - 2
   This area was ranked as average.

6. Grammar - 1
   This area was ranked as very poor.

7. Translation - 1
   This area was ranked as very poor.

8. Cultural Awareness - 2
   This area was ranked as average.

9. Interdisciplinarity - 2
   This area was ranked as average.

10. Resources - 1.
    This area was ranked as very poor.

The portfolio evaluation of students at the end of their studies yield the following results:

1. Listening Comprehension - 2 2 2 2 2 = 2.2
   This area was ranked as above average.

2. Speaking - 1 2 2 2 3 = 2
   This area was ranked as average.

3. Reading - 2 2 2 2 3 = 2.2
   This area was ranked as above average.
4. Writing - - 1 2 1 2 2 = 1.6
   This area is ranked as below average.

5. Critical Thinking - - 2 2 3 2 2 = 2.2
   This area is ranked as above average.

6. Grammar - - 1 2 2 2 2 = 1.8
   This area is ranked as below average.

7. Translation - - 2 2 2 2 0 = 2
   This area is ranked as average.

8. Cultural Awareness - - 2 2 3 3 3 = 2.6
   This area is ranked as very good.

9. Interdisciplinarity - - 1 2 3 2 3 = 2.2
   This area is ranked as above average.

10. Resources - - 1 2 1 2 3 = 1.8
    This area is ranked as below average.

This is the fourth portfolio evaluation that has been carried out for the Spanish concentration. The results of the portfolio evaluations at all levels are markedly inferior to evaluations of previous years. The members of the Spanish faculty believe that the Spanish major program is attracting less qualified students than the minor program. Two obvious solutions are to encourage qualified minors in Spanish to become double majors and to be more aggressive in discouraging majors of mediocre ability from pursuing a major in Spanish. The discrepancy between the questionnaires and the portfolio evaluations is due to the fact that portfolios are only for majors while the questionnaires include minors.
Student Outcomes Assessment
Concentration in FRENCH
Department of Languages, Literatures & Linguistics
Academic Year 2004-2005
Results of Student Questionnaires

Incoming Majors and Minors Questionnaire (4 responses)

Four out of the four respondents had 4 years of French in high school, which proved to be a motivating factor to their continuation of French at ISU. Only 1 student out of the 4 respondents attended either Language Day or Summer Honor’s at ISU, suggesting that the recruitment of French majors and minors happens on campus and in conjunction with high school French. The respondents also stated that they chose to continue their French studies due to a love of French and the hopes of using French as a professional advantage for later careers. All incoming respondents are minors, who are combining French with Art History, History (2) and Business. This testifies to the important role that language plays with other majors/fields on campus, and such partnerships: French/Art History, French/History, should be strengthened.

Two out of the four respondents stated they had accurate advising, while the other 2 stated that their advising experience was below average. Similarly, 3 out of the 4 respondents said their main “problem” was that they were placed in classes beyond their actual ability. The hope is that with a full-time regular faculty member now in place, advising will become more consistent.

Mid-Point Majors and Minors Questionnaire (5 responses)

Students rated the quality of instruction and teaching materials above average, and also cited good advising. All of the 5 respondents plan to remain minors and majors. They note that the courses that focus on reading, grammar and writing were the most helpful, while 2 out of the 5 respondents cited the culture class, FR311, as the least helpful. While the respondents feel that their language classes are helpful, 3 out of 5 respondents said they need more work on speaking and oral proficiency, which reinforces the need to regularly offer conversation and phonetics courses.

None of the respondents have ever attended a meeting for LLL majors and minors, stating that they were unaware of such meetings. In addition, several cited a lack of communication between faculty, the department and the minors, notably those who were not currently taking French classes. They also all mentioned that they had no contact with faculty and/or the department in terms of possible career opportunities.

These mid-point questionnaires suggest that better communication must be maintained between faculty and minors and majors. In addition, these same majors and minors need to be better integrated into the larger department, either through LLL200/400, extracurricular activities or general information meetings. The French minors/majors are clearly looking for greater attention as well as academic/professional development.
Exit Majors and Minors Questionnaire (3 responses)

The three graduating seniors reported that they greatly improved their listening, reading and speaking skills, however they all (3 out of 3) cited speaking and oral proficiency as their weakest area, reinforcing the responses of the mid-term evaluations, which also cited speaking as a weak point.

All of the respondents rated advising as above average to excellent and all but one said they were able to take all of the courses they wanted while at ISU. In addition, all of the three respondents are planning on continuing their studies: M.A. in History, English and law school, suggesting that French majors and minors are using their language studies as part of a larger academic project, combined with other fields. Again, this response reinforces the incoming minor and major questionnaires, which cited a combination of French and other disciplines from the liberal arts.

Discouraging, however, is the fact that only one out of three of the seniors was involved with the French program and/or the larger department outside of class. This may be related to the fluctuation in faculty, sporadic activities, but it also suggests that stronger ties need to be developed and nurtured between the French program, the department and minors and majors.
Assessment Results

FRENCH Undergraduate Concentration (2004-2005)

The following program results are based on the portfolio assessments of 2 French majors: one at the beginning stage of their major program (12 credit hours), one at the intermediate stage of the major program (24 credit hours).

Numerical Explanation
1=very poor  
2=average  
3=excellent

The portfolio evaluations of the students in the beginning stages of study yield the following results:

1. Listening Comprehension: 3  
   This area was ranked as excellent.

2. Speaking: 2  
   This area was ranked as average.

3. Reading: 3  
   This area was ranked as excellent.

4. Writing: 2  
   This area was ranked as average.

5. Critical Thinking: 3  
   This area was ranked as excellent.

6. Grammar: 3  
   This area was ranked as excellent.

7. Translation: 0  
   There was no information for this category.

8. Cultural Awareness: 3  
   This area was ranked as excellent.

9. Interdisciplinary: 2  
   This area was ranked as average.

10. Resources: 3  
    This area was ranked as excellent.
The portfolio evaluations of the students in the intermediate stages of study yield the following results:

1. Listening Comprehension: 3
   This area was ranked as excellent.

2. Speaking: 3
   This area was ranked as excellent.

3. Reading: 3
   This area was ranked as excellent.

4. Writing: 3
   This area was ranked as excellent.

5. Critical Thinking: 2
   This area was ranked as average.

6. Grammar: 3
   This area was ranked as excellent.

7. Translation: 0
   There was no information for this category.

8. Cultural Awareness: 3
   This area was ranked as excellent.

9. Interdisciplinarity: 2
   This area was ranked as average.

10. Resources: 3
    This area was ranked as excellent.

Due to retirements and a fluctuation in faculty, this is the first portfolio/assessment evaluation in French for several years. The low number of current majors (2) makes generalizations difficult, however, it is clear that (from these two portfolio evaluations) traditional linguistic/communication skills are following a normal pattern, from average in the beginning to excellent by the intermediate stages. While critical thinking remains relatively high, interdisciplinarity scores an average level. Possible solutions may be to incorporate more interdisciplinary texts into the curriculum, asking student to apply the same critical thinking skills to cross-cultural/genre analysis.
Department of Foreign Languages and Literatures
Student Portfolio Assessment
Portfolio Evaluation Sheet

Program Area: French

Credit Hour Level: 8-10 25 40
(circle one)

Portfolios are to be evaluated *in their entirety* for proficiency in the following areas. Evaluation standards are based on the criteria developed by each program for each level. An evaluation of two (2) means the portfolio demonstrates that the student meets the standard for the program area and level in that skill; one (1) the student is performing below the standard; three (3) the student is performing above the standard.

**Skill/Knowledge**

1. Listening comprehension
   1  2  3

2. Speaking
   1  2  3

3. Reading
   1  2  3

4. Writing
   1  2  3

5. Critical Thinking
   1  2  3

6. Grammar
   1  2  3

7. Translation
   1  2  3 n/a

8. Cultural awareness
   1  2  3

9. Demonstration of interdisciplinarity
   1  2  3

10. Use of resources
    1  2  3

Evaluation of portfolio as a whole
    1  2  3

Date of evaluation: __________________________
Department of Languages, Literatures and Linguistics
Student Portfolio Assessment (Undergraduate)
Portfolio Evaluation Sheet

Concentration Area:  French
German
Spanish

Credit Hour Level: 12 24 39
(circle one)

Portfolios are to be evaluated for proficiency in the following areas. Evaluation standards are based on the criteria developed by each concentration area for each level. An evaluation of two (2) means the portfolio demonstrates that the student meets the standard for the concentration area and level in that skill; one (1) the student is performing below the standard; three (3) the student is performing above the standard.

Skill/Knowledge

1. Listening comprehension  1  2  3
2. Speaking  1  2  3
3. Reading  1  2  3
4. Writing  1  2  3
5. Critical Thinking  1  2  3
6. Grammar  1  2  3
7. Translation  1  2  3 n/a
8. Cultural Awareness  1  2  3
9. Demonstration of interdisciplinarity  1  2  3
10. Use of resources  1  2  3

Evaluation of portfolio as a whole  1  2  3
The Department of Foreign Languages and Literatures
Student Outcomes Assessment Plan Report
Academic Year 1997-1998

The ad hoc Assessment Committee of the Department of Foreign Languages and Literatures has taken the final steps necessary to ensure that the primary tool of the Assessment Plan, portfolio assessment, is in place. The committee worked diligently to prepare a final document outlining the Portfolio Assessment Plan, to complete Program standards that will be used in the evaluation process (German and Spanish Program Standards are attached), and to make adjustments to the plan based on the assessment experience of two programs from last year. The student and faculty guidelines were also revised. Further, the Committee is completing questionnaires that will be used at specific points in the students’ program (entry, mid-point, exit and alumni/ae).

Two programs, German and Spanish, participated in the preliminary assessment program in 1996-1997. Based on this experience, both programs identified specific tools necessary for outcomes assessment and identified courses where these tools would be integrated into the curriculum as part of normal assessment. This was particularly true of tools for assessment of listening comprehension and speaking skills, which require students to do taped oral interviews. In the German Program, certain skills and tools for assessment were added to the 200-level curriculum. The Committee recognizes the need for flexibility in the Portfolio Plan to allow Programs to determine the best strategies for meeting the goals of the Assessment Plan. The Committee also changed the sequence of evaluation from a class number to a total student credit hour system. Thus, evaluative standards are now based on 10-12, 24 and 40 completed credit hours.

Evaluation of last year’s results has also generated much discussion about innovative pedagogy, student projects and new course development. While the Committee was dedicated to allowing students to submit their best work to the portfolio, the Committee also recognizes that cases might arise in which a student submits a limited number of pieces that do not accurately show student outcome. The Committee now requires that students submit final exams for all Program major courses in which an exam is written.

The Department expects all Programs in which there is a major (French, German, Latin and Spanish) to participate fully in portfolio assessment this year.

Attached to this document in the final Portfolio Assessment Program document, which was approved by the Department in February. It contains a complete description of the Portfolio Assessment Program, as well as copies of material disseminated to students and faculty members describing goals, responsibilities and procedures.
Assessment Results

Spanish Undergraduate Program - 1997-1998

The following program results are based on the portfolios of 5 Spanish majors at the beginning of their major program (8-10 hours) and 6 Spanish majors at the intermediate stage of their major program (10-25 hours).

The five portfolios of the students beginning their Spanish major were uniformly ranked as excellent in all areas of performance. This is understandable, since most Spanish majors, who come from high school programs of at least three to four years of study, do very well in the early stages of study where they are in some classes used also for general education. The portfolio evaluations indicate that there are no problems in this area.

The portfolio evaluations of the students in the intermediate stages of study are also positive, but the results show an almost even division between excellent and average overall performance. The results also show that some of the categories have not been evaluated by faculty advisors; this indicates that there was no evidence in the portfolio for the various categories:

1. Listening comp. 3 2 0 3 3 0 -- Four students were evaluated. Two were not. The results for those evaluated were generally excellent.

2. Speaking. 3 2 0 2 2 1 -- The results for this category are average. This is not surprising since achieving fluency in a foreign language is almost impossible from a classroom environment.

3. Reading. 3 2 0 3 3 2 -- The results for this category are average to excellent.

4. Writing 3 0 3 3 2 2 -- The results for this category are average to excellent.

5. Critical Thinking 3 0 2 3 2 2 -- The results for this category are average to excellent.

6. Grammar 2 0 2 2 1 2 -- This is the weakest category in terms of results with no one evaluated as excellent, one as poor, and one not evaluated.

7. Translation 3 0 0 3 2 0 -- There is a problem here, since only half of the portfolios show evidence of translation. For the other half the results are average to excellent.

8. Cultural Awareness -- 3 0 0 3 3 2 -- The results are excellent in general, although two students were not evaluated in this area.

9. Interdisciplinarity -- There is a problem with this category in that only half of students were evaluated. For the half who were evaluated the results were excellent.
10. Resources -- The results were excellent for those students who were evaluated in this category. Two students, however, were not evaluated.

This is the first attempt to evaluate portfolios in the Department. The results are very good in general indicating that students in the beginning levels of study are almost uniformly doing excellent work in all categories, while students at the intermediate level of study are evenly distributed between average and excellent. The major improvement needs to be made in the area of seeing to it that evidence is provided for the ten areas of achievement. Advisors must be more attentive to this point. The weakest areas for most students at the intermediate area are speaking and grammar. Professors should endeavor to give greater attention to these areas in all classes regardless of subject matter.

The members of the Spanish faculty do not believe that any major adjustments need to be made in the Spanish program at this time. It is advisable that Spanish majors be advised to present evidence of interdisciplinarity from course work in other disciplines.
Assessment Results

Spanish Undergraduate Program (2000-2001)

The following program results are based on the portfolio assessments of 5 Spanish majors at the intermediate stage of their major program (10-25 hours) and 7 Spanish majors at the conclusion of their major program (40 hours).

The portfolio evaluations of the students in the intermediate stages of study yield the following results:

1. Listening Comprehension - - 3 3 3 3 0 = 3
   Four students were evaluated. One was not. The evaluations were ranked as excellent.

2. Speaking - - 2 3 3 3 2 = 2.6
   The results for this category were good.

3. Reading - - 1 3 3 3 3=2.6
   The results for this category were mostly excellent, although one student was ranked as poor. The average ranking was good.

4. Writing - - 2 3 3 3 2=2.6
   The average ranking for this category was good.

5. Critical Thinking - - 2 3 3 3 3= 2.8
   The highest ranking was in this category ranked as excellent.

6. Grammar - - 2 3 2 3 3=2.6
   This category, which was ranked as average in a previous evaluation improved to good.

7. Translation - - 2 0 3 3 3=2.75
   Most of the students in this category were ranked as excellent, although one person was not ranked.

8. Cultural Awareness- - 2 2 3 3 3 = 2.6
   All students were ranked in this area for an average ranking of good. This is in contrast to the previous evaluation in which 33% of the students were not ranked

9. Interdisciplinarity - - 2 2 3 0 0 =2.3
   Students were ranked as average in this category, the lowest of all of the categories. There continues to be a problem with the evaluation of this category.
10. Resources - 0 2 3 3 0 = 2.6
   Although the ranking is good, there continues to be a problem
   with this category.

The portfolio evaluation of students at the end of their studies yield the following results:

1. Listening Comprehension - - 3 3 3 2 2 3 3 = 2.71
   The average ranking for these students was excellent.

2. Speaking - - 3 2 2 3 2 2 2 = 2.28
   Students were ranked as above average in speaking ability.

3. Reading - - 2 2 3 3 3 3 = 2.71
   Students were ranked as excellent in reading.

4. Writing - - 3 3 2 2 3 3 = 2.71
   Students were ranked as excellent in writing.

5. Critical Thinking - - 2 2 3 3 2 3 3 = 2.57
   Students were ranked as good in critical thinking.

6. Grammar - - 2 2 3 3 3 2 = 2.57
   Students were ranked as good in grammar.

7. Translation - - 2 2 3 3 0 0 = 2.6
   Although the average ranking for this category was good, two of
   five students were not ranked. This should be addressed in the
   future.

8. Cultural Awareness - - 2 1 2 3 2 3 3 = 2.28
   It is a bit disconcerting that graduating seniors should have been
   ranked as above average in this category.

9. Interdisciplinarity - - 1 1 3 3 2 3 3 = 2.28
   The ranking of above average with 2 students ranked as poor shows
   that there may be a problem in this area.

10. Resources - - 2 2 3 3 3 3 = 2.71
    The excellent ranking in this area shows that the program is functioning
    well in the use of resources.
Portfolio evaluations are based on ten categories of competencies: (1) Listening Comprehension; (2) Speaking; (3) Reading; (4) Writing; (5) Critical Thinking; (6) Grammar; (7) Translation; (8) Cultural Awareness; (9) Interdisciplinarity; (10) Use of Resources.

This is the second portfolio evaluation that has been carried out for the B.A. program in Spanish. Results range from above average to excellent indicating that there is no major problem with the program at the present time. Results from a previous evaluation led to the creation of a required grammar course at the 300 level for all major and minors in Spanish. This course will be offered for the first time in the fall semester of 2002.

There was a great effort based on the previous evaluation to have all ten categories present in student portfolios. This was achieved to a greater extent in the portfolios of exiting seniors than in those of students in the midpoint range. Efforts will continue in this direction, especially in the areas of translation, interdisciplinarity and use of resources.
Student Outcomes Assessment

Concentration in Spanish

Department of Languages, Literatures & Linguistics

Academic Year 2001-2002

Result of Student Questionnaires

Incoming Majors and Minors Questionnaire (21 responses)

The results of the questionnaires indicate that students are taking Spanish classes because they believe that it will make them more marketable in many fields of endeavor. In general, students were satisfied with the placement procedure and with the friendly reception which they received in the Department of Languages, Literatures & Linguistics. They found language study at the college level much more challenging than in high school, but they seemed to be satisfied with the fairness of the faculty in evaluating their performance. One problem seems to be the assignment of advisors for students who declared Spanish as a minor concentration.

Midpoint Majors and Minors Questionnaire (3 responses)

The major problem with the Midpoint Questionnaire is that few students at this level turned it in. Those few students who responded seemed to be satisfied with their course work, but found that the advisement process was somewhat deficient. They also indicated that they did not attend meeting for majors and minors, either because they were unaware of them or could not attend them. They also believed that their could be an improvement in advisement for career options available to them.

Exiting Majors and Minors Questionnaire (2 responses)

The major problem with the Exiting Questionnaire is that no minors responded, and only two majors responded. The two majors who responded were uniformly positive in their evaluation of the program. Both praised the variety and academic seriousness of their coursework and indicated that they had improved greatly in their mastery of the four major skills areas – comprehension, speaking, reading and writing. They also mentioned that they had derived great benefit from their study of Hispanic culture. The faculty were praised both for their work in instruction and advisement.
Assessment Results

Spanish Undergraduate Concentration (2001-2002)

The following program results are based on the portfolio assessments of 4 Spanish majors at the intermediate stage of their major program (24 credit hours) and 7 Spanish majors at the conclusion of their major program (39 credit hours).

The portfolio evaluations of the students in the intermediate stages of study yield the following results:

1. Listening Comprehension - 3 3 3 3 = 3
   Four students were evaluated. The evaluations were ranked as excellent.

2. Speaking - 2 2 3 2 = 2.25
   The results in this category were good

3. Reading - 3 2 3 3 = 2.75
   The results in this category were excellent.

4. Writing - 3 2 2 2 = 2.25
   The ranking for this category was good.

5. Critical Thinking - 3 2 3 3 = 2.75
   The ranking for this category was excellent.

6. Grammar - 3 2 3 3 = 2.75
   The ranking for this category was excellent. This is an improvement the past two years.

7. Translation - 3 3 3 3 = 3
   All of the students in this category were ranked as excellent.

8. Cultural Awareness - 3 2 3 3 = 2.75
   This category was ranked as excellent, an improvement over 2000-2001 when it was ranked as good.

9. Interdisciplinarity - 3 3 3 3 = 3
   This category was ranked as excellent, a great improvement over 2000-2001. This was the area of greatest improvement. In 2000-2001 it was ranked as average.

10. Resources - 3 3 3 3 = 3
    This area, ranked as excellent, also showed an improvement over 2001-2002.
The portfolio evaluation of students at the end of this studies yield the following results:

1. Listening Comprehension = 3 3 3 = 3
   This area was ranked as excellent.

2. Speaking = 3 3 2 = 2.66
   This area was ranked as very good, an improvement from 2000-2001 when it was ranked as above average.

3. Reading = 3 3 3 = 3
   Students’ reading skills continued to be ranked as excellent.

4. Writing = 3 3 3 = 3
   Students’ writing skills continued to be ranked as excellent.

5. Critical Thinking = 2 2 3 = 2.33
   Students continued to be ranked as good in this area.

6. Grammar = 2 3 3 = 2.66
   The ranking in this area improved from good in 2001-2002 to excellent.

7. Translation = 3 3 3 = 3
   The ranking in this area improved from good in 2001-2002 to excellent.

8. Cultural Awareness = 3 3 3 = 3
   This was the area of greatest improvement from 2001-2002, when students were ranked as above average.

9. Interdisciplinarity = 3 3 3 = 3
   This area also showed marked improvement from 2001-2002 when two students were ranked as poor.

10. Resources = 3 3 3 = 3
    The excellent ranking in this area shows that the program continues to function well in the use of resources.

This is the third portfolio evaluation that has been carried out for the Spanish concentration. Changes in the program resulting from previous assessments have been positively received by the students. Problems with the advisement of minors continue, mainly due to the fact that minors do not have to consult with Spanish advisors in order to enroll.
Student Outcomes Assessment

Spanish Program

Department of Languages, Literatures and Linguistics

Academic Year 2000-2001

Results of Student Questionnaires

Incoming Majors and Minors Questionnaire

The results of the questionnaire were uniformly positive. Students indicated that they enjoyed the pleasant atmosphere of the small classes as well as the accessibility of the professors. They were impressed by the fact that professors spoke almost exclusively in Spanish, something which appeared to be different from their high school experiences. They also felt that they were placed in the proper level for further language study.

Midpoint Majors and Minors Questionnaire

The results of the questionnaire were mostly positive. The majority of the students ranked the advising process as excellent, although several felt that there could be improvement in career advising. All students were satisfied with the initial placement procedure and all indicated a desire to remain in the program. Courses which were listed as being particularly helpful were culture, literature and business Spanish, although one student felt that the course in business Spanish should not be a requirement. Most students felt that they needed more work in such areas as conversation, translation and phonetics.

Exiting Majors and Minors Questionnaire

The results of the questionnaire were overwhelmingly positive. Students indicated that they had learned a great deal about the target language and culture, and that they had good preparation for jobs in countries where the target language is spoken. They were uniform in the praise of the fact that courses were held in Spanish. Faculty were described in glowing terms as wonderful instructors and advisers with a caring attitude towards their students. Several students emphasized their appreciation of courses dealing with literary analysis. One student, who had participated in a study-abroad experience, felt grateful for the fact the program had given her fluency and confidence in Spanish.

The most negative comment was that there was not enough emphasis on grammatical instruction and phonetics in the program. Several students also indicated that they felt insecure in their conversational abilities.
Student Outcomes Assessment

M.A. in Linguistics/TESL

Department of Languages, Literatures, and Linguistics

Academic Years 2001-2003

Result of Student Questionnaires

Incoming Graduate Student Questionnaire (9 respondents)

The results of the questionnaires indicate that students chose to attend ISU mainly because of the small class sizes, TA-ships, and cheap tuition. Everyone was satisfied with the advising, and the friendly, close-knit atmosphere in the department impressed them. Some had problems adjusting to the American university system, but most had no major problems in beginning their studies. Most plan to become teachers, and some are considering pursuing a Ph.D.

Midpoint Graduate Student Questionnaire (3 respondents)

At the midpoint of their studies, students report their instruction and teaching materials as effective/good to excellent/very effective. Their advising has been very effective, with no suggestions for improvement. The Department is helping the students prepare for their goals and there were no suggestions for improvement.

Exit Graduate Student Questionnaire (5 respondents)

At the end of their studies, although some students suggested we could improve the program by raising admission standards, attracting more students, and making the courses more demanding, all students expressed satisfaction with the knowledge they had gained. Most plan to teach ESL/EFL; one plans to pursue a Ph.D. in the U.S. They found helpful the close-knit communication with the professors, learning various teaching methods and current issues, and doing presentations and research projects. Areas that might be improved upon are problems in research methods; practical information on language teaching, such as how to create lesson plans or plan a curriculum; and the addition of a longer teaching practicum. Students were engaged outside the classroom especially in the LLL student group.

Graduate Student Portfolios

The Fall 2003 incoming class is the first class to be required to create portfolios. Instructions were given to them at the orientation session for new students.
Student Outcomes Assessment

Concentration in Spanish

Department of Languages, Literatures & Linguistics

Academic Year 2002-2003

Result of Student Questionnaires

Incoming Majors and Minors Questionnaire (1 response)

The results of the questionnaire indicates that the respondent, a transfer student, attended either the ISU Foreign Language Day or the ISU Summer Honors Program and that this experience influenced the student's decision to pursue more specialized study in the field. The student was impressed by the quality of instruction and by the assistance received from the Spanish faculty during the first weeks of the semester. Few students at this level took the trouble to respond to the questionnaire.

Midpoint Majors and Minors Questionnaire (5 responses)

The results of the questionnaire indicate that students were extremely positive in their evaluation of the quality of instruction. Advisement was also uniformly praised. Several suggestions included a small career fair for the department, more detailed planning of personal schedules and more work with tapes, C.D.s and visual materials in the classes.

Exiting Majors and Minors Questionnaire (3 responses)

The majors and minors who responded were uniformly positive in their evaluation of the program. Both praised the variety and academic seriousness of their coursework and indicated that they had improved greatly in their mastery of the four major skills areas—comprehension, speaking, reading and writing. They also mentioned that they had derived great benefit from their study of Hispanic culture and literature. The faculty were praised both for their work in instruction and advisement. One student felt that there should be a greater variety of courses offered and that the literature courses should focus more on the literature of the present. All students expressed some frustration about their speaking ability, but there was a consensus that this needs to be addressed by further study abroad.

Incoming Graduate Students (1 response)

The student decided to enroll at Indiana State University, because it was the best option in Terre Haute. The student was extremely positive about the advisement process and seemed to express the feeling that the program would be helpful in the student's career goals of dealing with literature as a critic and/or as a creative writer.
Assessment Results

Spanish Undergraduate Concentration (2002-2003)

The following program results are based on the portfolio assessments of 2 Spanish majors at the beginning stage of their major program (8-10 credit hours) 1 Spanish major at the intermediate stage of the major program (25 credit hours) and 5 Spanish majors at the final stage stage of their major program.

Numerical Explanation

1= very poor
2= average
3= excellent

The portfolio evaluations of the students in the beginning stages of study yield the following results:

1. Listening Comprehension - - 2 2 = 2
   The results in this category were average

2. Speaking - - 2 1 = 1.5
   The results in this category were poor.

3. Reading - - 2 2 = 2
   The results in this category were average.

4. Writing - - 2 2 = 2
   The results in this category were average.

5. Critical Thinking - - 2 2 = 2
   The results in this category were average.

6. Grammar - - 1 1 = 1
   The results in this category were very poor.

7. Translation - - 0 0 = 0
   There was no information for this category.

8. Cultural Awareness - - 2 2 = 2
   The results in this category were average.
9. Interdisciplinarity - 0 0 = 0
   There was no information for this category.

10. Resources - 0 0 = 0
    There was no information for this category.

The portfolio evaluation of the student in the intermediate stages of study yield the following results:

1. Listening Comprehension - - 2
   This area was ranked as average.

2. Speaking - - 1
   This area was ranked as very poor.

3. Reading - - 1
   This area was ranked as very poor.

4. Writing - - 1
   This area was ranked as very poor.

5. Critical Thinking - - 2
   This area was ranked as average.

6. Grammar - - 1
   This area was ranked as very poor.

7. Translation - - 1
   This area was ranked as very poor.

8. Cultural Awareness - - 2
   This area was ranked as average.

9. Interdisciplinarity - - 2
   This area was ranked as average.

10. Resources - - 1.
    This area was ranked as very poor.

The portfolio evaluation of students at the end of their studies yield the following results:

1. Listening Comprehension - - 2 2 2 2 2 = 2.2
   This area was ranked as above average

2. Speaking - - 1 2 2 2 3 = 2
   This area was ranked as average.

3. Reading - - 2 2 2 2 3 = 2.2
   This area was ranked as above average.
4. Writing - - 1 2 1 2 2 = 1.6
   This area is ranked as below average.

5. Critical Thinking - - 2 2 3 2 2 = 2.2
   This area is ranked as above average.

6. Grammar - - 1 2 2 2 2 = 1.8
   This area is ranked as below average.

7. Translation - - 2 2 2 2 0 = 2
   This area is ranked as average.

8. Cultural Awareness - - 2 2 3 3 3 = 2.6
   This area is ranked as very good.

9. Interdisciplinarity - - 1 2 3 2 3 = 2.2
   This area is ranked as above average.

10. Resources - - 1 2 1 2 3 = 1.8
    This area is ranked as below average.

This is the fourth portfolio evaluation that has been carried out for the Spanish concentration. The results of the portfolio evaluations at all levels are markedly inferior to evaluations of previous years. The members of the Spanish faculty believe that the Spanish major program is attracting less qualified students than the minor program. Two obvious solutions are to encourage qualified minors in Spanish to become double majors and to be more aggressive in discouraging majors of mediocre ability from pursuing a major in Spanish. The discrepancy between the questionnaires and the portfolio evaluations is due to the fact that portfolios are only for majors while the questionnaires include minors.
Student Outcomes Assessment
Concentration in FRENCH
Department of Languages, Literatures & Linguistics
Academic Year 2004-2005
Results of Student Questionnaires

Incoming and Minors Questionnaire (4 responses)

Four of the 4 respondents had 4 years of French in high school, which proved to be a motivating force to continue learning French at ISU. Only 1 student out of the 4 respondents had to wait for Language Day or Summer Honor’s at ISU, suggesting that the recruitment of French minors happens on campus and in conjunction with high school French classes. Students also stated that they chose to continue their French studies due to a love of French and the benefits of using French as a professional advantage for later careers. All incoming respondents were French with Art History, History (2) and Business. This testifies to the important role that language plays with other majors/fields on campus, and the gains from such partnerships. French/Art History, French/History, should be strengthened.

Two out of the respondents stated they had accurate advising, while the other 3 stated that their advising experience was below average. Similarly, 3 out of the 4 respondents said their main “problem” was that they were placed in classes beyond their actual ability. The hope is that with a full-time regular faculty member now in place, advising will become more consistent.

Mid-Point Majors and Minors Questionnaire (5 responses)

Students rated the quality of instruction and teaching materials above average, and also cited good advising. All 5 respondents plan to remain minors and majors. They note that the courses that focus on grammar, writing and reading were the most helpful, while 2 out of the 5 respondents cited the core class, FR311, as the least helpful. While the respondents feel that their language classes are difficult, 3 out of 5 respondents said they need more work on speaking and oral proficiency, which reinforces the need to regularly offer conversation and phonetics courses.

None of the respondents have ever attended a meeting for LLL majors and minors, stating that they were unaware of such meetings. In addition, several cited a lack of communication between the faculty, the department, and the minors, notably those who were not currently taking French classes. They also all mentioned that they had no contact with faculty and/or the department in terms of possible career opportunities.

These mid-point questionnaires suggest that better communication must be maintained between faculty and majors and minors. In addition, these same majors and minors need to better integrated into the department, either through LLL 202/400, extracurricular activities or general information meetings. The French minor majors are clearly looking for greater attention as well as academic/professional development.
Portfolios are to be evaluated *in their entirety* for proficiency in the following areas. Evaluation standards are based on the criteria developed by each program for each level. An evaluation of two (2) means the portfolio demonstrates that the student meets the standard for the program area and level in that skill; one (1) the student is performing below the standard; three (3) the student is performing above the standard.

### Skill/Knowledge

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<tr>
<th>Skill/Knowledge</th>
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<tbody>
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<td>1. Listening comprehension</td>
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<td>2. Speaking</td>
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<td>3. Reading</td>
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<td>9. Demonstration of interdisciplinarity</td>
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<td>10. Use of resources</td>
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Evaluation of portfolio as a whole

Date of evaluation: __________________________
Department of Languages, Literatures and Linguistics
Student Portfolio Assessment (Undergraduate)
Portfolio Evaluation Sheet

Concentration Area: French
French
German
Spanish

Credit Hour Level: 12 24 39
(circle one)

Portfolios are to be evaluated for proficiency in the following areas. Evaluation standards are based on the criteria developed by each concentration area for each level. An evaluation of two (2) means the portfolio demonstrates that the student meets the standard for the concentration area and level in that skill; one (1) the student is performing below the standard; three (3) the student is performing above the standard.

Skill/Knowledge

1. Listening comprehension 1 2 3
2. Speaking 1 2 3
3. Reading 1 2 3
4. Writing 1 2 3
5. Critical Thinking 1 2 3
6. Grammar 1 2 3
7. Translation 1 2 3 n/a
8. Cultural Awareness 1 2 3
9. Demonstration of interdisciplinarity 1 2 3
10. Use of resources 1 2 3

Evaluation of portfolio as a whole 1 2 3