Department of Literature, Journalism, & Modern Languages

Rubric Element	Assessors Rating	Comments
1. Mission Statement	Initial/Highly Developed	Not provided for all reports. Report notes this is in revision.
2. Definition of PLOs	Highly Developed	No work needed.
3. Alignment of PLOs to Mission Statement	Initial/Highly Developed	Mission statement not provided in all reports.
4. Development of PLOs	Emerging /Developed/Highly Developed	Review outcomes to ensure outcomes for each program range all the way up the highest levels of learning on Blooms' Taxonomy. See comments.
5. Alignment of PLOs on a Curriculum Map	Initial (60%) and up	Dependent on program; some curriculum maps submitted after assessment. Still missing journalism and writing. See comments.
6. Multi-Year Assessment Plan	Initial	Please provide a timeline on what outcomes are going to be assessed in which years. The Office of IE will assist in providing a template for this.
7. Methods of Assessment	Initial/Emerging/Developed	Provide greater detail in how learning outcomes are being assessed. See comments.
8. Criteria for Success	Initial (Developed/Highly Developed for 1 program)	Ensure criteria for success are set for every method of assessment.
9. Direct or Indirect Measures	Initial & Developed	Review to ensure a direct measure is used to assess every learning outcome. Provide greater detail in what methods are used to assess. See comments.
10. Collection of Evidence	Initial/Emerging	Most program reports missing data.
11. Analysis of Results	Initial/Emerging	Most program reports missing data.
12. Conclusions, Implications and Recommendations	Initial/Emerging	Most program reports missing data. Conclusions etc, should be based on solid evidence. See comments.
13. Planning Change "Closing the Loop"	Initial (30%) /Emerging (50%) /Developed (20%)	Most program reports missing data. Changes should be based on solid evidence. See comments
14. Activities or Resources Needed		*It was determined after the rubric was developed that this element belongs with Program Review.*

Assessor Comments:

The Spanish Language assessment appears to be more complete than the Romance Languages. This assessment protocol needs to extend into the Romance Languages.

- Mission Statement: [Literature] On dept schedule for Fall, 2011.
- Definition of PLOs: [Journalism] When "and" is used in a PLO, you could have two different PLOs. Example: PLO 4: ethical and legal standards and professional codes may actually be 3 separate items you may want to assess.
- [Languages] Check with Stephanie Lehman in the OIE for a curriculum map formatted for your department. Also, for the Romance Languages, is Mastery determined for every PLO?
- [Literature] LO 3 has been modified for student to make the connections.
- Alignment of PLOs to Mission Statement: [Literature] Dept Mission Statement missing. LOs in the revision were aligned to the ILOs.
- [Lit-EE/Writing] Mission Statement is missing.
- Development of PLOs: [Journalism] The PLOs are either in the application or knowledge cognitive levels. Mastery may be possible at the synthesis or create levels.
- [Writing] It appears to me that you are intending a higher cognitive level that the words "demonstrate" or "develop" imply.
- Curriculum Map: [Literature] Every course does not need to address every learning outcome. Paritcularly in the required courses. Here you want to determine which course(s) will address a particular learning outcome.
- [Writing] Curriculum map at an early stage of development.
- Methods of Assessment: [Languages] The Spanish major has, for the most part, determined assessment methods. This needs to be carried through the Romance Languages as well.
- [Literature] Are rubrics developed for the portfolios, so that you get consistent results?
- Criteria for Success: [Languages] Again. tje Spanish major has set criteria for most of the PLOs.
- Direct or Indirect Measures: [Languages] Do you use a rubric to assess the portfolios?
- [Literature] ETS exam would be direct, the surveys are indirect.
- [Lit-EE] A Portfolio is a direct measure, depending upon how it is used and assessed, for example, with the use of a rubric.
- Collection of Evidence: [Languages] How is data collected for the Romance Languages?
- [Literature] With performance targets, you could then see to what degree the students had met your criteria.
- Analysis of results: [Literature] Have you developed rubrics for the portfolios?
- Conclusions, Implications and Recommendations: [Literature] You are adding classes on the basis of a survey, you would want to back that up with direct evidence.
- Planning Change: [Literature] I would want to see the planned change backed up by stronger evidence.