

Student Outcomes Assessment and Success Report AY2017-18

Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.

Unit/Program Name: ___ LLL - Language Studies (BA) _____ **Contact Name(s) and Email(s)** ___ Brian José = brian.jose@indstate.edu _____

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

Part 1a: Summary of Assessment Activities

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?</p>
<p>Program outcome #1: Use the tools of critical analysis, whether linguistic, cultural, or literary</p> <p>(a) Linguistic: identify elements, categories, and relations in selected or naturally occurring sets of linguistic evidence</p> <p>(b) Literary: identify genre, literary devices, movement and period</p> <p>(c) Cultural: identify social structures, cultural practices and products in their historical context"</p>	<p>(1) Assignments assessed: students' written capstone research papers (10-15 pages) and public oral presentations (10 minutes + Q&A).</p> <p>(2) From course: LLL400, <i>Senior Project for Students of Language Studies</i>. Required for all LS majors. Offered every semester.</p>	<p>We expect all students to pass these assignments, as LLL400 is a required course for the LS degree. (Their grade in LLL400 is not based solely on these assignments, but these are important components of it.) Consistent with LLL's high academic standards (minimum 2.5 GPA in the degree program), we expect that most students will earn an A or a B.</p>	<p>In 2017-2018, 8 students submitted research papers in their LLL400 language studies capstone course and gave public oral presentations of their research projects: 4 students in the fall and 4 students in the spring. (One additional student was enrolled in the course in the fall and then again in the spring but did not submit a paper or deliver a presentation either semester.)</p> <p>The median score on the students' research papers (n=8) was 92.5%, with an average score of 87.9%, a range of 68-100, and a standard deviation of 13.4. The distribution of scores in</p>	<p>LLL400 was recently changed (prior to these assessment results) from a 1-credit-hour course to a 3-credit-hour course to better reflect the amount of work required for it and to foster more frequent interactions, feedback, and scaffolding in the course.</p>

			<p>conventional ten-point intervals is shown in Figure 1.</p> <p>The median score on the students' oral presentations (n=8) was 92%, with an average score of 88.8%, a range of 70-100 and a standard deviation of 11.8. The distribution of scores in conventional ten-point intervals is shown in Figure 2.</p>	
--	--	--	--	--

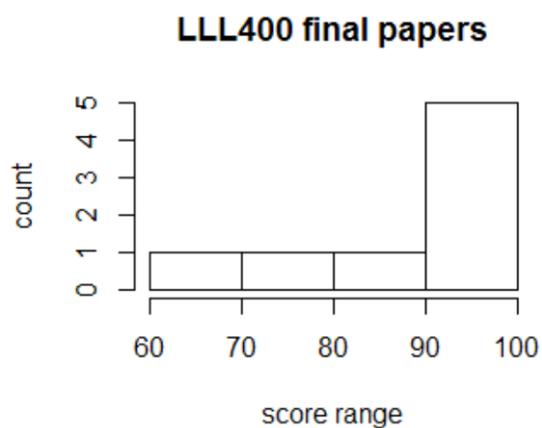


Figure 1

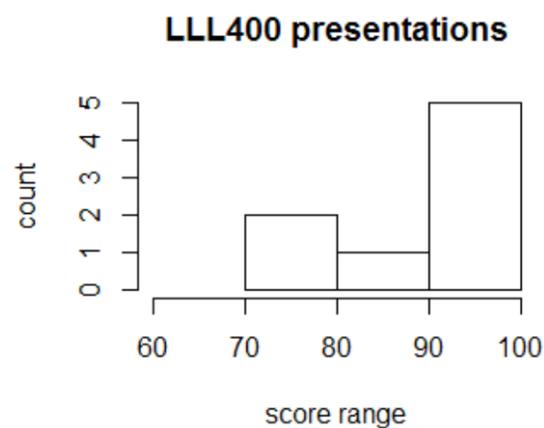


Figure 2

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Notes

- Use your outcomes library as a reference.
- Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- Identify the score or rating required to demonstrate proficiency (e.g., "Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark."
- Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark").

Part 1b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

1) These assessment tools, the LLL400 research paper and oral presentation, were chosen to assess critical analysis as the linked assignments require students to come up with a research question on a topic of their choice and then both research and analyze their topic, using primary and secondary sources. The final work ---a 10-15 page research paper and a 10-minute oral presentation--- requires students to identify key elements in language and/or culture and, importantly, to critically analyze those elements within their linguistic, cultural, and historical context. Last year, none of the research topics were *literary*; two of them were *linguistic*; the others were *cultural*. It should be noted, however, that many—if not all—of the presentations include elements from each of the three categories, making the distinctions difficult, if not artificial.

All of the students *who completed these requirements in their capstone course* (8/8 = 100%) met our department's minimal standards of acceptability (score = 60+) for both their research papers and their presentations. The vast majority of them (6/8 = 75%) earned a score of 80% or above on both their research papers and presentations (score = 80+), and a smaller majority of them (5/8= 62%) achieved the highest possible standards of excellence for both their research papers and their presentations of them (score = 90+). Despite these strong levels of achievement, it is disconcerting that 10-20% of the students failed to complete either of these requirements, depending on whether we choose to count distinct individuals (1/9=11%) or student attempts (2/10=20%). As we're dealing with the very same student in both of these instances, we believe it's more appropriate to count them once (1/9), not twice (2/10).

In spite of the recent change from a 1hr course to a 3hr course, students can still fall behind or get derailed from their research projects, which can then lead to an inability or failure to complete one or both of the assignments, to pass the course, and ultimately to complete their degree requirements. Therefore, instructors and advisors need to diligently monitor each student and catch any insufficient performances early on. We also believe that it would be informative for the department to collect DWF data for this course for assessment purposes. The n=8 students reported here are the ones who were still enrolled in LLL400 at the end of the fall and/or spring semesters; we don't have any data from or about students who might have dropped the course or withdrawn from it prior to those points.

2) For 2018-2019, our plan is to assess program outcome #2: *Demonstrate knowledge of how languages operate*.

3) Assessment information is (will be) shared with the members of the department at department meetings, where plans are announced, data is requested, and reports are provided. We have also recently started storing documents (reports, tools, etc) in a departmental *Blackboard* site where any member of the department can access and review them according to their needs.

Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
1. Enhance students' vision for their futures: up to 1/3 of our students report not knowing what they're going to do after graduation	Continue and expand invitations to discipline-specific career coaches to conduct on-campus workshops for students and advisors (faculty). D'Amico, Rider; Bakos, Rider; all faculty	Student survey in LLL400. Improvement, or the lack thereof, over time will be revealed by a longitudinal analysis of responses. Initiation of a similar survey in LLL200 would provide some short-term developmental longitudinal data. (Do students' plans become clearer between early career and late career?)	Funding these workshops is a challenge. Anecdotal comments suggest that the workshops have been well received. Success of them remains to be seen. Variable success would be a challenge and is a possibility.	Continuing, likely with new and/or different elements in the future
2. Eliminate curricular roadblocks: study abroad requirement	The LLL study abroad requirement and outcomes are being reconsidered. We voted to keep the requirement at this time, but we are rethinking the details (e.g., what "counts"). All faculty.	Longitudinal data on the number of requests to waive the study abroad requirement would provide some relevant information.	Faculty opinions of what we want students to get out of this degree requirement and (therefore) what should be allowed to satisfy it are diverse. Debates and discussion are ongoing.	Continuing
3. Explore student views of LLL200: <i>Intro to Language and Culture for Students of LLL</i> --- up to 1/4 of students report that this required course is an unhelpful part of their degree	None yet. But =>	More nuanced student survey data is needed. Do different "groups" of students view the usefulness of the course differently: LS majors vs LST majors vs minors? Do students who take it early find it more or less useful	It could be a challenge to reconcile how much we want program requirements to be influenced by student opinions, on one hand, and how much we want program requirements to be determined by faculty beliefs, on the other hand.	New

		<p>than students who take it late? Etc.</p> <p>Pooled student course evaluations (anonymized for professor) could potentially also provide some insights.</p>		
4. Increase the goodness of students' capstone projects.	<p>LLL400 students are now required to interview an LLL faculty member about the faculty member's research prior to undertaking their capstone research project. D'Amico.</p>	<p>Informal qualitative evaluations of student presentations by LLL faculty members in attendance suggest that students' work has improved and/or is improving.</p>	The evidence is anecdotal.	Continuing

Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

Part 2b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college’s assessment site in Blackboard.

In part 1 of this report, above, we saw and learned that language studies majors’ performance, at least as diagnosed by the current assessment activity, is typically strong. It also revealed, however, that some students’ performance is inevitably weaker than others and that students occasionally struggle to the point of not completing program requirements (potentially even after multiple attempts).

Looking to more standard retention and completion metrics, we also find that language studies majors are generally persistent. Over the course of the 8 years between 2009 and 2016, we’ve averaged just less than 7 new LS majors (by original department) per year. Their “success” rates, implemented in a Blue Report as retention rates and graduation rates combined, exhibit these patterns:

Over 4 years of incoming freshmen classes (2009-2012) for each of which there is a full 6 years of data, our students’ yearly average success rate (=retention+graduation) has not fallen below 48%:

Combined average “success” rates for incoming classes 2009-2012 (by original dept)	to yr 2 76% of n=25	to yr 3 60% of n=25	to yr 4 56% of n=25	to yr 5 48% of n=25	to yr 6 48% of n=25	to yr 7 52% of n=25
--	------------------------------	------------------------------	------------------------------	------------------------------	------------------------------	------------------------------

Over 8 years of incoming freshmen classes (2009-2016) for each of which there is a range of 2-6 years of data, our students’ yearly average success rate (=retention+graduation) has not fallen below 49%:

Combined average “success” rates for incoming classes 2009-2016 (by original dept)	to yr 2 67% of n=55	to yr 3 56% of n=55	to yr 4 52% of n=50	to yr 5 49% of n=45	to yr 6 50% of n=38	to yr 7 52% of n=25
--	------------------------------	------------------------------	------------------------------	------------------------------	------------------------------	------------------------------

For those who are interested in graduation rates, separately, we note that our four- and six-year graduation rates (here, also by original department for comparability) are also respectable:

4-yr cumulative graduation rate for students entering 2009-2012 = 12% (3/25)

6-yr cumulative graduation rate for students entering 2009-2012 = 44% (11/25)

4-yr cumulative graduation rate for students entering 2009-2014 = 27% (12/45)

6-yr cumulative graduation rate for students entering 2009-2014 = TBD (currently at 44% (20/45)).

While the 4yr rate for 2009-12 seems low, we note that it is unusually low, largely due to the 2010 cohort. The 4yr rate for 2009-14 is over twice as high.

Based on student performance, as assessed here, and healthy indications of student retention, persistence, and completion, we are optimistic that LS majors' degree is preparing them for their futures, whether it be in graduate school, in the workforce, or elsewhere.

Dear Brian,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: LLL – Language Studies (BA)	
Assessment Practice Overall Rating: Mature (2.125/3.00) Student Success Practice Overall Rating: Mature (2.00/3.00)	
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcome assessed is clear and specific, with good information about the differentiation between linguistic, literary, and cultural for the ways students may choose to approach their work.• Excellent choice of assignments to provide written and oral communication assessments of student critical thinking and research.• Good information about sharing results with faculty, and excellent analysis of findings. The notation about how to determine your n was helpful, as was the processing about monitoring student performance closely to ensure they are staying on track to complete the assignment and demonstrate learning.• Clear information about assessment cycle progress into the next year.	<ul style="list-style-type: none">• Additional information about the tools used to evaluate student outcome achievement would be helpful in understanding how you came to your findings. Brief descriptions or attachments of the tools (rubrics, checklists, etc.) would allow for better feedback to guide ongoing development or use of tools to yield data that can be most helpful for decision making moving forward. Since your students are performing well overall, this isn't necessarily a concern.• Consider (if not already doing so) the issue of student resources in your goal to explore the study abroad requirement, knowing that your action plan might include seeking additional resources for students in order to maintain what is important to faculty in the study abroad requirement.• For goal 4 – be clear about what “goodness” means.

- | | |
|--|--|
| <ul style="list-style-type: none">• Mostly clear goals for promoting student success matched with reasonable efforts involving multiple faculty members for putting into action.• Good partnership with career coaches, and excellent suggestion to check in with students at multiple points to understand their career interests, options, and plans. | |
|--|--|

Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included below with no notations just for your reference (the SSC did not choose to report in this way).

Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p>Student Learning Outcomes</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measureable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measureable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p>Performance Goals & Measures</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

	described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).		
Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
Sharing & Use of Results for Continuous Improvement	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>

Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped
-----------------------	---	---	--	---

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report) Unit/Program: LLL – Language Studies BA

Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
Action Steps	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
Data that Informs Progress on Each Goal/Objective	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
Assessment of Outcomes and Continuous Improvement	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
Overall Rating	<input type="checkbox"/> Undeveloped	<input type="checkbox"/> Developing	<input type="checkbox"/> Mature	<input type="checkbox"/> Exemplary