



## **Submission Guidelines for SUMMARY reports – specifically for programs writing their self-study for either academic Program Review or Accreditation (assessment results from AY 2016-17)**

### Guidelines:

- 1) *Submission deadline: **October 2, 2017**, early submissions are encouraged*
- 2) *Submit electronically to Yvonne Kirby (Director of OIRA) as an email attachment ([ykirby@ccsu.edu](mailto:ykirby@ccsu.edu))*
- 3) *Provide a SEPARATE REPORT for each academic program. All certificate and degree programs are required to be assessed per NEASC. Check the reporting calendar to see which certificate programs are considered embedded in a degree program as these programs do not need to be reported on separately.*
- 4) *A Summary report consists of the completed Overview report for the academic program and the General Education Overview, if appropriate.
  - a. *If your department contributes to the General Education (GE) curriculum and has not conducted any assessment on GE but your faculty have contributed artifacts to the Multi-State Collaborative, please indicate which faculty have provided artifacts (item 7 in the GE report).**

Reminder: Assessment reporting is on a five-year cycle, consisting of a full report in year one followed by interim reports for three years and then a summary report is due in the fifth year. The assessment cycle is aligned with the Program Review Cycle such that the full assessment report is due the year prior to the year that the department will submit their program review report. Departments are not required to submit an assessment report for a program in the year the department is scheduled to begin writing the Program Review self-study (see [Program Review Policy](#) and [Assessment Calendar](#)). For example, if your program is scheduled for program review in Spring 2017 or Fall 2017 then only a Summary assessment report will be due for that program in Fall 2017 (report covering AY 2016-17 activities); this is necessary to comply with BOR requirements. Departments that are accredited by an outside agency, and thus exempt from the Program Review Policy, should follow the guidelines for assessment reporting as described in this document and follow the Assessment Calendar. Where possible, the assessment cycle will be aligned with the accreditation cycle and a Summary report will be due in the year the self-study is due to the accrediting body.

**Summary reports:** complete Only the Summary for the program and contribution to general education, if appropriate.

URL to Assessment website resources: [http://web.ccsu.edu/oira/assessment/assessment\\_aap.asp](http://web.ccsu.edu/oira/assessment/assessment_aap.asp)

**Summary:** The following questions are required by the Connecticut State Colleges and University Board of Regents, NEASC and the CCSU Academic Assessment Committee. These questions must be completed annually for all academic programs (all degree and certificate programs) as well as all departments offering courses in general education. Submit a separate table for each program and for each general education learning outcome the department teaches.

- You are encouraged to address the questions using bulleted lists rather than narrative form.

**Program Summary**

Department: \_\_\_\_\_ Modern Languages \_\_\_\_\_

Report Preparer: \_\_\_\_\_ Carmela Pesca, Chair \_\_\_\_\_

Program Name and Level: BA/BS/Graduate Certification in Modern Languages: French, German (BA only), Italian and Spanish \_\_\_\_\_

Program Assessment Question	Response
<p><b>URL:</b> Provide the URL where the learning outcomes (LO) can be viewed</p>	<p><a href="http://www.ccsu.edu/modlang/undergrad.html">http://www.ccsu.edu/modlang/undergrad.html</a>            Learning Outcomes for BA/BS/Graduate Certification:</p> <ol style="list-style-type: none"> <li>1. Speak at an Advanced Low oral proficiency in the target language.</li> <li>2. Write at an Advanced Low written proficiency in the target language.</li> <li>3. Use the target language to discuss major topics related to the cultures of countries where the target language is spoken.</li> <li>4. Use the target language to discuss the works of major authors of countries where the target language is spoken.</li> </ol>
<p><b>Assessment Instruments:</b> Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	<p>LO #1 and 2: Scoring rubrics keyed to the Oral and Written Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL).             LO # 3 and 4: Scoring rubrics keyed to National Standards in the teaching of Culture and Literature in world languages.</p>
<p>3) <b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).</p>	<p>Department’s Assessment Committee.</p>
<p>4) <b>Results:</b> Since the most recent full report, list:            a. The conclusion(s) drawn            b. The changes that were or will be made as a result of those conclusion(s)</p>	<p>The majority of students perform at the acceptable level in all assessments: speaking, writing, culture, and literature.             The Department is planning a revision of content for courses intended for heritage speakers of Spanish, and cycling adjustments of courses to bring more BS/Graduate Certification students up to the target level.</p>
<p>5) <b>Strengths:</b> List ways in which your assessment process is working well.</p>	<p>Standardized instruments and common rubrics across the languages work well as guiding principles, and make results comparable.</p>

6) **Improvements:** List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).

Data collection needs to be more regular, particularly for courses taught by part-time faculty members. Current revisions under consideration may result in some adjustments in assessment plan.

**General Education Summary:**

1. Summary only required for departments contributing to the General Education Curriculum.
2. If department contributes to more than one LO, complete one table for each LO.
3. If department has not conducted any assessment on GE but your faculty have contributed artifacts to the Multi-State Collaborative, please indicate which faculty have provided artifacts (item 7).
4. URL for the list of approved general education courses and LO/objectives:  
<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program>

**Department:** Modern Languages

**General Education LO Assessed:** Speaking Ability at Novice High Level to fulfill Skill Area 3 GenEd requirement

**Report Preparer:** Carmela Pesca, Chair

General Education Question	Response
1) <b>Courses:</b> General Education course(s) taught and the LO the course aligns with	All 112 language courses: second semester of the Elementary level.
2) <b>Assessment Instruments:</b> What data/evidence, other than GPA, is used to assess the stated CCSU General Education outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	Oral interview, conducted by all 112 instructors, according to ACTFL national proficiency guidelines, using same questions and rubrics for all languages.
3) <b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Department Assessment Committee.
4) <b>Results:</b> Since the most recent full report list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s).	Most students perform at the expected level of Novice High. 90% of interviews result in either acceptable or target ratings. Methods employed by faculty and activities developed for class are in line with national standards and effective to allow students to reach this level of performance. The Department will continue to develop communicative activities that allow more students to perform at their best.
5) <b>Strengths:</b> List ways in which your assessment process is working well.	The communicative approach followed in Elementary courses is effective in allowing students to reach the expected Novice High level after two semesters in college. Activities focus on student ability to be creative with the language, control some basic structures, and maintain a simple interaction.
6) <b>Improvements:</b> List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).	Collection of data from courses entirely taught by part time faculty (i.e Arabic, ASL, German and Polish) needs to improve. The department is planning to collect data from all courses in the future.
7) Our department has not assessed its contribution to the General Education curriculum	

but our faculty are contributing to the Multi-State Collaborative. Please list faculty names.