

Institutional Effectiveness

2024-2025

Program: Foreign Languages BA

College and Department: College of Arts & Sciences, Foreign Languages

Contact: Martin Sheehan

Mission:

The Department of Foreign Languages (DFL) is proud to offer foreign language courses, study abroad experiences, and co-curricular opportunities that prepare Tech graduates to compete in today's global marketplace. The major in foreign languages (with concentrations in French, German, or Spanish) cultivates foreign language proficiency and cultural understanding in our students to equip them for success in a wide variety of careers and for postgraduate studies. Students may also double major, earn a minor (in French, German, Spanish, or International Studies), or become an International Business and Cultures (IBAC) major, a joint degree between the College of Business and the College of Arts and Sciences. The DFL also assists in training the next generation of foreign language teachers for K-12 classrooms across the state, region, and country.

Furthermore, the DFL offers numerous Culture and Civilization courses (taught in English) that support the intercultural education of TTU students. These courses allow students to fulfill Tech's general education: humanities elective while developing their analytic and presentational skills. Through our English as a Second Language (ESL) courses, the DFL supports Tech's diverse population of international students as they seek to attain sufficient linguistic competency in English in order to be successful in ENGL 1010 and subsequent coursework at Tennessee Tech. Furthermore, we organize symposia, film series, lectures, and cultural events in order to foster international awareness and cultural understanding within the Tech community.

The DFL is committed to developing, providing, and promoting study abroad experiences for majors and non-majors. Thanks to its FLST 1011 and 1013 courses, the DFL is a major support for all Tech students seeking to learn languages abroad that are not regularly offered at Tech.

The ongoing mission of the Department of Foreign Languages is to foster the multilingual proficiency, intercultural understanding, and professionalization of Tennessee Tech students through our foreign language courses, our culture and civilization courses, and the cultural activities that we offer to our stakeholders throughout the year. In this way, we directly support TTU's Tech Tomorrow Strategic Plan by:

- developing, providing, and promoting experiences that emphasize diversity and build global awareness (Goal 1 - Education for Life)

- implementing and continually improving our technologically infused instruction at all levels in order to enhance foreign language and cultural learning (Goal 2 - Innovation in All We Do)
- creating distinctive programs that aim to improve our students' marketability in today's multicultural environment in a manner that is increasingly effective and efficient (Goal 3 - Exceptional Stewardship, Goal 4 - Engagement for Impact).

Working in concert with the national World-Readiness Standards for Learning Languages of the American Council on the Teaching of Foreign Languages (ACTFL), the DFL strives to provide quality education to our Majors in foreign languages and to our non-Majors. Our program learning outcomes align closely with these standards and stipulate that our students will be able to communicate effectively in oral and written modes in the target language, interpret culturally authentic texts, and exhibit intercultural competency.

Attach Curriculum Map (Educational Programs Only):

Attached Files:

See Appendices 1a, 1b, and 1c

PG 1: Graduation Rate

Define Outcome:

The DFL will recruit, retain, and graduate enough students to achieve an average of 13 graduates over the course of each academic year.

Assessment Methods:

The DFL tracks the number of majors each semester, where our current majors are in their academic pipeline, and the number of graduates each semester. This data is recorded in the annual departmental report, which is prepared, disseminated, and discussed at the first department meeting each academic year in August. The faculty then use this report to brainstorm new recruitment and retention strategies for the academic year.

Criteria for Success (Thresholds for Assessment Methods):

Programs that graduate less than an average of 10 majors over a period of 5 years can be classified as low producing and risk elimination. Thus, our aspirational target performance would be an average of 13 graduates over a 5-year period because that figure would indicate the growth and strength of our programs.

Threshold of acceptability:

- Target Performance: an average of 13 graduates over 5-year period
- Minimum Performance: an average of 8 graduates over 5-year period

Link to 'Tech Tomorrow' Strategic Plan:

3.A Efficiency and Effectiveness

Results and Analysis:

Enrollments for Foreign Languages, Fall						
	2020	2021	2022	2023	2024	Change 2020-2024
First Major	29	23	17	14	11	-18
First and Second Majors	38	37	40	37	38	0

Foreign Language Degrees Conferred

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	5-year average
5	14	12	5	12	9.6

For 2024-2025, the department had 12 graduates with a 5-year average of 9.2. This average is above our minimum performance threshold of 8 and below our target performance threshold of an of 13 graduates.

Use of Results to Improve Outcomes:

Although the number of students choosing a B.A. in Foreign Languages as their primary major has dwindled, the department is seeing substantial growth in the number of students pursuing French, German, and Spanish as secondary majors, who now make up 73% of our current total of 52 majors.

The department has worked in recent years to remove substantial, unnecessary obstacles from its program of study. Specifically, the faculty voted to remove additional requirements in literature and history from the Option 1 degree program. Faculty also voted to allow students to begin the program of study at the 1020 level and removing one upper-level course from the CPOS. It is projected that this change will have minimal impact on our program outcomes, but faculty will closely monitor student progress to assess and address any potential negative impact. Given that fewer of our graduates were opting to pursue graduate degrees in literature, history, and language, the faculty decided to make these updates to the degree.

Additionally, we have worked on marketing our major on campus. The department developed an infographic that shows various career paths connected to language study, and the chair expanded the maximum number of Prior Learning Credit hours (called "retrocredit") awarded to qualified students from 9 to 12. The faculty hosted a luncheon for advisors in August 2024, during which they announced the curricular changes outlined above, shared the infographic about foreign language careers, and explained the retrocredit process to all attendees.

By streamlining our programs of study and improving how we market ourselves, the numbers seem to suggest that we are attracting more double majors, which consequently should mean more graduates.

Attached Files: See Appendices 2 and 3

PG 2: Culture and Civilization Courses (Gen Ed)

Define Outcome:

The DFL will aim to offer 5 English-language culture courses each academic year in order to contribute diverse courses to the general education core at Tech.

These courses are: FLST 2520: The Cultures and Peoples of North Africa, FREN 2510: French Culture and Civilization, GERM 2520: German Culture and Civilization, SPAN 2510: Spanish Culture and Civilization, and SPAN 2550: Latin American Culture and Civilization.

Assessment Methods:

When the chair prepares the annual institutional effective report, they will track the number of fine arts/humanities courses the department offers each year, as well as the total number of students enrolled in each course each semester to identify enrollment trends. This information will be shared with faculty during the first faculty meeting in the fall.

Criteria for Success (Thresholds for Assessment Methods):

Threshold of acceptability

- Target Performance: 5 cult/civ courses per year
- Minimum Performance: 2 cult/civ courses per year

In 2014, the Provost's office expressed the need for more general education: fine arts/humanities courses to be offered to TTU students. If at least 1 course is offered a semester, then a total of 2 courses will be offered during the academic year, which corresponds to the the minimum performance. The target performance would mean at least 1 cult/civ course being offered over the summer in addition to 2 courses offered each fall and spring.

Link to 'Tech Tomorrow' Strategic Plan:

1.B General Education Curriculum, 1.C Diversity

Results and Analysis:

Culture and Civilization Courses

	2020-2021	2021-2022	2022-2023	2022-2023	2024-2025
Total # of Culture and Civilization Courses	3	3	7	8	8

For 2024-2025, the department greatly exceeded its minimum performance threshold of 2.

Use of Results to Improve Outcomes:

The number of general education culture courses that we offer each year has increased steadily. Faculty have developed versions of these courses that are focused on experiential learning (i.e., study abroad trips for our French culture course and a musical performance component for a Latin American culture course), which will hopefully raise the profile of the department on campus. The department is fine tuning its messaging for non-majors in these general education courses in hopes of encouraging a higher percentage to enroll in our language courses or declare a minor/major in foreign languages.

Two concerns arose as faculty reflected on the number of culture courses offered each year: 1) whether there is a saturation point at which the average enrollment for these courses starts to drop and 2) whether students tend to enroll more often in face-to-face sections of these courses or online sections. If the data suggest that face-to-face sections offer a better return on investment, then we will plan to offer more on-campus versions when possible and appropriate.

Addition of Spanish culture course, effort to secure larger classrooms for face-to-face instruction.

The department has maximized the number of general education culture courses offered each year. Faculty have enhanced these courses by incorporating experiential learning components, such as a study abroad experience in the French culture course and a musical performance element in the Latin American cultures course. These innovations are designed to raise the department's visibility on campus and strengthen its appeal to a broader student population. To further engage non-majors, the department is refining its messaging in these general education courses to encourage more students to pursue language study or to consider declaring a minor or major in foreign languages.

The department added a new Spanish culture course in Fall 2024 and is actively working to secure larger classrooms to accommodate growing interest in on-campus sections.

SLO 1: Foreign Language Proficiency

Define Outcome:

By their senior year, all foreign language majors will be able to confidently demonstrate their proficiency in their targeted language by scoring at least 75% overall on the senior capstone paper/presentation rubric. A score of 75% or higher demonstrates that a student's language ability is at a proficient or advanced level

Assessment Methods:

Senior Capstone Paper/Presentation Rubric – All our majors complete a senior capstone experience that culminates in a research presentation in the language. This presentation is evaluated by department faculty via a rubric. The rubric was developed to examine and improve students' level of speaking proficiency in their targeted language. The rubric aligns with the American Council on the Teaching of Foreign Languages (ACTFL) and evaluates 6 areas of proficiency. Students will demonstrate the ability to:

- Create comprehensible oral output (i.e., their thoughts, ideas, and opinions) in the target language (Advanced-Low level minimum as described by ACTFL)
- Create comprehensible written output (i.e., their thoughts, ideas, and opinions) in the target language (Advanced-Low level minimum as described by ACTFL)
- Analyze and evaluate authentic material in the target language in its written and spoken forms (Advanced-Low level minimum as described by ACTFL)
- Analyze, apply, and evaluate assumptions, concepts, and theories to provide valid responses, conclusions, or recommendations
- Compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and the student
- Apply and justify the use of the language beyond a school setting, including in a professional setting

Students are evaluated on all 6 areas of the rubric and results are evaluated to determine proficiency and identify areas of strength and weakness. Students will score at least 75% overall, thereby demonstrating a Proficient or Advanced level.

Faculty will attend and evaluate each capstone presentation, given by majors in their respective language--i.e., French faculty will attend the French capstones, German faculty the German capstones, and Spanish faculty the Spanish capstones. Each faculty member in attendance (with expertise in the language) will complete a rubric for each presentation. Completed rubrics will be submitted to the chair by the end of each semester. The chair will digitize each submitted rubric, record each score, and determine whether the 75% of capstone students meet or exceed the required threshold. The digitized rubrics will be stored electronically.

Attached Files: See Appendix 4

Criteria for Success (Thresholds for Assessment Methods):

Senior Capstone Paper/Presentation Rubric: students will score at least 75% overall on the senior capstone paper/presentation rubric.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning,1.D High Impact Practices,2.B Research, Scholar, Intellect, and Creativity,3.A Efficiency and Effectiveness

Results and Analysis:

SLOs 1: Foreign Language Proficiency

	2020-21	2021-22	2022-23	2023-24	2024-25
Total # of Capstone Students	5	14	7	7	8
# that met minimum performance threshold of 75%	4	13	5	7	7
# that did not meet minimum performance threshold of 75%	1	1	2	0	1
% of Students meeting minimum performance threshold of 75%	80%	93%	71%	100%	87.5%

With 87.5% of students meeting the minimum threshold of 75% on their Capstone presentations, the department exceeded its minimum performance threshold of 75% for 2024-2025.

Use of Results to Improve Outcomes:

One student did not meet the expected threshold for writing proficiency, prompting a broader discussion among the French faculty about strategies for strengthening student writing skills across the curriculum. As a result, faculty members are exploring targeted interventions, such as incorporating more structured writing assignments at earlier stages in the program, providing

additional feedback opportunities, and aligning assessment criteria more closely with departmental learning outcomes. These efforts aim to ensure that students are better prepared to meet proficiency standards by the time they reach upper-level coursework.

SLO 2: Teacher Licensure Program and edTPA Performance

Define Outcome:

Foreign language majors seeking teaching licensure will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performance-based subject-specific assessment as set by the State Board of Education.

Assessment Methods:

The edTPA is a performance-based, subject specific assessment that measures teaching-based skills related to planning, instruction, and assessment. Students in the foreign language program must complete the World Languages performance task. The edTPA is professionally scored by Pearson, and the Tennessee State Board of Education sets candidate cut scores.

The results are disseminated by Tech's College of Education in the early fall each year.

Criteria for Success (Thresholds for Assessment Methods):

Threshold of acceptability

- Target Performance: The total mean score for licensure students taking the World Languages edTPA exceeds Tech's cut score (AY 23/24=?)
- Minimum Performance: The total mean score for licensure students taking the World Languages edTPA is at least Tech's cut score (AY 23/24=?)

Link to 'Tech Tomorrow' Strategic Plan:

1.E Stackable Credentials,4.B Programs, Certificates, and Training

Results and Analysis:

(AWAITING SCORES FROM EDUCATION)

edTPA results

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25		
	TTU	TTU	TTU	TTU	TTU	TTU	State	National
N=	1	2	3	8	0	0	TBA	TBA
Planning	2.8	3.4	3.1	3.1	0	0	TBA	TBA
Instruction	2	2.3	2.1	2.6	0	0	TBA	TBA
Assessment	3	3.8	2.9	2.7	0	0	TBA	TBA
Total Mean Score	33	40	34	36.4	0	0	TBA	TBA

In 2024-2025, no Tech students attempted or completed the edTPA assessment. Job-embedded students are now no longer required to pass the edTPA, which further contributed to low numbers.

Use of Results to Improve Outcomes:

In the 2024–2025 academic year, no foreign language majors at Tennessee Tech completed the edTPA, the performance-based assessment required for teacher licensure. One student who had planned to take the edTPA was unable to do so after missing a critical submission deadline. Another student was not able to proceed with the edTPA because they did not pass the Praxis exam required for Spanish licensure. This student had been scheduled to participate in a study abroad program—an experience that would have significantly enhanced their language proficiency—but was ultimately unable to go due to unforeseen circumstances.

These cases highlight the need for strengthened advising and support structures for students pursuing licensure, particularly with regard to timelines, test preparation, and access to immersive language experiences. The department is currently reviewing its advising protocols and exploring ways to better prepare and guide licensure-track students through the required assessments and field experiences.

Summative Evaluation:

Given the recent adjustments to the major requirements (i.e., beginning the major at the 1020 level and removing an upper-level elective in the language), department faculty plan to monitor program outcomes very closely this assessment cycle. These recent changes might impact our students seeking licensure, but our licensure coordinator, Dr. Mike Olsen, will monitor that directly. Although he is an Associate Professor of Spanish, he is a skilled instructional expert who will share issues with faculty while he works with French and German students.

In a department meeting after the Fall 2024 capstones, the French faculty reported that they noticed a need for more robust writing instruction and support for their majors at the 3000 level, so all language faculty will be on alert in the coming year. The chair will reiterate the need for closer monitoring in the first department meeting of the 2025/2026 AY. If faculty notice a decline in the writing proficiency portions of the capstone presentation, then all faculty will discuss and implement changes across the curriculum to surface and improve any writing proficiency before the capstone level.

Assessment Plan Changes:

No changes to the assessment plan or outcomes are anticipated. The department has developed proficiency benchmarks that align with national teaching organizations and their standards. If this year's assessments suggest that the recent curricular changes are negatively impacting program outcomes (i.e., linguistic proficiency), then faculty will develop and adopt more robust and rigorous instructional methods earlier in the major program of study.

List of Appendices:

Appendix 1a: Foreign Languages Curriculum Map – German

Appendix 1b: Foreign Languages Curriculum Map – Spanish

Appendix 1c: Foreign Languages Curriculum Map – French

Appendix 2: Careers and Foreign Languages Poster

Appendix 3: SOAR 2025 Digital Signage

Appendix 4: Capstone Rubric

Appendix 1a: Foreign Languages Curriculum Map – German

Appendix 1: Foreign Language Curriculum Maps

German

Learning Outcomes (I=Introduce, R=Reinforce, M=Mastery, A=Assessment Opportunity)	REQUIRED COURSES Foreign Language, German Option 1, Option 2 & German with Licensure, B.A.									
	2010 Intermediate German II	2020 Intermediate German II	3010 Written Comm in German	3020 Oral Comm in German	3112 German Civ/Cult	3150 Intro German Lit	4810 Special Topics	Upper Division	Upper Division	4920/4925 Capstone
Oral Communication Create comprehensible output in the target language (spoken) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R	R, A	R	R	M	M	M	M, A
Written Communication Create comprehensible output in the target language (written) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R, A	R	R	R	M	M	M	M, A
Interpretive Communication Analyze and evaluate authentic material in the target language in its written and spoken	I	I	R, A	R, A	R	R	M	M	M	M, A

forms (Intermediate- Mid level minimum as described by ACTFL)										
Intercultural Competency Compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and the student	I	I	R	R	R	R, A	M	M	M	M, A
Communities Apply and justify the use of the language beyond a school setting, including in a professional setting	I	I	R	R	R	R	M	M	M	M, A
Critical Thinking Analyze, apply, and evaluate assumptions, concepts, and theories to provide a valid response, conclusion, or recommendation	I	I	R	R	R	M, A	M, A	M, A	M, A	M, A

Appendix 1b: Foreign Languages Curriculum Map – Spanish

Spanish

Learning Outcomes (I=Introduce, R=Reinforce, M=Mastery, A=Assessment Opportunity)	REQUIRED COURSES									
	Foreign Language, Spanish Option 1, Option 2 & Spanish with Licensure, B.A.									
	2010	2020	3010 Oral Comm in French	3020 Written Comm in Spanish	4010/4020 Intro Lit of Spain/ Latin America	4110/4120 Cult/Civ of Spain/ Latin America	Upper Division	Upper Division	Upper Division	4920 Capstone
Oral Communication Create comprehensible output in the target language (spoken) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R	R, A	R	R	M	M	M	M, A
Written Communication Create comprehensible output in the target language (written) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R, A	R	R	R	M	M	M	M, A
Interpretive Communication Analyze and evaluate authentic material in the target language in its written and spoken forms	I	I	R, A	R, A	R	R	M	M	M	M, A

(Intermediate-Mid level minimum as described by ACTFL)										
Intercultural Competency Compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and the student	I	I	R	R	R	R, A	M	M	M	M, A
Communities Apply and justify the use of the language beyond a school setting, including in a professional setting	I	I	R	R	R	R	M	M	M	M, A
Critical Thinking Analyze, apply, and evaluate assumptions, concepts, and theories to provide a valid response, conclusion, or recommendation	I	I	R	R	R	M, A	M, A	M, A	M, A	M, A

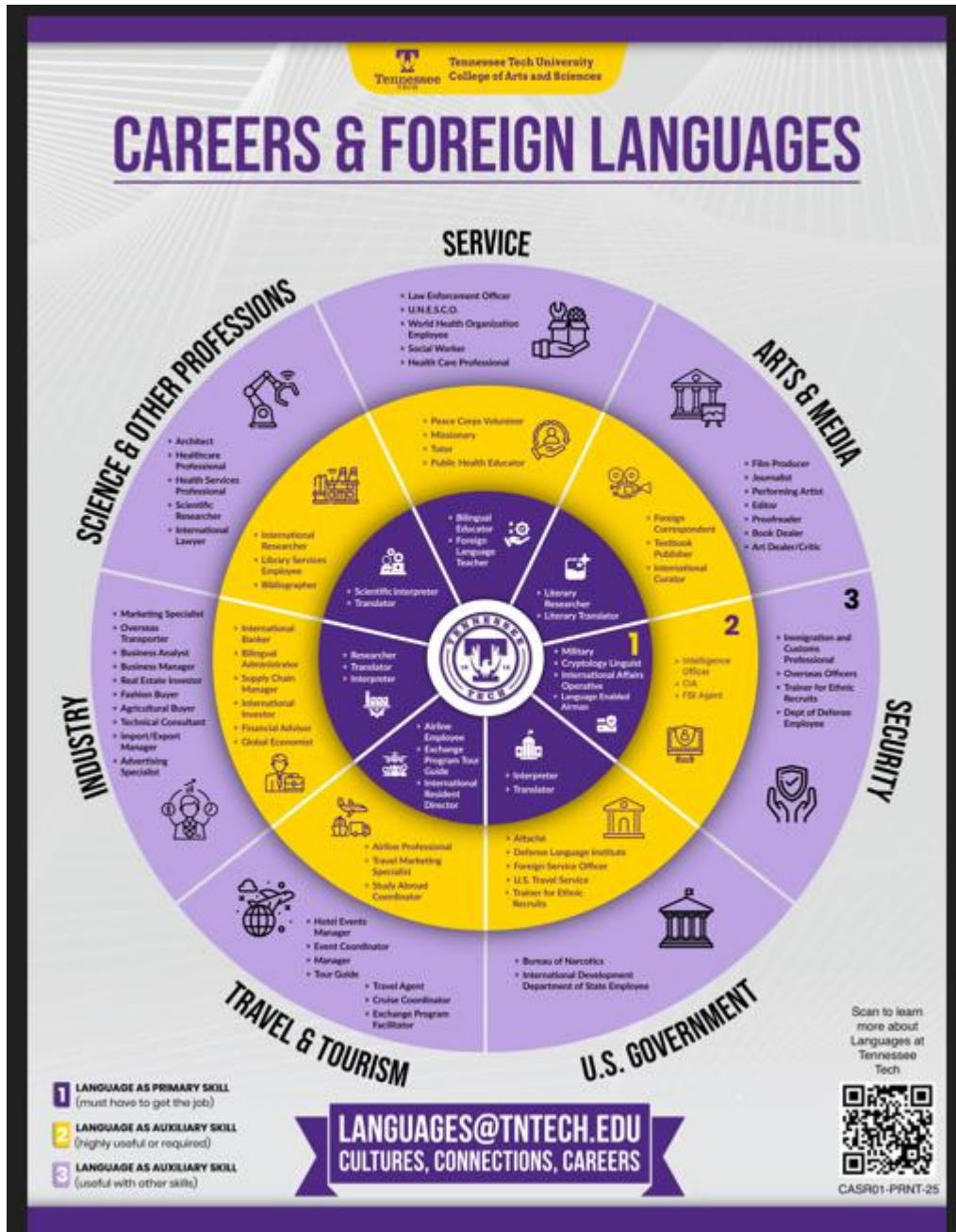
Appendix 1c: Foreign Languages Curriculum Map – French

French

Learning Outcomes (I=Introduce, R=Reinforce, M=Mastery, A=Assessment Opportunity)	REQUIRED COURSES Foreign Language, French Option 1, Option 2 & French with Licensure, B.A.									
	2010 Intermediate French I	2020 Intermediate French II	3010 Written Comm in French	3020 Oral Comm in French	3100 French Phonetics	3110 Survey French Lit I	3120 Survey French Lit II	3112 Cult/Civ of France	Upper Division	4920 Capstone
Oral Communication Create comprehensible output in the target language (spoken) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R	R, A	R	R	R	M	M	M, A
Written Communication Create comprehensible output in the target language (written) (Intermediate-Mid level minimum as described by ACTFL)	I	I	R, A	R	R	R	R	M	M	M, A
Interpretive Communication Analyze and evaluate authentic material in the target language in its written and spoken forms (Intermediate- Mid level minimum as described by ACTFL)	I	I	R, A	R, A	R	R	M	M	M	M, A

Intercultural Competency Compare and evaluate the relationship between the products, practices, and perspectives of the cultures of the target language and the student	I	I	R	R	R	R, A	M	M	M	M, A
Communities Apply and justify the use of the language beyond a school setting, including in a professional setting	I	I	R	R	R	R	M	M	M	M, A
Critical Thinking Analyze, apply, and evaluate assumptions, concepts, and theories to provide a valid response, conclusion, or recommendation	I	I	R	R	R	M,A	M,A	M,A	M,A	M,A

Appendix 2: Careers and Foreign Languages Poster





ARE YOU ELIGIBLE FOR 12 FREE CREDIT HOURS?

**DID YOU STUDY FRENCH, GERMAN,
OR SPANISH IN HIGH SCHOOL?
DO YOU SPEAK ANOTHER LANGUAGE AT HOME?
IF SO, THEN YOU MIGHT BE ABLE TO EARN
UP TO 12 HOURS OF WORLD LANGUAGE CREDIT
FOR FREE!**

- **TAKE 1 TEST**
- **PASS 1 CLASS**
- **EARN UP TO 12 CREDITS FOR FREE!**

**TAKE OUR FREE ONLINE PLACEMENT EXAM
TO SEE WHICH LEVEL IS RIGHT FOR YOU.
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Appendix 4: Capstone Rubric

Master's Thesis/Research Rubric

Advanced Candidate _____ **Chair of Committee:** _____ **Date:** _____

Committee Members: _____

Reader: _____ **Date** _____

Elements	Unacceptable (0-3)	Acceptable (4-7)	Target (8-10)
APA - Alignment with Reference List	Consistent citing mistakes were made within body of the proposal including references in text but not on reference list and/or items on reference list and not cited in document (at least three). Electronic sources were incorrectly cited in the text and/or on the reference list. Et. al. was used incorrectly or inconsistently throughout the body of the document. Consistently reviewer had difficulty finding cited in text references on the reference list.	While there may have been minor errors, conventions for APA style and format were used consistently throughout the document. Less than two references in the document were not on the reference list or vice versa. The majority of electronic sources were cited correctly and could be found on the reference list. Et. al. was consistently used appropriately with less than three errors in the proposal. Reviewer found minor inconsistencies between citing in the text and on the reference list.	The proposal consistently models the APA language and conventions used in the scholarly/professional literature appropriate for publication. Electronic sources were identified correctly within the document and on the reference list. Original sources were clearly identified and correctly cited in both the body of the text and the reference section. Et. al. was consistently used appropriately with no errors in the document. Reviewer found all cited sources on the reference list.
Reference List	There were at least ten citing mistakes on the reference list and a general failure to follow APA convention. This included references out of alphabetical order, incomplete reference information, incorrect identification of sources, incorrect sequence within individual references, and various mistakes in convention.	There were minor mistakes on the reference list (less than five) and generally APA conventions were followed. Reference list was in alphabetical order, complete reference information was provided, and only minor mistakes in convention such as a misplaced period.	There were less than two mistakes on the reference list and all APA conventions were followed.
Mechanics	Grammatical conventions were generally used, but inconsistency and/or errors in their use resulted in weak, but still apparent, connections between topics in the formulation of the argument. There were poor uses of transitions, which failed to allow the to identify the sequence within the subheading. The review of literature section consisted of a string of summaries of the various studies with no attempt to integrate similar studies.	While there may have been minor errors, the proposal followed normal conventions of spelling and grammar throughout. Errors did not significantly interfere with topic comprehensibility. Transitions were effectively used which help the reviewer move from one point to another. Some attempt was made to integrate similar studies and to compare and contrast findings.	The proposal was essentially error free in terms of mechanics. Writing flowed smoothly from one idea to another and led the reviewer through an orderly discussion of the topic. Transitions effectively established a sound scholarly argument and aided the reviewer in following the writer's logic. Similar studies were integrated and findings were compared and contrasted.
Required Format	Consistent mistakes were made in the required format. These may have included margins, spacing, page numbering, typeface, and headings that failed to comply with APA conventions. Format mistakes were found on the Title page and in the Table of Contents.	There were minor mistakes in the required format that did not interfere with the readability of the proposal. Margins, typeface, spacing, and page numbering were correct. There were minor mistakes with headings, Title page, and/or Table of Contents.	There were less than two mistakes in the required format. Margins, typeface, spacing, page numbering, and headings followed the required format. There were minor mistakes with the Title page and/or Table of Contents.

Content Knowledge	Ideas presented closely follow conventional concepts with little expansion and development of new directions. Ideas and concepts were generally and satisfactorily presented although lapses in logic are apparent. Theory was minimally applied to the context of the question. The research design did not align with the research question.	Response was organized, carefully focused and clearly outlined the major points related to the question. Ideas were logically arranged to present a sound scholarly argument. Depth of understanding related to physical education, sport or physical activity was evident. Theory was accurately applied contextually to the question. Research design aligned with the research question.	The thesis/project excelled in the organization and representation of ideas related to the question. Depth of understanding was apparent and clearly related to the field of physical education, sport or physical activity. The response synthesized theoretical concepts and coherently applied them to the question's specific context. The research design aligned with the research question and provided more than one method of analyses.
Literature Review	Related literature was summarized. The gaps in current knowledge and approaches that fill these gaps were not identified. The literature review was minimally connected to the study's methodology and measures. The research design and method of analysis were not appropriate for the research problem. Related research was not synthesized or integrated. Sub-headings were not used or used incorrectly. Literature review was incomplete and failed to explore the depth and scope of the available literature.	Related literature was credibly summarized. The gaps in current knowledge were identified, and directions and approaches that fill these gaps were identified. The literature review was connected to the study's methodology and measures. The research design and method of analysis were appropriate for the research problem. Sub-headings were effectively used to categorize related research. Literature review was comprehensive in both depth and scope.	Important issues or ideas were raised, which may not have been represented in the literature cited. The gaps in current knowledge were clearly identified, and significant directions and approaches that fill these gaps were identified. The literature review was clearly connected to the study's methodology and measures. The research design and method of analysis reflected a sophisticated understanding of the research problem. Subheadings were used effectively and transitions were provided between subheadings. Literature review was comprehensive and extensive.
Results	The study's results section was not supported by the literature review and only partially related to the research question(s) or hypothesis(es). There was no sequence to the reporting of the results and data tables lack clarity.	The study's results section referenced the review of literature. The results were directly related to the research question(s) or hypothesis(es). The reporting of results followed a logical sequence. Data tables were clearly labeled and accurately reported the findings. For each analysis the name of the statistic used was reported along with p values, SD, etc. as appropriate for the statistical procedure used in the study.	The study's results were thoroughly and logically explained and directly related to the review of literature. The results were directly related to the research question(s) or hypothesis(es) and were reported in logical segments. Data tables were clearly labeled, accurate, and well designed for easy of understanding. For each analysis the name of the statistic used was reported along with p values, SD, etc as appropriate for the statistical procedures used in the study. The results section had maximum clarity.
Discussion	The discussion is minimally supported by related literature. Findings are summarized, but not interpreted (candidate simply repeats the findings in the results section). The discussion fails to place the findings in context or include implications for future studies.	The discussion is supported by related literature and findings are compared and contrasted to other studies included in the review section. Findings are interpreted using some statistical jargon. Results are placed in context and implications for future research are identified.	The discussion is supported by related literature, findings are compared and contrasted, and theoretical connections are made to your research results. Findings are interpreted using a minimal amount of statistical jargon. Implications and future directions are identified.
Supervision	The finish project/thesis required numerous drafts(10-15) on the part of the advanced candidate. Candidate would make limited corrections on each draft and depended on the advisory to provide specific input. Draft would be returned with just the edited corrections. Candidate failed to demonstrate independent problem solving skills or to think critically about the project/thesis. Candidate relied on the advisor for the development of the main research question/hypothesis.	The finish project required several drafts (5-9), but the candidate made more than specific edits. Candidate demonstrated the ability to accept feedback from the advisory and make the necessary changes. Candidate did demonstrate independent problem solving and critical thinking skills throughout the project/thesis. The candidate did develop an appropriate main research question/hypothesis with guidance from the advisory.	The finish project required minimal drafts (5 or under) and candidate demonstrated the ability to use feedback to make improvements beyond the editorial comments. Candidate demonstrated critical thinking, problem solving, and analytical skills throughout the project/thesis. Candidate independently developed an appropriate main research question/hypothesis.

Adapted from California State University, Fresno, Department of Biology