

# **Program Outcomes Assessment**

**MA in TESL/Language Studies**

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## **General Information (Program Outcomes Assessment)**

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## Standing Requirements

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### 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

#### CGPS Assurance of Learning - MA in TESL/Language Studies

##### CGPS Student Learning Goals

Outcome	Mapping
Students demonstrate professional communication proficiencies.	No Mapping
Students engage in and meaningfully contribute to diverse and complex communities and professional environments.	No Mapping
Students recognize and act on professional and ethical challenges that arise in their field or discipline.	No Mapping
Students achieve mastery of the knowledge required in their discipline or profession.	No Mapping
Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.	No Mapping

#### M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

##### 1. Communication

Oral and written communication skills relevant to one's program of study.

Outcome	Mapping
Conversation Able to participate effectively in most formal and informal conversations on practical, social, professional and abstract topics.	No Mapping
Oral Discourse Strategies Uses proficient discourse strategies and comprehensible grammar and pronunciation.	No Mapping

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Written Discourse Strategies	No Mapping
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Uses appropriate discourse strategies and grammar in professional writing.

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## 2. Critical Thinking

Demonstrates analytical and writing skills relevant to understanding the underlying natures of language and culture. .

Outcome	Mapping
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Analysis	No Mapping
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Can summarize and offer cogent critiques of published or oral scholarly presentations, including evaluation of the connectedness of data and evidence to the presented argument.

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Writing	No Mapping
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Writes from an argumentative stance (thesis), not merely descriptively.

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## 3. Cultural Awareness

Exposure to diversity and multi-culturalism.

Outcome	Mapping
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Evidence	No Mapping
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Shows evidence of this interest in participation in Mentoring Group or in group presentations composed of diverse members.

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## 4. Resources

Demonstrates ability to use appropriate resources such as library, interlibrary loan and the electronic media in order to successfully complete course work requirements and produce significant research projects and/or thesis.

Outcome	Mapping
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Demonstrates Appropriate Resources	No Mapping
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## Curriculum Map

### Active Curriculum Maps

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 **LLL MA Curriculum Map** (See appendix)

**Alignment Set:** M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

**Created:** 09/09/2011 5:40:56 pm CDT

**Last Modified:** 09/30/2011 9:22:07 am CDT

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## Communication of Outcomes

The learning outcome are posted on the web site under Academic Programs. The are also posted on the Blackboard site for LLL600. Students are also made aware of the learning outcomes through information provided at the beginning of their final semester when they are provided information about the comprehensive exam.

## Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

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### Archive

#### File Attachments:

1. **asl matrix.docx** (See appendix)
2. **LLL Graduate Program Review 2008-2012 October 22 2013.docx** (See appendix)
3. **MA Assessment program changes 2009-2011** (See appendix)
4. **MA portfolio assessment 2007-2008** (See appendix)
5. **MA Portfolion assessment spring 04** (See appendix)
6. **MA survey 2013 report with graphs.docx** (See appendix)
7. **Portfolio forms** (See appendix)  
outcomes and check sheet for portfolio assessment program.
8. **Sample Spanish Comp Pass** (See appendix)  
Sample Spanish Comprehensive exam

## 2009-2010 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

##### 1. Communication

Oral and written communication skills relevant to one's program of study.

###### Converssation

Able to participate effectively in most formal and informal conversations on practical, social, professional and abstract topics.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:** oral and written exams

**Target:**

**Implementation Plan (timeline):** Exams are already in place. Using "plan" to input findings.

**Responsible Individual(s):**

###### Discourse Strategies

Able to support opinions and hypothesize using native-like discourse strategies.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:** oral and written exams

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

##### 2. Crticial Thinking

Demonstrates analytical and argumentative skills relevant to understanding the underlying natures of language and culture. .

###### Analysis

Can summarize and offer cogent critiques of published or oral scholarly presentations, including evaluation of the connectedness of data and evidence to the presented argument.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:** oral and written exam

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

###### Writing

Writes from an argumentative stance (thesis), not merely descriptively.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:** oral and written exam

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**



### 3. Cultural Awareness

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism.

#### Evidence

Shows evidence of this interest in presentations and research projects.

▼ **Measure:** MA culminating experience  
Direct - Student Artifact

**Details/Description:** student video presentation

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

#### Demonstration

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism. Shows evidence of this interest in presentations and research projects.

▼ **Measure:** MA culminating experience  
Direct - Student Artifact

**Details/Description:** student video presentation

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

### 4. Logical Argumentation

Demonstrates ability to synthesize knowledge and construct a logical argument.

#### Evidence

Shows evidence of interest in presentations and research projects.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:** oral and written exam

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

### 5. Resources

Demonstrates ability to use appropriate resources such as library, interlibrary loan and the electronic media in order to successfully complete course work requirements and produce significant research projects and/or thesis.

#### Demonstrates Appropriate Resources

▼ **Measure:** MA culminating experience  
Direct - Student Artifact

**Details/Description:** student research paper

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

## Assessment Findings

### Finding per Measure

### M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

## 1. Communication

Oral and written communication skills relevant to one's program of study.

### Conversations

Able to participate effectively in most formal and informal conversations on practical, social, professional and abstract topics.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:** oral and written exams

**Target:**

**Implementation Plan (timeline):** Exams are already in place. Using "plan" to input findings.

**Responsible Individual(s):**

**Findings** for MA culminating experience

**Summary of Findings:** 90% passed

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

### Discourse Strategies

Able to support opinions and hypothesize using native-like discourse strategies.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:** oral and written exams

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for MA culminating experience

**Summary of Findings:** 90% passed

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

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

**revise measurement descriptions**  
(Action Plan; 2010-2011 Assessment Cycle)

## 2. Critical Thinking

Demonstrates analytical and argumentative skills relevant to understanding the underlying natures of language and culture. .

### Analysis

Can summarize and offer cogent critiques of published or oral scholarly presentations, including evaluation of the connectedness of data and evidence to the presented argument.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:** oral and written exam

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for MA culminating experience

**Summary of Findings:** 90% passed  
**Results:** Target Achievement: Exceeded  
**Recommendations :**  
**Reflections/Notes :**

**Writing**

Writes from an argumentative stance (thesis), not merely descriptively.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:** oral and written exam

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for MA culminating experience

**Summary of Findings:** 90% passed  
**Results:** Target Achievement: Exceeded  
**Recommendations :**  
**Reflections/Notes :**

**3. Cultural Awareness**

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism.

**Evidence**

Shows evidence of this interest in presentations and research projects.

▼ **Measure:** MA culminating experience  
Direct - Student Artifact

**Details/Description:** student video presentation

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for MA culminating experience

**Summary of Findings:** 80% passed  
**Results:** Target Achievement: Met  
**Recommendations :**  
**Reflections/Notes :**

### Demonstration

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism. Shows evidence of this interest in presentations and research projects.

▼ **Measure:** MA culminating experience  
Direct - Student Artifact

**Details/Description:** student video presentation

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for MA culminating experience

**Summary of Findings:** 80% passed

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

## 4. Logical Argumentation

Demonstrates ability to synthesize knowledge and construct a logical argument.

### Evidence

Shows evidence of interest in presentations and research projects.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:** oral and written exam

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for MA culminating experience

**Summary of Findings:** 90% passed

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

## 5. Resources

Demonstrates ability to use appropriate resources such as library, interlibrary loan and the electronic media in order to successfully complete course work requirements and produce significant research projects and/or thesis.

### Demonstrates Appropriate Resources

▼ **Measure:** MA culminating experience  
Direct - Student Artifact

**Details/Description:** student research paper

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

### Findings for MA culminating experience

**Summary of Findings:** 90% passed

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

### Overall Recommendations

March 7, 2009

Evaluation of portfolios determines that the MA exams were a better assessment of the Learning Outcomes than the portfolios. The Graduate Committee decided to eliminate portfolios but keep the three-part exam: content, writing, and speaking. Students will continue to submit videotapes of a presentation.

### Overall Reflection

*No text specified*

### Action Plan

#### Actions

### Status Report

#### Action Statuses

#### Status Summary

*No text specified*

#### Summary of Next Steps

*No text specified*

## 2010-2011 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

##### 1. Communication

Oral and written communication skills relevant to one's program of study.

###### Conversations

Able to participate effectively in most formal and informal conversations on practical, social, professional and abstract topics.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:** oral and written exam

**Target:**

**Implementation Plan (timeline):** measures already in place. Using "plan" to input findings.

**Responsible Individual(s):**

###### Discourse Strategies

Able to support opinions and hypothesize using native-like discourse strategies.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

##### 2. Critical Thinking

Demonstrates analytical and argumentative skills relevant to understanding the underlying natures of language and culture. .

###### Analysis

Can summarize and offer cogent critiques of published or oral scholarly presentations, including evaluation of the connectedness of data and evidence to the presented argument.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

###### Writing

Writes from an argumentative stance (thesis), not merely descriptively.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

### 3. Cultural Awareness

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism.

#### Evidence

Shows evidence of this interest in presentations and research projects.

▼ **Measure:** MA culminating experience  
 Direct - Student Artifact

**Details/Description:** student video presentation

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

#### Demonstration

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism. Shows evidence of this interest in presentations and research projects.

▼ **Measure:** MA culminating experience  
 Direct - Student Artifact

**Details/Description:** student video presentation

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

## Assessment Findings

### Finding per Measure

### M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

#### 1. Communication

Oral and written communication skills relevant to one's program of study.

#### Conversationsation

Able to participate effectively in most formal and informal conversations on practical, social, professional and abstract topics.

▼ **Measure:** MA culminating experience  
 Direct - Exam

**Details/Description:** oral and written exam

**Target:**

**Implementation Plan (timeline):** measures already in place. Using "plan" to input findings.

**Responsible Individual(s):**

**Findings** for MA culminating experience

**Summary of Findings:** 93% pass

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

#### Discourse Strategies

Able to support opinions and hypothesize using

▼ **Measure:** MA culminating experience  
 Direct - Exam

native-like discourse strategies.

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

**Findings** for MA culminating experience

**Summary of Findings:** 93% pass  
**Results:** Target Achievement: Exceeded  
**Recommendations :**  
**Reflections/Notes :**

## 2. Critical Thinking

Demonstrates analytical and argumentative skills relevant to understanding the underlying natures of language and culture. .

### Analysis

Can summarize and offer cogent critiques of published or oral scholarly presentations, including evaluation of the connectedness of data and evidence to the presented argument.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

**Findings** for MA culminating experience

**Summary of Findings:** 93 % pass  
**Results:** Target Achievement: Exceeded  
**Recommendations :**  
**Reflections/Notes :**

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

**revise measurement descriptions**  
(Action Plan; 2010-2011 Assessment Cycle)

### Writing

Writes from an argumentative stance (thesis), not merely descriptively.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

**Findings** for MA culminating experience

**Summary of Findings:** 93 % pass



**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

### 3. Cultural Awareness

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism.

#### Evidence

Shows evidence of this interest in presentations and research projects.

▼ **Measure:** MA culminating experience  
Direct - Student Artifact

**Details/Description:** student video presentation

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for MA culminating experience

**Summary of Findings:** 100% pass

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

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

**revise measurement descriptions**  
(Action Plan; 2010-2011 Assessment Cycle)

#### Demonstration

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism. Shows evidence of this interest in presentations and research projects.

▼ **Measure:** MA culminating experience  
Direct - Student Artifact

**Details/Description:** student video presentation

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for MA culminating experience

**Summary of Findings:** 100 % pass

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

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

**revise measurement descriptions**  
(Action Plan; 2010-2011 Assessment Cycle)

### Overall Recommendations

Jan. 15, 2010

Experiential Learning requirement discussed in committee.  
Mentoring Groups are experiential in some way, but do not fulfill the culminating experience requirement.

January 15, 2011

Committee decides to add teaching component as the experiential part of the culminating experience. Culminating Experience will now have four parts: Content, Writing, Speaking, Teaching. All students with TAships will have fulfilled the requirement. Students without TAships will be given teaching experience in ESL 103A or ESL 103B in their final semester.

## Overall Reflection

*No text specified*

## Action Plan

### Actions

## M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

### 1. Communication

Oral and written communication skills relevant to one's program of study.

#### Discourse Strategies

Able to support opinions and hypothesize using native-like discourse strategies.

#### ▼ Action: revise measurement descriptions

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

##### **Findings for MA culminating experience**

(Assessment Plan and Assessment Findings; 2009-2010 Assessment Cycle)

**Summary of Findings:** 90% passed

**Action Details:** revise assessment plan so that more specific tools are identified.

**Implementation Plan (timeline):** fall 2011

**Key/Responsible Personnel:** Graduate Program faculty

**Measures:**

**Resource Allocations:**

**Priority:**

### 2. Critical Thinking

Demonstrates analytical and argumentative skills relevant to understanding the underlying natures of language and culture. .

#### Analysis

Can summarize and offer cogent critiques of published or oral scholarly presentations, including evaluation of the connectedness of data and evidence to the presented argument.

#### ▼ Action: revise measurement descriptions

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

##### **Findings for MA culminating experience**

(Assessment Plan and Assessment Findings; 2010-2011 Assessment Cycle)

**Summary of Findings:** 93 % pass

**Action Details:** revise assessment plan so that more specific measures are identified.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:** Graduate Program faculty

**Measures:**

**Resource Allocations:**

**Priority:**

**Writing**

*No actions specified*

Writes from an argumentative stance (thesis), not merely descriptively.

**3. Cultural Awareness**

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism.

**Evidence**

Shows evidence of this interest in presentations and research projects.

▼ **Action:** revise measurement descriptions

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

**Findings for MA culminating experience**

(Assessment Plan and Assessment Findings; 2010-2011 Assessment Cycle)

**Summary of Findings:** 100% pass

**Action Details:** revised assessment plan so that more specific measurement tools are identified

**Implementation Plan (timeline):**

**Key/Responsible Personnel:** Graduate Program faculty

**Measures:**

**Resource Allocations:**

**Priority:**

**Demonstration**

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism. Shows evidence of this interest in presentations and research projects.

▼ **Action:** revise measurement descriptions

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

**Findings for MA culminating experience**

(Assessment Plan and Assessment Findings; 2010-2011 Assessment Cycle)

**Summary of Findings:** 100 % pass

**Action Details:** revise assessment plan so that measurement tools are identified and outcomes are in line with tools.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:** Graduate Program faculty.

**Measures:**

**Resource Allocations:**

Priority:

## ◆ Status Report

### Action Statuses

## M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

### 1. Communication

Oral and written communication skills relevant to one's program of study.

#### Discourse Strategies

Able to support opinions and hypothesize using native-like discourse strategies.

#### ▼ Action: revise measurement descriptions

**Action Details:** revise assessment plan so that more specific tools are identified.

**Implementation Plan (timeline):** fall 2011

**Key/Responsible Personnel:** Graduate Program faculty

**Measures:**

**Resource Allocations:**

**Priority:**

**Status** for revise measurement descriptions

**Current Status:** Completed

**Resource Allocation(s) Status:** Outcomes revised and specific measurements identified.

**Next Steps/Additional Information:**

### 2. Critical Thinking

Demonstrates analytical and argumentative skills relevant to understanding the underlying natures of language and culture. .

#### Analysis

Can summarize and offer cogent critiques of published or oral scholarly presentations, including evaluation of the connectedness of data and evidence to the presented argument.

#### ▼ Action: revise measurement descriptions

**Action Details:** revise assessment plan so that more specific measures are identified.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:** Graduate Program faculty

**Measures:**

**Resource Allocations:**

**Priority:**

**Status** for revise measurement descriptions

**Current Status:** Completed

**Resource Allocation(s) Status:** Outcomes revised and specific tools identified.

**Next Steps/Additional Information:**

**Writing**

*No actions specified*

Writes from an argumentative stance (thesis), not merely descriptively.

**3. Cultural Awareness**

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism.

**Evidence**

Shows evidence of this interest in presentations and research projects.

▼ **Action:** revise measurement descriptions

**Action Details:** revised assessment plan so that more specific measurement tools are identified

**Implementation Plan (timeline):**

**Key/Responsible Personnel:** Graduate Program faculty

**Measures:**

**Resource Allocations:**

**Priority:**

**Status** for revise measurement descriptions

**Current Status:** Completed

**Resource Allocation(s) Status:** Outcomes revised and specific measurements identified.

**Next Steps/Additional Information:**

**Demonstration**

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism. Shows evidence of this interest in presentations and research projects.

▼ **Action:** revise measurement descriptions

**Action Details:** revise assessment plan so that measurement tools are identified and outcomes are in line with tools.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:** Graduate Program faculty.

**Measures:**

**Resource Allocations:**

**Priority:**

**Status** for revise measurement descriptions

**Current Status:** Completed

**Resource Allocation(s) Status:** Outcomes revised and specific measurements identified for 2011.

**Next Steps/Additional Information:**

### Status Summary

*No text specified*

### Summary of Next Steps

*No text specified*

## 2011-2012 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

##### 1. Communication

Oral and written communication skills relevant to one's program of study.

###### Oral Discourse Strategies

Uses proficient discourse strategies and comprehensible grammar and pronunciation.

▼ **Measure:** Video Presentation  
Direct - Student Artifact

**Details/Description:** passing oral presentation (video) portion of MA culminating experience

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

###### written discourse strategies

Uses appropriate discourse strategies and grammar in professional writing.

▼ **Measure:** writing  
Direct - Exam

**Details/Description:** Passing written portion of master's exam. Assessment includes comparison of diagnostic writing assessment and exam.

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

##### 2. Critical Thinking

Demonstrates analytical and writing skills relevant to understanding the underlying natures of language and culture. .

###### Analysis

Can summarize and offer cogent critiques of published or oral scholarly presentations, including evaluation of the connectedness of data and evidence to the presented argument.

▼ **Measure:** LLL 607  
Direct - Other

**Details/Description:** "B" grade or better in LLL 607

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

###### Writing

Writes from an argumentative stance (thesis), not merely descriptively.

▼ **Measure:** Writing  
Direct - Exam

**Details/Description:** Passing written portion of MA Culminating Experience

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**4. Resources**

Demonstrates ability to use appropriate resources such as library, interlibrary loan and the electronic media in order to successfully complete course work requirements and produce significant research projects and/or thesis.

**Demonstrates Appropriate Resources**

▼ **Measure:** LLL 607 Term Paper  
Direct - Student Artifact

**Details/Description:** LLL 607 term paper demonstrates appropriate use of resources.

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

 **Assessment Findings**

**Finding per Measure**

**M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes**

**1. Communication**

Oral and written communication skills relevant to one's program of study.

**Oral Discourse Strategies**

Uses proficient discourse strategies and comprehensible grammar and pronunciation.

▼ **Measure:** Video Presentation  
Direct - Student Artifact

**Details/Description:** passing oral presentation (video) portion of MA culminating experience

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for Video Presentation**


**Summary of Findings:** 19 Total completed, 19 passed (2 weak)

**Results:** Target Achievement: Met

**Recommendations :** maintain video presentation; require faculty evaluation in weak cases.

**Reflections/Notes :**

**Substantiating Evidence:**

 MA assessment results aggregate 2011-2012 (Word Document (Open XML)) (See appendix)

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

**Video review**

(Action Plan; 2011-2012 Assessment Cycle)

**written discourse strategies**

Uses appropriate discourse strategies and grammar in professional writing.

▼ **Measure:** writing  
Direct - Exam

**Details/Description:** Passing written portion of master's exam. Assessment includes comparison



of diagnostic writing assessment and exam.

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

---

**Findings** for writing

**Summary of Findings:** 19 total, 18 passed, 1 with reservations

**Results:** Target Achievement: Met

**Recommendations :** written discourse exam is acceptable tool. Pass-rate is appropriate. See aggregate data in uploaded file for Video presentation.

**Reflections/Notes :**

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

**assess writing in LLL 600 and LLL 607**  
(Action Plan; 2012-2013 Assessment Cycle)

## 2. Critical Thinking

Demonstrates analytical and writing skills relevant to understanding the underlying natures of language and culture. .

### Analysis

Can summarize and offer cogent critiques of published or oral scholarly presentations, including evaluation of the connectedness of data and evidence to the presented argument.

▼ **Measure:** LLL 607  
Direct - Other

**Details/Description:** "B" grade or better in LLL 607

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

---

**Findings** for LLL 607

*No Findings Added*

### Writing

Writes from an argumentative stance (thesis), not merely descriptively.

▼ **Measure:** Writing  
Direct - Exam

**Details/Description:** Passing written portion of MA Culminating Experience

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

---

**Findings** for Writing

**Summary of Findings:** 21 Total, 19 passed, 2 passed second attempt

**Results:** Target Achievement: Met

**Recommendations :** Written content exam is appropriate. Pass rate is appropriate

**Reflections/Notes :**

#### 4. Resources

Demonstrates ability to use appropriate resources such as library, interlibrary loan and the electronic media in order to successfully complete course work requirements and produce significant research projects and/or thesis.

##### Demonstrates Appropriate Resources

▼ **Measure:** LLL 607 Term Paper  
Direct - Student Artifact

**Details/Description:** LLL 607 term paper demonstrates appropriate use of resources.

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for LLL 607 Term Paper**

*No Findings Added*

#### Overall Recommendations

As per Graduate Assessment Meeting on 1/25/2012 Outcome 1 was revised on include "Written Discourse Strategies." It became clear as assessment data was being collected that the intent of the outcome was to include both written and oral discourse.

#### Overall Reflection

*No text specified*

#### Action Plan

##### Actions

#### M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

##### 1. Communication

Oral and written communication skills relevant to one's program of study.

##### Oral Discourse Strategies

Uses proficient discourse strategies and comprehensible grammar and pronunciation.

▼ **Action:** Video review

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

**Findings for Video Presentation**

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

**Summary of Findings:** 19 Total completed, 19 passed (2 weak)

**Action Details:** Committee agreed that grad faculty would only review video presentations of students identified as weak.

**Implementation Plan (timeline):** beginning fall 2012


**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Supporting Attachments:**

 Grad Faculty meeting 10-27-2012 (Word Document (Open XML)) (See appendix)

**Written Discourse Strategies**

*No actions specified*

Uses appropriate discourse strategies and grammar in professional writing.

**2. Critical Thinking**

Demonstrates analytical and writing skills relevant to understanding the underlying natures of language and culture. .

**Writing**

*No actions specified*

Writes from an argumentative stance (thesis), not merely descriptively.

 **Status Report**

**Action Statuses**

**M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes**

**1. Communication**

Oral and written communication skills relevant to one's program of study.

**Oral Discourse Strategies**

Uses proficient discourse strategies and comprehensible grammar and pronunciation.

▼ **Action:** Video review

**Action Details:** Committee agreed that grad faculty would only review video presentations of students identified as weak.

**Implementation Plan (timeline):** beginning fall 2012


**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Supporting Attachments:**

 Grad Faculty meeting 10-27-2012 (Word Document (Open XML)) (See appendix)

**Status** for Video review

**Current Status:** Completed

**Resource Allocation(s) Status:** policy implemented

**Next Steps/Additional Information:**

---

**Written Discourse Strategies**

*No actions specified*

Uses appropriate discourse strategies and grammar in professional writing.

**2. Critical Thinking**

Demonstrates analytical and writing skills relevant to understanding the underlying natures of language and culture. .

---

**Writing**

*No actions specified*

Writes from an argumentative stance (thesis), not merely descriptively.

**Status Summary**

*No text specified*

**Summary of Next Steps**

*No text specified*

## 2012-2013 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### CGPS Assurance of Learning - MA in TESL/Language Studies

#### CGPS Student Learning Goals

**Students demonstrate professional communication proficiencies.** *No measures specified*

**Students engage in and meaningfully contribute to diverse and complex communities and professional environments.** *No measures specified*

**Students recognize and act on professional and ethical challenges that arise in their field or discipline.** *No measures specified*

**Students achieve mastery of the knowledge required in their discipline or profession.** *No measures specified*

**Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.** *No measures specified*

#### M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

#### 1. Communication

Oral and written communication skills relevant to one's program of study.

#### Conversationsation

Able to participate effectively in most formal and informal conversations on practical, social, professional and abstract

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:** oral and written exam

topics.

**Target:**

**Implementation Plan (timeline):** measures already in place. Using "plan" to input findings.

**Responsible Individual(s):**

**Discourse Strategies**

Able to support opinions and hypothesize using native-like discourse strategies.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**2. Critical Thinking**

Demonstrates analytical and argumentative skills relevant to understanding the underlying natures of language and culture. .

**Analysis**

Can summarize and offer cogent critiques of published or oral scholarly presentations, including evaluation of the connectedness of data and evidence to the presented argument.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Writing**

Writes from an argumentative stance (thesis), not merely descriptively.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**3. Cultural Awareness**

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism.

**Evidence**

Shows evidence of this interest in presentations and research projects.

▼ **Measure:** MA culminating experience  
Direct - Student Artifact

**Details/Description:** student video presentation. Determine number of students who are successful at first attempt and remediate those who are not successful

**Target:** 97% successful for second submission following remediation

**Implementation Plan (timeline):** on-going. Two grad faculty will evaluate video and determine who needs remediation.

**Responsible Individual(s):** grad faculty

**Demonstration**

Demonstrates an interest in and sensitivity to issues of diversity and multi-

▼ **Measure:** MA culminating experience  
Direct - Student Artifact

culturalism. Shows evidence of this interest in presentations and research projects.

**Details/Description:** student video presentation  
**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

 **Assessment Findings**

**Finding per Measure**

**CGPS Assurance of Learning - MA in TESL/Language Studies**

**CGPS Student Learning Goals**

**Students demonstrate professional communication proficiencies.** *No measures specified*

**Students engage in and meaningfully contribute to diverse and complex communities and professional environments.** *No measures specified*

**Students recognize and act on professional and ethical challenges that arise in their field or discipline.** *No measures specified*

**Students achieve mastery of the knowledge required in their discipline or profession.** *No measures specified*

**Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.** *No measures specified*

**M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes**

**1. Communication**

Oral and written communication skills relevant to one's program of study.

**Converssation**  
 Able to participate effectively in most formal and informal conversations

▼ **Measure:** MA culminating experience  
 Direct - Exam

on practical, social,  
professional and abstract  
topics.

**Details/Description:** oral and written exam

**Target:**

**Implementation Plan (timeline):** measures already in place. Using "plan" to input findings.

**Responsible Individual(s):**

---

**Findings** for MA culminating experience

**Summary of Findings:** 17 of 17 passed

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

### Discourse Strategies

Able to support opinions  
and hypothesize using  
native-like discourse  
strategies.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

---

**Findings** for MA culminating experience

**Summary of Findings:** 19 of 19 passed essay

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

## 2. Critical Thinking

Demonstrates analytical and argumentative skills relevant to understanding the underlying natures of language and culture. .

### Analysis

Can summarize and offer  
cogent critiques of  
published or oral scholarly  
presentations, including  
evaluation of the  
connectedness of data and  
evidence to the presented  
argument.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

---

**Findings** for MA culminating experience

**Summary of Findings:** 19 of 19 passes essay

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**



### Writing

Writes from an argumentative stance (thesis), not merely descriptively.

▼ **Measure:** MA culminating experience  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for MA culminating experience**

**Summary of Findings:** 19 of 19 passed written essay.

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

### 3. Cultural Awareness

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism.

### Evidence

Shows evidence of this interest in presentations and research projects.

▼ **Measure:** MA culminating experience  
Direct - Student Artifact

**Details/Description:** student video presentation. Determine number of students who are successful at first attempt and remediate those who are not successful

**Target:** 97% successful for second submission following remediation

**Implementation Plan (timeline):** on-going. Two grad faculty will evaluate video and determine who needs remediation.

**Responsible Individual(s):** grad faculty

**Findings for MA culminating experience**

**Summary of Findings:** 82 % were successful on first attempt.  
3 of 17 were not successful on first submission.

**Results:** Target Achievement: Met

**Recommendations :** provide remediation for students who are unsuccessful

**Reflections/Notes :**

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

**provide remediation for video presentation**  
(Action Plan; 2012-2013 Assessment Cycle)

### Demonstration

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism. Shows evidence of this interest in

▼ **Measure:** MA culminating experience  
Direct - Student Artifact

**Details/Description:** student video presentation

presentations and research projects.

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

**Findings** for MA culminating experience

**Summary of Findings:** 17 of 17 passed  
**Results:** Target Achievement: Met  
**Recommendations :**  
**Reflections/Notes :**

### Overall Recommendations

continue to remediate weak students based on their diagnostic essay and video presentations first semester.

### Overall Reflection

*No text specified*

## Action Plan

### Actions

#### M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

##### 1. Communication

Oral and written communication skills relevant to one's program of study.

##### Oral Discourse Strategies

Uses proficient discourse strategies and comprehensible grammar and pronunciation.

##### ▼ Action: Video review

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

No supporting Findings have been linked to this Action.

**Action Details:** Committee agreed that grad faculty would only review video presentations of students identified as weak.

**Implementation Plan (timeline):** beginning fall 2012


**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Supporting Attachments:**

 Grad Faculty meeting 10-27-2012 (Word Document (Open XML)) (See appendix)

##### Written Discourse Strategies

##### ▼ Action: assess writing in LLL 600 and LLL 607

Uses appropriate discourse strategies and grammar in professional writing.

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

**Findings for writing**

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

**Summary of Findings:** 19 total, 18 passed, 1 with reservations

**Action Details:** weak students will be identified in LLL 600 and advised appropriately.

**Implementation Plan (timeline):** fall 2013

**Key/Responsible Personnel:** instructors of LLL 600 and 607

**Measures:** weak students identified earlier.

**Resource Allocations:**

**Priority:** Medium

## 2. Critical Thinking

Demonstrates analytical and writing skills relevant to understanding the underlying natures of language and culture. .

### Writing

*No actions specified*

Writes from an argumentative stance (thesis), not merely descriptively.

## 3. Cultural Awareness

Exposure to diversity and multi-culturalism.

### Evidence

Shows evidence of this interest in presentations and research projects.

▼ **Action:** provide remediation for video presentation

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

**Findings for MA culminating experience**

(Assessment Plan and Assessment Findings; 2012-2013 Assessment Cycle)

**Summary of Findings:** 82 % were successful on first attempt. 3 of 17 were not successful on first submission.

**Action Details:** identify and provide remediation for students who are unsuccessful for first submission of video presentation

**Implementation Plan (timeline):** ongoing

**Key/Responsible Personnel:** grad faculty

**Measures:** 97% are successful by second submission

**Resource Allocations:**

**Priority:** Medium

### Demonstration

*No actions specified*

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism. Shows evidence of this interest in

presentations and research projects.

## Status Report

### Action Statuses

#### M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

##### 1. Communication

Oral and written communication skills relevant to one's program of study.

###### Oral Discourse Strategies

Uses proficient discourse strategies and comprehensible grammar and pronunciation.

###### ▼ Action: Video review

**Action Details:** Committee agreed that grad faculty would only review video presentations of students identified as weak.

**Implementation Plan (timeline):** beginning fall 2012


**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Supporting Attachments:**

 Grad Faculty meeting 10-27-2012 (Word Document (Open XML)) (See appendix)

**Status** for Video review

**Current Status:** Completed

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** continue with two faculty evaluating and identifying weak students for remediation.

###### Written Discourse Strategies

Uses appropriate discourse strategies and grammar in professional writing.

###### ▼ Action: assess writing in LLL 600 and LLL 607

**Action Details:** weak students will be identified in LLL 600 and advised appropriately.

**Implementation Plan (timeline):** fall 2013

**Key/Responsible Personnel:** instructors of LLL 600 and 607

**Measures:** weak students identified earlier.

**Resource Allocations:**

**Priority:** Medium

**Status** for assess writing in LLL 600 and LLL 607

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** evaluate in fall LLL 600

## 2. Critical Thinking

Demonstrates analytical and writing skills relevant to understanding the underlying natures of language and culture. .

### Writing

*No actions specified*

Writes from an argumentative stance (thesis), not merely descriptively.

## 3. Cultural Awareness

Exposure to diversity and multi-culturalism.

### Evidence

Shows evidence of this interest in presentations and research projects.

#### ▼ Action: provide remediation for video presentation

**Action Details:** identify and provide remediation for students who are unsuccessful for first submission of video presentation

**Implementation Plan (timeline):** ongoing

**Key/Responsible Personnel:** grad faculty

**Measures:** 97% are successful by second submission

**Resource Allocations:**

**Priority:** Medium

**Status** for provide remediation for video presentation

**Current Status:** Completed

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** 17 of 17 were successful by second submission

### Demonstration

*No actions specified*

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism. Shows evidence of this interest in presentations and research projects.

## Status Summary

Status will be updated when the 2013-2014 cycle is complete to account for students who were identified as requiring remediation to assess performance in 607.

## Summary of Next Steps

*No text specified*

## 2013-2014 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

#### CGPS Assurance of Learning - MA in TESL/Language Studies

#### CGPS Student Learning Goals

**Students demonstrate professional communication proficiencies.**

▼ **Measure:** LLL 600  
 Direct - Student Artifact

**Details/Description:** Students demonstrate writing proficiency in essay. Identify students who are weak and provide specific, individualize advice for writing improvement.

**Target:** All students who struggle with writing receive remediation so that they demonstrate outcomes by LLL 607

**Implementation Plan (timeline):** ongoing

**Responsible Individual(s):** grad faculty teaching LLL 600

**Students engage in and meaningfully contribute to diverse and complex communities and professional environments.**

*No measures specified*

**Students recognize and act on professional and ethical challenges that arise in their field or discipline.**

*No measures specified*

**Students achieve mastery of the knowledge required in their discipline or profession.**

*No measures specified*

**Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.**

*No measures specified*

### Assessment Findings

#### Finding per Measure

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## CGPS Assurance of Learning - MA in TESL/Language Studies

### CGPS Student Learning Goals

**Students demonstrate professional communication proficiencies.**

▼ **Measure:** LLL 600  
Direct - Student Artifact

**Details/Description:** Students demonstrate writing proficiency in essay. Identify students who are weak and provide specific, individualize advice for writing improvement.

**Target:** All students who struggle with writing receive remediation so that they demonstrate outcomes by LLL 607

**Implementation Plan (timeline):** ongoing

**Responsible Individual(s):** grad faculty teaching LLL 600

#### Findings for LLL 600

**Summary of Findings:** 6 of 13 students were identified in fall 2013 in LLL 600 as weak.

**Results:** Target Achievement: Met

**Recommendations :** Students are given specific, individualized advice for writing improvement

**Reflections/Notes :** need to reassess at LLL 607

**Students engage in and meaningfully contribute to diverse and complex communities and professional environments.**

*No measures specified*

**Students recognize and act on professional and ethical challenges that arise in their field or discipline.**

*No measures specified*

**Students achieve mastery of the knowledge required in their discipline or profession.**

*No measures specified*

**Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.**

*No measures specified*

### Overall Recommendations

7 of 13 pass essay and show proficiency. 6 of 13 required remediation. Reassess students requiring remediation in LLL 607



## Overall Reflection

*No text specified*

## 📅 Action Plan

### Actions

#### M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

##### 1. Communication

Oral and written communication skills relevant to one's program of study.

###### Oral Discourse Strategies

*No actions specified*

Uses proficient discourse strategies and comprehensible grammar and pronunciation.

###### Written Discourse Strategies

Uses appropriate discourse strategies and grammar in professional writing.

▼ **Action:** assess writing in LLL 600 and LLL 607

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

No supporting Findings have been linked to this Action.

**Action Details:** weak students will be identified in LLL 600 and advised appropriately.

**Implementation Plan (timeline):** fall 2013

**Key/Responsible Personnel:** instructors of LLL 600 and 607

**Measures:** all weak student identified and given remediation

**Resource Allocations:**

**Priority:** Medium

##### 2. Critical Thinking

Demonstrates analytical and writing skills relevant to understanding the underlying natures of language and culture. .

###### Writing

*No actions specified*

Writes from an argumentative stance (thesis), not merely descriptively.

## 📅 Status Report

### Action Statuses

#### M.A. in Lang. Lit. Ling--Lint/TESL/Spanish Program Outcomes

##### 1. Communication

Oral and written communication skills relevant to one's program of study.

**Oral Discourse Strategies**

*No actions specified*

Uses proficient discourse strategies and comprehensible grammar and pronunciation.

**Written Discourse Strategies**

Uses appropriate discourse strategies and grammar in professional writing.

▼ **Action:** assess writing in LLL 600 and LLL 607

**Action Details:** weak students will be identified in LLL 600 and advised appropriately.

**Implementation Plan (timeline):** fall 2013

**Key/Responsible Personnel:** instructors of LLL 600 and 607

**Measures:** all weak student identified and given remediation

**Resource Allocations:**

**Priority:** Medium

**Status** for assess writing in LLL 600 and LLL 607

**Current Status:** In Progress

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Students identified and given specific, individualized remediation for writing improvement. Follow-up assessment of remediated students in 607.

**2. Critical Thinking**

Demonstrates analytical and writing skills relevant to understanding the underlying natures of language and culture. .

**Writing**

*No actions specified*

Writes from an argumentative stance (thesis), not merely descriptively.

**Status Summary**

All incoming students continue to be evaluated and remediation implemented when necessary.

**Summary of Next Steps**

*No text specified*

## 2014-2015 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### CGPS Assurance of Learning - MA in TESL/Language Studies

#### CGPS Student Learning Goals

**Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.**

▼ **Measure:** Demonstrate appropriate skills in a teaching environment  
Direct - Other

**Details/Description:** Students should demonstrate appropriate teaching skills in a teaching environment. Assessment will track where, when student gain teaching experience, the nature of that experience, and student performance.

**Target:**

**Implementation Plan (timeline):** fall 2014, spring 2015

**Responsible Individual(s):** Leslie Barratt, Betty Phillips

### Assessment Findings

#### Finding per Measure

#### CGPS Assurance of Learning - MA in TESL/Language Studies

#### CGPS Student Learning Goals

**Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.**

▼ **Measure:** Demonstrate appropriate skills in a teaching environment  
Direct - Other

**Details/Description:** Students should demonstrate appropriate teaching skills in a teaching environment. Assessment will track where, when student gain teaching experience, the nature of that experience, and student performance.

**Target:**

**Implementation Plan (timeline):** fall 2014, spring 2015

**Responsible Individual(s):** Leslie Barratt, Betty Phillips

**Findings for Demonstrate appropriate skills in a teaching environment**

**Summary of Findings:** Graduating MA students were assessed for their teaching; those who were TAs were assessed by Brian Barnett and mentored to develop teaching skills. Faculty assessed teaching in LING 792 also; those who were not TAs were assessed in that class.

**Findings:**

7 graduate students were Teaching Assistants. 6 taught all year, and one taught spring only. The other 5 graduates were not TAs. Their experience teaching was more limited (10 classes only), but they also videotaped one of their classes, tutored, and presented their video and a reflection of their teaching to the class, who also participated in peer evaluation of the teaching. Instructor

evaluation of the 12 graduates is that 4 exceed expectations for beginning language teachers, 6 meet expectations, and 2 were only approaching expectations.

**Results:** Target Achievement: Met

**Recommendations :** Recommendation: the program should reconsider the appropriate and inappropriate use of L1 (or English) in the beginning language classes and how to train our MA students about making this decision as many of our graduates struggle with this.

Help students move toward a CLT approach and away from a grammar-centered (and teacher centered) approach.

**Reflections/Notes :**

### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*

### 📄 Action Plan

### 📄 Status Report

## 2015-2016 Assessment Cycle

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### **Assessment Plan**

**Outcomes and Measures**

### **Assessment Findings**

**Finding per Measure**

**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*

### **Action Plan**

### **Status Report**

## 2016-2017 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

## 2017-2018 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

## 2018-2019 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**



## 2019-2020 Assessment Cycle

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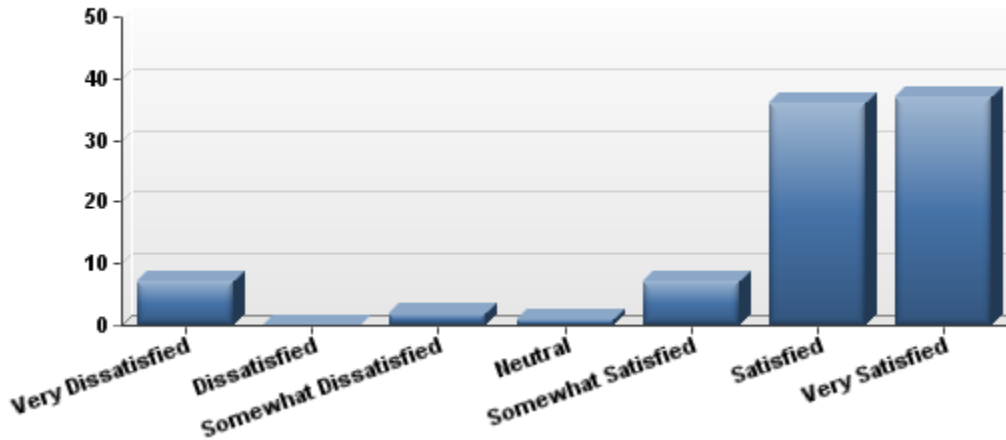
 **Assessment Plan**

 **Assessment Findings**

# Appendix

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- A. **LLL MA Curriculum Map** (Curriculum Map)
  - B. **asl matrix.docx** (Word Document (Open XML))
  - C. **LLL Graduate Program Review 2008-2012 October 22 2013.docx** (Word Document (Open XML))
  - D. **MA survey 2013 report with graphs.docx** (Word Document (Open XML))
  - E. **MA Assessment program changes 2009-2011** (Word Document (Open XML))
  - F. **MA portfolio assessment 2007-2008** (Microsoft Excel)
  - G. **MA Portfolion assessment spring 04** (Microsoft Word)
  - H. **Portfolio forms** (Adobe Acrobat Document)
  - I. **Sample Spanish Comp Pass** (Adobe Acrobat Document)
  - J. **MA assessment results aggregate 2011-2012** (Word Document (Open XML))
  - K. **Grad Faculty meeting 10-27-2012** (Word Document (Open XML))
  - L. **Grad Faculty meeting 10-27-2012** (Word Document (Open XML))
  - M. **Grad Faculty meeting 10-27-2012** (Word Document (Open XML))
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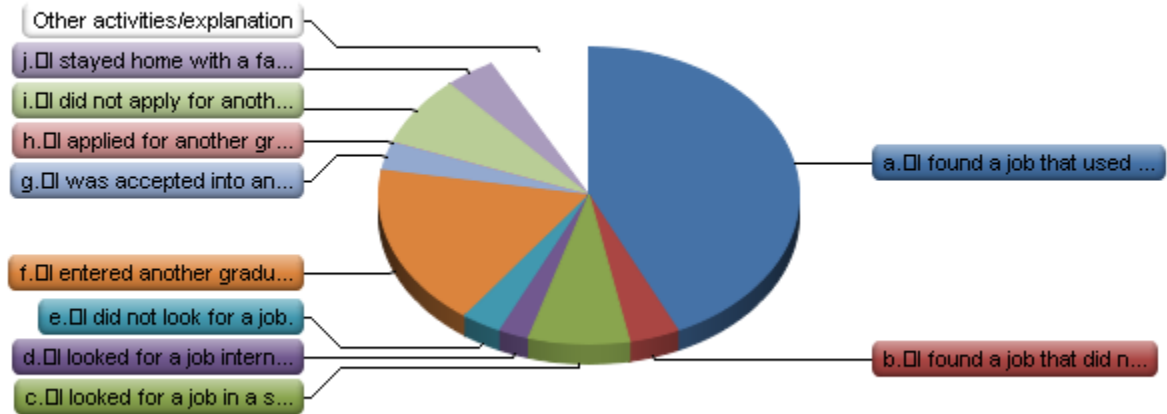
**1. How satisfied are you with the MA program you completed in the Department of Languages, Literatures, and Linguistics at ISU?**













#	Answer	Response	%
1	Very Dissatisfied	7	8%
2	Dissatisfied	0	0%
3	Somewhat Dissatisfied	2	2%
4	Neutral	1	1%
5	Somewhat Satisfied	7	8%
6	Satisfied	36	40%
7	Very Satisfied	37	41%
	Total	90	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	5.86
Variance	2.69
Standard Deviation	1.64
Total Responses	90

**2. In your first year after finishing your MA, what did you do?  
(please check as many as apply to your situation)**



#	Answer		Response	%
8	h. I applied for another graduate program but was not accepted.		0	0%
4	d. I looked for a job internationally but didn't find any.		3	3%
7	g. I was accepted into another graduate program but did not attend.		4	4%
5	e. I did not look for a job.		4	4%
2	b. I found a job that did not use skills/knowledge related to my MA.		5	6%
10	j. I stayed home with a family member (such as an infant or elderly relative).		5	6%
9	i. I did not apply for another graduate program.		10	11%
3	c. I looked for a job in a specific location but didn't find any.		10	11%
11	Other activities/explanation		10	11%
6	f. I entered another graduate program (Masters, PhD, etc.)		23	26%
1	a. I found a job that used skills and/or knowledge related to my MA.		56	63%

**Other activities/explanation**

I got back to a teaching position that I had kept before taking the MA program. And I have been teaching at the same school ever since.

I've resumed teaching at a position, which my education office has been holding for me.

i returned back to my previous job

found a job and waiting for a reply

Volunteer work in my field in the Amazon Region of Ecuador.

I resumed my former job as in-service teacher trainer and have been part time teacher at the International University of Grand Bassam, a university co-founded by Georgia State University and my country.

The job I was hoping for was eliminated. I have remained teaching at the high school level.

I moved to a foreign country and used every ounce of knowledge that I had gained from the Master's program to be the greatest teacher I could possibly be.

Resumed working as a lecturer

I came to my job as an English teacher at a middle school

Statistic	Value
Min Value	1
Max Value	11
Total Responses	89

### 3. What was your situation one year after graduation from our MA program at ISU?

Job title and short description	Graduate student (give name of program and degree):
English Teacher in primary school	MA, history
Lecturer	MA TESL
instructor	Linguistics, PhD.
Logansport High School Chinese Teacher	Ph.D. in Curriculum and Instruction
Chinese teacher/ teaching Chinese	linguistics
part-time writing instructor	TESL, M.A.
	TESL/ master
	linguistics M.A.
	CIMT at ISU
	MA program
English Language Instructor	PhD Language Education
In-service teacher trainer	MA TESOL
Spanish teacher	Elaine Harder MA in LLL
ESL Instructor	TESL and Spanish
sales associate	TESOL
ESL teacher of business English, General English, professor of Cambridge First exam preparation courses, tend a full time employee at Helen Doron English	LLL- cross linguistics (Spanish and ESL)
Adjunct Instructor of Spanish. Teach two sections of Introductory Spanish.	PhD program in Spanish-University of California, Irvine
	phd, curriculum and instruction, indiana state university
Assistant/Staff VCPL LifeLong Learning Center	Master's Degree in Spanish
I was in the Ph.D. program	Curriculum and Instruction
Assistant Professor of French and Spanish	CIMT/ teaching foreign language / ISU
	CIMT at ISU
Full-time Instructor - INTERLINK Language Center > responsible for placement and everyday instruction of international students at varying levels of proficiency proficiency in preparation for entrance into a university program.	MA Teaching - Special Education Marian University (have now left the program)
Visiting instructor of Japanese	ISU Ph.d. in Curriculum and Instruction
English teacher at an Elementary school	LLL
	CIMT PHD Language Education
High school Spanish Teacher	LLL--Spanish, TESL
International sales representative	Linguistics/TESL
English Instructor at a Technology College in Taiwan	TESL/Linguistics/ M.A. Degree
	Linguistics Program, University of Georgia, PhD
	Graduate student in educational technology
French/Remedial English Teacher at South	

Vermillion High School, Clinton, IN ESL teacher in a private elementary school in Taichung City in Taiwan	Department of Languages, Literatures, and Linguistics CIMT in I.S.U. Ph.D
High School EFL Teacher	MA in TESL
TA for Intercultural Humanities seminars at International University in Bremen, Germany (Jacobs University)	MA in Germanic studies and TA in German at Kansas State University, currently finishing my PhD at the International University in Bremen, Germany
ESL instructor	MA TESOL/Ling Degree of Arts
English Instructor at a Technology College	TESL/LINGUISTICS Program/ MA Degree MA Hispanic Literatures at Indiana University Bloomington
Invited Professor at Information and Communications University in Daejeon, South Korea	Lauren Pollard (MA Linguistics)
Financial Officer. Answers any account inquiries and conduct financial transactions.	Master of Arts
Asian SME	MA LLL
Grade 2 Mandarin Teacher	Meng-Ni Shih TESL MA. Ph.D student in the Curriculum, Instruction and Media Technology
Arabic Teacher/ Teaching 300 level of Arabic a private ESL tutor	Near Eastern Languages and Cultures /PHD TESOL
ESL instructor at ISU	LLL, Master of Arts
ESL teacher	Language, Literature, and Linguistics
I was an elementary school teacher.	
ESL Instructor	
Stay at home mom	
elementary school teacher	
Home School Teacher	
High School ESL in North Carolina	
English teacher at a public middle school in South Korea	
Chinese Teacher at Allisonville Elementary School. I teach American students to speak Chinese.	
Spanish/Language Arts Teacher	
Instructor of Spanish ECU	
Instructor	
English Professor. I currently teach courses on Speech Communication, English Conversation, and Listening Skills.	
Professor of English as a Foreign Language: I teach English at one of the best universities in my country; I teach courses to students of different majors, as well as students in the English Teaching major.	
English Language teacher at Middle school	
I applied for another graduate program but	



was not accepted.	
Instructor/Teacher of Spanish and English instructor	
Doctorate student	
full-time instructor in charge of intensive language programs at college	
Spanish Instructor	
Japanese Language Lecturer at George Washington University; teaching Japanese	
Project Planner (Translation of educational software, implementation of blended learning.)	
no job	
Assistant Lecturer	
mail/supply clerk	
Teacher (German and English)	
ESL teacher in a [private school	
High school Spanish teacher	
University instructor/lecturer teaching academic reading and writing for undergraduate students studing English	
ESL Instructor	
Spanish Teacher	
ESL Educator at INTERLINK Language Center - Taught ESL reading, writing, listening, and speaking to students with multiple levels of proficiency (beginner to advanced)	
Intensive English Program Instructor	
University Instructor	
ESL instructor	
Lecturer/facutly member	
English teacher at a middle school	
Mandarin Teaching Assisstant. I assist the major teacher in kinder level, such as classroom management.	

Statistic	Value
Total Responses	87

**4. What was/is your situation 5 years after graduation from our MA program at ISU? If you graduated from the MA program fewer than 5 years ago, please indicate this below and give your current job title or graduate program.**

Graduated fewer than 5 years ago (write yes or no)	Job title and short description	Graduate student (give name of program and degree)
	doctoral Student	curriculum and Instruction with specialization in Language Education, Ph.D
	English Language Teacher at a public junior high school in Japan; teaching English Visiting assistant professor of Japanese and Coordinator of ESL	graduated from ISU Ph.D. program, Curriculum and Instruction
	Stay at home Mom	
	English Language Instructor	
	Professor of English as a Foreign Language: I still teach at the same university, I've been teaching there for 7 years. Because of my effort in professional development all these years (including presentations at national and international conferences and publications), I now have a higher category as a university professor. Actually, I already have the number of points required to obtain the highest existing category. I only need more experience now.	
	TA for an online University in English department	
	elementary school teacher	
	High School ESL teacher at Goshen High School (Goshen, IN). Adjunct writing instructor for Ivy Tech Community College	
	DBG English School, English Instructor for English reading, writing, and speaking	CIMT PHD Language Education
	assistant professor	
		CIMT (Curriculum, Instruction, and Media Technology) at

		ISU
		CIMT at ISU
	English/German teacher, vocational business school	Linguistics Program, University of Georgia, PhD
		CIMT at ISU
	SPANish Instructor at Signature School	
	Specialized ESL instructor Asia Pacific Chief	MA TESOL/Ling
		Degree of Arts
		CIMT in I.S.U. Ph.D
N/A	N/A	N/A
no	also medical assistant in a practice for general medicine, therapist for natural therapy (homeopathy, flower essences treatment, animal- assisted therapy)	PhD. in Intercultural Humanities at Jacobs University in Bremen
no		
No		
no	ESL Instructor at Virginia International University, Fairfax, VA	Lauren Pollard (MA Linguistics)
No	Financial Officer. Assist loans, accounts related inquiries, investments.	Master of Arts
no	Product Trainer- Microsoft	
NO	Human Resources Specialist	TESOL
no	stay-at-home mom	
no		
No	Chinese Teacher: Teach Chinese and develop a Chinese program in a public high school. The 3 levels of Chinese courses have been developed at the time I am answering the question.	
No	Assistan/Staff VCPL LifeLong Learning Center	Master's Degree in Spanish
No	Lecturer of Spanish--Cal State University, Fullerton	PhD program in Spanish- University of California, Irvine
NO		
No	Lecturer at a public university in Midwest	
No	I was an elementary school teacher.	
no		
Same as above		
University Instructor		
yes	English Language teacher at Middle school	

yes		M.A. in Linguistics at the University of Iowa
yes	Spanish Instructor/adjunct at Ivy Tech and ISU	
yes	Spanish instructor	
Yes	Mandarin Teaching Assistant	
Yes	English teacher in Linbian Primary School	Language, Literature, and Linguistics
yes	English Instructor and Co-Director at the Universidad Central of Ecuador	
Yes		PhD in Hispanic Studies at the University of Kentucky
yes	Logansport High School Chinese Teacher	TESL, M.A.
yes	Chinese teacher/ teaching Chinese	TESL/ master
yes	Academic Coordinator	
Yes	Lecturer	Linguistics, PhD.
yes	English Teacher in primary school	MA TESL
yes	English teacher at a public middle school in South Korea	
Yes	Chinese teacher at Westlane Middle School	
yes		
yes	English teacher at a middle school	
Yes	Spanish Teacher	
yes	high school English teacher	linguistics M.A.
Yes		
yes	ESL instructor	
yes		
yes	English sub teacher in a public school in Pingtung County in Taiwan	Literatures, and Linguistics
Yes	ESL Instructor	
yes	Spanish and German Teacher	
yes	salesperson in construction company in Taiwan	
yes		
Yes	High school Spanish teacher	
Yes	Teacher (English and German)	
yes	International sales representative	Linguistics/TESL
yes		
yes	High School EFL Teacher	MA in TESL
yes	Grade 2 Mandarin Teacher	Meng-Ni Shih TESL MA.
yes		
yes	sales associate	

yes	ESL instructor at ISU	LLL, Master of Arts
yes		
Yes	ESL teacher of business English, General English, professor of Cambridge First exam preparation courses, tend a full time employee at Helen Doron English. I teach infants from 3 months of age up to adults. I teach anything from A1 level courses to C1 levels	
Yes	Past-English Instructor/Present-English Secretary	TESL/LINGUISTICS Program/ MA Degree
yes		
yes	Intensive English Program Instructor	
Yes	English teacher at an Elementary school	LLL
Yes		
yes	Spanish teacher	
Yes, May 2009	ESL Educator/Adjunct at the University of San Diego, San Diego State University, and Grossmont College: Teach reading, writing, TOEFL, speaking, listening, & pronunciation to beginner, intermediate, and advanced students	

Statistic	Value
Total Responses	84

**5. If you would like to update your email, please write your email below. If you would like to see our FB page, you can find us on Facebook's ISU Department of Languages, Literatures, and Linguistics.**

**Text Response**

bdelias@gmail.com  
 lifesnotez@gmail.com  
 yth1201@gmail.com  
 cbaumunk23@gmail.com  
 appia59@yahoo.fr or dappia@sycamores.indstate.edu  
 faroktam@gmail.com  
 seong-yoon\_kang@bloomfield.edu  
 stseng22@gmail.com  
 mbaezholley@smwc.edu  
 fouziabencheikh@yahoo.fr  
 cloudcafe\_928@yahoo.com.tw  
 jenniferhilfer@gmx.de  
 k\_yhong@yahoo.com.tw  
 michelle826826@hotmail.com  
 pai9320@gmail.com  
 ypeihappyforever@gmail.com  
 michelle826826@hotmail.com  
 brook.steppe@gmail.com  
 indiyuha@gmail.com  
 andrea.m.tener@gmail.com  
 enqiren0930@gmail.com  
 csmieja@yahoo.com  
 lusiming1988@hotmail.com  
 pai9320@gmail.com  
 jmanderscheid@pittstate.edu  
 laurendpollard@gmail.com or lauren@viu.edu  
 fhlyongko@naver.com  
 roland\_wilson@hotmail.com  
 mshih@isind.org  
 karlarazor@yahoo.com  
 inassar@indiana.edu  
 jzhao@sycamores.indstate.edu  
 chunks888@naver.com  
 michelle826826@hotmail.com

Statistic	Value
Total Responses	34

SPRING 2004 Graduates from M.A. Linguistics/TESL Program:

Of 5 S'04 graduates, one (Eduard Hanganu) entered before the portfolio was required, three turned in their portfolios at the end of S'04, and one (Monica Baez) has yet (as of 09-17-04) to turn in her portfolio.

Two first-year students also turned in portfolios for interim assessment.

Evaluated by B. Phillips and L. Barratt, 06/14/04

CHOU, PETER			
STANDARDS	PASS	FAIL	EVIDENCE
1. Oral & Written	√		LLL 607 Paper
2. Critical Thinking	√		LLL 607 Paper & Critique
3. Cultural Awareness		No Evidence	Some awareness of language differences in 520 but no evidence of cultural
4. Logical Argumentation	√		LLL 607
5. Resources	√		LLL 607 Working Bibliography

HUNTER, JOAN			
STANDARDS	PASS	FAIL	EVIDENCE
1. Oral & Written	√		515 Paper
2. Critical Thinking	√		520 Exam
3. Cultural Awareness	√		514 Learner Dictionaries, 515 Paper
4. Logical Argumentation	√		515 Paper
5. Resources	√		515 Library Resource Exercise

TSAI, Yi-HSIN			
STANDARDS	PASS	FAIL	EVIDENCE
1. Oral & Written	√		621 paper (which was also presented orally) 613 & 514 papers
2. Critical Thinking	√		520 papers
3. Cultural Awareness	√		517 Korean-Japanese paper
4. Logical	√		520 paper

Argumentation			
5. Resources	√		613 and 514 papers

FIRST-YEAR STUDENTS

Evaluated by B. Phillips and L. Barratt 06-14-04

ALVARADO, ALEJANDRA - 1st year			
STANDARDS	PASS	FAIL	EVIDENCE
1. Oral & Written	√		All submissions to her portfolio addressed this standard
2. Critical Thinking	√		LLL 607 materials
3. Cultural Awareness	√		520 Cartaker Speech--US vs. Latino 580 Project Homeland
4. Logical Argumentation	√		LLL 607 paper
5. Resources	√		LLL 580

MEYKE, ANTJE			
STANDARDS	PASS	FAIL	EVIDENCE
1. Oral & Written	√		LLL 580, Teaching German requires oral proficiency in English
2. Critical Thinking	√		LING 621 paper
3. Cultural Awareness	√		LLL 607 Jamaican paper; T.A. in German
4. Logical Argumentation	√		LING 621 paper
5. Resources	√		LLL 580



Year-Student Graduating-MA	Area 1 Oral and Written	Area 2 Critical Thinking	Area 3 Cultural Awareness	Area 4 Logical Argument	Area 5 Resources	Portfolio as a Whole
07Sp-1	3	3	2	2	2	3
07Sp-2	2	3	3	3	3	3
07Sp-3	2	2	2	1.5	1.5	2
07Sp-4	3	3	3	3	3	3
07Sp-5	3	3	3	3	3	3
07Sp-6	3	3	2	3	3	3
07Sp-7	3	3	3	3	3	3
07Sp-8	2	3	3	3	3	3
07Sp-9	2	2	2	2	2	2
07Sp-10	2	2	3	2	3	2
07Sp-11	2	2	2	2	3	2
07Sp-12	3	3	3	3	3	3
07F-1	3	3	3	3	3	3
07F-2	2.5	3	3	3	3	3
07F-3	2	3	2	3	2	2.5
07F-4	2	3	3	3	3	3
07F-5	2	2	3	2	2	2
07F-6	3	3	3	3	2	3
08Sp-1	2.5	2	3	2	3	2.5
08Sp-2	3	3	3	3	3	3
08Sp-3	3	3	3	3	3	3
08Sp-4	3	3	3	3	3	3
08Sp-5	3	2	2	3	3	3
08Sp-6	2.5	3	3	3	3	3
08Sp-7	2	2	3	2	3	2.5
08Sp-8	3	3	3	2	2	3

## 1. Cover Memo

Our M.A. Program was revised in 2001 following the transfer of all linguistics/Teaching English as a Second Language (TESL) programs from the Department of English along with four tenured faculty and one graduate student to the Department of Foreign Languages and Literatures, which changed its name to the Department of Languages, Literatures, and Linguistics. There was already a Master of Arts in Spanish. Since that time, 171 MA students have graduated with Master of Arts Degrees in TESL/Linguistics/Cross-Linguistics, Spanish, or the current name of TESL/Language Studies.

Regardless of the name changes, the program's strength lies in its ability to give all students a strong enough foundation in linguistics and applied linguistics to meet their varied needs and career goals. This curriculum was built after an examination of other TESL/Linguistics programs in the U.S. revealed that programs fell into one of two types: mostly theoretical with required courses in all areas of linguistics or mostly pedagogical with required courses in teaching various skills. Our program was and is unusual in that it contains both pedagogical courses and foundational linguistics courses that carry an applied emphasis. Hence, it exceeds disciplinary standards for TESL graduate programs while it allows the flexibility for students to gain depth in Spanish, applied linguistics, or language teaching. In practice, only one or two students per year focus in Spanish only; the vast majority study TESL or a combination of TESL and Spanish.

Within our Master's program, students may include four specific courses to earn a Graduate Certificate in TESL/TEFL, which is an internationally recognized qualification for teaching English as a second/foreign language. Neither Certificates nor Masters programs in TESL and Language Studies have accreditation requirements. Our courses are all delivered on campus during the academic year, but the four courses for the TESL/TEFL Certificate are also offered online during the summer in a 13-week Summer I course. These summer courses allow non-degree students to apply for and take our Graduate TESL/TEFL program and our degree-seeking students to complete their MA in three semesters + one summer. We have recently added a Summer I on-campus May course to meet the needs of our international students who have restrictions concerning online courses.

For the Culminating Experience, our Masters students must successfully complete three parts:

1. an oral presentation that meets professional standards;
2. a teaching (experiential) experience;
3. a Comprehensive Examination consisting of two parts:
  - a. objective short-answer Content Exam
  - b. Essay written exam

NOTE: Students who are studying Spanish work with the Director of the Graduate Program to decide whether to take the entire exam in Spanish or to split the exam and take the content portion in TESL. The exam is given each semester.

## 2. Quantitative data (2 page maximum)

### 2.1.1 Required

	2008	2009	2010	2011	2012
SCH	278	280	352	338	336
FTE	21.3	31	35.3	33.3	33.6
Degrees conferred	18	12	18	15	22
Credit Hour Percentages completed	98.0%	94.5%	97.3%	97.1%	96.3%
Credit Hour Percentages not completed	2.0%	5.5%	2.7%	2.9%	3.7%
Credit Hour Percentages in progress	0.0%	0.0%	0.0%	0.0%	0.0%
# of students enrolled full-time	21	25	32	34	34
# of students enrolled part-time	8	7	9	5	5
Number of new students	13	12	21	16	16

As the chart in 2.1.1 shows, our enrollment in the program has grown from 278 SCH in 2008 to 336 in 2012 (21%) with one very high year (2010). All of the other data points (degrees conferred, # of full-time students, etc.) also show growth in the program with a generally consistent pattern of over 30 full-time students enrolled and an average of 17 graduating per year.

## 2.1.2 Program Specific Data

### 1. Qualitative narrative (3 page maximum)

#### a. Connection with mission of the department (See Appendix A), college, and university

The Master's program provides the Department and ISU with a huge amount of diversity each year with international students from 9-13 countries, including the vast majority of ISU's Student Fulbright Scholars. We foster cultural knowledge and sensitivity in every class as our MA program students are required to work in groups with students from other countries. Our alumni survey shows that our MA graduates are well prepared for active global citizenship. Alumni/ae are teaching in at least 7 U.S. states and 12 other countries. Faculty, former, and sometimes current MA students have served on Indiana I boards of our profession (IFLTA and INTESOL).

As described in our Cover Memo, our program was designed specifically to provide a contemporary education for TESL/Language Studies. All of the tenured faculty (Barratt, Nelson, and Phillips) are nationally recognized within their specializations, and our newer hires have had their papers accepted by national journals and conferences. At least 7 recent MA students have presented on their own or with faculty on work that originated in their courses at state, regional, and national conferences, such as American Association of Applied Linguistics, American Council for teachers of Foreign Languages, Kentucky Foreign Language Conference, and TESOL International.

Our LLL MA students' required conference attendance engages them in the professional community in Indiana from their first semester. They continue to be involved in language services in the community through required teaching experiences in their program and in individual classes through other community service, such as translation. Indiana has received a lasting benefit as 25 graduates have remained in Indiana (15 teaching in K-12 schools, 3 teaching at universities, and 7 in Ph.D. programs).

#### b. Connection with Assurance of Student Learning (see ASL Matrix in Appendix B)

Students in our MA program take two required core classes, LLL 600-2 hrs. (Current Issues) and LLL 607-3 hrs. (Research Methods) and 27 hours of electives according to their interests and career plans. From before students enter our MA program until well after they graduate, our faculty give students both curricular and non-curricular activities so that graduates reach a high level of learning outcomes throughout their program and careers. Current students are asked to communicate with admitted students (in pairs) in order to answer questions and provide a connection with our department before they arrive. Once on campus, incoming students have a half-day orientation at which time outcome goals and assessment methods are presented to them. These are also posted on the website for LLL 600, which is offered in the fall. Requirements in LLL 600 also include a final exam that is used as a diagnostic tool for the written portion of the Comprehensive Exam (LO #1), attendance at a statewide or national professional conference (LO #2), and active participation in a Mentoring Group with beginning and advanced graduate students from other countries (LO #3). This Mentoring Group requirement continues throughout their Master's program. Students usually take LLL 607 in their second semester (Spring). This is the

research class, and all students must complete IRB training and develop a research proposal (LO #3), some of which are actually presented at conferences the following year. Writing in LLL 607 is also used to advise students who need to improve their writing skills for the written portion of the Comprehensive Exam. Learning Outcomes #4 and #5 are addressed in all of the LING or SPAN classes that students choose to take. When students are in their final semester, the content of their courses form the basis of the content portion of the Comprehensive Exam. Presentations made and recorded in these classes or at conferences are used to assess students' oral presentation portion of the Culminating Experience while observation and journals of students' teaching (either as Teaching Assistants or as part of a class (LING 613 or LING 792)) is used to assess the teaching (experiential) portion of their Culminating Experience.

#### **c. Connection with other programs**

The MA program in LLL integrates with CIMT in that many of the Language Education students teach some of our undergraduate language classes, take some of our graduate classes, and interact with our faculty in their dissertation research. The graduate program also integrates with a partner university in China, Liaoning Normal University, with which we have a 1+1+1 MA program. Finally, with the move in Summer 2013 of LLL and INTERLINK to the same hallway, the MA program has expanded its integration with INTERLINK in observing, tutoring, substitute and part-time teaching. Four of our graduates are now teaching for INTERLINK (three of those full time), and we have discussed plans for experienced INTERLINK teachers to mentor our teaching assistants.

#### **d. Connection with student outcomes (see Appendix C for survey questions and results)**

To assess student outcomes, a survey was sent to all of the alumni/ae we could reach (about 155 out of the total of 171 who have graduated). We received 94 responses, although not all graduates answered every question.

**i. Evidence of student satisfaction** - Our survey results indicate that 89% of the graduate were somewhat satisfied, satisfied or very satisfied with our MA program.

**ii. Placement Rates** - The alumni/ae survey asked about activities one year and five years after graduation. The results found that all students who applied for further graduate study were granted acceptance (27 out of 27 or 30% of the graduates) and that 61 found new employment. Adding in those 5 who returned to their previous positions, 66 out of 89 (74%) were employed within a year. Given that 30% and 74% equal more than 100%, there were obviously some graduates who were both working and pursuing further graduate studies.

**One year after graduation:** Our graduates have been extremely successful in pursuing further graduate study or employment upon completion of the MA. In fact, all graduates who applied were accepted for further graduate study, and all but three graduates found positions in their desired locations. Job titles one year after graduation indicate that 62 graduates were teaching, 3 were in non-teaching educational positions (teacher trainer, educational software development, and staff of lifelong learning center), and 4 were in business.

**Five years after graduation:** Of the 39 alumni/ae who have graduated more than 5 years ago, 18 teach (1 as a Professor and 2 as Assistant Professors), 5 work in business, and 9 are in Ph.D. programs, including one in Spanish at UC-Irvine and one in linguistics at University of Georgia. Thus, 32 out of 39 (82%) are successfully engaged in careers. If we remove the two voluntarily at home with a family, the percentage rises to 86% (32 out of 37).

**iii. Description of Enrollments in core classes (see Appendix D – LLL 600 and 607 Enrollments)** - Enrollments in our core classes are consistently healthy.

**iv. High Standards (see Appendix E – Comprehensive Exam Results)** - Since most of our students are international students who come from all continents and many different countries, standards of performance within the program are more easily assessed than admission GPAs or test scores. The results of our Comprehensive Examination in Appendix D show that the percentages of our students who ultimately meet or exceed our standards are very high. Students may take any part of our comprehensive exam a maximum of three times, so when someone fails, we counsel them on how to work and what to work on in order to be successful. As the first and last columns indicate, the percentage who ultimately reach the quality we expect is extremely high.

**v. Remediation for ASL Learning Outcomes (LOs) - LO #1** is assessed for all of our MA international students with the ISU English Placement Test upon arrival at ISU. This test allows us to require ESL 103B as an initial remediation step. A second writing assessment occurs at the end of LLL 600. Students are sent notice of any deficiencies in writing and advice for improvement, and the other graduate faculty are copied on this correspondence so that they can also help remediate. At this time problems with oral communication are also discussed. Students with weak communication skills are advised to seek help from their Mentoring Groups as well as from their instructors. **LO #2** is addressed in every class. The department chair speaks with any students who fail to participate in departmental extra-curricular events, conferences, or their Mentoring Groups. Such counseling usually helps the students to understand the reasons behind such activities and the benefits of participation. **LO #3** is addressed in every writing assignment and presentation in terms of citation. Plagiarism is discussed as early as the new student orientation, and it is a topic in LLL 600. For some international students, plagiarism is a new concept, and we address the cultural issues connected to it, but we attempt to ensure that our students understand the seriousness of it in the U.S. Remediation for **LO #4 and LO #5** is addressed by the class instructors. The graduate advisor works with students struggling in multiple classes. Some students have had previously undocumented disabilities (hearing or learning), and these were remediated with the help of the Office of Student Support Services. Sometimes students' Mentoring Groups were engaged to help students study for exams or improve their skills. Students failing part of the Comprehensive Exam are counseled individually as to a remediation plan.

## 2. Supplemental information (optional 5 page maximum)

### Appendix A – LLL Mission Statement

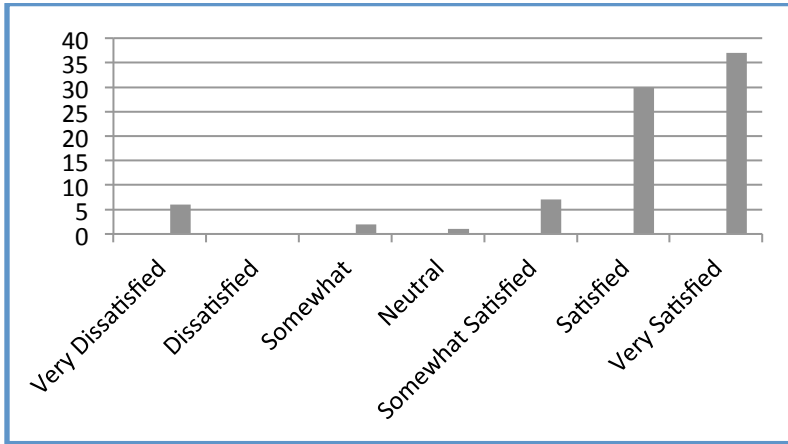
Languages, Literatures, and Linguistics prepares students for active global citizenship with skills in world languages and the disciplinary tools of linguistic, cultural, and literary analysis. The Department’s programs- especially through its immersion experiences- foster the cultural knowledge and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

### Appendix B - ASL Matrix for ma Program of Languages, Literatures, and Linguistics

A. Student Learning Outcome Goals	B. ISU Mission and Values	C. Curriculum experiences that facilitate student learning outcomes	D. Methods that demonstrate student learning
1. Students demonstrate professional communication proficiencies.	High standards	LLL 600 LLL 607	Papers and presentations, research proposal Comprehensive Exam with oral, written teaching, and content components
2. Students engage in and meaningfully contribute to diverse and complex communities and professional environments.	Diversity Personal growth Integrity Stewardship	LLL 600  LING 613/LLL 690 (for TA's)	Students participate in departmental colloquia, interacting with faculty, guest speakers, and one another. Students attend at least one professional conference off campus. Students plan and lead cultural events and volunteer as language tutors.
3. Recognize and act on professional and ethical challenges that arise in their field or discipline.	Well rounded education Integrity Personal growth Stewardship Responsibility	LLL 607 LING 792/LLL 690 (for TA's)	Students complete IRB training. Students demonstrate proper citation practices through papers in all classes. All students participate in Mentoring Groups.
4. Master the knowledge required in their discipline or profession.	High standards	LLL, LING and SPAN graduate coursework (32 hours)	Student papers, projects, and exams. Culminating Content Exam.
5. Master the skills (including using appropriate tools) required in their discipline or profession.	High standards	LLL and LING and SPAN graduate coursework (32 hours).	Tutoring and teaching experiences, projects, and group projects. Culminating Essay and Presentation Exams.

## Appendix C – Alumni Survey Questions and Results

### #1 How satisfied were you with the MA program you completed in the Department of Languages, Literatures, and Linguistics at ISU?



Note: All 6 of the students who answered ‘Very Dissatisfied’ answered #2 as “Found a job that used skills and/or knowledge related to my MA,” so their dissatisfaction seems to be a misreading of the question since “Very Dissatisfied was listed as the top choice, and “Very Satisfied was the bottom choice. One additional student wrote to me that she had misunderstood the question and said, “I am very sorry for the misreading mistake. I really thought I clicked very satisfied instead of very dissatisfied. If I get a chance to help fill in similar surveys, I will put my baby aside and stop other chores so that I could concentrate more in doing what is supposed to be done properly next time. I feel bad for the silly error. “ Even counting these 6 as very dissatisfied, the vast majority of students (80 out of 90 or 89% were somewhat satisfied, satisfied or very satisfied with the program.

### #2 In your first year after finishing your MA, what did you do? (Please check as many as apply to your situation)

Entered another graduate program	23
Accepted by another graduate program but didn't attend	3
Applied for another graduate program but not accepted	0
Did not apply for another graduate program	9
Found a job that used skills and/or knowledge related to my MA	56
Found a job that did not use skills/knowledge related to my MA	5
Looked for a job in a specific location but didn't find any	10
Looked for a job internationally but didn't find any	3
Did not look for a job	4
Other	10



5 graduates stayed home with a family member (such as an infant or elderly relative), and 10 listed “other activities,” five of which involved returning to a previous job:

got back to a teaching position that I had kept before taking the MA program. And I have been teaching at the same school ever since I've resumed teaching at a position, which my education office has been holding for me.

i returned back to my previous job

found a job and waiting for a reply

Volunteer work in my field in the Amazon Region of Ecuador.

I resumed my former job as in-service teacher trainer and have been part time teacher at the International University of Grand Bassa co-founded by Georgia State University and my country.

The job I was hoping for was eliminated. I have remained teaching at the high school level.

I moved to a foreign country and used every ounce of knowledge that I had gained from the Master's program to be the greatest teacher

Resumed working as a lecturer

I came to my job as an English teacher at a middle school

#### Appendix D – Enrollments in Core Classes

YEAR	LLL 600	LLL 607
2008	19	12
2009	16	22
2010	25	11
2011	19	24
2012	20	16

#### Appendix E - MA Comprehensive Exam Results

YEAR	# taking exam	# passing content 1 <sup>st</sup> attempt	# passing writing 1 <sup>st</sup> attempt	Total # passing	Percentage passing
*2008	12	9	9	12	100%
*2009	12	10	10	11	91.6%
*2010	15	13	15	15	100%
*2011	11	8	7	11	100%
*2012	19	17	19	19	100%

Indiana State University Graduate Student Learning Goals and Outcomes\*

A. Student Learning Outcome Goals	B. ISU Mission and Values	C. Curriculum experiences that facilitate student learning outcomes	D. Methods that demonstrate student learning
Students demonstrate professional communication proficiencies.	High standards		
Students engage in and meaningfully contribute to diverse and complex communities and professional environments.	Diversity Personal growth Integrity Stewardship		
Students recognize and act on professional and ethical challenges that arise in their field or discipline.	Well rounded education Integrity Personal growth Stewardship Responsibility		
Students achieve mastery of the knowledge required in their discipline or profession.	High standards		
Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.	High standards		

\*Programs complete columns "C" and "D".

# Graduate Portfolio Assessment Standards

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## 1. Oral and Written Communication Skills Relevant to One's Program of Study

Able to participate effectively in most formal and informal conversations on practical, social, professional and abstract topics. Able to support opinions and and hypothesize using native-like discourse strategies.

## 2. Critical Thinking

Demonstrates analytical and argumentative skills relevant to understanding the underlying natures of language and culture. Can summarize and offer cogent critiques of published and oral scholarly presentations, including evaluation of the connectedness of data and evidence to the presented argument. Writes from an argumentative stance (thesis), not merely descriptively.

## 3. Cultural Awareness

Demonstrates an interest in and sensitivity to issues of diversity and multi-culturalism. Shows evidence of this interest in presentations and research projects.

## 4. Logical Argumentation

Demonstrates ability to synthesize knowledge and construct a logical argument.

## 5. Resources

Demonstrates ability to use appropriate resources such as library, interlibrary loan and the electronic media in order to successfully complete course work requirements and produce significant research projects and/or thesis.



Sample Passing  
Spanish Portion of  
a Cross-Linguistics  
LLM M.A.  
(Spring 2008)

Sample Passing  
Spanish Portion of  
a Cross-Linguistics  
LLM M.A.  
(Spring 2008)

Examination of Masters of Arts – Fares Da Silva

Escoge dos preguntas y contesta en forma de ensayo en español:

1. Las novelas *En el tiempo de las mariposas*, *Antes de que anochezca* y *Como agua para chocolate* se plasmaron en películas. Después de leer las novelas y ver las películas, ¿cuál es la importancia de la historia verdadera? ¿cómo se relaciona a los personajes femeninos con la cultura de los países tratados? y ¿cuál de los géneros, el libro o la película, te fue más provechoso?
2. De los dramas estudiados, ¿cuáles son algunas técnicas usadas por los dramaturgos? Compara el drama *El gesticulador* con otros dramas, por ejemplo, ¿cuáles son algunas similitudes y algunas diferencias?
3. En la novela de Isabel Allende, *Inés del alma mía*, ¿cómo la autora integra o fusiona la historia real con la ficción? Describe cómo es el personaje de Inés en esta novela y ¿cuál es la importancia de relatar la historia desde la visión de un personaje femenino?

### Question 3

3) Isabel Allende fusiona la historia real con la ficción a través de los detalles relacionados a la vida de Inés y sus amores. Se hace difícil separar lo verdadero de la ficción (una vez) ya que Allende integró la ficción de una forma muy sencilla y casi imperceptible. A mi ver, esta autora tiene el don de presentar relatos históricos y añadir su creación de una manera estupenda. ①

El personaje de Inés en esta novela es un personaje que se transforma a través de los años. Inés tiene un espíritu fuerte y decidido. Ella representa una visión femenina más allá de la que tenían las mujeres de su tiempo. Fue una mujer que intentó lograr lo imposible y que consiguió su lugar en la historia de las Américas.

Allende presentó a Inés como una mujer independiente, de mucho valor y también de mucha valentía. Estas cualidades fueron detalladas en la novela para servir de ejemplo a otras mujeres que así como Inés en su tiempo en España, viven bajo las reglas y estereotipos de la sociedad aun machista.

Con cuanto al relator la historia desde la visión de un personaje femenino, es importante entender que la mayoría de los relatos sean históricos o ficticios fueron escritos por hombres. Hay un cierto prejuicio de parte de cada sexo, pues, cada cual tiene su versión de lo ocurrido.



Es importante relatar la historia de los dos lados, pero en este caso, del lado femenino, porque eso ayuda al lector a entender mejor el relato, ya que la manera de ver de un hombre es muy diferente de la manera de ver de una mujer. Los hombres son menos detallistas y no incluyen mucho de las emociones en sus relatos mientras las mujeres tienen la capacidad de integrar y explorar sus emociones más fácilmente. Quizás los relatos deberían ser escritos por ambos sexos para que los lectores pudieran sacar más provecho de la literatura.

Enís fue un ejemplo para las mujeres; comenzó sus días como costurera y los terminó como una de las fundadoras del Chile. El personaje supo presentar las interminables capacidades femeninas y hacernos sentir parte de la historia.

Las películas son una representación en forma de ficción que nos llevan a entrar en un mundo lo cual no es nuestro. Las mismas tienen el poder de traer de una forma visual lo que los autores buscan traer en la forma escrita. Desafortunadamente, las películas no pueden incluir toda la información que el autor desea pues hay que respetar las limitaciones, como el tiempo de su presentación en el cine. Eso hace con que las películas tengan su foco en los aspectos más importantes desde el punto de vista del director.

Las novelas, a su vez, son más importantes que las películas ya que pueden presentar los relatos de una forma más detallada. El autor tiene libre acceso para incluir lo que le dé la gana.

En las novelas En el tiempo de las mariposas, Antes que anochezca y Como agua para chocolate, podemos ver temas comunes a de los países de la América latina. Entre estos temas podemos ver el tema de la mujer como la protectora, la que busca la justicia a cualquier precio.

En el libro En el tiempo de las mariposas, las mujeres se relacionan al estereotipo de que no son capaces de sobrelivir y que son el sexo frágil.

Viven bajo una cultura machista que se ve en los hogares y también en la sociedad en general.

En las novelas *Antes que anochezca* y *Como agua para chocolate*, las mujeres son fuertes pues viven sus vidas sin necesitar de un hombre que las proteja. Se muestran independientes en una sociedad machista, especialmente en México en la novela *Como agua para chocolate*.

En las tres novelas, los personajes femeninos demuestran determinación pues intentan lograr lo que parece ser imposible como la búsqueda hacia la felicidad en el amor, los logros personales y la independencia como seres humanos. Estos personajes femeninos van en contra de las reglas establecidas por la sociedad y la cultura latina que es muy machista. luchan por vencer el miedo y las barreras impuestas por la sociedad y el gobierno en general.

El género más provechoso fue el libro porque puede entender más profundamente la mente de cada personaje, sus aspiraciones, sus miedos y entender más de sus personalidades. Las películas fueron un complemento visual que me ayudaron a visualizar los temas presentados en los libros.

Si tuviera que optar por uno de los dos, preferiría leer los libros antes de ver una película porque los libros traen más detalles y nos ayudan a entender mejor a los personajes.