

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: MA in Teaching International Languages

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
<p style="text-align: center;">2011 – 2012</p>	<p>SLO#7: TIL students demonstrate knowledge of and tools for conducting a broad variety of research for continued professional development and/or further academic study.</p>	<p>A scoring rubric was developed to facilitate assessment of the comprehensive exam. The rubric addresses seven features that characterize responses at four levels of knowledge, understanding, and skill from Limited Competence to Superior. Assessment focused on 14 samples of comprehensive exam responses from 8 different students. Two raters used the rubric to assess responses written for faculty in English and Education. Although the sample size was small and time limited, use of this initial version of the rubric to rate exams was positive.</p>	<p>The results will be used to improve the program in several ways. First, the new rubric will be included in the TIL program handbook, and shared with faculty and students. It will replace the Comprehensive Examination Response Characteristics section on pages 22-23. Providing a rubric instead of a description will enhance candidates' preparation for the comprehensive exam and ensure more consistent assessment of student responses by faculty over time. This will further enhance the quality of student work from both faculty and student perspectives. Secondly, the rubric has already been shared with students scheduled to take comprehensive exams in November.</p>	<p>Effective this semester, faculty will begin to field test use of the rubric to evaluate responses on the comprehensive exam. Initial efforts to use the rubric will need to take into account input from the oral exam as part of the development process. Use of the rubric will guide the feedback given candidates by members of their graduate advisory committees. Upon completion of the oral exam, the chair of the students' graduate advisory committee will collect the rubrics along with the candidates' written responses. Although the rubric should be able to accommodate oral input as well as written responses, modifications may be required if users find that this is not the case.</p>
<p style="text-align: center;">2012 – 2013</p>	<p>SLO #6: TIL students develop knowledge of professional standards and demonstrate competencies in inquiry-oriented, standards-based, reflective practice.</p>	<p>A scoring rubric was developed to facilitate assessment of the professional portfolio. The rubric addresses eight</p>	<p>The results will be used to improve the program in several ways. First, the new rubric will be included in the TIL program handbook, and</p>	<p>Effective this semester, faculty chairing TIL graduate advisory committees will field test use of the rubric. The rubric will enhance the feedback candidates receive on their self-assessment. In the near</p>

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		<p>features that include professional philosophy; resume; use of artifacts and self-assessment of SLOs; use of core propositions to reflect on professional knowledge, skills, attitudes, and values; professional development goals; organization, and writing. Ratings range from Minimal and Adequate to Effective and Superior. Scoring guidelines were determined prior to assessment, consistent with the portfolio guidelines and evaluation form used in EDSL 635. Two raters used the rubric to assess portfolios submitted by six candidates between Spring 2012 and Summer 2013. Although the sample size was small, use of the rubric was positive.</p>	<p>shared with faculty and students. Second, the rubric completes the cycle, from students' introduction to the portfolio in the orientation and initial development in EDSL 635 through its submission at the oral defense or exam. It will ensure more consistent assessment by faculty over time, and further enhance the quality of TIL candidates' self-assessment and reflection.</p>	<p>future, the rubric will guide assessment of the new e-portfolios.</p>
<p>2013 – 2014</p>	<p>SLO #6 (reassessment): TIL students develop knowledge of professional standards and demonstrate competencies in inquiry-oriented, standards-based, reflective practice.</p>	<p>This year's assessment focused on a subset of professional portfolios that are increasingly a part of the final assessment: electronic portfolios or e-portfolios. Students were introduced to the format beginning in Spring 2012, and the first submissions</p>	<p>The results will be used to improve the program in several ways. First, the rubric is available to faculty and students on the TIL website on Blackboard Learn. Second, the rubric completes the cycle from the portfolio's introduction in the orientation and initial</p>	<p>Our initial experience with the rubric suggests that the assessment process was more consistent for the e-portfolios than the initial assessment of portfolios. Although there were six raters this year as compared to two last year, the ratings were more consistent. As the rubric continues to be used, the program will be better prepared to provide training for program faculty, which should result in</p>

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		<p>came in Spring 2014. The electronic portfolios were rated and scored by six faculty members in two units: Chris Fosen, Tom Fox, Kim Jaxon, and Sandra Wright in English; Lisa Buschmann and Hilda Hernandez in Education. All six faculty members served on graduate advisory committees for candidates in the program. Four of the ratings were for students completing theses; one was for a student who chose the comprehensive exam as a culminating activity. Three of the graduate advisory committees were comprised entirely of faculty in English. The other two were interdisciplinary committees chaired by a faculty member in Education.</p>	<p>development in EDSL 635 through its submission at the oral defense or exam. It is helping faculty to provide more consistent assessment over time, and to enhance the quality of TIL candidate's self-assessment and reflection.</p>	<p>greater consistency in the development and assessment of professional portfolios.</p>
2014 – 2015	NA – see comments below			
2015 – 2016	NA – see comments below			
2016 – 2017	NA – see comments below			

**Note: The MA in Teaching International Languages Program has undergone some major changes. In AY 2014-15, it was relocated from the College of Communication and Education to the College of Humanities and Fine Arts. It remained in transition for several years until a new director was hired in August 2017. The new director is now in the process of restarting the Program's assessment efforts, including establishing new assessment instruments, goals, and student learning outcomes.