

Degree Program Name: \_\_\_\_\_ Language Studies \_\_\_\_\_ Contact Name and Email \_N. Ann Rider, ann.rider@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.

Part One

a. What learning outcomes did you assess this year?  If this is a graduate program, indicate the <b>Graduate Student Learning Outcome*</b> each outcome aligns with.	b. (1) What method(s) did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What expectations did you establish for achievement of the outcome?	d. What were the actual results?	e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?
1. Goal 5 Cultural information: locate, organize, evaluate, and meaningfully apply information about culture(2)	Random sample analysis of research paper in LLL 200 and senior thesis in LLL 400	LLL 200 expected 70% to reach Developing. LLL 400: expect 80% to show advanced or above in all four categories.	LLL 200: 10 random samples in Fall 2015 cohort. Achieved: 70-80 reached developing or above in four categories; 50% reached advanced. LLL 400: 7 random samples in Fall 2015 cohort. Not achieved: 40-60% advanced or above; highest was in cultural self-awareness (60%), 30% were still at the developing stage in 3 areas.	Rider; shared via email. Discussion will take place at August department retreat.
2.				
3.				

\* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

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

- a. Use your outcomes library as a reference.
- b. 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 outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- c. 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."

**Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University**

Degree Program: BA in Language Studies Date: 8.23.16

	<b>Level 0 – Undeveloped</b>	<b>Level 1 – Developing</b>	<b>Level 2 – Mature</b>	<b>Level 3 – Exemplary</b>
<b>1. Student Learning Outcomes</b>	<input type="checkbox"/> No outcomes were identified.  <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified.  <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes.  <input type="checkbox"/> A Curriculum Map was provided.	<input checked="" type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes.  <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals.  <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed.  <input checked="" type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program-level outcomes that span multiple learning domains.  <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals.  <input type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization).  <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.)  <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders.  <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.

				<input type="checkbox"/> Two or more outcomes were assessed in this cycle.
<b>2. Measures &amp; Performance Goals</b>	<input type="checkbox"/> No measures are provided.  <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.  <input type="checkbox"/> Measures are primarily indirect.  <input type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.  <input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.	<input checked="" type="checkbox"/> At least one direct measure was provided for each outcome.  <input checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.  <input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes.  <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified.  <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.	<input type="checkbox"/> Multiple measures were provided, and a majority are direct.  <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.  <input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes.  <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.  <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.  <input type="checkbox"/> Measures assess some <a href="#">high impact practices</a> (internships, capstone course projects, undergraduate research, etc.)  <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.  <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided that

				<p>demonstrate that the measure provides clear evidence of what students know/can do.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.</p>
<b>3. Results</b>	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected and analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input checked="" type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input checked="" type="checkbox"/> Students are achieving some of the performance standards expected of them.</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.</p>
<b>4. Engagement &amp; Improvement</b>	<p><input type="checkbox"/> No one is assigned responsibility for assessing individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements</p>	<p><input checked="" type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p>	<p><input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input checked="" type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about</p>	<p><input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust</p>

	<p>(planned or actual) are identified.</p> <p><input type="checkbox"/> No reflection is offered about previous results or plans.</p>	<p><input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results.</p> <p><input type="checkbox"/> Little reflection is offered about previous results or plans.</p>	<p>the results of assessment.</p> <p><input checked="" type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.</p> <p><input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.</p>	<p>activities, performance goals, outcomes, etc. according to established timelines.</p> <p><input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <p><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input type="checkbox"/> Assessment is integrated with teaching and learning.</p>
<b>Overall Rating</b>	<input type="checkbox"/> <b>Level 0 – Undeveloped</b>	<input checked="" type="checkbox"/> <b>Level 1 - Developing</b>	<input type="checkbox"/> <b>Level 2 – Mature</b>	<input type="checkbox"/> <b>Level 3 – Exemplary</b>

## COMMENTS

### Strengths, Concerns, Recommendations for Improvement

Please provide next year's report as a Word document so that I easily can append the rubric and comments. Also, feel free to combine this report and that for the teaching program (once you have data to report for the latter).

#### 1. Learning Outcomes

The program assessed one clear, measurable outcome this past year. (Note: The outcomes listed in the report for the teaching program are incomplete—but those in the Outcomes Library generally are fine.)


#### 2. Measures & Performance Goals

No details were provided about the research papers used to assess student performance. In next year's report, please offer a brief description to make it clear that the measures are appropriate to their related outcome.

#### 3. Results

The report indicates that students met standards set for one measure but not the other, and while numerical results for the small sample are clearly detailed, there is no information about what the results mean: What do students know/do well (and less well)? What does the rubric assess? How are levels of achievement determined? Please include additional discussion about results in Part Two.

#### 4. Engagement & Improvement

One faculty member is responsible for collecting, analyzing, and sharing results at an  retreat. I look forward to learning more about the resulting conversation, particularly as it pertains to improving student performance at the 400-level. Overall, are students achieving the program's outcomes?

- d. 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).
- e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

## Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students’ learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator’s feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

*If you would like to reference any supporting materials (departmental meeting minutes, detailed assessment results, etc.), please provide the URL at which they can be found.*

### Discussion of outcomes for Goal 5 analysis

1. The results for the LLL 200 assessment were expected. Since juniors and seniors frequently enroll in LLL 200 (even though it was designed as a introductory course), it is not surprising that some students come to the class with research skills beyond the developmental stage (50-60 % advanced). The assignment was designed to introduce students to resources and writing in Language Studies disciplines.

Results for LLL 400 should be seen as preliminary (only 7 samples) and should be compared longitudinally. The data show a clear bifurcation of students reaching mastery in the research goals (57%) and those who have only reached developing (42%). However, several of the students in this cohort took LLL 200 before the addition of the research paper component. Therefore, they did not have exposure to early research methods development.

Results in cultural competency require reevaluation to check rater reliability. Since this is the first time we have used the rubric, we need to develop consensus on what meets the mastery level.

2. The research assignment in LLL 200 was added in 2014 in order to address outcomes for Goal 5. More reliable data for LLL 400 will be available once everyone in the cohort has participated in the research component of LLL 200 prior to LLL 400.

3. Suggest that the Assessment Committee assess random samples in 2016 in both LLL 200 and LLL 400 to check rater reliability. During the August faculty retreat, faculty will determine the assessment plan for 2016-2017. Since the department will undergo program review in 2016-2017, a review of programmatic outcomes will take place. Potential for revisions by 2017.