School of Languages, Cultures, and World Affairs

LCWA

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

African American Studies - BA/Minor

African American Studies BA

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

Archaeology - BA/Minor

Archaeology BA

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

Classics - BA/Minors

Assessment Report Summary 2016-2017

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

% and Count of Students Scoring Adequate or Above

<table>
<thead>
<tr>
<th>LATN/CLAS 300</th>
<th>Spring 2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1: Knowledge</td>
<td>96%</td>
<td>86%</td>
</tr>
<tr>
<td>Outcome 2: Writing</td>
<td>93%</td>
<td>85%</td>
</tr>
<tr>
<td>Outcome 3: Comm./Critical Thinking</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Total Average Assessed</td>
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</tr>
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% and Count of Students Scoring Adequate or Above
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<tr>
<th>Outcome 1: Knowledge</th>
<th>2011-2012</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
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<tr>
<td>Outcome 2: Writing</td>
<td>83%</td>
<td>60%</td>
<td>100%</td>
<td>100%</td>
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<td>92%</td>
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<tr>
<td>Total Assessed</td>
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<td>13</td>
<td>11</td>
<td>13</td>
<td>13</td>
<td>12</td>
</tr>
</tbody>
</table>

**CLOSING THE LOOP**

2011-2012: Based on the data and discussion of Classics faculty at end of the year departmental meetings, the faculty made the following curricular revisions: (1) 300 level students were introduced to strategies for and practice in oral presentations; (2) all 300 level courses in both language and civilization required a paper and writing projects, which together total 12-15 pages of formal graded writing; (3) CLAS 401, a major course for summative assessment and taken mostly by seniors, was offered in the fall semester only, and therefore students who did not meet standards had the opportunity to take another advanced course with assessment assignments. Remediation was therefore possible. The faculty could through advising direct underperforming students into appropriate courses.

2012-2013: Compared to 2011-2012, performance levels improved for the categories of Knowledge and Critical Thinking /Communication, but fell for the category of Writing. Based on the data and discussion of Classics faculty at end of the year departmental meetings, 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 beginning 300 level students were introduced to strategies for and practice in oral presentations.

2013-2014: For the past two years the assessments for Knowledge and Critical Thinking met or exceeded targets. The curricular revisions made (2011-2013) appeared to have a positive effect. Further, currently LATN 301 is required for all A.B. Classics majors as the first 300-level reading course. Based on the data and discussion of Classics faculty at end of the year departmental meetings, the faculty decided to eliminate this requirement in order to provide students more flexibility in their choice of a first 300 level course.

2014-2015: For the past three years the assessments for Knowledge and Critical Thinking met or exceeded targets. Scores for Writing also improved. Specifically, 300 level CLAS students were introduced to strategies for and practice in oral presentations, and all CLAS 300 level courses required a paper and writing projects. Based on the data and discussion of faculty at end of the year departmental meetings, faculty decided to apply the same revisions to LATN 300 courses. The department chair charged a faculty task force to undertake a revision of the Latin curriculum designed to improve programming in the 100-200 level Latin language courses.

2015-2016: Based on the data and discussion of Classics faculty at end of the year departmental meetings, the faculty determined three actions: (1) to compress language acquisition in the Latin 100-200 sequence, so that students have direct access to primary sources more quickly. To aid in this compression a new Latin textbook was adopted, beginning this fall. The Latin task force in place starting last year will continue to work on developing supporting materials for this text; (2) extend the work of the BA task force, especially with the target of developing internships to give students a better command of the core study necessary for particular career applications; (3) coordinate writing expectations with required writing courses in general education to ensure a continued improvement in writing beyond the basic level in mechanics.

2016-2017: Based on the data and discussion of Classics faculty at end of the year departmental meetings, the faculty determined three actions: (1) to continue implementation of the new Latin textbook, monitoring the language GenEd assessments to understand the effects of compressing the language acquisition in the Latin 100-200 sequence; (2) implement the BA revisions passed by the Senate in the next academic year; (3)
implement new student learning outcomes for the BA in classics, consonant with the new structure and learning objectives.

Measure 1.1, 2.1, and 3.1 were new assessment measures in 2016-17, and results were set to baseline for this cycle. Results will be used to set targets for 2017-18 for the AB track, and where relevant, for the BA track.

Students met or exceeded measures 1.2, 2.2, and 3.2, and have done so consistently for several cycles at this point. Targets for measures 1.2 and 2.2 will be raised in 2017-18 with the intent to raise our standards and therefore student student achievement. Measure 3.2 will remain at its current target.

Based directly upon the assessment measures and SLOs, attention has become focused upon improving the acquisition of core elements of the major program, and an overall concerted effort to explicitly express the intended broader goals of the major programs. Such evidence would include the revision of the BA CLAS major and discussions regarding the efficacy and scope of the AB CLAS major and Latin and Greek language instruction.

Foreign Language Education Cognate - BS

Foreign Languages Education Cognate BS
7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

French and Francophone - BA/Minor

French & Francophone
7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

German - BA/Minor

German BA
7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

International Studies - BA/Minor

International Studies
7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

Jewish Studies - BA/Minor

Jewish Studies BA
7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

Latin American and Caribbean Studies - BA/Minor

Assessment Report Summary
7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

"Closing the Loop": Assessment results for A1, SLO1 (students in Latin American and Caribbean Studies will demonstrate an understanding of the diversity and complexity of the Latin American and/or Caribbean experience) in AY 2016-17 (93% achieved a rating of meets or exceeds standard) showed improvement over the previous year (in AY 2015-16, 87.5% achieved a rating of meets or exceeds standard) and suggested that continuous assessment of Measure 1 for SLO1 ensures students learn the critical tools and content necessary to succeed in demonstrating an understanding of the diversity and complexity of the Latin American and/or
Caribbean experience; Assessment results for A2, SLO1, in Ay 2016-17, however, where 82.5% achieved a rating of meets or exceeds standard and performance target was not met, suggest that a review of this particular learning outcome, measure, and course content is in order. With this goal in mind, LACS will schedule a workshop for LACS 101 - Introduction to Latin American and Caribbean Studies, the course where SLO1 has been assessed so far, in October of 2017, to revisit course content, student learning outcomes, and measures.

Following recommendations from the Office of Institutional Effectiveness and Strategic Planning, LACS will start assessing SLO1 at the 300 level, starting in Fall of 2017. Two measures will be assessed:

1.1: Take home writing assignment, 1.2: End-of-the-semester test. In both assignments, students analyze and describe issues clearly and indicate a thorough reading and understanding of cultural text. Students demonstrate in-depth knowledge of political/cultural context. Students address major contemporary and historical issues pertinent to the Latin American and/or Caribbean experience. Performance target: 90% of students should achieve a rating of "meets standard" as measured by a rubric.

The LACS program recently underwent a substantial review of its major in order to make it more effective in terms of meeting the program learning objectives. To that end, the program added several LACS courses at the 300-level that started being offered in the Fall of 2016. These courses are meant to help bridge the gap between introductory and intermediate level courses and the Capstone, in an effort to better prepare our students for the later assessment of SLO2 (Students in Latin American and Caribbean Studies apply an integrative multidisciplinary approach to an analysis of current issues in Latin American and/or the Caribbean) and SLO3 (Students in Latin American and Caribbean Studies will demonstrate an appreciation for and understanding of the value of Latin American and Caribbean Studies and its interdisciplinary, multi-disciplinary, and comparative approaches) at the end of their major. No data has been collected for SLO2 and SLO3 in the past due to the fact that the number of majors is currently too small for the Capstone to be offered.

As a result of this lack of data and after discussion with faculty during the LACS Retreat on August 17, 2017, LACS decided to start assessing SLO2 in LACS courses at the 300 level, starting in Fall 2017: Two measures will be assessed: a take home writing assignment and a final research paper. In both measures, students must employ three disciplinary perspectives (e.g., political, historical, and cultural) evidenced by the use of both primary and secondary sources from those disciplines. Research paper synthesizes disciplinary approaches, is analytical, comparative and evaluative and produces original insights into the theme of the course. Therefore, SLO1 and SLO2 will be assessed in 300 level LACS courses, starting in Fall 2017.

Following recommendations from the Office of Institutional Effectiveness and Strategic Planning, LACS will start assessing SLO3 in LACS 495 or LACS 400 equivalent, starting in Fall 2017. Two measures will be assessed:

Measure 3.1: During the final semester of their undergraduate career students write a 1500-2000 word ungraded “Reflective Essay” which assesses their academic development from the beginning to the end of their major as well as their assessment of the program. Students turn in this completed student portfolio in hard copy to the LACS Office in order to graduate. The “Reflective Essay” is submitted in hard copy to the instructor of record in their LACS 495 or course equivalent, LACS 400. Members of the LACS Assessment Committee read the Reflective Essays annually. Assessment of required reflective essays starts in Spring 2018. Performance target: 100% of students should achieve a rating of “meets standard” as measured by a rubric.

Measure 3.2: Exit interview: All LACS 495 or course equivalent, LACS 400, students will take an exit interview where they will describe the impact of courses and of the LACS program by answering the following questions:

1. How has your course work helped you value Latin American and Caribbean studies and its interdisciplinary, multi-disciplinary, and comparative approaches?

2. Considering the courses you have completed for this program, what shared issues and themes were introduced in those classes and how did they help you understand the cultures and regions of Latin America?

3. Taking as a whole your coursework in LACS, what contemporary or historical, political, or cultural issues best define the region for you and why?

4. Based on what you have learned here, how do you envision yourself contributing to this region? How do you feel you could impact the LAC region?

Assessment of exit interview starts in Fall 2017. Performance target: 100% of students should achieve a rating of "meets standard” as measured by a rubric.

Implemented Changes Based on Ay 2016-17 Results:

- Discussion of data results from Ay 2016-17 and changes/strategies to be implemented in Ay 2017-18 at program’s retreat (August 17, 2017);
- Review course content, learning outcomes, and measures in LACS 101 (course where SLO1 has been assessed so far) at LACS 101 workshop in October 2017;
- Assess SLO1 in LACS 300-level courses, starting in Fall 2017;
- Assess SLO2 in LACS 300-level courses, starting in Fall 2017;
- Assess SLO3 in LACS 495 or course equivalent, LACS 400, starting in Fall 2017.

Spanish - BA/Minor

Spanish

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

African Studies - Minor

African Studies

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Asian Studies - Minor

Asian Studies

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

British Studies - Minor

British Studies

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Business Language in French - Minor

Business Language in French

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Business Language in Spanish - Minor

Business Language in Spanish Minor Yr 2016-2017

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Students were evaluated on three learning outcomes in two of the three business-specific courses in the minor. The target performance was met in six of the six measures. The assessment identified a weakness in measure 2.1, evaluated in SPAN 317 on a project focusing on the analysis of a business website. To address this weakness, the assignment will be scaffolded to ensure students are on target. The program faculty will continue to assess and make changes as needed.

Comparative Literature - Minor

Comparative Literature

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

European Studies - Minor
European Studies Minor Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

The measures are more precise this round of assessment. The Program will continue to refine more precisely the instructions for written assignments.

German Studies - Minor

German Studies

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

Italian Studies - Minor

Assessment Report Summary ITST

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

SLO I (Writing)

The committee just recently decided to raise expectations of the students. As opposed to expecting 100% of students to score at the ACTFL Intermediate-mid level, in the 2017 academic year 100% of ITAL 313 students were expected to write at the Intermediate-high level on the ACTFL scale. 81% of students met expectations on measure 1.1 and 75% met expectations on measure 1.2. The committee is encouraged by these results and has decided to wait on discussing curriculum changes until after collecting data for fiscal year 2018. This will provide a larger sample to justify any curriculum changes.

SLO II (Cultural Analysis)

A comparison between fiscal year 2016 and 2017 demonstrates some discrepancies. In fiscal year 2016 87% of students met or exceeded expectations in measure 2.1; in measure 2.2 94%. In fiscal year 2017 100% of students met or exceeded expectations in measure 2.1; in measure 2.2 94%. The committee has decided to gather another cycle of data in fiscal year 2018 and decide then if expectations should be elevated.

SLO III (Speaking)

In the 2017 fiscal year 100% of students met or exceeded expectations when they were in a conversational setting during the exit interview (3.2). This is a marked change from fiscal year 2016: measure 3.2, 50% met or exceeded expectations. The exit interview for graduating seniors poses variables not present in other assessment measures. Some of the graduating seniors have not taken an Italian class in more than a year, while others have recently returned from a study abroad trip or just completed advanced coursework in Italian. The committee has decided to add a simple set of questions to be answered in English prior to the exit interview conducted in Italian. These questions will gather information on the students’ exposure to Italian during study abroad, their course work schedule at The College of Charleston, and any additional experiences with the Italian language prior to or during their undergraduate career. By taking these variables into account when assessing SLO III, the committee will be more informed when considering future modifications to curriculum with regards to SLO III.

Japanese Studies - Minor

Japanese Studies

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

Linguistics - Minor

Linguistics Minor

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):

During the 2013-2014 academic year, the College of Charleston instituted the assessment of interdisciplinary (or “stand-alone”) minors.
At that time, new guidelines were created for courses included as part of General Education. Since LING 125: *Introduction to Linguistics* was included as part of this endeavor for fall 2013, it complies with the guidelines set out for General Education Social Science assessment.

To assess the Linguistics Studies Minor, a “Curriculum Map” was developed and a Mastery Test and Exit Interview were constructed to be administered to graduating seniors. The Mastery Test consisted of test items gathered from courses that form part of the minor curriculum. Since this is an interdisciplinary program, students select different courses to complete the minor, therefore tests reflecting each graduating senior’s unique course selections were then compiled and administered during their Exit Interviews. The student learning outcomes addressed were: 1) Understand and Remember Major Concepts in Structured Linguistics, 2) Understand and Remember Major Concepts in Historical Linguistics, 3) Understand and Remember Major Concepts in Language and Society, and 4) Enhanced Awareness of Cultural Diversity. The results for the Exit Interviews with a Mastery Test were reported in the Linguistic Minor Assessment Report to Academic Affairs. These results indicated the following issues: 1) too few graduating students participated (2 out of 4 graduating students, or 50%), 2) more test items for each of the learning outcomes were needed to collect sufficient data for assessment, and 3) more opportunities for students to enhance cultural diversity were needed.

In addition, over the past few years, the Faculty teaching LING 125: *Introduction to Language and Linguistics*, which is the core course for the minor and also a language alternative course for students with learning disabilities, found students with issues of audio processing and comprehension of abstract concepts struggling in this course. The Linguistics Studies Steering Committee suggested that a new course be created to introduce language without the focus of a structural component.

In an attempt to close the loop with the previous year’s issues with the Exit Interviews and Mastery Test, in 2014-2015, the following steps were taken: 1) all eight of the graduating Linguistics Studies’ minors were sent the Exit Interview portion for assessment via email, 2) efforts to accumulate more test items from each of the individual courses continued, and 3) the Linguistics Club and the Linguistics Studies Steering Committee explored ways to enhance cultural diversity by creating activities, such as participating in the World Cultures Fair (open to the entire College and Charleston Community) and bringing speaker, Dr. John Lipski to campus (approximately 80 people attended). The results of the Exit Interviews and the Mastery Test Linguistics Studies Interdisciplinary Minor Program were reported in the Linguistic Minor Assessment Report to Academic Affairs. These results indicated the following issues: 1) too few graduating students participated (only 2 out of 9 participated, or 22% and 0 returned the Exit Interview questions sent out), 2) more test items for each of the learning outcomes were needed to collect sufficient data for assessment, and 3) more opportunities for students to enhance cultural diversity were needed.

In addition, the Linguistics Studies Steering Committee addressed two curriculum issues: 1) the creation of LING 101: *Introduction to Language*, changing the title of LING 125 to *Introduction to Linguistics*, which provided those students who found structural linguistics (or who have never had a language course) as an initial course, too challenging and 2) eliminating the learning outcome and requirement for Historical Linguistics. This decision was based on student feedback and faculty assessment of the difficulty for students to fulfill the requirement due to the elimination or limitation of offerings of several historical linguistics courses in different departments. This was not meant to diminish the importance of historical linguistics to the curriculum; the existing courses (i.e., English 309, English 312, Spanish 447 and 446, and others), continue to be a part of the minor as optional courses for students.

During the 2015-2016 academic year there was a change to the Assessment process at the College, therefore the program continued to adjust the assessment process. The assessment process now required two measures for each learning outcome. Although the Linguistics Studies Minor had two parts to their Exit Exam (Exit Interviews and Mastery Test), only one was measurable. Therefore, the Program Director, in consultation and with final approval from the Linguistics Studies Steering Committee, added a second measure. The Exit Exam now consists of the Mastery Test with the original test items for a Multiple-Choice Exam for Measure One and Essay Questions (two Essay Questions: one addressing learning outcome 1 and the other addressed learning outcomes 2 and 3) for Measure Two with a grading rubric from the different courses that form the Linguistics Studies Minor. Both measures address each of the learning outcomes: 1) Understand and Remember Major Concepts in Structured Linguistics, 2) Understand and Remember Major Concepts in Language and Society, and 3) Enhanced Awareness of Cultural Diversity. The Linguistics Studies Steering Committee decided to also keep the Exit Interview as a personal touch to the process (one-on-one interviews with faculty) and to allow students to give feedback about the positive aspects of the program and improvements that might be made.

Based on the results from the previous year, in 2015-2016, the following steps were taken to close the loop. One, all graduating Linguistics Studies minors were asked individually to participate and to provide dates of availability at the end of spring 2016 to take the Exit Exam. By accommodating their schedules, all eight graduating seniors (100%) in the Linguistics Studies Minor took the Exit Exam on April 12 and 13, 2016. Two, all faculty teaching courses for the Interdisciplinary Linguistics Studies Minor and their Chairs were contacted and asked to submit 10-15 multiple-choice test items for a test bank and to provide 2 essay questions for the courses each taught (one essay question included a component on cultural diversity to assess the third learning outcome), to create a test bank for the essay question measurement. Three, there were numerous activities that provided opportunities for cultural diversity. On February 22, 2016, Dr. Walt Wolfram was invited to campus and spoke to the College and Charleston Community on the “Sociolinguistic Significance of Martin Luther King, Jr.” He also visited several classes and spoke about the work in North Carolina with the Cherokee Nation and the Hispanic population. In addition, a regional Linguistics Conference (SLINK: Spanish Linguistics in North Carolina) was held on campus on February 6, 2016. The Linguistics Studies Minor Program started a series of “Linguistics Talks” where two faculty members presented their research on February 2 and March 22, 2016. In March 2016, the Linguistics Studies Minor participated in the World Cultures Fair. In April 2016, the Linguistics Studies Minor Program agreed to host the 2017 SECOL Conference (*Southeastern Conference on Linguistics*) at the College of Charleston.
The results of the 2015-2016 Exit Exams were reported in the Linguistics Studies Minor Annual Report and in Compliance Assist for the College’s Assessment records. The Annual Report is released to Academic Affairs, the Dean of the School of Languages, Cultures and World Affairs and the Linguistics Studies Steering Committee. The results for this academic year, closed the loop by resolving the issues of 2013-2015. To collect data for the assessment the Linguistics Studies Minor, the same process and procedures will remain in place for the next two academic years (2016-2017 and 2017-2018). The Exit Exam had an individual student performance target of 75% for each measure of each SLO. These were the final results for the Exit Exam reported in Compliance Assist. One, SLO 1: Structural Linguistics, only 62.5% (5/8) of the students met or surpassed the target performance for Measure One and 75% (6/8) of the students met or surpassed the target performance for Measure Two. Two, for SLO 2: Language & Society, 75% (6/8) of the students met or surpassed the performance target for Measure One and 50% (4/8) of the students met or surpassed the performance target for Measure Two. Three, SLO 3: Awareness of Cultural Diversity, for both Measures One and Two 75% (6/8) of the students met or surpassed the target performance. Although not all of the individual students met the target performance of 75%, the overall average (n=8 students) of the students, which more accurately represents the program (and not the individual students), did meet or surpass the performance target: SLO 1.1 (72.25%) and SLO 1.2 (76.25%), SLO 2.1 (76.75%) and SLO 2.2 (75%), and SLO 3: Measure One (73.75%) and Measure Two (80%).

During the 2016-2017 academic year, the assessment process from 2015-2016 continued. All eight graduating seniors (100%) participated by taking the Exit Exam in April 2017. The dates were set to accommodate the students and Faculty proctors. Two, more test items and essay questions were collected for new courses or courses for which students were being tested and no items or essays existed. The same test format and measures were continued from 2015-2016. The Linguistics Studies Minor and the Linguistics Club added more opportunities for cultural awareness. The Linguistics Studies Minor in conjunction with the Departments of Hispanic Studies and Latin American and Caribbean Studies invited two speakers from the University of Chile: Roxana Orrego Ramírez “Learner’s and teacher’s beliefs about learning complex English grammar structures.” (January 31, 2017) and Manuel Rubio Manríquez “Texts Written by Elementary School Students: A Grammatical Description.” (February 1, 2017). The Linguistics Studies Minor hosted SECOL 84 (Southeastern Conference on Linguistics) March 8-11, 2017. The Linguistics Club organized four different events: 1) movie "First Language: The Race to Save Cherokee" (November 2016), 2) Game Night, 3) Mock Presentations: two talks by Spanish/Linguistics students (February 2017) and 4) a table for Linguistics at the World Cultures Fair promoting Cultural Diversity (March 2017).

The results of the 2016-2017 Exit Exams were reported in the Linguistics Studies Minor Annual Report and in Compliance Assist for the College’s Assessment records. The Annual Report is released to Academic Affairs, the Dean of the School of Languages, Cultures and World Affairs and the Linguistics Studies Steering Committee. To collect data for the assessment the Linguistics Studies Minor, the same process and procedures from 2015-2016 were used. The Exit Exam had a performance target of 75% for each measure of each SLO. These were the final results for the Exit Exam, One, Mastery of SLO 1: Structural Linguistics, 50% (4/8) of the students met or surpassed the target performance for Measure One and 62.5% (5/8) of the students met or surpassed the target performance for Measure Two. Two, Mastery of SLO 2: Language & Society, 62.5% (5/8) of the students met or surpassed the performance target for Measure One and 87.5% (7/8) of the students met or surpassed the performance target for Measure Two. Three, SLO 3: Awareness of Cultural Diversity, 50% (4/8) of the students met or surpassed the target performance for Measure One and 87.5% (7/8) of the students met or surpassed the target performance for Measure Two. Although not all individual students met the performance target of 75%, the overall average (n=8 students) of the students, which more accurately represents the program (and not the individual students) did meet the performance target in five of the six measures: SLO 1.2 (77.25%), SLO 2.1 (78.5%) and 2.2 (84.5%), and SLO 3.1 (75.5%) and 3.2 (83%). SLO 1.1 did not meet the performance target (69%).

Comparing 2015-2016 overall average to 2016-2017, in 2015-2016, students performed better in SLO 1.1 (72.25% vs 69%), but slightly lower than in 2016-2017 in SLO 1.2 (76.25% vs 77.25%). In SLO2, 2015-2016 performed lower than 2016-2017 in both SLO 2.1 (76.75% vs 78.5%) and SLO 2.2 (75% vs 84.5%), and in SLO 3, 2015-2016 again scored lower in both measures: SLO 3.1 (73.75% vs 75.5%) and SLO 3.2 (80% vs 83%).

Other improvements to the program included adding more courses under Linguistics, as opposed to the existing courses in different departments. In 2016-2017, we offered LING 101: Introduction to Language in fall 2016 for the first time, and it is scheduled to be offered every fall. LING 125: Introduction to Linguistics is offered every semester and for the past two years, it has also been offered online during the summer. In spring 2017, two additional Linguistics courses were offered, LING 290: Dialects of American English and LING 490: Generative Syntax. In addition, LING 260: Indigenous Languages of the Americas and LING 290: Special Topics have been added as General Education courses.

Middle East and the Islamic World - Minor

Middle Eastern and Islamic Studies

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):}

Russian Studies - Minor

Russian Studies

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s):}