

Degree Program Name: Language Studies Contact Name(s) and Email(s) 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. Templates are available on the [assessment website](#).

Part One: Summary of Assessment Activities

a. What learning outcomes did you assess this year? If this is a graduate program, identify the Graduate Student Learning Outcome* each outcome aligns with.	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?	c. What were your expectations for student performance?	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. Outcome 3: Communicate in one or more languages	1. Avant STAMPs proficiency exam. 2). LLL 400. Assessment based on ACTFL benchmarks	Reading: 75% interm. high or above Writing: 50 % interm. high or above Listening: 75% interm high or above. Speaking: 50 % interm. high or above.	Reading: 85% interm. high or above Writing: 46% interm. high or above Listening: 77% interm. high or above Speaking: 31% interm. high or above	Assessment committee; Discussion will take place in August faculty 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

- 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").
- 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: Engagement and 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) the changes you have made or will make in response to these discoveries and/or the coordinator's feedback; and 3) what your assessment plan will focus on in the coming year.

1. This snap-shot of four primary skills assessment using one measure indicates that increases in active skills are mixed. French and German do not have enough data for solid analysis individual language analysis. Passive skills continue to exceed expectations. Active skills continue to pose challenges. Speaking skills do not meet expectations as a whole, but 64% test at intermediate mid, suggesting the jump from mid to high needs to be addressed more directly.
2. Dr. Melanie D'Amico's research on study abroad being completed during spring 2017 sabbatical will inform decisions to be made in fall about study abroad as a requirement. Since the department is in the middle of program review, and similar testing data was assessed as part of the self-study, the department will be looking at specific study abroad programs, pre-departure orientation, and faculty expectations for student gains during study abroad.
3. Focus for next year will depend on the final report from external reviewers and the department's response. That report will not be available until November.

Please provide this report to your dean 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.

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

Degree Program: BA in Language Studies Date: 01/19/18

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes were identified. <input type="checkbox"/> No Curriculum Map was provided.	<input checked="" 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 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 important, 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.
2. Measures & Performance Goals	<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"/> Performance goals are identified, but they are unclear or inappropriate. <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.	<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 checked="" type="checkbox"/> Clear and appropriate standards for performance are identified. <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes. <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam	<input type="checkbox"/> Multiple measures were employed, and most are direct. <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <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"/> Some measures allow performance to be gauged over time, not just in a single

			keys, etc.) were provided.	<p>course.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do.</p> <p><input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p>
3. Results	<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</p>	<p><input type="checkbox"/> Some data are being collected and analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and</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>provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p>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>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"/> 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>
<p>4. Engagement & Improvement</p>	<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 (planned or actual) are identified.</p> <p><input type="checkbox"/> No reflection is offered about previous results or plans.</p>	<p><input 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 checked="" type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results.</p> <p><input checked="" type="checkbox"/> Little reflection is offered about previous results or plans.</p>	<p><input checked="" 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 type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.</p> <p><input 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><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 goals and implement plans to adjust activities, expectations, 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>

				<input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment. <input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website. <input type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input checked="" type="checkbox"/> Level 1 - Developing	<input type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

The department, which completed a program review this year, assessed one very broad outcome using the Avant STAMPS proficiency exam and standards set by the ACTFL. An unknown number of students met the standards for two of the four objectives (reading and listening). No specific action plans were identified to help improve students' scores in writing and speaking. But the program is considering making study abroad a requirement if there is evidence that it will lead to performance gains.

Thank you for submitting your 2017 Student Learning Summary Report!