**Department: Modern and Classical Languages**

**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
- French – Christina Keppie
- German – Dubenion-Smith
- Japanese – Masanori Deguchi
- Linguistics and Russian – Ed Vajda
- Spanish – Hugo Garcia

**Program: Chinese**

**Assessment Coordinator: Janet Xing**

**Student Learning Outcomes:**

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLO Assessed</th>
<th>Use of the Information</th>
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**Example(s) of Changes Based on Assessment**
Program: French

Assessment Coordinator: Christina Keppie

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.

Student Learning Outcomes Assessed:

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Example(s) of Changes Based on Assessment

All section members will include an element of source citing into their evaluation of any research project or paper that requires such a component (some 300-level courses and all 400-level courses). The section members will make this evaluation component known to students in their description of the project/paper (or syllabus) and include useful websites for student reference. Instructors teaching these courses will implement at least one classroom activity (during the quarter) dedicated to the concept of paraphrasing and source citation.

Program: German

Assessment Coordinator: Dubenion-Smith

Student Learning Outcomes:

1. Students can understand some extended speech on unfamiliar topics delivered through a variety of media.
2. Students can understand most spoken language and some technical discussions as well as some accents and dialects.
3. Students can communicate with a fair amount of fluency and spontaneity on familiar topics, even in complicated situations, can link ideas in extended discussions, and can participate actively in most informal and a few formal conversations.
4. Students can deliver a clear, organized presentation appropriate to the audience on a variety of topics.
5. Students can express ideas on a variety of topics in clear, organized texts and can adjust their writing for some audiences.
6. Students will have a general knowledge of the geographical, historical, social, cultural, and political dimensions and attributes of the German-speaking regions and nations.
7. 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.

Student Learning Outcomes Assessed:

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<td>Exams, papers, presentations and projects in GER 401 (Advanced)</td>
<td>3, 4, 5</td>
<td>Summaries of student performance relative to SLOs 3, 4, and 5 were reported by the instructor of Ger 401 during the 2011-2012 academic year. Upon the evaluation of students’ written work and oral presentations, the instructor confirmed that the gap in written and oral proficiency between the strongest...</td>
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Example(s) of Changes Based on Assessment

The section instituted a portfolio system in German 401. This allows the faculty member teaching the course to better tailor instruction to the specific needs of each individual student in their writing and presentations, and also makes students more accountable for their improvement over the quarter. The portfolio consists of all written assignments, a chart designed to clearly indicate problem areas in grammar and text structure, and instructor comments on oral presentations given throughout the quarter.

The compilation of materials and assessment charts made it very clear to students taking German 401 in Fall 2012 what their problem areas were, and it was easier for the instructor to see whether a student was making improvements over the course of the quarter.

Based on student feedback from evaluations in Fall 2012, the new system was a success.

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.
8. Students will be able to use appropriate resources to conduct research on academic and semi-professional topics.

Global Awareness

9. Students will be able to compare and contrast the linguistic features of the Japanese language with those of American English.
10. Students will be able to compare and contrast the literary and cultural perspectives of Japanese speakers with their own.
11. Students will be able to compare and contrast the cultural identities of Japanese speakers with their own.

**Student Learning Objectives Assessed**

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<td>Exams in JAPN 104 and 203</td>
<td>2, 4</td>
<td>An assessment test was given in Japn104 in fall 2012, and another assessment test was given in Japn203 in Spring 2013 in order to compare the students from the accelerated track (i.e., Japn104 → Japn201/202 → Japn203) and those from the regular track (i.e., taking from Japn101 up to Japn203) with respect to their performance in Japn203. The most significant difference between the two tracks appeared in their performance in kanji production (i.e., Chinese characters). First, the average kanji performance of the students from the accelerated track was significantly lower than our assumption (i.e., our current prerequisite) in Japn104: average accuracy of 33%. Second, their average kanji performance was significantly lower than their peers in Japn203 who came from the regular track: 24% vs. 70% average accuracy rate in writing kanji.</td>
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**Example(s) of Changes Based on Assessment**

The section may decide to change/lower the prerequisites for Japn104 to accurately reflect the average proficiency of students who took Japanese in high school for two years and more, and also shift the focus on kanji (and other areas that were identified problematic during this assessment) in Japn104 and in the Japn201/202 combined course so that, when the two tracks merge in Japn203, there will not be significant difference between the two tracks.
Program: Russian

Assessment Coordinator: Ed Vajda

Student Learning Outcomes:

Student Learning Outcomes Assessed

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Examples of Changes Based on Assessment:

Program: Spanish

Assessment Coordinator: Hugo Garcia

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.

Student Learning Outcomes Assessed:

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<td>Class discussions, papers, and presentations in SPAN 331, 332, and 450.</td>
<td>5, 8</td>
<td>While using films as cultural “texts” in courses such as Spanish 331, 332, and 450, faculty observed students couldn’t articulate a proper response to the cultural information contained in the film being shown. This was due to a lack of instruction related to film technology, theory and criticism. Spanish faculty determined it was necessary to have a class that presents film as a cultural product and as a “text” where to observe, analyze, and criticize cultural, historical, and political aspects of Spain and Latin American societies.</td>
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Example(s) of Changes Based on Assessment

Taking into consideration the emergence of film as an international manifestation, and the inclusion of film in academic institutions as part of the instruction on Spanish and Latin American studies, the section has decided to include a new class Spanish 430 “Cultures through Film”. This class exposes students to film not as a simple form of entertainment, but as a cultural manifestation that can be paralleled to literature. Students learn essential film categories, such as shot, montage, scene, sequence, etc., but also they will be equipped with theoretical tools to analyze and criticize cultural and historical aspects covered by the films presented in the class.