Department: Modern and Classical Languages (MCL)

Departmental Mission: The Department of Modern and Classical Languages, in fulfillment of the University's stated goals, provides to Western Washington University students the skills that are necessary to learn first-hand about world societies. To that end, the department believes that the best way to understand a culture is directly through its language(s). Therefore, the department offers students the opportunity to acquire three types of proficiencies: the language skills that make for successful communication, the cultural competencies that build global respect and responsibility, as well as the creative and interpretive aptitudes that underscore an understanding of the history and aesthetic expressions of a given culture. Ultimately, students graduate from the department with valuable skills for succeeding in the workplace and for supporting global citizenship.

Assessment Coordinators:
Chinese = Janet Xing
Classical Languages = Diane Johnson
French = Cecile Hanania
German = Cornelius Partsch
Japanese = Masanori Deguchi/Massimiliano Tomasi
Linguistics and Russian = Ed Vajda
Spanish = Paqui Paredes
MCL Program: Chinese
Assessment Coordinator: Janet Xing
Student Learning Outcomes: ??

GUR (liberal arts & sciences) Student Learning Outcomes: ??

1. ____________
2. ____________

Student Learning Outcomes (Departmental and GUR) Assessed This Year:

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLOs Assessed</th>
<th>Use of the Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams, presentations, assignments, essays in Chin 301, 302 (Advanced Chinese)</td>
<td>1,2,3,4,6,7,8,9,10</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are annually reported to the program coordinator by the faculty teaching Chin 301 and Chin 302. This summary will be collected by the program coordinator in Spring quarter and will be analyzed and discussed at the first section meeting in Fall quarter. The results of this evaluation process will lead to programmatic and curriculum changes when appropriate.</td>
</tr>
<tr>
<td>Exams, presentations, assignments, essays in Chin 303 (Business Chin)</td>
<td>1,2,3,4,5,6,7,9,10</td>
<td>Summary of student performance relative to SLOs, developed using the appropriate rubric, is annually reported to the section coordinator by the faculty teaching Chin 303. This data is shared and acted upon as described above.</td>
</tr>
<tr>
<td>Exams, presentations, autobiography in Chin 304 (Chin Grammar &amp; Composition)</td>
<td>1,2,3,4,5,6,7,9,10</td>
<td>Summary of student performance relative to SLOs, developed using the appropriate rubric, is annually reported to the section coordinator by faculty teaching Chin 304. This data is shared and acted upon as described above.</td>
</tr>
<tr>
<td>Exam, Presentation, Research paper in Chin 390 (Chin Linguistics)</td>
<td>7,8,9,10,11</td>
<td>Summary of student performance relative to SLOs, developed using the appropriate rubric, is annually reported to the section coordinator by faculty teaching Chin 390. This data is shared and acted upon as described above.</td>
</tr>
</tbody>
</table>
### Chinese (cont.)

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLOs Assessed</th>
<th>Use of the Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams, presentations, assignments, tour study in Chin 237 and 337 (Study Abroad)</td>
<td>1,2,3,4,5,6,7,8,9,10</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are annually reported to the section coordinator by faculty directing the study abroad program. This data is shared and acted upon as described above.</td>
</tr>
<tr>
<td>Exams, presentations, and compositions in Chin 103, 201, 202, 203, 301, 302, 303</td>
<td>GUR Outcomes 1 And 8</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are annually reported to the section coordinator by faculty teaching GUR courses. This data is summarized, shared and acted upon as described above.</td>
</tr>
<tr>
<td>Chinese Program Exit Survey</td>
<td>1,2,3,4,5,6,7,9,10,11</td>
<td>Students are asked to self-report their perceived success in achieving the program's learning outcomes. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
</tbody>
</table>

**Changes based on assessment findings:**
**MCL Program: Classical Languages**

**Assessment Coordinator:** Diane Johnson

**Departmental Student Learning Outcomes:**

By the end of the third year of instruction in either language, the student will be able to:

1. sight-read a passage selected from Cicero, Livy, or Seneca (Latin) or Xenophon, Plato, or Plutarch (Greek) with the use of one of the standard lexica.
2. explicate the meter of a passage of Vergil (Latin) or Homer (Greek).
3. parse and explain the grammar of the passage referred to in #1 above.
4. discuss the content of the passage referred to in #1 above in terms of its literary and historical context.

**GUR (liberal arts & sciences) Student Learning Outcomes:** ??

5. __________
6. __________

**Direct Measurements of Student Achievement:**

1. Regular quizzes on vocabulary
2. Grammar homework requiring active use of language
   a. composition in language
   b. rewriting of student work
3. Prosody homework requiring the scanning of passages of dactylic hexameter
4. Essay questions on examinations focusing upon content, historical and literary background

Summaries of student performance relative to SLOs are reported annually to the section coordinator by faculty teaching CLST 450, 410, 401, CLST 400 (Senior Project), GRK 400 (any reading course), LAT 400 (any reading course). The summaries will be collected by the program coordinator in the Spring and will be analyzed. The conclusions of this evaluation process will lead to programmatic and curricular changes when appropriate.
Classical Languages (cont.)

Student Learning Outcomes (Departmental and GUR) Assessed This Year:

<table>
<thead>
<tr>
<th>Measures</th>
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<th>Use of the Information</th>
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<tbody>
<tr>
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</tbody>
</table>

Changes based on assessment findings:
MCL Program: French

Assessment Coordinator: Cecile Hanania

Departmental Student Learning Outcomes:

A. Linguistic Skills
   1. Students will be able to converse with native and/or native-like speakers from French/Francophone cultures and to discuss academic (linguistics, literary, cultural) topics in a variety of settings using phonetically-accurate, syntactically-complex, and lexically appropriate language.
   2. Students will be able to write convincingly and critically on academic and semi-professional topics in French, using a variety of formats, complex syntax, and appropriate lexical choices.
   3. Students will understand the natural speech patterns of speakers of the French language in a variety of formats and on various non-technical topics.
   4. Students will be able to read, analyze, and interpret - both from a linguistic and a literary/cultural perspective - written texts in a variety of styles from the past and the present.

B. Cultural Knowledge
   5. Students will have a general grasp of the geographical, historical, social, and political dimensions of French/Francophone cultures.
   6. Students will understand the relevance of literary production and/or theory/methodology to understand the different cultures of the Francophone world.
   7. Students will understand the linguistic variety of regional/national usages within French/Francophone cultures as well as the complexity of advanced grammatical structures and concepts in the French language.
   8. Students will be able to use appropriate resources to conduct research on literary, linguistic, and cultural topics.

C. Global Awareness
   9. Students will be able to compare/contrast the linguistic features of the French language with American English.
   10. Students will be able to compare/contrast French/Francophone literary and cultural perspectives with their own.
   11. Students will be able to compare/contrast French/Francophone cultural identities with their own.

GUR (liberal arts & sciences) Student Learning Outcomes: ??

D. __________
E. __________
French (cont.)

Student Learning Outcomes Assessed:

In order to establish appropriate progression towards the above program outcomes, student performance was assessed at the beginning and at the end of the second year level (French 201 and French 203).

In 201 students are able to demonstrate an intermediate-low level competence in the above listed linguistic skills (1-4).

Following is a description of the linguistic SLOs at this level.

1. Students will be able to have informal conversation with native and/or native-like speakers from French/Francophone cultures on everyday topics (family, daily activities, interests and personal preferences, as well as physical and social needs)
2. Students will be able to write short compositions and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings.
3. Students will understand the natural speech patterns of speakers of the French language on everyday topics.
4. Students will be able to read and understand non-technical texts in French.

In 203 students are able to demonstrate an intermediate-mid/high level competence in the above listed linguistic skills and cultural knowledge (1-5). Following is a description of the linguistic and cultural SLOs at this level.

A. Linguistic skills

1. Students will be able to have conversation with native and/or native-like speakers from French/Francophone cultures on everyday topics, incorporating a variety of vocabulary, grammatical structures, tenses and moods (imperfect, subjunctive, conditional).
2. Students will be able to write medium length essays with grammatical and vocabulary accuracy including complex sentences.
3. Students will understand the natural speech patterns of speakers of the French language on everyday topics.
4. Students will be able to read a wide range of texts in French, including literary texts.

B. Cultural knowledge

5. Students will demonstrate familiarity with cultural and linguistic variations in the French-speaking world.
French (cont.)
Student Learning Outcomes (Departmental and GUR) Assessed This Year:

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLO's Assessed</th>
<th>Results</th>
</tr>
</thead>
</table>
| Exams, tests, exercises, oral presentations in French 201 | 1, 2, 3, 4     | Summaries of student performance, relative to SLO 1, 2, 3 and 4, were reported by faculty teaching FR 201. Upon revision of the students' work the faculty concluded that students still have difficulty using the correct forms of irregular verbs at the present tense, and distinguishing between direct and indirect pronouns. The oral performance and comprehension of students were good. Reading comprehension was also generally good, but there were some issues with pronunciation: erroneous pronunciations of final consonants and plural forms of verbs ending in [ENT], difficulty in pronouncing the [R] and the [U].  

As survey administered at the beginning of the fall quarter demonstrated that 30% of the students did not attend the 100 series in the French program at WWU.  

Given this evidence, faculty concluded that changes need to be made at the 200 level to address student linguistic issues. It was concluded that the current material (textbook and exercises manual) used in the FR 200 series was outdated and inadequate. Material needs to incorporate grammatical aspects more appropriate to the level, and more oral and reading samples and exercises, including podcasts and short movies accessible to students online. |
### French (cont.)

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLO’s Assessed</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams, tests, exercises, class participation, and end-of-quarter oral exam in French 203</td>
<td>1, 2, 3, 4, 5</td>
<td>Summaries of student performance, relative to SLO 1, 2, 3, 4 and 5, were reported by faculty teaching FR 203. Upon revision of the students' work the faculty concluded that while vocabulary, listening and reading comprehension were generally good, the main challenge for students in that class was to use properly the most difficult elements of French grammar, such as anterior future, passive voice, past conditional, pronominal verbs with past tenses, gender and number agreement in subordinate clauses. In addition, some difficulties were reported in pronunciation (i/u/ou; gn; th; use of diphthongs; excessive use of liaisons, pronunciation of cognates). Finally, it was noted that cultural and linguistic differences in the French-speaking world still represent a challenge for students. Given this evidence, faculty concluded that difficult grammar points mentioned above needed to be emphasized again in FR 301 and FR 302. It was concluded that the current 200-level textbook, was largely outdated, and a new one was needed for a better coverage of grammar, cultural content, and written and oral preparatory activities.</td>
</tr>
</tbody>
</table>

**Example(s) of Changes Based on Assessment**

Entire set of new material for the 200 series (including new textbook and online activities) was selected. New material will be used starting in the fall of 2012.
MCL Program: German

Assessment Coordinator: Cornelius Partsch

Student Learning Outcomes:

1. Students reach the Advanced-Low proficiency level in the Interpretive, Interpersonal, and Presentational Modes outlined by the Linguafolio Self-assessment descriptors that are published by the National Council of State Supervisors for Languages (see below). According to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), students will be able to use the target language in the B1-B2 range of proficiency.

2. Students will have a general knowledge of the geographical, historical, social, cultural, and political dimensions and attributes of the German-speaking regions and nations.

3. Students will be able to understand and evaluate the assumptions, values, and beliefs of the diverse communities that constitute the German-speaking world and will, as a result, have an awareness of cultural differences derived from their study of the cultures and identities of the German-speaking nations.

GUR (liberal arts & sciences) Student Learning Outcomes: ??

4. __________

5. __________
German (cont.)

Assessment

Direct Measures
• Examinations that assess acquisition of linguistic features in the framework of the Interpretive, Interpersonal, and Presentational Modes
• Content-based, collaborative projects designed to assess students’ ability to communicate effectively and actively in the Interpretive, Interpersonal, and Presentational Modes
• Evaluation of homework and written assignments

Indirect Measures
• Periodic review of syllabi, textbooks, exams, assessment tools, and other instructional materials
• Student evaluations, surveys, reports on experiences abroad, and informal reflections on learning

LinguaFolio: Self-Assessment Grid – Revised October 2009
Levels given are Advanced Low (B1/B2) and Advanced Mid (B2)

INTERPRETIVE

Listening
Advanced Low: I can understand some extended speech on unfamiliar topics delivered through a variety of media.
Advanced Mid: I can understand most spoken language and some technical discussions. I can understand some accents and dialects.

Reading
Advanced Low: I can usually understand viewpoints and attitudes expressed in literary and nonliterary texts.
Advanced Mid: I can easily understand long, complex texts and recognize some literary and technical styles.

INTERPERSONAL

Person to Person Communication
Advanced Low: I can communicate with a fair amount of fluency and spontaneity on familiar topics, even in complicated situations. I can link ideas in extended discussions. I can participate actively in most informal and a few formal conversations.
Advanced Mid: I can actively express myself with fluency and flexibility on a range of familiar and some new topics, including concrete social, academic, and professional topics. I can express and defend my viewpoint or recommendations.
German (cont.)

PRESENTATIONAL

Spoken Production
Advanced Low: I can deliver a clear, organized presentation appropriate to my audience on a variety of topics.
Advanced Mid: I can deliver a clearly articulated presentation on personal, academic, or professional topics.

Written Production
Advanced Low: I can express ideas on a variety of topics in clear, organized texts. I can adjust my writing for some audiences.
Advanced Mid: I can write detailed texts on a broad variety of concrete social and professional topics.

Student Learning Outcomes (Departmental and GUR) Assessed This Year:

<table>
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</table>

Example(s) of Changes Based on Assessment
MCL Program: Japanese

Assessment Coordinator: Masanori Deguchi

Student Learning Outcomes:

Linguistic Skills

1. Students will be able to converse with native or native-like Japanese speakers and discuss academic as well as everyday topics, using phonetically accurate and syntactically complex language in appropriate speech registers.
2. Students will be able to write convincingly and critically on academic as well as everyday topics in Japanese, using a variety of formats, complex syntax, and appropriate lexical choices, including appropriate kanji or Chinese characters.
3. Students will understand the natural speech patterns of Japanese in a variety of formats and on various non-technical topics.
4. Students will be able to read, analyze, and interpret written texts on academic and semi-professional topics in a variety of styles including accurate understanding of kanji.

Cultural Knowledge

5. Students will have a general grasp of the geographical, historical, social, and political dimensions of Japanese culture.
6. Students will understand the relevance of religion and literary production to understand Japanese culture.
7. Students will be aware of sociolinguistic variations of the Japanese language, such as dialectal and gender differences, and how they relate to Japanese culture.

Global Awareness

8. Students will be able to compare and contrast the linguistic features of the Japanese language with those of American English.
9. Students will be able to compare and contrast the literary and cultural perspectives of Japanese speakers with their own.
10. Students will be able to compare and contrast the cultural identities of Japanese speakers with their own.
11. Students will be able to use appropriate resources to conduct research on academic and semi-professional topics.

GUR (liberal arts & sciences) Student Learning Outcomes:

12. __________
13. __________
### Japanese (cont.)

**Student Learning Outcomes (Departmental and GUR) Assessed This Year:**

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLOs Assessed</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Exams, papers, presentations and projects in Japn 401 (Advanced Japanese)</td>
<td>1, 2, 3, 4, 7, 8, 9</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported annually to the section coordinator by faculty teaching Japn 401. The summaries will be collected by the section coordinator in the Winter and will be analyzed and discussed in the first section meeting in the Spring. The conclusions of this evaluation process will lead to programmatic and curricular changes when appropriate.</td>
</tr>
<tr>
<td>Essays, presentations, class discussions, and self-evaluations in Japn 350 (Culture, History, and Society)</td>
<td>1, 2, 3, 4, 5, 7, 8, 11</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported annually to the section coordinator by faculty teaching Japn 350. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Exams, papers, presentations and projects in Japn 402 and 403 (Topics courses)</td>
<td>1, 2, 4, 6, 8, 10, 11</td>
<td>Summaries of student performance relative to SLOs, developed using the appropriate rubric, are reported annually to the section coordinator by faculty teaching Japn 402 and 403. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Senior Exit Survey</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
<td>Students are asked to self-report their perceived success in achieving the program’s learning outcomes. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
<tr>
<td>Exams, presentations, and compositions in Japn 103, 104, 201, 202, 203, 301, 302, 303, 401</td>
<td>GUR Outcomes 1 and 8</td>
<td>Summaries of student performance relative to GUR’s SLOs, developed using the appropriate rubric, are reported regularly to the section coordinator by faculty teaching GUR courses. This data is summarized, shared, and acted upon, as described above.</td>
</tr>
</tbody>
</table>

**Example(s) of Changes Based on Assessment**
MCL Program: Russian
Assessment Coordinator: Ed Vajda

Student Learning Outcomes:
Upon graduation, students who have completed the Russian and Eurasian Studies minor will be expected to:

1. command basic conversational fluency in reading, writing, and speaking modern standard Russian
2. have a firm overview of Russian history
3. appreciate Russian culture as part of the larger family of world cultures
4. understand Russia's uniqueness among European countries through having studies the deep historical ties between Russia and steppe pastoral nomad societies

GUR (liberal arts & sciences) Student Learning Outcomes:

5. ____________
6. ____________

Student Learning Outcomes (Departmental and GUR) Assessed This Year:

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</thead>
<tbody>
<tr>
<td>Evaluate the early stages in student acquisition of the level of fluency in spoken Russian expected of them at the transition from first to second year by introducing specific graduated tests of pronunciation and conversational response during the first year.</td>
<td>1</td>
<td>The transition from first-year to second-year Russian normally entails a jump in expectations of oral as well as written fluency. By testing pronunciation and oral fluency in a more structured way at key intervals of the first-year experience, students can be better guided toward achieving the expected second-year entrance level.</td>
</tr>
</tbody>
</table>

Examples of Changes Based on Assessment:
I have added more oral testing to both the first and second quarter of the first year of Russian instruction, to help monitor steady student progress in the level expected by the beginning of the second year.
MCL Program: Spanish
Assessment Coordinator: Paqui Paredes

Student Learning Outcomes:

A. Linguistic Skills
   1. Students will be able to converse with native and/or native-like Spanish speakers and to discuss both academic—linguistic, literary, cultural—and every-day topics in a variety of settings using phonetically accurate, syntactically-complex, and lexically appropriate language.
   2. Students will be able to write convincingly and critically on every-day, academic, and semi-professional topics in Spanish, using a variety of formats, complex syntax, and appropriate lexical choices.
   3. Students will understand the natural speech patterns of speakers of the language in a variety of formats and on various non-technical topics.
   4. Students will be able to read, analyze, and interpret—both from a linguistic and a literary/cultural perspective—written texts in a variety of styles from the past and the present.

B. Cultural Knowledge
   5. Students will have a general grasp of the geographical, historical, social, and political dimensions of Spanish-speaking cultures.
   6. Students will understand the relevance of literary production and theory to understand the different cultures of the Spanish-speaking world.
   7. Students will understand the linguistic variety of regional/national usages within Spanish-speaking cultures as well as the complexity of advanced grammatical structures and concepts in the Spanish language.
   8. Students will be able to use appropriate resources to conduct research on literary, linguistic, and cultural topics.

C. Global Awareness
   9. Students will be able to compare/contrast the linguistic features of the Spanish language with American English.
   10. Students will be able to compare/contrast the literary and cultural perspectives of the Spanish-speaking world with their own.
   11. Students will be able to compare/contrast the cultural identities of the Spanish-speaking world with their own.

GUR (liberal arts & sciences) Student Learning Outcomes:

12. 
13. 

Spanish (cont.)

Student Learning Outcomes (Departmental and GUR) Assessed This Year:

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLO’s Assessed</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams and papers in Span 301, 302, 401, and 402.</td>
<td>1, 2</td>
<td>Summaries of student performance, relative to SLO 1 and 2, were reported by faculty teaching upper division grammar and composition courses. Upon revision of the students' work (essays and exams) the faculty concluded that students still have difficulty using the correct Spanish constructions when trying to communicate messages in which the –ing form is being used in Spanish. Given this evidence, faculty concluded that the English vs. Spanish approach that the textbook used in 301 and 302 uses is actually preventing students from understanding that -ing constructions can’t simply be translated into gerund constructions in Spanish.</td>
</tr>
</tbody>
</table>

Example(s) of Changes Based on Assessment

The section decided to not cover that particular section of the Span 301/302 textbook. Instead we will explain specific -ing equivalents embedded in the relevant Spanish structures, such as the section that deals with adjectives or the section that deals with relative clauses. This same approach will be used when covering this material in Span 401 and 402.