

**Template
Degree Program
Assessment of Student Learning Plan
Kansas State University**

FEB 17 2005

- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

College: Arts and Sciences
Department: Modern Languages
Date: October 27, 2004

B. Contact Person(s) for the Assessment Plans

Robert Corum, Jr. (Dept. Head)
Bradley Shaw, Chair, Assessment Committee

C. Degree Program

M.A. in Modern Languages (French, German, Spanish)

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

- ✓ Superior Speaking Skills
- ✓ Superior Reading Skills
- ✓ Superior Writing Skills
- ✓ Ability to Investigate and Evaluate in Research
- ✓ Awareness of Cross-Cultural Diversity

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
Superior Speaking	X	X		
Superior Reading	X	X		
Superior Writing	X	X		
Research & Problem solving	X	X	X	
Cross-cultural Diversity Awareness	X	X	X	

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

- Superior speaking will be assessed through: 1) the capstone exercise for the M.A. (oral exam or defense); 2) classroom observation of GTAs.
- Superior reading will be assessed through: 1) the capstone exercise (thesis or exam); 2) research papers.
- Superior writing will be assessed through: 1) the capstone exercise (thesis); 2) research papers.
- Research and problem solving will be assessed through: 1) the capstone exercise (thesis or exam); 2) research papers. Note: professional standards are included here.
- Cultural diversity will be assessed through: 1) diversity issues in the curriculum, keeping in mind multicultural competencies, as defined by the Tilford Group; 2) diversity training and performance in the teaching program. Note: professional standards are included here.
- Portfolio development will allow students to demonstrate achievement and progress toward anticipated student learning outcomes.

Groups included: all M.A. candidates will be included in these categories. GTAs will be assessed more thoroughly in the areas of speaking skills and cultural diversity awareness. (Note: the vast majority of our M.A. students are also GTAs.)

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Year 1:

- Through the modification of the graduate student handbook, all incoming M.A. students will be instructed on portfolio guidelines.
- First semester: a first version of templates will be created by the assessment committee and approved by faculty for assessment of research papers, capstone exercises, classroom observations, and diversity content of courses. Second semester: templates are evaluated by the assessment committee and department head; evaluations of templates are presented to faculty for discussion.
- TEVAL (or similar course rating instrument) will be enhanced by question(s) on diversity.

Year 2:

- Second-year M.A. students meet with their advisory committee at the beginning of the third semester to evaluate their progress on the portfolio. Complete portfolios are evaluated by the students' committees at the time of the capstone exercise.
- Fall semester: templates are in use for all aspects listed under Year 1. Second semester: results of all aspects are measured by templates discussed by the assessment committee and department head; results are presented to the faculty for evaluation.

Year 3:

- All aspects of the assessment program are in place. Once each year, results from the preceding academic year will be evaluated by the assessment committee and department head. The results will be presented to the faculty.

2. What is the unit's process for using assessment results to improve student learning?

The results of all assessment instruments are submitted to the department head who will keep them on file. Baseline data will be collected for all measurable assessment instruments (i.e., all aspects of the program for which a template is used) beginning in the second year. The ML assessment committee will review the file each semester of every academic year and make a formal report to the department head and faculty. An advisory committee of alumni and friends of the department will receive the ML assessment committee report and will make recommendations to the department head. Changes to the plan, which may include modifications or replacements of testing instruments, procedures, and even program goals and projected student learning outcomes, will be instituted, by department vote, as needed. At the time of every departmental program review, providing that we have sufficient funds, an outside evaluator will be invited to evaluate our assessment plans and make recommendations for improvement.