Program Improvement Summary Report
Program: School of Languages, Cultures, and World Affairs

Academic Affairs
School of Languages, Cultures, and World Affairs

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
This is the third year in the cycle of our goals. Our graduating majors in French, German, and Spanish continue to take the OPI, and we will continue to have the goals of increasing speaking proficiency for those programs. Data for the second and third goal does not indicate as much growth as we had anticipated in those areas.

These two goals will be discussed during the summer of 2014 with the incoming Dean and may be replaced with other goals to be measured over the next three years.

Classics - BA/Minors

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Since Classics consists of multiple tracks (language and cultural studies), CLAS 401 is the one course taken at the upper level by all majors. Therefore, it has been a primary field for assessing overall student achievement. The assessments center around an extensive research project, requiring that a student demonstrate the ability to think critically, ask questions pertinent to the languages and cultures studied, use the research sources germane to the field, and write at a level that would recommend the student to the graduate level.

For the past two years the assessments for Knowledge and Critical Thinking met or exceeded targets. Based on the 2011-2012 assessment, changes were made in the curriculum to introduce students to research resources and their analysis earlier in their studies, specifically at the beginning of the 300 level. Also at the 300 level students are now introduced to strategies for and practice in oral presentations. These adjustments appear to be having a positive effect. Currently LATN 301 is required for all A.B. Classics majors as the first 300-level reading course. Future revisions to the curriculum may remove this requirement in order to provide students more flexibility in their choice of a first 300 level course, and to end the need to offer LATN 301 every semester. If this is done, the above adjustments will be continued across 300 level language courses (as they are in CLAS 300 courses) or the faculty may determine that it is best to push them down to the LATN/GREK 202 level.

The performance level in the category of Writing for 2013-2014 reached its highest level over the three year period. The previous year’s topic for CLAS 401 (2012) was more theoretical in nature, which may have been more difficult for students. However, since the writing assignment is extensive (25 pages), it is critical that the processes for writing a paper of this length be presented in a methodical and clear fashion throughout the course. The faculty may elect to develop common writing rubrics for CLAS 401 that are a clear extension of the research assignments at the 300 level.

All juniors/seniors take CLAS 401 in fall semester, and therefore have the opportunity to take another advanced course with high demand writing assignments. Remediation is therefore possible. The faculty can through advising direct underperforming students into a writing intensive course the following spring.
French, Francophone, and Italian Studies

Business Language in French - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
This is a new minor, with low enrollment. The program will begin to assess the students when there are at least 20 students enrolled in the minor.

French and Francophone - BA/Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Students who graduate with a French major have shown that they can speak and write in French at the Intermediate-High level or above. The program will be raising the level of expectations for speaking, beginning in Fall 2014. The program faculty will work together to create appropriate writing prompts and to provide appropriate cultural texts to be used in the intermediate-level culture and literature courses. They will ensure that all students are evaluated in these courses each semester.

Italian Studies - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The Italian Studies program intends to assess the performance in these classes again in the upcoming academic year to ensure that the results are duplicated. The next assessment will evaluate all students, as opposed to a sample. A second assessment will serve to authenticate or repudiate the satisfactory results from the first assessment. At that point, an accurate evaluation of the program may be determined with the utmost certainty.

German and Slavic Studies

German - BA/Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Students in the German program performed well. The program faculty will continue to work together to be sure that all faculty follow the recommendations for the assessment tools and protocols. They will monitor the graduating majors’ Goethe Test writing scores now that all German majors are required to take the test.

German Studies - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The program has no data this year. Special attention will be paid to assessing the program beginning in fall 2014.

Russian Studies - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The assessment coordinator and faculty examined the results and determined that the assessment results were satisfactory, that assessment goals were set with appropriate care and attention to the program’s mission, and that no changes were needed to the assessment process at this point.
Hispanic Studies

Business Language in Spanish - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Due to the newness of the program and the low enrollment, this program will not be assessed until there are at least 20 students enrolled.

Spanish - BA/Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

Spanish majors perform very well on our assessments for writing, literary analysis, and linguistic knowledge.

We improved our assessment tools in those areas last year, and now have better information about our students' abilities.

We will continue to monitor the speaking proficiency scores now that we have the requirement in place and 100% of our graduating majors will be taking the OPI-c exam.

Languages - MEd

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

Six Spanish-track students completed the M.Ed. in Languages program this year. These graduates presented a standards-based portfolio for their capstone experience. Three learning outcomes were assessed which are based on the portfolio information:

Demonstrates Content Knowledge of Language, Linguistics, and Literature (met by ACTFL standard 1)

Plans and Implements Appropriate Teaching and Learning Experiences (met by ACTFL standards 3, 4, 5, narrative of Field Experience)

Creates Supportive Learning Environment (met by ACTFL standard 3a, narrative Teacher Competencies, Dispositions forms)

All six students scored 2, "meets standard" (pass) on the three learning outcomes assessed and are therefore considered to be competent in these areas.

We have been particularly concerned about the students' performance on ACTFL standard 1, as they have experienced difficulties meeting the supporting standards relating to Spanish linguistics in the past. This fall, the program offered a seminar course called "Spanish Linguistics for Teachers." The four spring graduates included artifacts from this course in their portfolios and all easily attained the passing score of 2. Verbal recommendations from other enrolled students and from the course instructor lead us to believe that this course is valuable enough to warrant being given its own course number and taught on a fairly regular basis.

Linguistics - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)

Exit interviews with graduating seniors in the Linguistic minor revealed satisfaction with advising and advisors, admiration for certain instructors, a desire for more networking with faculty, for a professional Honor Society in Linguistics on campus, for more information about volunteer experiences among non-English speaking populations, for more linguistically oriented movies on campus, and for assistance with applications to graduate school in Linguistics. Faculty on the Linguistics Steering committee will be asked to address these issues in forthcoming planning.
**International Studies - BA/Minor**

**Program Improvement Summary**

*Summary of assessment results with focus on program improvement (to be shared publicly)*

Since this is a new major, there is not enough data yet to evaluate the program. Once there have been three applications of each assessment, the faculty will be able to evaluate the program and make any changes to the student learning outcomes and/or the assessments.

**Jewish Studies - BA/Minor**

**Program Improvement Summary**

*Summary of assessment results with focus on program improvement (to be shared publicly)*

The Jewish Studies Program has determined, based in part by the administration of the Capstone Assessment, that they need to work on improving the way the course is planned, administered, and assessed.

They will be working on plans to improve the capstone, and therefore the assessment, for the school year 2014-2015.

**Latin American and Caribbean Studies - BA/Minor**

**Program Improvement Summary**

*Summary of assessment results with focus on program improvement (to be shared publicly)*

The LACS program is beginning to assess its students. There has been only one group of students assessed so far, and they are not yet graduating seniors in the major. The assessment completed so far shows that 97% of the students met the expectations. The program will continue to implement their assessment plan and will be able to evaluate itself once it has three applications of the assessments.
Interdisciplinary Programs and Minors

African American Studies - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The African American Studies program is a new major. Assessments are in place; rubrics will be finalized before the first application of the assessments. Data will be available by the end of the 2014-2015 school year.

African Studies - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
We will consider adding a requirement to name all the capital cities of the 55 African nations to the map quiz, and will consider expanding the list of names/terms for the name-recognition quiz.

Archaeology - BA/Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
Findings reviewed by Director of Archaeology. This is the first year of the major. Assessments will form as benchmark data to guide actions in subsequent assessment cycles.

Asian Studies - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The Asian Studies Program has not begun to assess the program. They plan to begin the assessment cycle in 2014-2015.

British Studies - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The Director of the minor collected and evaluated the data. He will distribute the assessment form and results to students and associated faculty in the fall semester to open discussion about how to further enhance student learning in the minor.

Comparative Literature - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The program will assess every student in these classes from now on, beginning in fall 2014. Once that has been completed, the data will be analyzed to see if they can raise their standards.

European Studies - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
This is the first year that this minor was assessed. Due to the low number of enrolled students, it is not possible to assess the entire program at this time. The program will continue to evaluate papers from the capstone course. Once there are at least 20 papers, we will be better able to assess the course and the student learning outcomes. At that time, we will make decisions, based on the data, about whether or not to change the Student Learning Outcomes, the course content, the program, or the rubrics.
Foreign Language Education Cognate - BS

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The Teacher Education Program for Foreign Language Educators has been Nationally Recognized by ACTFL/NCATE since the last program review. We will be changing our assessment tools to match the new ACTFL/CAEP program standards beginning in fall 2014. The program will be assessed in three years, with data from Fall 2014-Spring 2015, Fall 2015-Spring 2016, and Fall 2016-Spring 2017. We will continue to assess our program and our teacher candidates with the intention of meeting or exceeding all Standards and being Nationally Recognized.

Japanese Studies - Minor

Program Improvement Summary

Summary of assessment results with focus on program improvement (to be shared publicly)
The results of the first program assessment were satisfactory. However, in order to ensure that the students did not "look back and lift off" the answers when the questions were written in Japanese, the reading comprehension questions will be written in English for the next assessment cycle. The results next year will provide clearer evidence of students' ability to read and understand authentic Japanese texts.