

Table 3: Student Learning Outcomes

## East Asian Languages and Cultures (Bachelors)

**Mission:** To impart to students knowledge of the cultures of Chinese-speaking communities and develop proficiency in the Chinese language (Chinese track) or knowledge of the cultures of Japanese-speaking communities and develop proficiency in the Japanese language (Japanese track).

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>PO - Global Awareness and Professionalism</b> - The goal of the East Asian Languages and Cultures (EALC) Division is to increase students' opportunities in or relating to China and/or Japan, through FSU International Programs or other study-abroad programs, graduate studies, public and private internships, job opportunities, and other similar opportunities.</p> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2018-2019  <b>Start Date:</b> 07/01/2018  <b>Outcome Type:</b> Program Outcome</p>	<p><b>Florida State University -</b></p> <p><b>Assessment Method:</b> Enrollment Statistics, Participant Evaluation</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met</p> <p>We have continued to encourage our students to participate in study abroad opportunities during the academic year and in the summer, to apply for relevant grants and fellowships that would enable research and study in the target country, and to pursue job opportunities in China and Japan. For in fall 2018, four students in Chinese and two students in Japanese applied for the Winthrop-King scholarships. 25 students attended FSU's 2019 summer program in Tianjin, China. Additionally, 2018-19 was the inaugural year of the new MA program in EALC, with 6 students entering the program, and as such we also saw initial success in increasing opportunities for our undergraduate students to undertake graduate study related to China and Japan.  (10/01/2019)</p> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are very pleased with student interest in pursuing opportunities related to China and Japan that build on the undergraduate curriculum we offer. The addition of MA students in the division also further stimulated undergraduate students to consider the range of opportunities available to them on this front, suggesting a synergistic environment that will continue to be of benefit in relation to this outcome category.</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met</p>	<p><b>Improvement Plan:</b> We will continue to develop new opportunities for students related to China and Japan, and to increase student awareness of, and interest and involvement in, existing opportunities. Our new MA program has additionally generated substantial interest among our undergraduate students, and we will build on this to incentivize participation in various related opportunities as well as to attract students to this specific program. (10/01/2019)</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
		<p>The Chinese program organized the six-week FSU Summer Study-Abroad Program in Tianjin, China during 2017, which enrolled 15 FSU students. In spring 2018, one graduating Chinese major from the Chinese program received a Sino-American Humanities scholarship from the Chinese government in support of his studies in an MA program in Tianjin Foreign Studies University starting from fall 2018; one student won a CLS scholarship that enabled her to study in an intensive Chinese language program in Dalian during summer 2018; another student was awarded a Boren scholarship that would fund his year-long study abroad at Fudan University in Shanghai during 2018-2019.</p> <p>With regard to the Japanese program, FSU now sends students to Japan through four study abroad exchange partnerships during the academic year and one intensive summer program. The most recent exchange partnership, which was established in 2016-17 with Waseda University, has already begun to attract numerous students from across the university. Because this specific program is not focused primarily on Japanese language acquisition, it differs from our other exchanges and, as a result, has expanded the opportunity for a diversity of students to study in Japan.</p> <p>Additionally, during 2017-18 faculty in EALC developed and received approval for a new MA program in EALC at FSU, which will dramatically increase student opportunity related to China and/or Japan. (12/20/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> We are greatly impressed by our students' enthusiasm to pursue study abroad opportunities, which indicate their awareness of the importance to gain knowledge and experiences in cross-cultural contexts and from global perspectives.</p>	<p>and cultivate our students' interests in this respect and ensure their success. To that end, the Chinese program will continue to maintain its dynamic study abroad projects, and make efforts to encourage and help Chinese majors to compete for funds, such as CLS scholarships and other grants, in support of their study abroad plans. Similarly, the Japanese program will continue to send students to Japan through two academic-year study abroad exchange programs that we administer, as well as through two new programs that are available to students at FSU. So far numerous EALC students and non-EALC students have participated in these new programs. We have also arranged for students to enroll in an intensive summer program in Tokyo, and to date 4 students have received full scholarships to participate in this program. We have additionally worked closely with our strongest students to help them compete for external funds in support of their study abroad plans; as a result, our students have been awarded the CLS scholarship, the Boren scholarship, and the Monbukagakusho scholarship—all of which are highly competitive awards. We will continue to build on these successes to offer students increased opportunity to study abroad in Japan.</p> <p>Additionally, the Japanese</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
			<p>program has worked closely with the Japanese Consulate in Miami to raise awareness about job opportunities in Japan, in particular the JET Program, which is an English teaching program run by the Japanese government. The overall improvement in our students' proficiency over the past few years has resulted in a significant number of FSU students being selected for this highly competitive program. We will continue to strengthen our students' skills to increase their chances of being able to take advantage of this wonderful post-graduation job opportunity in Japan. (12/20/2018)</p>

**SLO - Connections** - The student will be able to analyze and synthesize knowledge about patterns and variations within the culture of the target language, between that culture and other Asian cultures, or between that culture and Western cultures. This will be assessed upon completion of an assignment in 1 of 4 courses that satisfy the "X" or "Y" multicultural requirement: CHT3391, CHT3392 and JPT3391.

**Outcome Status:** Active

**Outcome Year(s):** 2018-2019

**Start Date:** 07/01/2018

**Outcome Type:** Student Learning Outcome

**SLO Outcome Category:** Critical Thinking Skills

**Florida State University** - 80 % of students who have completed one of the courses will score 80% or higher in an essay assignment for the course. These scores will be assessed by the course instructor and another faculty member.

**Assessment Method:** Class Performance or Presentation, Written Report or Essay

**Reporting Period:** 2018 - 2019  
**Conclusion:** Criteria Met  
- 91% of students in CHT3391, and 87% of students in CHT3392 scored 80% or higher on the final assessment.  
- 83% of students in JPT3391 scored 80% or higher on the final assessment. (10/01/2019)  
**Location:** Main Campus  
**Budget Impact:** No  
**Analysis of Results:** We have found these results both encouraging and improvable. We have had tremendous success in attracting students to these courses that satisfy the "X" multicultural requirement, not just because of the unique course content but also because of the pedagogical methods that enable students to think critically and productively. In particular, by enabling students to understand and grasp major issues that characterize and condition the sociopolitical formations of traditional and contemporary Chinese/Japanese society, students are led to examine similar issues that inform the sociopolitical process of their own cultural tradition and society in the

**Improvement Plan:** To improve learning outcome in this category, we will adjust our pedagogical methods, especially in designing written assignments and offering lectures that would teach students how to write effectively and cogently in the contexts of multicultural studies. We will continue to offer these courses and look for appropriate opportunities to create new ones, so that we will continue to be able to provide students with rich, diverse opportunities related to this specific outcome category.

(10/01/2019)

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
<p><b>SLO - Comparisons</b> - The student will be able to analyze elements of the target language, such as time, tense, idioms, and cognates, and compare them to linguistic elements in English. Students will be able to demonstrate an understanding of the nature of language through comparisons of the language studied and their own. This will be assessed upon completion of CHI4400 and CHI4930 / JPN4414 and JPN4930.</p> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2018-2019  <b>Start Date:</b> 07/01/2018  <b>Outcome Type:</b> Student Learning</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher on grammar or translation exercises included in the final examination evaluated by the course instructor and another faculty member at the end of CHI4400 and CHI4930 / JPN4414 and JPN4930.</p> <p><b>Assessment Method:</b> Instructor Constructed Exam</p>	<p>Western world. Such a way of thinking, which is developed, and thus reflected, in their research papers written for these courses, demonstrates our students' obtained consciousness to search for cross-cultural knowledge, and is therefore useful for our students who endeavor to become qualified global citizens.</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met  91% of students in CHT3391, 88% of students in JPT3391, and 95% of students in IFS3008 scored 80% or higher on the final assessment. (12/20/2018)  <b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> The courses we have been offering that satisfy the "X" multicultural requirement continue to attract students in large numbers, not only from among our majors and minors, but additionally from numerous other disciplines across the university. Students' strong interest as well as impressive performance in these courses indicate the important role these courses play in our curriculum. It is clear that this outcome category is critical not only for our majors and minors to better understand the target culture, but also for a diversity of students to develop the cross-cultural and transnational knowledge expected of all global citizens.</p>	<p><b>Improvement Plan:</b> We will continue to offer these courses and develop new ones as appropriate to provide students with rich opportunities to analyze and synthesize knowledge in this specific outcome category. (12/20/2018)</p>
		<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  - 94% of students in CHI4400 and 100% of students in CHI4930 met the benchmark at advanced-low or higher for listening/speaking on a test evaluated at the end of these courses respectively.</p> <p>- 100% of students in JPN4414 and 86% of students in JPN4930 met the benchmark at advanced-low or higher for listening/speaking on an oral interview evaluated at the end of this course. (10/01/2019)</p> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We have emphasized the importance of comparative approaches in our curriculum, in particular by giving translation a core role in intermediate and</p>	<p><b>Improvement Plan:</b> As we engage in ongoing curriculum development, we will continue to place emphasis on this outcome category and work to increase the range of opportunities for our students to improve their abilities in this area. (10/01/2019)</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
<p>Outcome  <b>SLO Outcome Category:</b> Critical Thinking Skills</p>		<p>advanced courses. Students have numerous opportunities to consider the similarities and differences between linguistic elements in the target language and in English, and to focus on interpretation and nuance in exercises and projects. Students' mastery of linguistic analysis and integration of critical thinking in the target language is clearly reflected in the performance in this outcome category.</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met</p> <ul style="list-style-type: none"> <li>- 100% of students in CHI4410 and 83% of students in CHI4411 met the benchmark in the final examination evaluated at the end of these courses respectively.</li> <li>- 100% of students in JPN4412 and JPN4413 met the benchmark in the final examination evaluated at the end of these courses respectively. (12/20/2018)</li> </ul> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> Our faculty members in both Chinese and Japanese programs are fully aware of the importance of comparative approaches to second language acquisition. In Chinese classes, particularly in courses on and above the intermediate levels, we have regularly adopted approaches such as oral interpretations and written translations of texts, as well as exercises and drills that require students to compare the differences and/or similarities between the target language and English in areas such as grammar, syntax, idiomatic expressions, and vocabulary. In the Japanese program, we have begun regularly offering two additional courses at the advanced level that integrate students' language and critical thinking skills. These courses emphasize interpretation and translation of texts, providing students with focused opportunity to consider the similarities and differences between linguistic elements in the target language and in English. Students' outstanding performance in these new courses (JPN4130 and JPN4930) reflects successful efforts to emphasize students' mastery of linguistic analysis in both the target language and in English, and their integration of critical thinking and content in the target language.</p>	<p><b>Improvement Plan:</b> We will continue our efforts in curriculum development and, where appropriate, place emphasis within our curriculum on this specific outcome category. Specifically, we are at present developing and beginning to offer several courses at the MA level to meet the needs of students in our new EALC MA program; these courses dramatically increase opportunities for our undergraduate majors to hone their skills in this particular outcome category. (12/20/2018)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>SLO - Interpretive Communication -</b>            The student will be able to demonstrate understanding of written or spoken text and grammatical structures in the target language, on a variety of topics at an intermediate-high level on the ACTFL guidelines. This will be assessed upon completion of CHI4400 and CHI4930 / JPN4414 and JPN4930.</p> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2018-2019  <b>Start Date:</b> 07/01/2018  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Communication Skills</p>	<p><b>Florida State University</b> - 80 % of students will score 80% or higher on a reading test evaluated by the course instructor and another faculty member at the end of CHI4400 and CHI4930 / JPN4414 and JPN4930.</p> <p><b>Assessment Method:</b> Instructor Constructed Exam</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met</p> <ul style="list-style-type: none"> <li>- 94% of students in CHI4400 and 100% of students in CHI4930 met the benchmark at advanced-low or higher for listening/speaking on a test evaluated at the end of these courses respectively.</li> <li>- 100% of students in JPN4414 and 86% of students in JPN4930 met the benchmark at advanced-low or higher for listening/speaking on an oral interview evaluated at the end of this course. (10/01/2019)</li> </ul> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are pleased that the results meet the benchmark in this category. Such results have stemmed from the continuing efforts of instructors in the two programs to place strong emphasis on improving students' skills in interpretive communication through course offerings and pedagogical adjustments. All the four advanced courses—"CHI4400 Chinese English Translation," "CHI4930 Special Topic: Readings in Chinese Tales," "JPN4414 Advanced Japanese," and "JPN4930 Special Topic: Culture of Medieval Japan"—provide useful authentic target-language materials that have enabled students to greatly hone their interpretive skills through assignments and exercises in reading, writing, and translation.</p>	<p><b>Improvement Plan:</b> We will continue to place emphasis on students' use of authentic language materials beginning early in language study, both within the classroom and outside the classroom. Moreover, we are working to increase student access to social media in the target language as an additional means to develop and expand the range of their practical communication skills, as well as to stimulate their interest in language learning. For instance, the Chinese program is developing a new course entitled "Media Chinese" to be offered sometime in 2020. (10/01/2019)</p>
		<p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met</p> <ul style="list-style-type: none"> <li>- 100% of students in CHI4410 and 83% of students in CHI4411 met the benchmark at advanced-low or higher for interpretation on a test evaluated at the end of these courses respectively.</li> <li>- 100% of students in JPN4412 and JPN4413 met the benchmark at advanced-low or higher for interpretation on a test evaluated at the end of these courses respectively. (12/20/2018)</li> </ul> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> For students, especially those who major in either Chinese or Japanese, it has been one of our</p>	<p><b>Improvement Plan:</b> Given the successful results, we will continue to place emphasis on developing students' interpretive skills in reading and listening practices in the above-mentioned courses. (12/20/2018)</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
		<p>main objectives to enhance their reading and writing skills at the advanced level in the target language. We are glad to see the results meeting the benchmark in this category. This has resulted largely from the efforts the two programs have made through course offerings and pedagogical adjustments.</p>	
		<p>Starting from fall 2016, the Chinese program changed its advanced-course curriculum from repeating the same two 4000-level courses every year to offering different courses every two years. This is especially intended to meet the needs of Chinese majors who want to take more advanced courses in a variety of topics. After offering CHI4930 Reading in Chinese Tale and CHI4400 Chinese-English Translation in 2016-2017, the Chinese program offered two other advanced Chinese courses: CHI4410 Advanced Chinese I and CHI4411 Advanced Chinese II in 2017-2018. Students feel they are benefitted by such a pattern of course offerings.</p>	
		<p>Meanwhile, the Japanese Program has continued to offer three newly-developed intermediate-low level courses that focus specifically on reading and writing: JPN3301, JPN3302, and JPN3303. We have been encouraged by the improved performance of our students in this outcome category, as evidenced by the results in both of the principal courses offered at this level, as well as in the subsequent course in our advanced language series, JPN4414 (100% of students met the benchmark in this course as well during 2017-2018). We feel this success is correlated with these curricular additions, as well as with a textbook change a few years ago; our new textbook at this level prioritizes authentic language materials and makes use of digital resources. Our students have responded well to this curricular change, which better prepares them to use the target language outside class. To continue to improve student results at all language levels in this category, we will continue our efforts to create more opportunities for students to get in touch with updated language materials that are increasingly available on the Internet, such as online newspapers and social media in the</p>	

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>SLO - Interpersonal Communication -</b>  The student will be able to engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions, in Chinese/Japanese at a level equivalent to intermediate-high on the ACTFL guidelines. This will be assessed upon completion of CHI4400 and CHI4930 / JPN4414 and JPN4930.</p> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2018-2019  <b>Start Date:</b> 07/01/2018  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Communication Skills</p>	<p><b>Florida State University -</b> 80% of students will score at the intermediate high level or higher for listening and speaking on an oral interview evaluated by the course instructor and another faculty member at the end of CHI4400 and CHI4930 / JPN4414 and JPN4930.</p> <p><b>Assessment Method:</b> Instructor Constructed Exam</p>	<p>target language.</p> <p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met</p> <ul style="list-style-type: none"> <li>- 94% of students in CHI4400 and 100% of students in CHI4930 met the benchmark at advanced-low or higher for listening/speaking on a test evaluated at the end of these courses respectively.</li> <li>- 100% of students in JPN4414 and 86% of students in JPN4930 met the benchmark at advanced-low or higher for listening/speaking on an oral interview evaluated at the end of this course. (10/01/2019)</li> </ul> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> It is essential to the objectives of both Chinese and Japanese programs to develop students' communication skills in the target language. In fall 2018 and spring 2019, we continued to place strong emphasis on helping students to develop such skills in two ways. Within the classroom, both the Chinese and Japanese programs continued to offer 3000-level conversational courses as well as enhance oral-aural components in other courses, including courses on the 4000-levels. Outside the classroom, we continued to organize and promote extracurricular activities that could help students to develop their communication skills in the target language, such as forming language partnership with Chinese/Japanese-speaking students, weekly language tables, and events such as speech and singing contests in the target language. The success of these initiatives is reflected in the above results.</p>	<p><b>Improvement Plan:</b> We will continue to evaluate course materials and pedagogical methods at this level and at the levels that precede it in order to ensure student success. For instance, the Chinese program plans to develop a Chinese course of aural-oral communication at the intermediate level that can fulfill the liberal-studies requirement in oral competency (the Japanese program already has such a course in place, i.e., "JPN3250"). We will also continue to incentivize student participation outside of class in activities that develop their integrated language skills, with specific focus on communication (for example, speech contests in the target language, weekly language conversation tables, and language partnerships with native speaking students on campus). (10/01/2019)</p>
		<p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met</p> <ul style="list-style-type: none"> <li>- 100% of students in CHI4410 and 83% of students in CHI4411 met the benchmark at advanced-low or higher for listening/speaking on an oral interview evaluated at the end of these courses respectively.</li> <li>- 100% of students in JPN4412 and JPN4413 met the benchmark at advanced-low or higher for listening/speaking</li> </ul>	<p><b>Improvement Plan:</b> We will continue our efforts to enhance the content of existing courses by evaluating course materials and pedagogical methods, and by adjusting accordingly to ensure student success at this level, as well as in higher-level courses. We will also continue to encourage</p>

Outcomes	Assessment Process	Results	Improvement Plan
		<p>on an oral interview evaluated at the end of these courses respectively. (12/20/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> Overall we are pleased that we have been able to meet our goals in this outcome category. Both the Chinese and Japanese programs have continued to put emphasis on developing students' communicational skills in each target language not only through in-class instructions but also through outside-class activities, such as weekly language tables, singing contests in the target language, language partnerships with FSU's international students from China and Japan.</p> <p>To meet the need of students, the Chinese program offered "CHI3240 Chinese Reading and Conversation" in both fall 2017 and spring 2018. This course provides intermediate-level students with training specifically in listening and speaking, and prepares them for advanced Chinese classes not only in oral communication but also in reading and writing.</p> <p>The Japanese program continues to see positive results after introducing two new courses two years ago that focus specifically on listening and oral skills: JPN3240 and JPN3250. These new intermediate-low level courses have led to improvement of learning outcomes in this category, as evidenced by the results for JPN4412 and JPN4413 this past year, as well as similar results in the subsequent course in our advanced language series, JPN4414 (100% of students met the benchmark in this course as well during 2017-2018).</p>	<p>students to pursue other opportunities that develop their integrated language skills in the area of communication. (12/20/2018)</p>
		<p><b>SLO - Culture 2</b> - The student will be able to identify and discuss the texts of five major authors, filmmakers, and/or cultural/literary movements in the country of the target language. This will be assessed upon completion of 1 of the following courses in each language track respectively: in Chinese, CHT3124, CHT3391, and</p>	<p><b>Florida State University</b> - 80 % of students who have completed one of the courses will correctly identify and discuss the texts of five major authors, filmmakers, and/or cultural/literary movements in the country of the target language, on the answer section of examinations or essay assignments. This section or</p>
		<p><b>Reporting Period:</b> 2018 - 2019</p>	<p><b>Improvement Plan:</b> We will continue to develop new courses that focus on the cultures of China and Japan, and to utilize these courses not only to facilitate improved cultural awareness and critical thinking among our majors and minors, but also to reach out to students across the university</p>
		<p><b>Conclusion:</b> Criteria Met</p>	
		<ul style="list-style-type: none"> <li>- 100% of students in CHT3124, 91% of students in CHT3391, and 87% of students in CHT3392 scored 80% or higher on the final assessment.</li> </ul>	
		<ul style="list-style-type: none"> <li>- 88% of students in JPT4310, 83% of students in JPT3391, and 95% of students in ARH4772 scored 80% or higher on the final assessment. (10/01/2019)</li> </ul>	

Outcomes	Assessment Process	Results	Improvement Plan
<p>CHT3392; in Japanese, JPT3391, JPT4310, and ARH4772.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019</p> <p><b>Start Date:</b> 07/01/2018</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Content/Discipline Knowledge and Skills</p>	<p>representative essay assignment will be assessed by the course instructor and another faculty member.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Instructor Constructed Exam, Written Report or Essay</p>	<p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> Overall, we continue to feel satisfied with the performance of students in this outcome category and their enthusiasm for these cultural-study courses (as evidenced by high enrollment). We believe that students' strong interest in these courses are not only because of the course content, but also more because of the pedagogical methods that instructors have applied to their teaching, methods that enable students to think and reflect critically. For instance, in our literature classes, we regularly challenge students with issues about gender, class, nation-state; in our film classes, we challenge them with issues about human rights, ethical implications of war, or environmental pollution. These, among others, are issues that inform the sociopolitical realities of Chinese and Japanese cultural traditions and societies.</p>	<p>through a broad range of content relates to East Asian cultures. We expect that in addition to discipline knowledge, some of the new courses to be developed, such as the several new 4000-level courses in the studies of modern and pre-modern Chinese/Japanese culture will greatly help students to develop and improve advanced skills in key liberal-studies areas such as ethics and scholarship in practice.</p>
<p><b>SLO - Culture 1</b> - The student will be able to identify and summarize five</p>	<p><b>Florida State University</b> - 80 % of students who have completed one</p>	<p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met</p> <p>- 95% of students in CHI3404, and 91% of students in CHT3391 scored 80% or higher on the final assessment.</p> <p>- 88% of students in JPT3391, 83% of students in JPT3511, and 95% of students in IFS3008 scored 80% or higher on the final assessment. (12/20/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> We have been encouraged by the enrollments and interest in these courses, as well as by the performance of our students in this outcome category. These course have been attractive to students because of both the contents and the teaching methods adopted in these courses, which in turn have sustained and reinforced students' interests in the subjects covered in these courses. These types of courses strengthen students' understanding of practices of target cultures, as they also integrate with language courses to embed linguistic knowledge within cultural understanding.</p>	<p><b>Improvement Plan:</b> With greater efforts on the part of all current instructors and the addition of a new faculty member to the East Asian division, the Chinese and Japanese programs will continue to improve existing courses and develop new courses in the studies of Chinese and Japanese cultures. We will continue to focus on this aspect of our curriculum, so as to draw students from across the university into our program, as well as to facilitate greater cultural awareness and critical thinking among our majors and minors. (12/20/2018)</p>

<b>Outcomes</b>	<b>Assessment Process</b>	<b>Results</b>	<b>Improvement Plan</b>
<p>characteristic practices of Chinese or Japanese culture. This will be assessed upon completion of 1 of the following courses: in Chinese, CHT3124, CHT3391, and CHT3392; in Japanese, JPT3391, JPT4310, and ARH47772.</p> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2018-2019  <b>Start Date:</b> 07/01/2018  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Content/Discipline Knowledge and Skills</p>	<p>of the courses will score 80% or above on the identification section of class examinations. This section will be assessed by the course instructor and another faculty member.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Instructor Constructed Exam, Written Report or Essay</p>	<ul style="list-style-type: none"> <li>- 100% of students in CHT3124, 91% of students in CHT3391, and 87% of students in CHT3392 scored 80% or higher on the final assessment.</li> <li>- 88% of students in JPT4310, 83% of students in JPT3391, and 95% of students in ARH4772 scored 80% or higher on the final assessment. (10/01/2019)</li> </ul> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are pleased to point out that last year, with a new hire in East Asian linguistics, we have been able to expand the coverage of our content courses in second culture acquisition. Interested majors in Chinese and Japanese have benefited from two new courses, one in the history of East Asian languages and the other in East Asian linguistics, both of which were combined with graduate courses on the same topics. At the same time, we have continued to achieve success in regularly-offered courses in Chinese/Japanese literature and cinema, which have not only appealed to our language majors and minors and met their needs, but also attracted students from across the university, some of whom have become so interested in Chinese/Japanese culture that they end up taking Chinese/Japanese classes.</p>	<p>in the target cultures that appeal to the wide range of student interests on campus, and we will continue to assess our pedagogical approaches and course content to ensure that these courses continue to balance our desire to attract new students with our commitment to prepare our majors and minors with core disciplinary knowledge.</p> <p>Specifically, next year, we will build the courses in East Asian linguistics into our regular curriculum; besides, we will develop new topic courses in modern and premodern Chinese/Japanese culture on the 4000 level, courses that would work to benefit our majors or interested seniors through combination with graduate seminars on the same topics. It is also in our plan to develop a 3000-level introductory course in East Asian Humanities. (10/01/2019)</p>
		<p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met</p> <ul style="list-style-type: none"> <li>- 95% of students in CHI3404, and 91% of students in CHT3391 scored 80% or higher on the final assessment.</li> <li>- 88% of students in JPT3391, 83% of students in JPT3511, and 95% of students in IFS3008 scored 80% or higher on the final assessment. (12/20/2018)</li> </ul> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> Both programs have continued to achieve success in this outcome category. Although during 2017-2018 the Chinese program was not able to offer as many cultural studies courses as the previous year because the faculty member teaching pre-modern Chinese literature</p>	<p><b>Improvement Plan:</b> We will develop new courses in the target cultures, especially in areas that we have not been able to cover. In this sense, both Chinese and Japanese programs will benefit next year from our new hire in East Asian Linguistics. The new faculty member will join the East Asian division starting from August 2018, and will offer new courses such as History of East Asian languages, East Asian linguistics, and so on, at both</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
		<p>was on maternity leave, the program was able to meet students' needs by offering a new cinema course (CHT3391 Chinese War and Martial Arts Films) in addition to CHI3404 Chinese Calligraphy and Poetry; both courses had impressive enrollments. Next year, we will be able to resume our regular course offerings in Chinese cultural studies.</p> <p>The Japanese program continues to reach out to a wide group of students across the university campus through courses that focus on this outcome category. We have developed and offered numerous courses in Japanese cultural studies over the past few years to keep this range of courses exciting for students, with the goal of providing students with dynamic cultural exposure and a wide range of disciplinary approaches. Several of these courses fulfill liberal studies requirements to further attract a large and diverse group of students. Student success in these courses suggests that these efforts have been paying off. We will continue to advertise these courses widely, to bring interest to our programs and department, at the same time that we structure the courses in order to hone the cultural knowledge of our majors and minors. We will continue our efforts to improve our curriculum in this category, developing new courses and revitalizing existing ones.</p>	undergraduate and graduate levels. (12/20/2018)
<b>SLO - Presentational Communication</b> - The student will be able to present information on a variety of topics in the target language at a level approaching or equivalent to an intermediate-high (ACTFL guidelines). This will be assessed upon completion of CHI4400 and CHI4930 / JPN4414 and JPN4930. <b>Outcome Status:</b> Active <b>Outcome Year(s):</b> 2018-2019 <b>Start Date:</b> 07/01/2018 <b>Outcome Type:</b> Student Learning Outcome <b>SLO Outcome Category:</b>	<b>Florida State University</b> - 80 % of students will meet an intermediate-high level (ACTFL guidelines) for writing or speaking in a presentation or interview evaluated by the course instructor and another faculty member at the end of CHI4400 and CHI4930 / JPN4414 and JPN4930. <b>Assessment Method:</b> Instructor Constructed Exam, Performance or Presentation	<b>Reporting Period:</b> 2018 - 2019 <b>Conclusion:</b> Criteria Met - 94% of students in CHI4400 and 100% of students in CHI4930 met the benchmark at advanced-low or higher for listening/speaking on a test evaluated at the end of these courses respectively.  - 100% of students in JPN4414 and 86% of students in JPN4930 met the benchmark at advanced-low or higher for listening/speaking on an oral interview evaluated at the end of this course. (10/01/2019) <b>Location:</b> Main Campus <b>Budget Impact:</b> No <b>Analysis of Results:</b> It has been a core objective of our division to improve students' presentational skills in the	<b>Improvement Plan:</b> We will continue to emphasize oral competency inside and outside the classroom for students at all levels of language study in order to build on the positive results we have seen in this category. Besides improving and adjusting the existing pedagogical methods (such as fine-tuning patterns of presentations and oral reports) and augmenting course materials that have been so successful, we hope to incorporate more

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
Communication Skills		<p>target language. We have restructured the curriculum from the intermediate level to the advanced level in order to place increased emphasis on this area. More importantly, we have tried to increase presentational projects and practices in advanced courses: such as oral presentations on textual topics, reports on current events, as well as interviews with instructors. In addition, we have increased the number of opportunities outside of class in which students can hone these skills: for example, by creating additional language table meeting times and breaking them up into more focused levels, organizing singing and reading contests in the target language. We are pleased with the success of these changes and initiatives, as evidenced by student performance in this outcome category.</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met  - 100% of students in CHI4410 and 83% of students in CHI4411 met the benchmark at advanced-low or higher for listening/speaking on an oral interview evaluated at the end of these courses respectively.  - 100% of students in JPN4412 and JPN4413 met the benchmark at advanced-low or higher for listening/speaking on an oral interview evaluated at the end of these courses respectively. (12/20/2018)  <b>Location:</b> Main Campus  <b>Analysis of Results:</b> Both the Chinese and Japanese programs have been pleased with students' overall performance in their presentational skills in the target language. In the Chinese program, all courses starting from the intermediate level, such as CHI3240, CHI3420, CHI3422, as well as the two Business Chinese classes (CHI3440 and CHI3441), all require students to fulfil various presentation projects on a regular basis, such as daily news reports, oral debates on topics related to both course contents and current events. Such exercises not only provide students with opportunities to put what they have learned into constant practice but also greatly stimulate their interest in learning. The Japanese program has also</p>	<p>multimedia technologies into our classes in order to reinforce the relevance of this category of language learning within classroom. In addition, we will also further enrich students' extracurricular activities by consistently and regularly hosting target-language events next year, such as speech contests, singing performance, and poetry recitations. We believe stimulating students' interest by such practical means is a productive way to further incentivize learning. (10/01/2019)</p> <p><b>Improvement Plan:</b> In addition to using the pedagogical methods and course materials that have proved to be successful, we will try to improve these practices especially by incorporating multimedia technologies in order to enhance students' proficiency in presentational communication in the target language. We will continue to emphasize oral competency both inside and outside the classroom, for example through in-class projects and activities such as mock business presentations, and through participation in speech contests and conversation tables in the target language. (12/20/2018)</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
		<p>continued to regularly offer two new courses (JPN3240 and JPN3250) in order to help students to develop their integrated communication skills. Both of these courses emphasize real-world, authentic communication, and JPN3250 is specifically focused on students' ability to present information in a variety of contexts and on multiple topics. For example, students present formal reports, make informal speeches, engage in debates, and discuss current events. Students have responded especially well to JPN3250, which we designed to fulfill students' oral competency requirement. Along with revamping the Business Japanese curriculum to make activities and projects more practical for students, this particular course represents our dedication to finding creative new ways to appeal to students and reinforce our goal of combining their language learning with professionalization. The success of these intermediate-level courses seems to correlate to improved performance in this outcome category at more advanced language levels, as evidenced by the results for both JPN4412 and JPN4413, as well as for the subsequent course in our advanced language series, JPN4414 (100% of students met the benchmark in this course as well during 2017-2018).</p>	

## College of Arts and Sciences

### Department of Modern Languages and Linguistics | French Program

Table 3: Student Learning Outcomes

## French (Bachelors)

**Mission:** The mission of the French program at FSU is to be a top-ranked undergraduate and graduate program with faculty of international distinction across a wide range of areas and disciplines in French and Francophone studies. Unique among similar programs, the French program at FSU envisions an interconnected curriculum that instills a strong foundation in literary and cultural studies of early modern and modern France alongside detailed investigation into the diverse critical perspectives that Francophone studies bring to the field. With the support of the Winthrop-King Institute, the program draws university-wide, national, and international scholarly attention with high-quality interdisciplinary conferences and collaborative research on cutting-edge topics in the field of contemporary French and Francophone studies. We valorize the liberal arts (a comprehensive perspective on literary and cultural achievements of early-modern and modern France), diversity (critical understanding of non-Western, specifically Francophone, cultural and literary achievements), and interdisciplinarity (an awareness that cultural and literary achievements are best understood in a broad interdisciplinary field).

The BA program aims to impart to students knowledge of Francophone cultures and to develop proficiency in the French language.

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>PO - Global awareness</b> - At least 10% of students in the BA program perform at the proficiency level in French required to apply for a scholarship to study in France during the summer.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Program Outcome</p>	<p><b>Florida State University</b> - At least 10% of majors and minors in the French BA programs will apply for Winthrop-King Summer Scholarships for month-long study in Paris.</p> <p>Scholarship data is collected by the Winthrop-King Institute for Contemporary French and Francophone Studies. Applications are reviewed by the French faculty, a departmental committee, and the Institute. This will result in sustainable language proficiency and increased global awareness.</p> <p><b>Assessment Method:</b> Department Assessment</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>We received 9 applications for the French undergraduate scholarship. 6 were eligible applications and 5 scholarships were awarded.</p> <p>(09/26/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> The outcome was met, despite a lower number of applicants, due to hurricane Michael (even though deadline was pushed back one week)</p> <p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Met</p> <p>17 students applied for the scholarship for Summer 18 (12/12/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> None available</p>	<p><b>Improvement Plan:</b> We are going to continue to promote the scholarships, remind students to apply, and encourage them to study abroad. (09/26/2019)</p>
<p><b>SLO - Interpersonal Communication</b> - Florida State University - 80% of</p>		<p><b>Reporting Period:</b> 2018 - 2019</p>	<p><b>Improvement Plan:</b> The choice of</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p>The student will be able to engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions, in French at a level equivalent to Intermediate-high on the ACTFL guidelines.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p>	<p>students will score at the Intermediate high level or higher on an oral interview evaluated by two faculty members (the instructor and an outside member) and conducted after spring break in FRE 4422.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Department Assessment</p>	<p><b>Conclusion:</b> Criteria Met 100% scored 80% and higher on the oral interview conducted by the instructor and an outside member, at an Intermediate-high level. Students were able to engage in a conversation providing information, feelings, and opinions on a variety of topics addressed in two short stories introduced and discussed in class: Boule de Suif by Guy de Maupassant, and L'hôte by Albert Camus. Students were very eager to do so as these short stories address questions that are still relevant today: role/position of women during war time, occupier/occupied relationship, colonizer/colonized relationship, and the question of choice. (09/27/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> Progress was made in part by the choice of short stories which made it more manageable for students and improved their engagement with the texts</p>	<p>short stories will be continued as it fostered students' engagement with and understanding of the texts (09/27/2019)</p>
		<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Inconclusive No results are available. The professor who taught this class in Spring 18 retired at the end of the semester. (12/10/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> None</p>	<p><b>Improvement Plan:</b> The choice of short stories (rather than a novel) made it more manageable for students, and improved students' engagement with the texts. Therefore, this approach will be continued.</p>
			(09/27/2019)
<p><b>SLO - Presentational Communication</b></p> <ul style="list-style-type: none"> <li>- The student will be able to present information on a variety of topics in written or oral form in the target language at a level of accuracy approaching or equivalent to an Intermediate-high (ACTFL guidelines). (Presentational mode) This will be assessed upon completion of FRE 4422.</li> </ul> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher on a writing assignment which will be evaluated independently by two faculty members, the instructor and an outside member.</p> <p><b>Assessment Method:</b> Written Report or Essay, Department Assessment</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met Students wrote two 5 page papers, at an Intermediate-high level. 100% of students scored 80% or higher on the first paper, and 94% of students scored 80% or higher on the second paper. Students were able to present information and an analysis on a variety of topics. On the second paper, some students chose to write their own short story by applying the elements of the short story genre based on the two short stories we studied in class. (09/27/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> The choice of short stories (rather than a novel) made it more manageable for students, and improved students' engagement with the texts. Therefore, this approach will be continued.</p>	<p><b>Improvement Plan:</b> Improvements were made due to the emphasis on the writing process including instruction on how to write a critical research paper, peer editing, meetings with the professor, revision of drafts, as well as in class discussions, as part of the UDW university requirement. (09/27/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p>2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p>	<p><b>SLO - Culture II</b> - The student will be able to analyze and demonstrate critical thinking in relation to the products, practices and perspectives of the French culture. This will be assessed upon completion of 9 required hours at the 4000-level.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Critical Thinking Skills</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher on the final writing assignment given in 4000 level courses. Two faculty members will independently assess a representative sample of essays from research papers and examinations collected from a selection of 4000 level courses to determine whether students have attained the performance level.</p> <p><b>Assessment Method:</b> Department Assessment, Course Embedded Assignment (Often in tandem with exam question bank), Written Report or Essay</p>	<p>a novel) made it more manageable for students, and improved students' engagement with the texts.</p> <p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Inconclusive</p> <p>No results available. Dr Walters taught the class in Spring 18, and retired at the end of the semester (12/10/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> None</p>
		<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>FRW 4460 – FA18 – 100% of students in the course scored above 80% on the final writing assignment on Emile Zola's novel L'Assommoir.</p> <p>FRW 4433 – SP19 – 83.3% of students in the course scored above 80% on the final writing assignment (the score would have been 100% but one student, otherwise a straight-A student in the course, failed to turn in her assignment on time due to a technical emergency); the final writing assignment is a 5-6 page critical research paper that explores a text from the French seventeenth century in its socio-historical and cultural context and requires students to incorporate secondary sources.</p> <p>FRE 4470 SP19- 100% of students in the course scored above 80% on the final writing assignment (5 pages). Students had to address one of the themes discussed in class, incorporate analysis of the primary text(s) and consult published scholarship on the text.</p> <p>(09/28/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> The score would have been 100% but one student, otherwise a straight-A student in the course, failed to turn in her assignment on time due to a technical emergency; the final writing assignment is a 5-6 page critical research paper that explores a text from the French seventeenth century in its socio-historical and cultural context and requires students to incorporate secondary sources.</p>	<p><b>Improvement Plan:</b> FRW 4460 – FA18 – This course was taught as a capstone course exclusively for seniors and advanced undergraduates and was a departure from our usual practice of combining graduate and undergraduate in advanced seminars to ensure enrollment targets are met. Based on student performance and feedback on the course experience, the capstone seminar approach worked very well. It should be continued when enrollment numbers allow. The capstone seminar approach makes it more feasible to develop critical thinking skills and French language competency at a level appropriate for seniors.</p> <p>FRW 4433 – SP19 – In this course, students are allowed to revise one previous assignment (either the class presentation or the 3-page midterm paper) into the final assignment. This is done so as to help students cultivate critical thinking skills over time. This time, more attention was paid to the formulation of argument, use of secondary sources, and analysis of</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
		<p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met  FRW 4460 in FA 17: 80% of students scored 80% or above in the advanced undergraduate seminar on Paris in the Nineteenth-Century. (12/10/2018)  <b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> FRW 4460 in FA 17: The topic of the advanced undergraduate seminar on Paris in the Nineteenth-Century drew the interest of seniors in French. The course examined nineteenth-century French novels about Paris as well as the geography of the city's neighborhoods and the history of urban renewal under Baron Haussmann. As has been the program's practice, the seminar combined advanced undergraduates with graduate students and in Fall 2017 there were ten seniors and ten MA &amp; PhD students. Although combined classes often work, it did not work effectively with this group. One of the factors may have been the even number of each group (10 + 10), or the presence of 2-3 undergraduates with low intermediate French alongside doctoral candidates who were native speakers and exceptionally gifted. In addition, at the beginning of the semester the hurricane disrupted the class schedule and some students never seem to have caught up with the reading. Notwithstanding, several students' performance was top-notch. I implemented a mentorship program in the class by pairing each undergraduate with a graduate mentor and this exercise worked very well for the majority of the class. I was pleased that one student presented his research conducted in the course at the FSU graduate student conference Terra Incognita in April 2018.</p>	textual examples in the previous assignments so that feedback was given earlier, thus allowing students to better cultivate critical thinking skills.  (09/28/2019)

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>SLO - Comparisons</b> - The student will be able to analyze elements of the target language, such as time, tense, idioms, and cognates, and compare them to linguistic elements in English. Students will be able to demonstrate an understanding of the nature of language through comparisons of the language studied and their own. This will be assessed upon completion of FRE 4422.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher on grammar or translation exercises included in the final examination.</p> <p><b>Assessment Method:</b> Written Report or Essay, Instructor Constructed Exam</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>Students were introduced to some elements of Comparative Stylistics which allowed them to learn and apply methods that deal with the many differences in expression between French and English. This is new and difficult for students, but many students welcome the challenge, and learn a great deal as this approach gives them a new awareness of the linguistic similarities and differences between their own language and the target language. (09/27/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> Some test results for this section of the course remain low. However, Improvement was made by devoting more time to this section. Some low scores can be attributed to a lack of preparation by some students.</p>	<p><b>Improvement Plan:</b> Some test results for this section of the course remain low. However, Improvement was made by devoting more time to this section. Some low scores can be attributed to a lack of preparation by some students, however, reducing the amount of material covered will be considered (09/27/2019)</p>
		<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Inconclusive</p> <p>No results are available. The professor who taught this class in Spring 18 retired at the end of the semester. (12/10/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> None</p>	
<p><b>SLO - Interpretive Communication</b> - The student will be able to demonstrate an understanding of the plot, main ideas or themes of a written or spoken text in French, on a variety of topics. (Interpretive mode) This will be assessed upon completion of the FRE 4422.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher on an oral interview evaluated by two faculty members (the instructor and an outside member) and conducted after spring break in FRE 4422.</p> <p><b>Assessment Method:</b> Department Assessment</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>100% scored 80% and higher on the oral interview conducted by the instruction and an outside member, at an Intermediate-high level. Students were able to discuss the plot and the themes of two shorts stories: Boule de Suif by Guy de Maupassant, and L'hôte by Albert Camus. Themes included questions such as the role of women during war time, occupier/occupied relationship, colonizer/ colonized relationship, the question of choice. Students' understanding was facilitated by group and whole class discussions. (09/27/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> The choice of short stories (rather than a novel) made it more manageable for students, and</p>	<p><b>Improvement Plan:</b> The choice of short stories with engaging and relevant themes will be continued (09/27/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>SLO - Culture I</b> - The student will be able to identify and summarize a representative sample of major cultural and aesthetic products and practices of the French culture. This will be assessed upon completion of FRW 3100 and FRW 3101.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - 80% of students who have completed the courses will score 80% or above on the identification and definition section of class examinations. The examinations will be assessed by two faculty members (the instructor and an outside member).</p> <p><b>Assessment Method:</b> Department Assessment, Instructor Constructed Exam</p>	<p>improved students' engagement with the texts.</p> <p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Inconclusive</p> <p>Not available. The professor who taught this class in Spring 18 retired at the end of the semester (12/10/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> None</p>	<p><b>Improvement Plan:</b> although scores in FRW 3101 were lower than previous years (2/8 scored below 80% on the ids on the 3 tests combined), these scores are unrepresentative because one student who failed to show up at the final exam received a zero.</p>
		<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>This learning outcome was assessed through an evaluation of students' performance on the identification sections (multiple choice, in French) of the final exams in FRW 3100 (Fall) and in FRW 3101 (Spring). In FRW 3100, 85% scored 80% or higher on the identification sections of 3 exams. In FRW 3101, 75% scored 80% or higher on the identification sections of 3 exams. The instructor as well as a second outside faculty member confirmed this score.</p> <p>Moreover, in FRW 3100, on the first day of the course, students completed "baseline quiz" of multiple-choice identifications, which was later included on the final exam to assess student improvement. On the first day, 55% of students answered 50% or higher of the questions correctly. At the end of the semester, on the final exam, 100% students answered 50% or higher. (09/27/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> his learning outcome was assessed through an evaluation of students' performance on the identification sections (multiple choice, in French) of the final exams in FRW 3100 (Fall) and in FRW 3101 (Spring). In FRW 3100, 85% scored 80% or higher on the identification sections of 3 exams. In FRW 3101, 75% scored 80% or higher on the identification sections of 3 exams. The instructor as well as a second outside faculty member confirmed this score.</p> <p>Moreover, in FRW 3100, on the first day of the course, students completed "baseline quiz" of multiple-choice identifications, which was later included on the final exam</p>	<p>In FRW3100, Students improved on their abilities to identify key authors, movements, and dates throughout the semester. Students enjoyed engaging with the texts through my opening lectures, guided discussions through Canvas and in groups, as well as in their opportunities to write 4 short compositions. Students also enjoyed a final oral exposition project in which paired students selected two writers from the semester to impersonate in the form of dialogue. Students enjoyed doing this activity as it allowed students to apply early modern French writers' thoughts into current events and controversies. Expectations and more scaffolding could have been used to enhance this final project. (09/27/2019)</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
<b>SLO - Connections</b> - The student will be able to recognize the distinctive viewpoints that are only available through the foreign language and its cultures. Students will have a new window onto the world and will be	<b>Florida State University</b> - 80% of students will score 80% or higher on the final written paper in a selection of 4000-level courses. The preparation of the oral presentation or written report requires them to	<p>to assess student improvement. On the first day, 55% of students answered 50% or higher of the questions correctly. At the end of the semester, on the final exam, 100% students answered 50% or higher.</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met</p> <p>In FA 17 and SP 18 respectively, the baseline test initial results were an average of 3.75 and 3.9 whereas when students took the same test on the final, the average score was 8.48 and 8.5.</p> <p>In FA 17, in FRW 3100, 91 % of students scored 80% or above on the identification sections of all three exams combined.</p> <p>In SP 18, in FRW 3101, 81 % of students scored 80% or above on the identification sections of all three exams combined. Also worth stating is that 5 students scored 98% or above on the final exam. (12/10/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> Both courses were revamped in fall 2016/spring 17 to meet the requirements of the Liberal Studies for the 21st Century Program at FSU. Specifically the courses now satisfy two categories of competencies: Humanities and Cultural Practice and Scholarship in Practice. In 2017-18, both surveys were successfully taught with the new syllabi.</p> <p>This academic year, the survey classes were of a fairly homogeneous level with good group cohesion. Learning gains (judged by the baseline assessment) were significant. Both classes enjoyed group projects so I will be sure to keep those activities on future course programs. A pleasure to teach this cohort!</p>	<b>Improvement Plan:</b> FRW 4460 – FA18 – This course was taught as a capstone course exclusively for seniors and advanced undergraduates and was a departure from our usual practice
		<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met</p> <p>FRW 4460 – FA18 – 100% of students in the course scored above 80% on the final writing assignment on Emile Zola's novel L'Assommoir.</p>	

Outcomes	Assessment Process	Results	Improvement Plan
<p>able to make connections between the new sources of information available to them in the target language/culture and those sources only accessible in English. This will be assessed upon completion of 9 hours at the 4000 level.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Content/Discipline Knowledge and Skills</p>	<p>use a variety of sources, printed (books, newspapers), electronic (Internet), or audiovisual (films), intended for native speakers</p> <p><b>Assessment Method:</b> Written Report or Essay, Class Performance or Presentation</p>	<p>FRW 4433 – SP19 – 83.3% of students in the course scored above 80% on the final writing assignment (the score would have been 100% but one student, otherwise a straight-A student in the course, failed to turn in her assignment on time due to a technical emergency); the final writing assignment is a 5-6 page critical research paper that explores a text from the French seventeenth century in its original language and in its socio-historical and cultural context, and requires students to incorporate secondary sources.</p> <p>FRE 4470 - SP19- 100% of students in the course scored above 80% on the final writing assignment (5 pages). Students had to address one of the themes discussed in class, incorporate analysis of the primary text(s) and consult published scholarship on the text.</p> <p>(09/28/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> The score would have been 100% but one student, otherwise a straight-A student in the course, failed to turn in her assignment on time due to a technical emergency; the final writing assignment is a 5-6 page critical research paper that explores a text from the French seventeenth century in its original language and in its socio-historical and cultural context, and requires students to incorporate secondary sources.</p>	<p>of combining graduate and undergraduate in advanced seminars to ensure enrollment targets are met. The capstone seminar approach makes it more feasible to develop discipline specific skills (close reading skills, knowledge about the rise of the realist novel in France and Emile Zola's naturalist novel) and assess students' understanding of French context at a level appropriate for seniors. Student read novels in their original.</p> <p>FRW 4433 – SP19 – In this course, students are allowed to revise one previous assignment (either the class presentation or the 3-page midterm paper) into the final assignment. This is done so as to help students craft a coherent argument while embedding it accurately in secondary sources in the target language. This time, more attention was paid to the use of secondary sources in the previous assignments so that feedback was given earlier, thus allowing students to see connections between various sources. (09/28/2019)</p>

**Reporting Period:** 2017 - 2018

**Conclusion:** Criteria Met

All fourteen of the undergraduate students received an 80% or higher. (12/10/2018)

**Location:** Main Campus

**Analysis of Results:** Not available

## French (Masters)

**Mission:** The mission of the Masters in French is to impart to students knowledge of Francophone cultures; to teach them the skills needed to do research in the field of French/Francophone studies; and perfect their proficiency in the French language.

Outcomes	Assessment Process	Results	Improvement Plan
<b>PO - Enrollment in MA in French -</b> By the end of the year, the student population of the program will reflect the broad thrust of recent strengths in graduate recruitment <b>Outcome Status:</b> Active <b>Outcome Year(s):</b> 2017-2018, 2018-2019 <b>Start Date:</b> 07/01/2018 <b>Outcome Type:</b> Program Outcome	<b>Florida State University -</b> This will result in the consolidation of recent enrollment trends through active recruiting. The recent recruitment trend was 2 entrants per year on average so we aimed to maintain this number as a minimum this year. The French Program determined the number of applicants that have accepted our offer ("entrants") by the end of the summer. The French Program compared this acceptance rate with that of the 3 previous years. <b>Assessment Method:</b> Enrollment Statistics	<b>Reporting Period:</b> 2018 - 2019 <b>Conclusion:</b> Criteria Met The results maintained our minimum number of new entrants. (09/28/2019) <b>Location:</b> Main Campus <b>Analysis of Results:</b> Following the recent hires of three new faculty members, the prospects for the French program are looking very positive. We have strengthened in key areas of Francophone African studies and contemporary literature, and bolstered our strengths in Francophone Caribbean studies with a new colleague in that area. Following a couple of years of flat growth, we are well placed to start to grow our numbers again.	<b>Improvement Plan:</b> Preparation will continue to be structured with monthly advising and expectations will be clearly communicated as they align with monthly goals. (09/28/2019) <b>Improvement Plan:</b> We have formed a subcommittee to institute recruitment and informational sessions for potential students at regional four-year colleges in Fall 2019. In Spring 2019, we held a program celebration featuring the research of the graduating MA students in order to showcase their work for undergraduate majors in French. We will continue to involve MA students in order to recruit from among our strong undergraduate population. (09/28/2019)
		<b>Reporting Period:</b> 2017 - 2018 <b>Conclusion:</b> Criteria Met New MA entrants fall 2017: 2  <b>BREAKDOWN</b>  Received applications: 7	<b>Improvement Plan:</b> Following the recent hires of three new faculty members, the prospects for the French program are looking very positive. We have strengthened in key areas of Francophone African

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
		<p>Denied applications: 1</p> <p>Accepted (the applicant accepted our offer): 2 (12/10/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> Graduate recruitment is holding steady in the French program, on a par with the overall level of recruitment in the previous 3 years in the French program. These numbers show the effect of two substantial improvements to graduate recruitment: 1) the quality of the faculty in the French program and visibility of the Winthrop-King Institute, 2) a substantial increase in general departmental OPS funding for graduate student stipends, which, in addition to our already increased Winthrop-King TA Enhancements for French graduate students has allowed us to make the financial packages we can offer more and more competitive with French programs at peer institutions. The numbers show that there are still many applicants who decline our offer possibly because these applicants consider our program as a backup to an Ivy-League program. Indeed 2 of our applicants went to Columbia U and one to Brown U. We can however be positive about the caliber of student applying to our program.</p>	<p>studies and contemporary literature, and bolstered our strengths in Francophone Caribbean studies with a new colleague in that area. Following a couple of years of flat growth, we are well placed to start to grow our numbers again.</p> <p>We have formed a subcommittee to institute recruitment and informational sessions for potential students at regional four-year colleges in Fall 2019. In Spring 2019, we held a program celebration featuring the research of the graduating MA students in order to showcase their work for undergraduate majors in French. We will continue to involve MA students in order to recruit from among our strong undergraduate population. (09/28/2019)</p> <p><b>Improvement Plan:</b> We will further identify areas that attract greater interest among applicants and we will target these areas in our faculty recruitment plan. More targeted faculty hires will expand expertise offered to incoming MA students. In addition, we will increase recruitment efforts by targeting graduating classes from regional four-year colleges, and by advertising more effectively among BA students in our own program (06/20/2019)</p>

**SLO - Culture** - Upon completion of the course of instruction, the student

**Florida State University** - This will result in 90% of the students passing

**Reporting Period:** 2018 - 2019  
**Conclusion:** Criteria Met

**Improvement Plan:** Preparation will continue to be structured with

Outcomes	Assessment Process	Results	Improvement Plan
<p>will be able to write and converse proficiently about French and Francophone literature, cinema, and culture.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p>	<p>comprehensive examinations (FRW 8966) based on a prepared reading list as well as successfully completing a research paper on a specialized area of French/Francophone studies. Both the examinations and the paper are evaluated in the first week of April by a committee of 3 full-time faculty members.</p> <p><b>Assessment Method:</b> Departmental Exam/Comprehensive Exam/Preliminary Exam</p>	<p>Two MA students sat for their exams and both students passed their exams. (09/28/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> The formation of reading lists began at the outset of the fall semester, expectations were clearly communicated throughout the academic year through advising on their progress with each faculty member writing their exams throughout the academic year. Students were advised to set deadlines for all work other than exams with enough time to concentrate on final preparations for exams. With regards to logistical strategy, structured advising, and comprehensive range of concepts, students received a thorough preparation.</p>	<p>monthly advising and expectations will be clearly communicated as they align with monthly goals. (09/28/2019)</p>
<p><b>SLO - Research</b> - Upon completion of the course of instruction, the student will be able to apply terminology and research tools currently in use in French/Francophone studies.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p>	<p><b>Florida State University</b> - This will result in 90% of students successfully completing the Research Paper required for completion of the MA using appropriate methodologies and research tools in a specialized area of French/Francophone studies. Successful completion is determined by a committee of 3 full-time faculty members towards the end of the spring semester (early April). The Research Paper is not associated with one particular required course but is usually a development of a</p>	<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Met 3 of 3 (100%) (12/10/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> In previous years we had seen poorer performance so the process was improved through better communication, clearly stated expectations, and consistent support and faculty guidance of students preparing for their comprehensive exams. Students received an improved comprehensive exam preparation.</p>	<p><b>Improvement Plan:</b> We will continue to improve Comprehensive Exam preparation by better communication: rather than at the beginning of the spring semester in which they take their exams, students will be informed of expectations and put on a prep schedule during the preceding fall semester. (06/20/2019)</p>
		<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>Two MA students successfully completed the Research Paper. Both students developed interdisciplinary methodologies, ranging from theater to digital media. (09/28/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> Both students were advised to work from drafts written during the first year of the MA program and both followed that course of action. Their major revisions to their work was conducted over the fall and amplified and refined throughout the spring. Their work fully met expectations. They presented their work publicly at the end of the semester.</p>	<p><b>Improvement Plan:</b> MA students will develop their research papers throughout the fall, then revising in the spring. All members of the committee will communicate their expectations throughout the process with regular advising meetings. Students will be supported in scaffolding their research work with their exams and other work. They will be encouraged to present their work publicly. (09/28/2019)</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
	<p>major writing assignment done for one the required 5000-level courses taken in the fall of the student's second year in the MA program.</p> <p><b>Assessment Method:</b> Department Assessment</p>	<p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met          3 of 3 (100%) (12/10/2018)  <b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> The process was improved through better communication of expectations, more clearly stated expectations, and consistent support and faculty guidance.</p>	<p><b>Improvement Plan:</b> We will further improve student preparation for the required Research paper. Rather than at the beginning of the spring semester in which they take their exams, students will be informed of expectations and put on a prep schedule during the preceding fall semester. Usually the Research Paper is based on a written assignment for a course taken for the MA. During the fall semester, we will require students to choose and start preparing one of the substantial writing assignments for one of their required fall semester courses (for instance a final paper) in view of a spring reworking and development as the required MA Research Paper. (06/20/2019)</p>

## College of Arts and Sciences

### Department of Modern Languages and Linguistics | French Program

Table 3: Student Learning Outcomes

## French (Doctorate)

**Mission:** The mission of the Doctorate in French is to impart to students specialized knowledge of Francophone cultures; teach them the skills needed to do research and generate new ideas in the field of French/Francophone studies; and perfect their proficiency in the French language.

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>PO - Job Placement</b> - The program will place each doctoral candidate in an academic position, or equivalent professional-level position within 8 years of entering the degree program.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Program Outcome</p>	<p><b>Florida State University</b> - This will result in 80% of students achieving employment in a professional rank, either at an educational institution such as a university, community college or high school, or at a private or public institution of equivalent standing</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>No PhD students graduated in Spring 19. Our one PhD student who graduated May 2018 did get a job in August 2019 at Tallahassee Community College. (09/28/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> Three workshops were developed to advise graduate students on specific aspects of professionalization: the first, on year-long scaffolding of research agendas; the second, on writing abstracts for conferences; the third, on defining a scholarly identity as part of long-term preparation for job applications.</p>	<p><b>Improvement Plan:</b> Workshops will be continued. French graduate students will continue to receive very competitive support packages, which allow them to attend two conferences and conduct regular research visits, which in turn helps them to build their networks and increase their competitiveness in the job market. Students on the job market are supported through mock interviews and presentations, and are supported at the annual job interviews at MLA. (09/28/2019)</p>
		<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Met</p> <p>The one student who graduated was not successful in getting a job during her first year on the job market and is a lecturer in our department. The student who went on the market last year has a new position at Davidson College. (12/10/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> Faculty has increasingly encouraged and guided PhD students with participation in graduate student and professional conferences in order to increase their job market profile. Likewise, faculty has increasingly</p>	

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
<p><b>SLO - Cultural Proficiency</b> - Upon completion of the course of instruction, the student will be able to demonstrate knowledge of the language as well as the literary, linguistic, social and cultural history of one or more French/Francophone countries.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p>	<p><b>Florida State University</b> - This will result in 95% of the students passing the preliminary examinations as judged by a committee usually consisting of five full-time faculty, including at least one member from outside the department.</p> <p><b>Assessment Method:</b> Departmental Exam/Comprehensive Exam/Preliminary Exam, Department Assessment</p>	<p>encouraged and guided PhD students to apply for and obtain both in-house (Department-, College- and University-level) as well as external funding sources (in particular fellowships and awards, but also competitive teaching awards as well as internships) that increase marketability. Our current ABD doctoral candidates are not yet close to going on the job market but even so we have regular meetings to discuss practices of applying and interviewing (see above).</p> <p>The success of recent graduates who are in tenure-track positions at R1 schools demonstrates the quality of the training and mentoring our students receive, and the esteem in which our program is held at research universities. We will continue to encourage our students to submit their work to peer-reviewed journals. We cover their costs for travel to the MLA meeting for conference interviews. We are fully committed to ensuring our students have the best chance possible of securing employment.</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  One student sat the preliminary examinations and passed them (09/30/2019)  <b>Location:</b> Main Campus  <b>Analysis of Results:</b> .The formation of the reading lists began in the summer 2018 with advising towards the dissertation topics and theoretical grounds. The student's exams addressed the breadth of their area of specialization within French students as well as the fields specific to their dissertation prospectus. Moreover, because of this thorough preparation, their further research is well underway. Summer research funded by the program resulted in a potential publication.</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met  6 students passed the exam (12/10/2018)  <b>Location:</b> Main Campus  <b>Analysis of Results:</b> we have provided summer fellowships and encouraged students to compete for external funding,</p>
			<p><b>Improvement Plan:</b> The faculty will continue to work together to provide individualized structure for the preparation of prelims that can lead to crafting the dissertation prospectus successfully as well as to clarify the general goals of the prelims.</p> <p>(09/30/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>SLO - Research Proficiency</b> - Upon completion of the course of instruction, the student will be able to demonstrate mastery of different interpretive approaches and research methods, including use of library and Internet resources, appropriate to the analysis of French/Francophone literature, culture and film.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2018</p> <p><b>Outcome Type:</b> Student Learning Outcome</p>	<p><b>Florida State University</b> - This will result in 95% of the students obtaining their doctorate degree following the dissertation defense, specifically the presentation and discussion of one's research in front of a committee usually consisting of five full-time faculty, including a member outside the candidate's own field.</p> <p><b>Assessment Method:</b> Department Assessment, Faculty Committee Evaluation of Dissertation, Thesis or Treatise</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  We had no fifth-year PhD students in 2018-2019 and therefore, as expected, none filed their dissertations in order to graduate. (09/28/2019)  <b>Location:</b> Main Campus  <b>Analysis of Results:</b> N/A</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met  1 student obtained a doctorate (12/10/2018)  <b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> The number above reflects declining PhD entrants in previous years, but since PhD recruitment has picked up we will see a continuing upward trend both in entering and in graduating PhD students. Current PhD students have benefitted from increased advising meetings and from increased financial benefits from the Winthrop-King Institute for Contemporary French and Francophone studies. We have introduced a new \$5000 summer research award for ABD students, which will allow them to focus solely on research (i.e., not teach) for one summer (usually the first after Prelims) and to make good progress in the vital, early stages of the dissertation writing. Students have spent summers in France and Italy, and in Guadeloupe and Martinique, thanks to the increased support of the Winthrop-King Institute, and every sign indicates that this support is having a very positive effect on the students' progress with the dissertation. In addition, we have increased our advising and guidance when it comes to PhD students competing for both in-house and external funding sources. These efforts have paid off and current ABD students have benefited from several graduate student funding sources (for travel, research, and conferences) from FSU's Graduate School as well as from national scholarly organizations. One of our students won the</p>	<p><b>Improvement Plan:</b> In 2019-2020, there are five students who are in their last year of the program. We have instituted a communication system in order to ensure that all conferences and job preparations are also in the service of making progress towards degree on their dissertations. (09/28/2019)</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
		<p>prestigious Chateaubriand Fellowship and plans to conduct research in France and in Mauritius. Graduate students in our department now run a graduate student conference Terra Incognita which increases their opportunities to present their research. We have continued our efforts in preparing doctoral students for the job market with workshops and individual mock-interviews. Both PhD and MA students are reviewed annually by all professors whose classes they took: the results of these assessments are discussed individually with each student. As mentioned above, an overall increase in OPS funding for graduate student stipends (TA-ships) has also benefited current MA and PhD students as these increases have all been across the board.</p>	

Table 3: Student Learning Outcomes

## German (Bachelors)

**Mission:** To impart to students knowledge of the cultures of German-speaking countries and develop proficiency in the German language.

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>PO - Participation in Global Society -</b> By the end of the year, the program will increase the number of students who apply for departmental scholarships or other international experiences in German-speaking countries. The goal is that (at least) 10% of eligible students apply for scholarships or other study abroad programs.</p> <p><b>Outcome Status:</b> Active <b>Outcome Year(s):</b> 2017-2018, 2018-2019 <b>Start Date:</b> 07/01/2017 <b>Outcome Type:</b> Program Outcome</p>	<p><b>Florida State University -</b> This will result in an annual increase in students' achieving direct experience in a German-speaking country and thereby increase the linguistic and cultural proficiency of students.</p> <p><b>Assessment Method:</b> Department Assessment</p>	<p><b>Reporting Period:</b> 2018 - 2019 <b>Conclusion:</b> Criteria Met</p> <ul style="list-style-type: none"><li>- Ten students applied for the departmental Winthrop-King Scholarship, of which one was selected, who used the money to study in Wuppertal, Germany.</li><li>- Five students were accepted by our partner university in Oldenburg to participate in their summer German study program.</li><li>- The faculty also encouraged and assisted students in applying for a DAAD (Deutscher Akademischer Austauschdienst / German Academic Exchange) scholarship. One student applied, but was not selected.</li><li>- One student applied for the prestigious Congress-Bundestag Youth Exchange, but was not selected.</li><li>- German faculty participated in two Fulbright applications. One Fulbright was rewarded.</li></ul> <p>Altogether, we continue to have a high number of students applying for scholarships to study abroad. Based on approximately 60 students enrolled in target courses, we exceeded significantly the 10% goal line. (10/21/2019)</p> <p><b>Location:</b> Main Campus <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The faculty was pleased with the high interest in study abroad opportunities and the increase in applications. We easily met the goal this year. Although we do not expect the results to improve each year, this result shows continued improvement.</p>	<p><b>Improvement Plan:</b> We will continue to advertise scholarships, to inform our students about available awards as well as to encourage and support their applications. With the availability of our established exchange program with Oldenburg University and the prospective addition of another exchange program (Salzburg and/or Wuppertal) we will continue to promote study abroad opportunities. (10/21/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p>be able to acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. Students will have a new window onto the world and will be able to make connections between the new sources of information available to them in the target language/culture and those sources only accessible in English. This will be assessed upon completion of GER 3500.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Content/Discipline Knowledge and Skills</p>	<p>students will score 80% or higher on a written assignment that requires them to use a variety of sources, printed (books, newspapers), electronic (Internet), or audiovisual (films), intended for native speakers.</p> <p><b>Assessment Method:</b> Written Report or Essay</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  Of the nine students who completed the course, all (100%) demonstrated that they could use the resources and process the various information by producing a coherent text. (10/21/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> This component is assessed by a written review essay about a German book (and related cultural as well historical events) that is read during the second half of the course. Even though this may be the most challenging of all major tasks assigned in GER 3500, this year all students succeeded to meet and exceed the high standard.</p>	<p><b>Improvement Plan:</b> Although this excellent outcome cannot be expected every year, it proves that the correct measures (such as creating smaller tutoring groups and assigning specific homework in preparation for this assignment) have been taken. (10/21/2019)</p>
<p><b>SLO - Comparisons</b> - The student will be able to analyze elements of the target language, such as time, tense, idioms, and cognates, and compare them to linguistic elements in English. Students will be able to demonstrate an understanding of the nature of language through comparisons of the language studied and their own. This will be assessed upon completion of GER 3310.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Communication Skills</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher on grammar or translation exercises included in the course examinations.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Instructor Constructed Exam</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  Of the 15 students enrolled at the end of this course, 15 (100%) achieved a score of 80% or higher. Students demonstrated these skills in an exam at the end of the semester. (10/21/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> The goal was surpassed and the results were very satisfactory this year. Given the nature of this goal, which includes an internalization of German linguistic and grammar features, it was assessed that our curriculum works well toward this outcome.</p>	<p><b>Improvement Plan:</b> We will continue to challenge the students to continuously improve their linguistic skills. (10/21/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>SLO - Interpretive Communication -</b> The student will be able to demonstrate an understanding of the plot, main ideas or themes of a variety of literary texts and one longer story in German, on a variety of topics. (Interpretive Mode) This will be assessed upon completion of GER 3500.</p> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2017-2018, 2018-2019  <b>Start Date:</b> 07/01/2017  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Critical Thinking Skills</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher on a written report / journal evaluated by two faculty members (the instructor and an outside member).</p> <p><b>Assessment Method:</b> Written Report or Essay</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met</p> <p>This category was assessed by the requirement of submitting a journal at the end of the semester. Of the nine students enrolled at the end of the semester, nine (100%) met the criteria. (10/21/2019)</p> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> This project – based on the reading of a German novella – has proven to be a good "capstone" activity to prepare students for the next level of study. It requires students to use their linguistic and interpretative skills.</p>	<p><b>Improvement Plan:</b> With 100% accomplishing the high requirements for the successful completing this task, the result was excellent this year, but we cannot expect it to be like this every year. However, this excellent outcome proves that the instructive measures taken are working. (10/21/2019)</p>
<p><b>SLO - Culture II</b> - The student will be able to demonstrate critical thinking in relation to the products, practices and perspectives of the German culture. This will be assessed upon completion of six required hours at the 4000 level.</p> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2017-2018, 2018-2019  <b>Start Date:</b> 07/01/2017  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - 75% of students will score 80% or higher on selected assignments given in 4000 level courses. Two faculty members will independently assess a representative sample of essays collected from all the 4000 level courses to determine whether students have attained the performance level.</p> <p><b>Assessment Method:</b> Written Report or Essay</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met</p> <p>Faculty members assessed essays from three senior-level German literature and culture courses:</p> <ul style="list-style-type: none"> <li>- Fall 17: GER 4420 (Advanced Composition) 10 from 10 students (100%) met the standard.</li> <li>- Spring 17: GEW 4591 (Heroes and Tricksters) &amp; GEW 4592 (Exile and Nazi Germany). 15 from 16 students (90%) met the standard. The success rate surpasses the set goal. (10/21/2019)</li> </ul> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> This year, the success rate has been very impressive and exceeded our high expectations. Apart from the excellence of our students, an emphasis of early draft submissions may have contributed to this great result.</p>	<p><b>Improvement Plan:</b> We will continue to rigorously prepare our students with the demands and methods of conducting research and critical thinking. (10/21/2019)</p>
<p><b>SLO - Interpersonal Communication -</b> The student will be able to engage in conversation, provide and obtain information, describe feelings and emotions and exchange opinions, in German at a level approaching Intermediate-High on the ACTFL</p>	<p><b>Florida State University</b> - 80% of students will score at a high intermediate level or higher on an oral project evaluated by two faculty members.</p> <p><b>Assessment Method:</b> Performance or</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met</p> <p>Based on the results of an oral communication project for GER 3400 and using evaluation criteria consistent with the ACTFL-Guidelines, 19 of 19 students (100%) who completed the course in Fall 2017 reached a high intermediate level or</p>	<p><b>Improvement Plan:</b> In order to continue improvement the German program will continue to place specific emphasis on this aspect of communication both in formal instruction and for the oral</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p>guidelines. (Interpersonal Mode) This will be assessed upon completion of GER 3400.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Communication Skills</p>	Presentation	<p>higher on oral competency assignments. (10/21/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The result surpassed our goal and continues to be high. Students enter this course with varying backgrounds; some students had already experienced more basic language instructions before attending FSU, others had lived in Germany or lived in a German speaking household; hence with the help of exercises and classroom instructions they were able to excel faster. As in previous years, some students enter directly after completing the language requirement. It is therefore not unexpected that not every student is able to give a high performance, most students require more than four semesters of instruction to reach a high intermediate or higher level.</p>	<p>competency assignments required for this course. We will continue to set high standards in this course in order to ensure student excellence. (10/21/2019)</p>
<p><b>SLO - Culture I</b> - The student will be able to identify and summarize a representative sample of major cultural and aesthetic products and practices of the German culture. This will be assessed upon completion of GER 3500.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - 80% of students who have completed the courses will score 80% or above on the completion of a portfolio or a class examination. The portfolio or exam will be assessed by two faculty members (the instructor and an outside member).</p> <p><b>Assessment Method:</b> Instructor Constructed Exam, Portfolio of Student Work</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>The midterm and final examinations in GER 3500 were reviewed for content specific information. These examinations consisted of short answers (summarize information) and objective questions (identify information). Of the nine students enrolled at the end of the semester, all (100%) met the standard. (10/21/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> This year the results were higher than expected. That 100% made the cut is very positive and indicative of the quality of instruction.</p>	<p><b>Improvement Plan:</b> Since students enter this course with varying backgrounds (many enter directly after completing the language requirement), this positive outcome cannot be expected every year. We will continue to set high standards in this course to ensure student excellence. (10/21/2019)</p>
<p><b>SLO - Presentational Communication</b> - The student will be able to summarize information on a variety of topics in oral form in German at a level of accuracy approaching or equivalent to an Intermediate-high (ACTFL guidelines). (Presentation mode) This will be assessed upon</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher on an oral assignment which will be evaluated by the instructor.</p> <p><b>Assessment Method:</b> Class Performance or Presentation</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>For this outcome, students presented in class about a German topic of their choice. Of the nine students enrolled at the end of the semester, all students (100%) met the criteria. (10/21/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p>	<p><b>Improvement Plan:</b> We will continue to provide exercises in form of short oral reports and presentations (supported by PowerPoint) to enhance the students' skills to summarize and present information on a variety</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
<p>completion of GER 3500.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b></p> <p>Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>		<p><b>Analysis of Results:</b> The results repeated the high score from last year, which shows the continuing improvement in student performance, although we do not expect the results to be so high every year.</p>	of topics in German. (10/21/2019)

## College of Arts and Sciences

### Department of Modern Languages and Linguistics | German Program

Table 3: Student Learning Outcomes

## German (Masters)

**Mission:** To impart to students knowledge of German culture; teach them the skills needed to do research in the field of German studies; and perfect their proficiency in the German language.

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>PO - Professional Development</b> - By the end of the year, the program will identify opportunities for students to have international and interdisciplinary exposures as students in Germany. The goal is for 10% of the graduate students to have such an experience.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 08/27/2018</p> <p><b>Outcome Type:</b> Program Outcome</p>	<p><b>Florida State University</b> - The faculty monitors the number of students who take advantage of exchange programs available to them and reports students engaged in exchange to the program head. As a result of the exchange program with the Oldenburg University in Germany, with the VDAC (Verband der Deutsch-Amerikanischen Clubs), the University of Salzburg (Austria) and the University of Wuppertal (Germany), we expect that our students will have access to courses at German speaking universities. This will allow our students to take advantage of the wide range of courses and research opportunities with professors at these institutions who can provide assessments of their academic work and plans for doctoral study. Faculty will monitor graduate students who study abroad.</p> <p>This program will enable students to have increased professional contacts and educational opportunities.</p>	<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Not Met</p> <p>This year, we were not able to send one of our graduate students to participate with the VDAC (Federation of German American Clubs) to study in Germany. However through this program, we were able to receive a student from Germany who entered our MA program and is taking graduate courses at FSU in the German MA program.</p> <p>(12/18/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> This year was unusual, due to an unforeseen circumstance, the graduate student who was supposed to go to Germany was not able to go for personal reasons. Because the VDAC program has been very successful in the past, we will continue to advertise and recruit for this program and other programs we have in place. We hope to send a student again through the VDAC program and explore opportunities with our partner universities in Oldenburg (Germany), Wuppertal (Germany), and Salzburg (Austria). These programs offer our students great opportunities to gather international experiences.</p>	<p><b>Improvement Plan:</b> In the past, this has been a very successful program. This year was unusual, due to an unforeseen circumstance, the graduate student who was supposed to go to Germany was not able to go for personal reasons. Because the VDAC program has been very successful in the past, we will continue to advertise and recruit for this program and other programs we have in place. We hope to send a student again through the VDAC program and explore opportunities with our partner universities in Oldenburg (Germany), Wuppertal (Germany), and Salzburg (Austria). These programs offer our students great opportunities to gather international experiences.</p>

Outcomes	Assessment Process	Results	Improvement Plan
	<p>take advantage of these exchange opportunities.</p> <p><b>Assessment Method:</b> Participant Evaluation, Performance or Presentation, Professional Judged Performance or Demonstration of Ability in Context</p>		
<p><b>SLO - Research Skills</b> - Upon completion of the course of instruction, the student will be able to apply research tools used in the field of German Studies and German Literature by writing an MA thesis and/or a research paper for a graduate seminar.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - This will result in 90% of the students scoring 85% or better as determined by evaluation of a completed MA thesis or extended research paper. Each thesis or extended paper is evaluated by the student's MA supervisory committee.</p> <p>For students who choose the examination track, a research paper written for a seminar will be evaluated by two faculty members.</p> <p><b>Assessment Method:</b> Written Report or Essay</p>	<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Met</p> <p>Of the four students who graduated, two successfully completed an MA thesis. The other two students completed research papers for a seminar (evaluated by two faculty members) and passed successfully the comprehensive exam, which examines both basic knowledge of content and the critical assessment of this knowledge. (12/08/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The German faculty has been very impressed with the quality of the research for both the MA thesis and seminar paper. We intend to continue the same mentoring activities and introduction to research and writing skills so that the outcome remains at the same level. To further strengthen their critical thinking skills, faculty will encourage and support MA students who wish to present their research at regional and national conferences.</p>	<p><b>Improvement Plan:</b> We intend to continue the same mentoring activities and introduction to research and writing skills so that the outcome remains at the same level. To further strengthen their critical thinking skills, faculty will encourage and support MA students who wish to present their research at regional and national conferences.</p>
<p><b>SLO - Literature and Culture</b> - Upon completion of the course of instruction, the student will be able to demonstrate knowledge of the development of German literature and culture.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Content/Discipline Knowledge and</p>	<p><b>Florida State University</b> - This will result in 90% of the students scoring 90% or better as determined by evaluation of written assignments. During the semester, each graduate student will complete written assignments. Students will read representative works of German literature and respond to those works in writing.</p> <p>The assignments will be evaluated by the student's MA supervisory committee.</p>	<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Met</p> <p>This year, three students graduated with an MA in German. All of them successfully completed a reading portfolio. (12/18/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> Due to an overhaul of the basic language courses which also affects the graduate students in their capacity as teaching assistants, no changes have been made to this requirement. The faculty believes that this portfolio approach to the reading list is an effective way to demonstrate knowledge of the development of German. Students are required to read a wide variety of</p>	<p><b>Improvement Plan:</b> No changes are planned at this point for this requirement; however, because the quality of the responses improves when independent reading is combined with discussion of the works with a faculty member, students are encouraged to meet with their advisers more frequently to discuss the works before submitting their final portfolio.</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
Skills	<b>Assessment Method:</b> Written Report or Essay	literature that complement and supplement course work.	

Table 3: Student Learning Outcomes

## Italian (Bachelors)

**Mission:** To impart to students knowledge of the cultures of Italian-speaking communities and develop proficiency in the Italian language.

Outcomes	Assessment Process	Results	Improvement Plan
<b>PO - Participation in Global Society -</b> By the end of the year, the program will maintain or increase the number of students studying in Italy. <b>Outcome Status:</b> Active <b>Outcome Year(s):</b> 2017-2018, 2018-2019 <b>Start Date:</b> 07/01/2018 <b>Outcome Type:</b> Program Outcome	<b>Florida State University -</b> Faculty monitor the number of students that express interest in, apply to and take part in a Study Abroad Program in Italy. The results are tabulated annually at the end of summer semester. <b>Assessment Method:</b> Department Assessment, Enrollment Statistics	<b>Reporting Period:</b> 2018 - 2019 <b>Conclusion:</b> Criteria Met Two students participated in FSU exchange programs in Italy. During the Academic year 2018-19, one student participated to the semester-long exchange program with Pavia University. During the summer 2019, one student attended courses at the Università per stranieri in Perugia. (09/28/2019) <b>Location:</b> Main Campus <b>Analysis of Results:</b> The number of students studying in Italy was maintained.	<b>Improvement Plan:</b> We will continue advertising our exchange programs to our students. We are finalizing a students' travel enhancement for undergraduate and graduate students traveling to Italy in the summer months. This enhancement will come from a recent donation to the Italian program. (09/28/2019)
		<b>Reporting Period:</b> 2017 - 2018 <b>Conclusion:</b> Criteria Met In 2017-2018 2 of our students participated to an exchange with Perugia University for Foreigners, one student spent the Spring 2018 semester abroad at Pavia University. This represents a substantial increase in the students from the previous year, well above the projected 10% (our exchange programs are based on small number, targeted exchanges). In addition, while data about enrollment in Italian majors or minors is not available for the FSU IP Florence study program - in part because the majority of their population is freshmen - the FSU IP Florence Study Program has seen a significant increase of the number of students in their program, and as a consequence the number of students who enroll in Italian courses. (02/02/2019) <b>Location:</b> Distance / Online <b>Budget Impact:</b> No <b>Analysis of Results:</b> We continue to work in collaboration	<b>Improvement Plan:</b> We will continue advertising our exchange programs to our students. We are also considering offering a student scholarship to help fund their travels to Italy to study Italian language and culture with the funds from a recent donation to the Program. We are considering merging the two Italian Minors as currently existing - one tied to FSU IP program, one tied to the Italian program on the Main Campus. This would allow us to streamline the relationship with FSU IP Florence in terms of credit assignment, and would provide

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>SLO - Culture II</b> - The student will be able to analyze and demonstrate critical thinking in relation to the products, practices and perspectives of the Italian culture. This will be assessed upon completion of 9 required hours at the 4000-level.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher on final grade given in 4000 level courses.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Written Report or Essay</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  Courses taught in 2018-2019 were ITA4480 and 4930. In ITW4480 100% of students scored 80% or better. In ITA4930 90% of students scored 80% or better.  (09/28/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> All criteria met and surpassed.</p>	<p>much clarity to students.  (02/02/2019)</p> <p><b>Improvement Plan:</b> Keeping in mind the university's master strategic plan to instill internationalization in our graduates, we will continue collaborating among members of the program to offer challenging courses to the students, but also strive to incorporate course components that bring global citizenship to the foreground.  (09/28/2019)</p>
<p><b>SLO - Comparisons</b> - The student will be able to analyze elements of the target language, such as time, tense, idioms, and cognates, and compare them to linguistic elements in English. Students will be able to demonstrate an understanding of the nature of language through comparisons of the language studied and their own. This will be assessed upon completion of ITA 4450 or ITA 4410.</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Florida State University</b> - 80% of students will score 85% or higher as represented in the final grade.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Instructor Constructed Exam</p>	<p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met  In ITW4440, ITW4700, ITW4480 and iTA4930, more than 80% of students scored above 80% on final assignments.  (02/02/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> Students are consistently engaged in courses and are also responsive to feedback to improve their written and oral performances</p>	<p><b>Improvement Plan:</b> We will continue working in collaboration among members of the program to offer stimulating courses that challenge students in cultural terms but also allow them to shine in their linguistic progress.  (02/02/2019)</p> <p><b>Improvement Plan:</b> We are satisfied with the results so far. 4410 and 4450 have in the past proven to be a good gateway into Honors Thesis work (in 2018-19 two theses were overseen) and thus part of the improvement plan will be to more overtly use each of these courses to target strong students who would be interested in thesis work. (09/28/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>	<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Met</p> <p>more than 80% of students scored 85% or higher in Advanced Italian language classes. (02/02/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are happy with the current work being done by our students.</p>	<p><b>Improvement Plan:</b> In the Fall 2018 we will be teaching a re-organized version of ITA4450 that also meets the Liberal Studies requirement for Upper Level Writing. This new syllabus and format will provide rigorous parameters to work on students' writing skills and will offer them a chance to engage in-depth with written work in a foreign language. (02/02/2019)</p>	
<p><b>SLO - Connections</b> - The student will be able to analyze the distinctive viewpoints that are only available through the foreign language and its cultures. Students will have a new window onto the world and will be able to make connections between the new sources of information available to them in the target language/culture and those sources only accessible in English. This will be assessed upon completion of ITA 4450 or ITA 4410 or ITA 4500.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher on the final grade.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Instructor Constructed Exam, Written Report or Essay</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>In 4410, 82% of students received an 80% or higher. In 4450, 89% of students received an 80% or higher. In 4500, 100% of students received an 80% or higher. (09/28/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> All criteria were met or surpassed</p> <p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Met</p> <p>More than 80% of our students completed individual written assignments with 80% or more, and their final grade in the courses were well above the target goal of 80% students scoring 80% or higher. (02/02/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> ITA4450, ITA4410 and ITA4500 are the last language courses in Italian offered by our Program. In ITA4410 and ITA4450 students can demonstrate their advanced competencies - most students who take these courses are highly motivated and strive to do their best in these courses. We were highly pleased with the results of individual students and the courses overall.</p>	<p><b>Improvement Plan:</b> We are satisfied with the results so far. 4410 and 4450 have in the past proven to be a good gateway into Honors Thesis work (in 2018-19 two theses were overseen) and thus part of the improvement plan will be to more overtly use each of these courses to target strong students who would be interested in thesis work. (09/28/2019)</p> <p><b>Improvement Plan:</b> In the Fall 2018 we will be teaching a re-organized version of ITA4450 that also meets the Liberal Studies requirement for Upper Level Writing. This new syllabus and format will provide rigorous parameters to work on students' writing skills and will offer them a chance to engage in-depth with written work in a foreign language. (02/02/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>SLO - Interpretive Communication -</b> The student will be able to generate an understanding of the plot, main ideas and/or themes of a written or spoken text in Italian, on a variety of topics (Interpretive mode). This will be assessed upon completion of ITA 4450 (advanced grammar and composition) or ITA 4410 (advanced conversation).</p> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2017-2018, 2018-2019  <b>Start Date:</b> 07/01/2017  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Communication Skills</p>	<p><b>Florida State University</b> - 80% of students will score 80% on the final grade</p> <p><b>Assessment Method:</b> Course Report, Instructor Constructed Exam</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  In 4410, 82% of students received an 80% or higher.  In 4450, 89% of students received an 80% or higher.  (09/28/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> All criteria were met or surpassed</p>	<p><b>Improvement Plan:</b> Oral interviews are an important assessment method in language courses. In 4410 (adv. conv.) interviews are essential to determine students' proficiency level. We continue to offer oral interviews as opportunities for students to be evaluated, to practice their speaking and comprehension skills, and to feel more at ease in "foreign situations". No specific action is recommended for the future.  (09/28/2019)</p>
		<p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met  80% of students scored well above 80% on the oral interviews evaluated by the instructor (entrance and exit tests in the case of ITA4410). (02/02/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> In the Fall 2018 we will be teaching a re-organized version of ITA4450 that also meets the Liberal Studies requirement for Upper Level Writing. This new syllabus and format will provide rigorous parameters to work on students' writing skills and will offer them an improved chance to engage in-depth with written work in a foreign language, and to generate interpretive work in terms of textual analysis and written reports.</p>	<p><b>Improvement Plan:</b> Oral interviews are an important assessment method in language courses. In ITA4410 in particular, this is an essential tool to determine students' proficiency level. We continue to offer oral interviews as opportunity for students to be evaluated, to practice their speaking and comprehension skills, and to feel more at ease in "foreign situations". No specific action is recommended for the future.  (02/02/2019)</p>
<p><b>SLO - Culture I</b> - The student will be able to identify and analyze a representative sample of major cultural and aesthetic products and practices of the Italian culture. This will be assessed upon completion of either ITW 3100 or ITW 3101, required surveys of Italian literature, but also of introductory courses</p>	<p><b>Florida State University</b> - 80% of students who have completed the courses will score 80% or above in the final grade.</p> <p><b>Assessment Method:</b> Course Report</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  In ITW3100-3101, 100% of students received 80% or higher, surpassing the criteria.  In ITT3523, across semesters 86% of students received an 80% or higher, surpassing the criteria.  In ITT3114, 76% received an 80% or higher. The majority of criteria was met. (09/28/2019)  <b>Location:</b> Main Campus</p>	<p><b>Improvement Plan:</b> Keeping in mind the university's master strategic plan to instill internationalization in our graduates, we will strive to lay the foundation work that emphasizes global citizenship in each 3000 level course to prepare them for higher level Culture II.</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p>offered in English, such as ITT3523, ITT3430, and ITT3114.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2018</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Content/Discipline Knowledge and Skills</p>		<p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> ***</p> <p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Met</p> <p>More than 82% of students who completed the courses scored 80% or above on the identification section of class examinations. (02/02/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are satisfied with the results.</p>	(09/28/2019)
<p><b>SLO - Interpersonal Communication -</b></p> <p>The student will be able to perform effectively and creatively in conversation, provide and obtain information, express feelings and emotions and exchange opinions, in Italian at a level equivalent to Intermediate-high on the ACTFL guidelines. (Interpersonal Mode). This will be assessed upon completion of ITA4450 (advanced grammar and composition) or ITA 4410 (advanced conversation).</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Communication Skills</p>	<p><b>Florida State University -</b> 80% of students will score at the Intermediate high level or higher in the final course grade.</p> <p><b>Assessment Method:</b> Capstone Course Evaluation, Course Report, Instructor Constructed Exam</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>In 4410, 82% of students scored at the Intermediate high level or higher.</p> <p>In 4450, 89% of students scored at the Intermediate high level or higher. (09/28/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> All criteria were met</p>	<p><b>Improvement Plan:</b> We are satisfied with the results. No specific action is recommended for the future. (09/28/2019)</p>
		<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Met</p> <p>More than 82% of students scored at the Intermediate high level or higher on an oral interview evaluated by two faculty members (the instructor and an outside member) and conducted after fall or spring break in ITA 4450 or in ITA 4410. (02/02/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The assessment method of oral interviews is one of the most efficient and helpful methods to evaluate a student's proficiency in advanced courses. We work with the students to prepare them towards this assessment, and we have been happy with their performances and their grade outcome.</p>	<p><b>Improvement Plan:</b> We are satisfied with the current assessment methods and do not recommend any changes in the near future. (02/02/2019)</p>
<p><b>SLO - Presentational Communication</b></p> <p>- The student will be able to produce information on a variety of topics in</p>	<p><b>Florida State University -</b> 80% of students will score 80% or higher in the final course grade.</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>In 4410, 82% of students received an 80% or higher.</p>	<p><b>Improvement Plan:</b> We are satisfied with the results so far. (09/28/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p>written or oral form in Italian at a level of accuracy approaching or equivalent to an Intermediate-high (ACTFL guidelines)(Presentational mode). This will be assessed upon completion of ITA 4450 (advanced grammar and composition) or ITA 4410 (advanced conversation).</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Communication Skills</p>	<p><b>Assessment Method:</b> Class Performance or Presentation, Course Report, Instructor Constructed Exam, Written Report or Essay</p>	<p>In 4450, 89% of students received an 80% or higher.            (09/28/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> All criteria were met or surpassed</p> <p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Met</p> <p>More than 80% of students scored 80% or higher on a writing assignment evaluated by the instructor and conducted using evaluation criteria consistent with the ACTFL-Guidelines in ITA4450 or ITA4410. (02/02/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> Together with oral interviews, written assignments such as compositions or grammar exams are among the best assessment methods for linguistic proficiency, While the structure and content of the assessment may vary, they are an essential tool for teachers. We are satisfied with the results in terms of percentage because it reflects the commitment to excellence of our students.</p>	<p><b>Improvement Plan:</b> We are satisfied with the results so far. ITA4450 has been recently revamped so that it will also satisfy the requirements for Upper Division Requirement, and ITA4410 has been for some years now satisfying the requirements for Public Speaking Competency. These additional requirements, far from hampering the course structure, have allowed students to garner more skills in one course. We will continue to refine and tweak course structure as needed to achieve the learning outcomes in an even more efficient way. (02/02/2019)</p>
<p><b>SLO - New Student Learning</b></p> <p><b>Outcome</b> - Upon completion of the course of instruction, the student will be able to demonstrate a high level of fluency in conversation, provide and obtain information, express emotions, and exchange opinions in Italian at a level equivalent to Intermediate-high on the ACTFL guidelines (Interpersonal Mode). This will be assessed upon completion of ITA 4410, the advanced undergraduate conversation course.</p> <p><b>Outcome Status:</b> Archived</p> <p><b>Outcome Year(s):</b> 2017-2018</p>	<p><b>Florida State University</b> - 80% of students will score at the Intermediate high level or higher on an oral interview evaluated by a faculty member. Students will be asked to address a wide range of topics ranging from culture to politics to current events.</p> <p><b>Assessment Method:</b> Capstone Course Evaluation</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>In 4410, 82% of students received an 80% or higher.            (09/28/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> Criteria were met or surpassed.</p> <p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Met</p> <p>More than 80% of students scored at the Intermediate high level or higher on an oral interview evaluated by a faculty member. (02/02/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p>	<p><b>Improvement Plan:</b> This outcome is superfluous, as it is included in other outcomes, and it will be archived. (09/28/2019)</p> <p><b>Improvement Plan:</b> No action is recommended. (02/02/2019)</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
<p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Communication Skills</p>		<p><b>Analysis of Results:</b> We are satisfied with the results in ITA4410.</p>	

## College of Arts and Sciences

### Department of Modern Languages and Linguistics | Italian Program

Table 3: Student Learning Outcomes

## Italian (Masters)

**Mission:** To impart to students knowledge of Italian culture and its role in the development of Western culture; to teach students the skills needed to do scholarly research in the interdisciplinary field of Italian Studies and comparative studies; to perfect their proficiency in the Italian language; to prepare them to be effective global citizens and to be competitive in a global job market.

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>PO - Professional Development</b> - 1. Students have international and interdisciplinary exposure as teachers of language and as students. 2. Students participate at regional, national and international conferences, symposia, and seminars. When appropriate, faculty will mentor students to publish their research or creative efforts. 3. Students are mentored by faculty on professional career development, job opportunities, and/or on PhD opportunities.</p> <p><b>Outcome Status:</b> Active <b>Outcome Year(s):</b> 2017-2018, 2018-2019 <b>Start Date:</b> 07/01/2017 <b>Outcome Type:</b> Program Outcome</p>	<p><b>Florida State University</b> - The goal is for 50% of students to take advantage of one of the three professional experiences areas outlined, depending on skills and personal motivation.</p> <p>Faculty monitor the number of students who take advantage of exchange programs abroad and report to the program head (University of Pavia and University of Perugia, Italy). The results are tabulated annually at the end of summer semester.</p> <p><b>Assessment Method:</b> Department Assessment, Participant Evaluation, Written Report or Essay</p>	<p><b>Reporting Period:</b> 2018 - 2019 <b>Conclusion:</b> Criteria Met</p> <p>50% or more of the students took advantage of the professional experiences offered to them. One graduate student studied Italian language in Italy. One graduate student presented at an international symposium organized by the Winthrop-King Institute at Florida State University. All students were mentored on professional opportunities and on graduate career choices. (09/30/2019)</p> <p><b>Location:</b> Main Campus <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The data suggests that, since all our criteria are being met, we could be more ambitious in our assessment process.</p>	<p><b>Improvement Plan:</b> The data suggests that, since all our criteria are being met, we could be more ambitious in our assessment process. (09/30/2019)</p>
<p><b>SLO - Student Research</b> - Upon completion of the course of instruction, the student will be able to apply research tools used in the field of Italian Studies.</p> <p><b>Outcome Status:</b> Active <b>Outcome Year(s):</b> 2017-2018, 2018-2019</p>	<p><b>Florida State University</b> - This will result in 100% of our students demonstrating successful performance in the departmental exam and/or MA thesis. Each MA student forms a committee of at least three faculty members (from the Italian Program or related fields).</p>	<p><b>Reporting Period:</b> 2018 - 2019 <b>Conclusion:</b> Criteria Met</p> <p>100% of students passed the required exam. (02/02/2019)</p> <p><b>Location:</b> Main Campus <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The data indicate that our training and the course opportunities provided amply prepare our graduate students for passing the exam.</p>	<p><b>Improvement Plan:</b> We encourage students to form their committee earlier than the beginning of the Spring semester, so as to have time over the Winter Break to start drafting their reading lists. (02/02/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>Start Date:</b> 07/01/2017  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>	<p>The committee evaluates the student in terms of overall acquisition of research and analytical skills, methodologies and practices. This process is done in the spring of the second year and covers three major areas of study.</p> <p><b>Assessment Method:</b> Departmental Exam/Comprehensive Exam/Preliminary Exam</p>		
<p><b>SLO - Culture and Literature</b> - Upon completion of the course of instruction, the student will be able to demonstrate knowledge of the development of Italian culture and literature.</p> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2017-2018  <b>Start Date:</b> 07/01/2017  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - 90% of graduate students will score 90% or better on exam on the development and achievements of Italian culture formulated by faculty in the required capstone course, Italian Culture and Civilization (ITA 5505) or an equivalent 5000 level literature course.</p> <p><b>Assessment Method:</b> Capstone Course Evaluation, Class Performance or Presentation, Departmental Exam/Comprehensive Exam/Preliminary Exam</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  100% of students in 5505 received a 90% or higher.  (09/28/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> All criteria were met and surpassed.</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met  90% of students successfully scored 90% or better in the required capstone courses and 100% successfully completed the Program's MA exam. (02/02/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> Our curriculum prepares students to meet this outcome and we are pleased with these results. We will continue to evaluate and clarify the exam process and preparation.</p>	<p><b>Improvement Plan:</b> The data suggests that since all of our criteria are being met, we could consider being more rigorous in our Assessment process.  (09/30/2019)</p> <p><b>Improvement Plan:</b> Our curriculum appears to be effective in preparing students to meet this outcome. We will address an oral component that will afford the students the opportunity to converse about cultural themes both in English and Italian.  (02/02/2019)</p>

## College of Arts and Sciences

### Department of Modern Languages and Linguistics | Middle Eastern Studies Program

Table 3: Student Learning Outcomes

## Middle Eastern Studies (Bachelors)

**Mission:** The Middle Eastern Studies program at Florida State University aims at bridging a variety of disciplines on campus in order to provide a rich academic environment for students who are seeking a greater understanding of the Middle East.

The BA degree in Middle Eastern Studies will prepare students to understand the background of Middle Eastern society and culture. The program features interdisciplinary study that highlights the interrelationships of language, history, culture and art. It focuses on the core area of the Middle East including: Egypt, Israel, Palestine, Lebanon, Syria, Jordan, Saudi Arabia, Turkey, Iraq and Iran. The interdisciplinary approach provides opportunities for the students to work with internationally recognized faculty and to prepare for further educational challenges or to assume productive jobs in or related to the Middle East.

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>PO - Globalization and Professionalism</b> - The goal of the Middle Eastern Studies (MES) Program is to increase students' opportunities in or relating to the Middle East and North Africa (MENA) region, through graduate studies, public and private internships, job opportunities, and other similar opportunities. By the time of graduation, students will have a broad, interdisciplinary learning experience to prepare them to enter diverse fields and occupations.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019, 2019-2020</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Program Outcome</p>	<p><b>Florida State University</b> - This will result in 80% of students, who graduate with a MES BA, enter into graduate or professional programs, and work and earn careers in or relating to the MENA region.</p> <p>At least 5 students will apply and compete for the departmental Winthrop-King Summer Scholarship to study abroad.</p> <p>At least 5 students will apply and compete for national language scholarships like the Critical Language Scholarship (CLS) or similar programs.</p> <p><b>Assessment Method:</b> Department Assessment, Enrollment Statistics</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>In 2018-2019, 10 students earned a BA in MES. A total of 90% of students who graduated met the program outcomes. Four students (40%) earned jobs related to the MENA region with government agencies. Five students (50%) entered into graduate programs; 2 at the University of Pittsburgh, 1 at the Oxford, 1 at London School of Economics, and 1 at FSU.</p> <p>Three MES students applied for the departmental Winthrop-King Summer Scholarship. One student earned the scholarship and studied abroad in Amman, Jordan.</p> <p>Six students applied for the Critical Language Scholarship. No one earned the scholarship. (01/27/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> The Middle Eastern Studies Program prides itself in maintaining an excellent record of supporting and encouraging students to pursue graduate studies, earn careers related to the MENA region, study abroad, research, and compete globally. We continue to collaborate with our participating faculty members across</p>	<p><b>Improvement Plan:</b> We will continue to collaborate with participating faculty members to offer more research-based courses that allow the students to compete for graduate programs. We will continue our work in accumulating resources to help our graduates apply their knowledge by studying, interning, or working in fields related to the MENA region. We will also offer more language courses to help students compete for language-based scholarships to study abroad. (09/30/2019)</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
<p><b>PO - Maintain Enrollment</b> - Our goal is to keep increasing enrollment. In 2004 when the BA degree in Middle Eastern Studies was approved by the Board of Trustees and the Bachelors program began, we projected: 10 majors in 2004, 12 majors in 2005 and 20 majors by 2009, five years after the beginning of our program. By September 2009 we had 38 declared majors. By September 2010, we had 46 majors. Furthermore, while zero degrees were awarded before 2005, 2 were awarded in 2005-06, 6 in 2007-08, and 9 in 2009-10. While enrollment decreased from 2010-2015, in Spring 2016 the number of declared majors increased from 12 to 20. We had 5 students who graduated in Spring and Summer 2017. We added 6 new majors in 2017. In Spring 2018, 8 students graduated all within 4 years and we added 9 more students in Fall 2018. We had 22 majors in Fall 2018 and we are currently projected to have 24 majors by Spring 2020. Thus our program outcome is continuing to increase. We have evaluated our numbers and determined that we have attained an increase in enrollment.</p> <p><b>Outcome Status:</b> Archived  <b>Outcome Year(s):</b> 2018-2019</p>	<p><b>Florida State University</b> - In terms of enrollment, we will assess our continued expansion by the number of students declaring Middle Eastern Studies as their major and the number of students graduating with Middle Eastern Studies degrees. We have students attending FSU specifically to be Middle Eastern Studies majors.</p> <p><b>Assessment Method:</b> Enrollment Statistics</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  The number of majors increased from 12 to 22 in two year period. (01/27/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> we increased the number of majors by 80%.</p>	<p><b>Improvement Plan:</b> We will continue to increase our students enrollment numbers in the major by increasing the visibility of the program on campus. We plan to increase the number of our outreach activities on campus and host regular table events on campus where prospective students can interact with our current students to learn about the major and the degree in general. (09/30/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<b>Start Date:</b> 07/01/2017			
<b>Outcome Type:</b> Program Outcome	<p><b>SLO - Broad Interdisciplinary Knowledge</b> - The Middle Eastern Studies Program is interdisciplinary in nature. Upon completion of 15 credit hours for the interdisciplinary concentration requirement in courses approved to have content related to the Middle East, the student will demonstrate a deeper understanding of the topics related to chosen courses and be able to employ basic critical tools of the field and conduct basic research.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019, 2019-2020</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher in courses selected for their interdisciplinary concentration. Faculty members will assess the students' performance based on their research papers and class presentations. We will assess the students based on their completion of the requirements. We currently have eleven participating departments, offering a wide range of courses in their disciplines.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Department Assessment, Written Report or Essay</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>100% of students scored 80% or higher in the courses selected for their interdisciplinary concentration. 100% of students met the requirements. (01/27/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are pleased that our students met or exceeded the benchmark set forth. We continue to work with our participating faculty to develop their skills through the course work across the curriculum. We also recognize that consulting with the participating faculty and affiliated faculty on a regular bases to discuss the courses offered helps us improve the students' analytical and critical skills.</p> <p><b>Improvement Plan:</b> We will consult with our participating and affiliated faculty members in order to continue to add relevant courses. We will advise the students as to when to take the courses and how to choose topics of interest for their research. We will also design an exit questionnaire to be administered before signing their graduation check in order to measure more accurately their broad knowledge of their discipline and ask for their input. (09/30/2019)</p>
	<p><b>SLO - Expertise in Arabic</b> - Upon completion of the ARA 3222 course level, students demonstrate threshold expertise in Arabic. After a required 15 credit hours of Arabic, students obtain an intermediate level of the language based on ACTFL's proficiency guidelines. They are able to conduct conversations based on themes they were exposed to in the target language, and read and write at an intermediate-high level.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019, 2019-2020</p> <p><b>Start Date:</b> 08/01/2018</p>	<p><b>Florida State University</b> - 80% of students will demonstrate their ability to be ranked at the intermediate-high level on an oral interview evaluated by a faculty member. The interview addresses a range of language skills pertaining to the linguistic characteristics of the intermediate-high level.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Videotaped or Audiotaped Performance, Written Report or Essay</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>100% of students were placed at the intermediate-high level of proficiency after participating in the oral interview conducted by a faculty member. (01/27/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The final class presentation along with the oral interview are the best two assessment tools we employ in order to make sure our graduates reach an intermediate-high proficiency level. We are satisfied with our result and what our students are accomplishing. We have also trained our Fulbright Teaching Assistants to meet with our students outside the normal classroom hours to help them with their oral skills.</p> <p><b>Improvement Plan:</b> We will implement new language pedagogical approaches to help our students increase their language proficiency skills. We will work on a number of language projects to increase the amount of exposure to the target language outside the classroom. (09/30/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan	
<p><b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Communication Skills, Content/Discipline Knowledge and Skills</p>	<p><b>SLO - Basic Research</b> - Upon completion of the only required course for Middle Eastern Studies ASH 3230 "Middle East Research: Interdisciplinary Seminar", students will be able to employ the basic critical tools of the field to conduct basic research related to the Middle East. All students have to write at least one 20 page research paper and give an oral presentation of their findings in class. ASH 3230 satisfies the university upper-division writing requirement and students are assessed on the quality of their research and on the quality of their writing.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019, 2019-2020</p> <p><b>Start Date:</b> 07/01/2018</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Critical Thinking Skills</p>	<p><b>Florida State University</b> - All students majoring in Middle Eastern Studies must complete ASH 3230 which is a "Middle East Research" course. Students learn the basic tools to conduct research: how to formulate research questions; think analytically about qualitative ideas, analyze data and write the research paper. We rely on the assessment of the faculty member who is teaching the capstone course. The course is reevaluated each year in consultation with the program director to make sure that basic core knowledge of the region as well as the learning objectives are met.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Written Report or Essay</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>80% of majors enrolled in ASH 3230 performed at 85% or better in this capstone course. This course requires a research paper and is counted for upper division writing requirement. (01/27/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> 80% of majors enrolled in ASH 3230 performed at 85% or better which is the equivalent of a B+ in this capstone course as assessed by the faculty teaching the course.</p>	<p><b>Improvement Plan:</b> We will work with the faculty who teaches this course to reevaluate its content and take into consideration its relevance to the current changes in the region. (09/30/2019)</p>
<p><b>SLO - Expertise in Related Fields of Study</b> - Upon completion of 15 credit hours per concentration for two fields of study related to the Middle East in Religion, History, Arabic, International Affairs, or Public Administration, the student will demonstrate a deeper understanding of the chosen concentration and be able to employ</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher in the required two concentrations. Faculty members will assess the students' performance based on their research papers and class presentations. We will assess the students based on their completion of the requirements.</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>100% of students scored 80% or higher in the required two concentrations. 100% of students met the requirements. (01/27/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are pleased that our students met or exceeded the benchmark set forth. We continue to work</p>	<p><b>Improvement Plan:</b> We will consult with our participating faculty members in order to continue to add related courses to the available concentrations. We will also advise the students as to when to take the courses and how to choose topics of interest for their research. (09/30/2019)</p>	

Outcomes	Assessment Process	Results	Improvement Plan
<p>basic critical tools of the field and conduct basic research.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019, 2019-2020</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>	<p><b>Assessment Method:</b> Class Performance or Presentation, Department Assessment, Written Report or Essay</p>	<p>with our participating faculty to develop their skills through the course work across the curriculum. We also recognize that meeting with the participating faculty on a regular bases to discuss the courses offered per concentration helps us improve the students' analytical and critical skills.</p>	
<p><b>SLO - Expertise in Hebrew</b> - Upon completion of the HBR 2222 course, students demonstrate threshold expertise in Hebrew. After a required 15 credit hours of Hebrew, students obtain an intermediate level of the language based on ACTFL's proficiency guidelines. They are able to conduct conversations based on themes they were exposed to in the target language, and read and write at an intermediate-high level.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019, 2019-2020</p> <p><b>Start Date:</b> 07/01/2018</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Communication Skills, Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - 80% of students will demonstrate their ability to be ranked at the intermediate-high level on an oral interview evaluated by a faculty member. The interview addresses a range of language skills pertaining to the linguistic characteristics of the intermediate-high level.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Instructor Constructed Exam, Written Report or Essay</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>100% of students were placed at the intermediate-high level of proficiency after participating in the oral interview conducted by a faculty member. (01/27/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The final class presentation along with the oral interview are the best two assessment tools we employ in order to make sure our graduates reach an intermediate-high proficiency level. We are satisfied with our result and what our students are accomplishing.</p>	<p><b>Improvement Plan:</b> We will implement new language pedagogical approaches to help our students increase their language proficiency skills. We will work on a number of language projects to increase the amount of exposure to the target language outside the classroom.</p> <p>(10/01/2019)</p>
	<p><b>SLO - Middle East Culture</b> - Students will be able to identify and summarize a representative sample of major cultural and aesthetic products and practices of the Middle East culture. This will be assessed upon completion of IDS 3450 "Intersection of Film and</p>	<p><b>Florida State University</b> - All students must complete the required 36 credit hours in a variety of subjects on the Middle East to include: History, Religion, Classics, Modern Languages, Literature, Music, Art History, Political Science,</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>80% of students will score 80% or higher on the final writing assignment given in 3000 level culture courses. Two faculty members will independently assess a representative sample of essays from research papers and examinations collected from the 2 cultural courses to determine whether students</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p>Culture in the Middle East" or ABT 3520 "Pop Culture in the Arab World". In these 2 courses, students acquire broad based knowledge and skills that will enable them to analyze and evaluate today's complex Middle Eastern societies. In addition to classroom instruction, the Middle East Center organizes cultural activities on campus ranging from calligraphy to a film festival, cooking lessons and celebration of various holidays in the Middle East.</p> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2018-2019, 2019-2020  <b>Start Date:</b> 07/01/2018  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b>            Communication Skills, Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>	<p>Film and Culture. All students are required to enroll in the Interdisciplinary Middle East Survey class ASH 3230 which covers a broad range of topics and disciplines. The program also offers 2 other culture classes: a Film class that focuses on the intersection of Film and Culture and a Pop Culture class that focuses on the Modern Middle East. Students are also required to complete 15 credit hours of a Middle Eastern language. All courses should be completed at at least a C grade level or higher.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Instructor Constructed Exam, Written Report or Essay</p>	<p>have attained the performance level (01/27/2019)</p> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> As evidenced by graduating checks, 100% of students met this objective</p>	
<p><b>SLO - Basic Critical Tools</b> - Upon completion of the course of studies, the Middle Eastern Studies' student will be able to employ critical tools: linguistic and theoretical, and apply them in their field in order to conduct basic research in at least three disciplines.</p> <p><b>Outcome Status:</b> Archived  <b>Outcome Year(s):</b> 2018-2019  <b>Start Date:</b> 07/01/2018  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - All of our students must complete the required concentration in three of the following disciplines: History, Religion, Classics, Modern Languages, Political Science. These courses should be completed at at least a C level. They also must enroll in the capstone course, ASH 3230, an Interdisciplinary Middle East Research class that assess their knowledge of the region.</p> <p><b>Assessment Method:</b> Faculty Designed Comprehensive or Capstone Examination and Assignment, Class Performance or Presentation,</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met</p> <p>All of our students must complete the required concentration in three of the following disciplines: History, Religion, Classics, Modern Languages, Political Science and they must complete at least 2 years of a Middle Eastern Studies language. (10/01/2019)</p> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> All courses should be completed at at least a C grade or better and students must complete ASH 3230 successfully in order to graduate.</p>	<p><b>Improvement Plan:</b> More Middle East related courses should be added to the curriculum and students should be encouraged to write an Honor in the Major thesis in order to develop good research skills that can help them in graduate school and in their professional careers. (10/01/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
	Capstone Course Evaluation		
<p><b>SLO - Comprehensive Knowledge of Past and Present</b> - Our Middle Eastern Studies program is interdisciplinary. ASH 1044 focuses on ME civilization from past to present. CLA 2110 covers Debates about the Past while REL 4304 is an undergraduate seminar that covers Islam: Media and Pop Culture and ABT 3520 covers Pop Culture of the Middle East. MES majors have to take one of these classes to satisfy the 3rd required concentration. In all 4 classes, students have to write a paper demonstrating their knowledge of the aesthetic, historical, political and religious developments and past and current affairs of the Middle East. Two participating ME faculty members will independently assess a representative sample of essays from papers and examinations collected from these courses.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019, 2019-2020</p> <p><b>Start Date:</b> 07/01/2018</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Critical Thinking Skills</p>	<p><b>Florida State University</b> - All of our students must complete the required concentration in three of the following disciplines: History, Religion, Classics, Modern Languages, Literature, Geography, Economics, Music, Art History, Political Science, International Affairs or Urban and Regional Planning. These courses must be completed at at least a C grade level.</p> <p><b>Assessment Method:</b> Class Performance or Presentation</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met</p> <p>80% of students in ASH 1044, CLA 2110, REL 4304 and ABT 3520 courses demonstrated a comprehensive knowledge of past and present in their related field by scoring B+ or better on their essays as assessed by 2 faculty members. (01/28/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Analysis of Results:</b> At least 80% of MES majors acquire a comprehensive knowledge of past and present in their related field. This is evidenced by graduation checks and by their score on their written final paper.</p>	<p><b>Improvement Plan:</b> We are developing a course that focuses on the Food Culture in the MENA region showing how the culinary past has shaped the present. The course will be offered in 2021 through the Department of Modern languages and Linguistics. (10/01/2019)</p>

## College of Arts and Sciences

### Department of Modern Languages and Linguistics | Russian/Slavic Program

Table 3: Student Learning Outcomes

## Russian (Bachelors)

**Mission:** To impart to students knowledge of the cultures of Russian-speaking and Slavic communities and develop proficiency in the Russian language.

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>PO - Globalization and Professionalism</b> - Our program's goal is to increase students' opportunities in or relating to Russia, East/Central Europe, or Eurasia, by building the Russian program's resources and offerings, encouraging participation in FSU International Programs or other study abroad programs, and preparing students for graduate study, public and private internships, job opportunities, and other similar opportunities.</p> <p><b>Outcome Status:</b> Active <b>Outcome Year(s):</b> 2018-2019, 2019-2020 <b>Start Date:</b> 07/01/2017 <b>Outcome Type:</b> Program Outcome</p>	<p><b>Florida State University</b> - This will result in 10-15 students earning places in study abroad programs, internships or similar programs, entry into graduate or professional programs, and work and careers in or relating to Russia, East/Central Europe, or Eurasia;</p>	<p><b>Reporting Period:</b> 2018 - 2019 <b>Conclusion:</b> Criteria Met</p> <p>In Summer 2019, fifteen students studied at Moscow State University with International Programs. One student received a Winthrop-King scholarship valued at \$5000 to support the summer study abroad experience. One student wrote and defended an Honors in the Major thesis on security services in post-Soviet Russia. This student is now employed with the Tallahassee Police Department. One student who received a Boren Scholarship last year is now employed with the U.S. Air Force. Three students in intermediate and advanced Russian language courses, and one student in advanced literature and culture courses in the Russian major received honors at the 2019 Department of Modern Languages Honors ceremony. (12/20/2018)</p> <p><b>Location:</b> Main Campus <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The Slavic Program has maintained a strong record of encouraging students to pursue study abroad, research, and professional opportunities and will continue to promote student achievement. The action plan will continue to include active collaboration with the FSU Career Center, the Winthrop-King Institute and FSU's Office of National Fellowships, along with a robust social media presence, to inform students of internships, fellowships, and employment abroad opportunities.</p>	<p><b>Improvement Plan:</b> To assist students with preparation for professional opportunities, the Russian Program proposes to introduce an internship program in 2019-2020 that will provide scholarship in practice and allow students to earn a certificate through FSU's Experience Recognition Program. Students will be encouraged to pursue study abroad opportunities, professional development and academic opportunities with the assistance of the FSU Career Center, the Winthrop-King Institute and FSU's Office of National Fellowships.</p> <p>(10/01/2019)</p>
<p><b>SLO - Interpersonal Communication</b> - The student will be able to engage in conversation, provide and obtain</p>	<p><b>Florida State University</b> - INTERSUBJECTIVE ORAL EVALUATION: 80 % of students will</p>	<p><b>Reporting Period:</b> 2018 - 2019 <b>Conclusion:</b> Criteria Met</p> <p>In Spring 2019 84% of students met a level based on</p>	<p><b>Improvement Plan:</b> In 2018-19 the Chair of MLL agreed to hire</p>

<b>Outcomes</b>	<b>Assessment Process</b>	<b>Results</b>	<b>Improvement Plan</b>
<p>information, express feelings and emotions, and exchange opinions in the target language at a level based on intermediate-low (ACTFL guidelines). This will be assessed upon completion of RUS 3400 or 3420.</p> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2018-2019, 2019-2020  <b>Start Date:</b> 07/01/2017  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Communication Skills</p>	<p>meet a level based on intermediate-low (ACTFL guidelines) for listening/speaking on an oral interview evaluated by the course instructor and Divisional TA supervisor at the end of RUS3400 or 3420.</p> <p><b>Assessment Method:</b> Instructor Constructed Exam</p>	<p>intermediate-low (ACTFL guidelines) for listening/speaking on an oral interview evaluated by the course instructor and Divisional TA supervisor at the end of RUS3420.  (10/01/2019)</p> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> To continue to improve the quality of the interpersonal-communicative component of our curriculum, the instructor of RUS3400/3420 developed and implemented pedagogical materials intended to maximize input in the target language. We reviewed and revised the communicative learning materials that we have adapted for the elementary/intermediate Russian sequence with exercises that integrate authentic texts. Our program have been without a dedicated language coordinator for the entirety of its existence, and remains the only language program in the Department of Modern Languages and Linguistics without one. As we do every year, we will make the case to hire a permanent TA coordinator to ensure consistency across the Department's programs and avoid ad hoc hiring decisions in the future.</p>	<p>Anna Yarbrough, a recent Slavic MA student specializing in sociolinguistics and with superb Second Language Acquisition training and classroom experience, as TA Coordinator for the Russian Program. Her regular observation of GTAs (Graduate Teaching Assistants) in the classroom and weekly TA Practicum meetings, which address numerous critical pedagogical issues, has considerably improved GTA teaching in the Russian Program. As part of our improvement plan, we will request that the Chair renew Ms. Yarbrough's position for the 2019-20 academic year, to continue to improve GTA teaching. We will also begin to explore a transition to hybrid language instruction in the Basic Russian Program in 2019-20. (A hybrid or blended course is a course that includes some degree of course work that is done online. Hybrid course models vary depending on the amount of instruction that takes place during the online component, the amount of face-to-face instruction, and the curricular design of the interaction between the two components: see <a href="https://www.adfl.mla.org/Resources/Policy-Statements/Suggested-Best-Practices-and-Resources-for-the-Implementation-of-Hybrid-and-Online-Language-Courses">https://www.adfl.mla.org/Resources/Policy-Statements/Suggested-Best-Practices-and-Resources-for-the-Implementation-of-Hybrid-and-Online-Language-Courses</a>).</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
			<p>Together with Ms. Yarbrough, the Coordinator of the Russian and Slavic Program, Prof. Lisa Ryoko Wakamiya, will complete the following stages of a hybrid transition: first, Motivation: why switch to hybrid classes? and second, Commitment: will we get commitment from all parties? Prof. Wakamiya and Ms. Yarbrough will also begin to work on the third stage, Research/Exploration: what concrete resources work well for hybrid classes? (These stages were described at the Hybrid Instruction Working Group that met in MLL in March 2017.) (10/01/2019)</p>
<p><b>SLO - Presentational Communication</b></p> <p>- The student will be able to present information on a variety of topics in the target language at a level based on intermediate-low (ACTFL guidelines). This will be assessed upon completion of RUS 3400 or 3420.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019, 2019-2020</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Communication Skills</p>	<p><b>Florida State University -</b> INTERSUBJECTIVELY EVALUATED PRESENTATION: 80 % of students will meet a level based on intermediate-low (ACTFL guidelines) for writing or speaking in a written, or video or audio, presentation evaluated by the course instructor and Divisional TA supervisor at the end of RUS3400 or 3420.</p> <p><b>Assessment Method:</b> Instructor Constructed Exam</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  87% of students met the benchmark for writing in a written assignment evaluated at the end of RUS3420. (10/01/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> The instructor of RUS3400/3420 in consultation with the faculty TA coordinator translated the new in-class textbook-based computer-aided grammar instructional materials (most of which are provided to us in English, with Russian examples) into Russian. The goal of this task was to improve the quality of the presentational component of our curriculum and increase the target language input in the classroom. With the improvement in student outcomes, the Russian Program will continue to develop pedagogical materials aimed at student-centered learning in target language based communicative modules.</p>	<p><b>Improvement Plan:</b> In 2018-19 the Chair of MLL agreed to hire Anna Yarbrough, a recent Slavic MA student specializing in sociolinguistics and with superb Second Language Acquisition training and classroom experience, as TA Coordinator for the Russian Program. Her regular observation of GTAs (Graduate Teaching Assistants) in the classroom and weekly TA Practicum meetings, which address numerous critical pedagogical issues, has considerably improved GTA teaching in the Russian Program. As part of our improvement plan, we will request that the Chair renew Ms. Yarbrough's position for the 2019-20 academic year, to</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
			<p>continue to improve GTA teaching. We will also begin to explore a transition to hybrid language instruction in the Basic Russian Program in 2019-20. (A hybrid or blended course is a course that includes some degree of course work that is done online. Hybrid course models vary depending on the amount of instruction that takes place during the online component, the amount of face-to-face instruction, and the curricular design of the interaction between the two components: see <a href="https://www.adfl.mla.org/Resources/Policy-Statements/Suggested-Best-Practices-and-Resources-for-the-Implementation-of-Hybrid-and-Online-Language-Courses">https://www.adfl.mla.org/Resources/Policy-Statements/Suggested-Best-Practices-and-Resources-for-the-Implementation-of-Hybrid-and-Online-Language-Courses</a>). Together with Ms. Yarbrough, the Coordinator of the Russian and Slavic Program, Prof. Lisa Ryoko Wakamiya, will complete the following stages of a hybrid transition: first, Motivation: why switch to hybrid classes? and second, Commitment: will we get commitment from all parties? Prof. Wakamiya and Ms. Yarbrough will also begin to work on the third stage, Research/Exploration: what concrete resources work well for hybrid classes? (These stages were described at the Hybrid Instruction Working Group that met in MLL in March 2017.)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>SLO - Connections</b> - The student will be able to analyze and synthesize knowledge about cultural variation within Russian culture; between Slavic and/or neighboring cultures; or between Slavic and Western cultures. This will be assessed upon completion of an assignment in 1 of 5 elective courses that satisfy the "X" or "Y" multicultural requirement: RUT3505, RUT3514, RUT3523, SLL3500, or SLL3510.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019, 2019-2020</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Critical Thinking Skills</p>	<p><b>Florida State University -</b> INTERSUBJECTIVE CULTURAL CONNECTIONS EVALUATION. 80 % of students who have completed one of the courses will score 80% or higher in the "cultural variation" grading rubric in an essay or final assignment for RUT3505, RUT3514, RUT3523, SLL3500, or SLL3510. These scores will be assessed by the course instructor and an outside member, and submitted to the Undergraduate Policy Committee for inclusion in its annual report to the Southern Association of Colleges and Schools (SACS).</p> <p><b>Assessment Method:</b> Written Report or Essay, Project Evaluation</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  91% of students who completed SLL3510 scored 80% or higher in the "cultural variation" grading rubric on the final project. (10/01/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> There was a measurable positive impact from the previous year's efforts to improve students' ability to achieve learning outcomes articulated on the syllabi for RUT3514, in particular, those that are consistent with Liberal Studies competencies intended to demonstrate students' ability to "compare, interpret and create or model cultural artifacts that function as widely varied reflections of human perspectives and/or practices." Pedagogical approaches that emphasize student achievement in these areas will continue to be implemented in 2019-2030.</p>	<p><b>Improvement Plan:</b> In spring 2017 Prof. Robert Romanchuk worked closely with a trilingual (Ukrainian-Russian-English speaking) MA student, Pylyp Romanov, to translate materials about the Ukrainian folkloric vampire into English. Ukraine is home to a massive, and uniquely hybridized, vampire lore (along with Serbia it has one of the most "vampirized" Slavic folk traditions, while in Ukraine the vampire is uniquely hybridized with the figure of the witch); yet, due to historical and disciplinary reasons, Ukraine is virtually ignored in English-language writing (translated primary sources and secondary sources) on the folkloric vampire. This material was introduced into the SLL3510 curriculum in 2018-19 and generated considerable student interest; moreover, it provided new material on cultural variation between the Slavic nations for analysis. In spring 2020 Prof. Romanchuk will teach SLL3510 for the first time in several years (it has long been taught by adjunct and visiting instructors) to revise the syllabus and assignments to focus more closely on cultural variation.</p> <p>(12/20/2018)</p>
<p><b>SLO - Comparisons</b> - The student will be able to analyze structures of the Russian language, such as declension,</p>	<p><b>Florida State University -</b> INTERSUBJECTIVE COMPARATIVE</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met</p>	<p><b>Improvement Plan:</b> In 2018-19 the Chair of MLL agreed to hire</p>

<b>Outcomes</b>	<b>Assessment Process</b>	<b>Results</b>	<b>Improvement Plan</b>
<p>conjugation, aspect, and tense, and compare them to linguistic structures of English. Students will be able to demonstrate understanding of the nature of language through comparisons of the language studied and their own. This will be assessed upon completion of RUS2330.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019, 2019-2020</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Critical Thinking Skills</p>	<p><b>GRAMMAR EVALUATION:</b> 80 % of students will score 80 % or higher on a comparative grammar exercise assessed by the course instructor and Divisional TA supervisor at the end of RUS2330.</p> <p><b>Assessment Method:</b> Course Embedded Assignment (Often in tandem with exam question bank)</p>	<p>83% of students scored 80% or higher on a comparative grammar exercise assessed by the course instructor and Divisional TA supervisor at the end of RUS2330. (10/01/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> Our action plan produced measurable results, and future plans for 2018-2019 will include further integration of target language based communicative pedagogies into RUS2330. Moreover, Russian language-related meetings in 4000-level seminars will continue to be included as options for students in the language curriculum who seek additional work with high-intermediate target language materials. In addition, the Russian Program will continue to offer RUW3100, an advanced survey of Russian literature taught in Russian, so as to further expand advanced language course offerings as a substantive and essential part of the advanced major course curriculum.</p>	<p>Anna Yarbrough, a recent Slavic MA student specializing in sociolinguistics and with superb Second Language Acquisition training and classroom experience, as TA Coordinator for the Russian Program. Her regular observation of GTAs (Graduate Teaching Assistants) in the classroom and weekly TA Practicum meetings, which address numerous critical pedagogical issues, has considerably improved GTA teaching in the Russian Program. As part of our improvement plan, we will request that the Chair renew Ms. Yarbrough's position for the 2019-20 academic year, to continue to improve GTA teaching. We will also begin to explore a transition to hybrid language instruction in the Basic Russian Program in 2019-20. (A hybrid or blended course is a course that includes some degree of course work that is done online. Hybrid course models vary depending on the amount of instruction that takes place during the online component, the amount of face-to-face instruction, and the curricular design of the interaction between the two components: see <a href="https://www.adfl.mla.org/Resources/Policy-Statements/Suggested-Best-Practices-and-Resources-for-the-Implementation-of-Hybrid-and-Online-Language-Courses">https://www.adfl.mla.org/Resources/Policy-Statements/Suggested-Best-Practices-and-Resources-for-the-Implementation-of-Hybrid-and-Online-Language-Courses</a>).</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
			<p>Together with Ms. Yarbrough, the Coordinator of the Russian and Slavic Program, Prof. Lisa Ryoko Wakamiya, will complete the following stages of a hybrid transition: first, Motivation: why switch to hybrid classes? and second, Commitment: will we get commitment from all parties? Prof. Wakamiya and Ms. Yarbrough will also begin to work on the third stage, Research/Exploration: what concrete resources work well for hybrid classes? (These stages were described at the Hybrid Instruction Working Group that met in MLL in March 2017.) (12/20/2018)</p>

#### **SLO - Interpretive Communication -**

The student will be able to demonstrate understanding of written or spoken text and/or grammatical structures in the target language, on a variety of topics at a level based on intermediate-low (ACTFL guidelines). This will be assessed upon completion of 1 of 4 courses (RUS3400, RUS3420, RUW3100, or RUW3101).

**Outcome Status:** Active

**Outcome Year(s):** 2018-2019, 2019-2020

**Start Date:** 07/01/2017

**Outcome Type:** Student Learning Outcome

**SLO Outcome Category:** Communication Skills

#### **Florida State University -**

##### **INTERSUBJECTIVE READING**

EVALUATION: 80 % of students will meet a level based on intermediate-low (ACTFL guidelines) for reading on a test evaluated by the course instructor and Divisional TA supervisor at the end of RUS3400 or 3420; or on a test evaluated by the course instructor and an outside member at the end of RUW3100 or 3101.

**Assessment Method:** Instructor Constructed Exam

#### **Reporting Period:** 2018 - 2019

##### **Conclusion:** Criteria Met

89% of students met the benchmark for reading authentic reading selections on an exam evaluated at the end of RUS3420 (10/01/2019)

**Location:** Main Campus

**Budget Impact:** No

**Analysis of Results:** Student comprehension of written or spoken text and grammatical structures in the target language increased due to measures taken in 2017-2018, which included review and revision of the communicative learning materials adapted for the elementary/intermediate Russian sequence with exercises that integrate authentic texts. The action plan for 2018-2020 includes assessment of the textbook-based computer-aided grammar instructional materials and evaluation of instructors' communicative pedagogies.

#### **Improvement Plan:** In 2018-19

the Chair of MLL agreed to hire Anna Yarbrough, a recent Slavic MA student specializing in sociolinguistics and with superb Second Language Acquisition training and classroom experience, as TA Coordinator for the Russian Program. Her regular observation of GTAs (Graduate Teaching Assistants) in the classroom and weekly TA Practicum meetings, which address numerous critical pedagogical issues, has considerably improved GTA teaching in the Russian Program. As part of our improvement plan, we will request that the Chair renew Ms. Yarbrough's position for the 2019-20 academic year, to

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
			<p>continue to improve GTA teaching. We will also begin to explore a transition to hybrid language instruction in the Basic Russian Program in 2019-20. (A hybrid or blended course is a course that includes some degree of course work that is done online. Hybrid course models vary depending on the amount of instruction that takes place during the online component, the amount of face-to-face instruction, and the curricular design of the interaction between the two components: see <a href="https://www.adfl.mla.org/Resources/Policy-Statements/Suggested-Best-Practices-and-Resources-for-the-Implementation-of-Hybrid-and-Online-Language-Courses">https://www.adfl.mla.org/Resources/Policy-Statements/Suggested-Best-Practices-and-Resources-for-the-Implementation-of-Hybrid-and-Online-Language-Courses</a>) Together with Ms. Yarbrough, the Coordinator of the Russian and Slavic Program, Prof. Lisa Ryoko Wakamiya, will complete the following stages of a hybrid transition: first, Motivation: why switch to hybrid classes? and second, Commitment: will we get commitment from all parties? Prof. Wakamiya and Ms. Yarbrough will also begin to work on the third stage, Research/Exploration: what concrete resources work well for hybrid classes? (These stages were described at the Hybrid Instruction Working Group that met in MLL in March 2017.) (10/01/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>SLO - Cultural Products</b> - The student will be able to identify and discuss the texts of five major authors, filmmakers, and/or cultural/literary movements in Russia and/or other Slavic countries. This will be assessed upon completion of 1 of 5 elective courses (RUW3100, RUW3101, RUT3505, RUT3523, or SLL3500).</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019, 2019-2020</p> <p><b>Start Date:</b> 07/01/2017</p>	<p><b>Florida State University - INTERSUBJECTIVE CULTURAL PRODUCTS EVALUATION.</b> 80 % of students who have completed one of the courses will correctly identify and discuss the texts of five major authors, filmmakers, and/or cultural/literary movements in Russia and/or other Slavic countries, on the short answer section of examinations or final assignment. This section will be assessed by the course instructor and an outside member.</p> <p><b>Assessment Method:</b> Project Evaluation, Instructor Constructed Exam</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>92% of students accurately identified and summarized characteristic cultural products of Slavic cultures in SLL3510 in the final cultural practices assignment, as did 90% of students in RUT3514 in the final assignment. (10/01/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The addition of new readings to SLL3510 to increase students' exposure to characteristic cultural products of the Slavs resulted in students' ability to compare and interpret the artistic production of cultures across the Slavic world. These readings will be retained in 2018-2019 when the course is offered in the spring semester. Assessment of student outcomes in RUT3110 demonstrates that students are successfully interpreting cultural artifacts specific to the Russian-speaking world, and assignment integrated into this course will continue to be utilized in 2018-2019.</p>	<p><b>Improvement Plan:</b> In spring 2017 Prof. Robert Romanchuk worked closely with a trilingual (Ukrainian-Russian-English speaking) MA student, Pylyp Romanov, to translate materials about the Ukrainian folkloric vampire into English. Ukraine is home to a massive, and uniquely hybridized, vampire lore (along with Serbia it has one of the most "vampirized" Slavic folk traditions, while in Ukraine the vampire is uniquely hybridized with the figure of the witch); yet, due to historical and disciplinary reasons, Ukraine is virtually ignored in English-language writing (translated primary sources and secondary sources) on the folkloric vampire. This material was introduced into the SLL3510 curriculum in 2018-19 and generated considerable student interest; moreover, it provided new material on cultural products of a previously underrepresented Slavic nation for analysis. In spring 2020 Prof. Romanchuk will teach SLL3510 for the first time in several years (it has long been taught by adjunct and visiting instructors) to revise the syllabus and the final assignment rubric on cultural products. (10/01/2019)</p>

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**Reporting Period:** 2017 - 2018

**Conclusion:** Criteria Met

87% of students accurately identified and summarized characteristic cultural practices of Slavic cultures in SLL3510 in the final cultural practices assignment, and 84% of

**Improvement Plan:** The action plan for 2018-2019 includes the continued integration of a new reading introduced this year, and evaluative assignments designed

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>SLO - Cultural Practices</b> - The student will be able to identify and summarize five characteristic practices of Russian and/or Slavic culture. This will be assessed upon completion of 1 of 5 elective courses (SLL3500, SLL3510, RUT3505, RUT3514, or RUT3523).</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019, 2019-2020</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University -</b> INTERSUBJECTIVE CULTURAL PRACTICES EVALUATION. 80 % of students who have completed one of the courses will correctly identify and summarize five characteristic cultural practices (e.g., confessions/religions and alphabets, national myths, behavior patterns and discourses) on the short answer section of examinations or final assignment. This section will be assessed by the course instructor and an outside member.</p> <p><b>Assessment Method:</b> Instructor Constructed Exam, Project Evaluation</p>	<p>students accurately identified and summarized features of Russian rural-traditional culture in RUT3514 in the final cultural practices assignment. (12/20/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The action plan for 2018-2019 includes the continued integration of a new reading introduced this year, and evaluative assignments designed to engage students in comparative analysis of cultural artifacts from the Russians-speaking world.</p>	<p>to engage students in comparative analysis of cultural artifacts from the Russians-speaking world. (12/20/2018)</p>
		<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>91% of students accurately identified and summarized characteristic cultural practices of Slavic cultures in SLL3510 in the final cultural practices assignment, and 94% of students accurately identified and summarized features of Russian rural-traditional culture in RUT3514 in the final cultural practices assignment. (10/01/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The Russian Program will continue to integrate assignments that entail students' analysis of cultural artifacts and interpretation of the artistic production of cultures across the Slavic world. Updated reading lists for SLL3510 increased students' exposure to characteristic cultural practices of the Slavs, and the new readings will be retained in 2018-2019.</p>	<p><b>Improvement Plan:</b> In spring 2017 Prof. Robert Romanchuk worked closely with a trilingual (Ukrainian-Russian-English speaking) MA student, Pylyp Romanov, to translate materials about the Ukrainian folkloric vampire into English. Ukraine is home to a massive, and uniquely hybridized, vampire lore (along with Serbia it has one of the most "vampirized" Slavic folk traditions, while in Ukraine the vampire is uniquely hybridized with the figure of the witch); yet, due to historical and disciplinary reasons, Ukraine is virtually ignored in English-language writing (translated primary sources and secondary sources) on the folkloric vampire. This material was introduced into the SLL3510 curriculum in 2018-19 and generated considerable student interest; moreover, it provided new material on cultural practices of a previously underrepresented Slavic nation for analysis. In spring 2020 Prof. Romanchuk will teach SLL3510 for the first time in several years (it</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
			has long been taught by adjunct and visiting instructors) to revise the syllabus and the final assignment rubric on cultural practices. (10/01/2019)

**College of Arts and Sciences****Department of Modern Languages and Linguistics | Russian/Slavic Program****Table 3: Student Learning Outcomes**

## Slavic (Masters)

**Mission:** To impart to students knowledge of Slavic cultures; teach them the skills to do research in the field of Slavistics; and perfect their proficiency in Russian language.

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
<p><b>PO - Research and Teaching</b> <b>Professionalism</b> - Our program's goal is to increase graduate students' participation in professional research and/or language-pedagogical activities in or relating to Russia, East/Central Europe, or Eurasia, in order to increase their opportunities for future professional or academic achievement.</p> <p><b>Outcome Status:</b> Active <b>Outcome Year(s):</b> 2018-2019 <b>Start Date:</b> 07/01/2017 <b>Outcome Type:</b> Program Outcome</p>	<p><b>Florida State University</b> - 1-2 students will submit research or language-pedagogy work to regional (or national) conferences, or submit this work in one of various formats (on-line, conference miscellanies, graduate journals, etc.), or apply to research or language-pedagogy related fellowships, internships, or professional or academic positions;</p>	<p><b>Reporting Period:</b> 2018 - 2019 <b>Conclusion:</b> Criteria Met</p> <p>In 2018-2019 graduate students in the Slavic Program demonstrated measurable achievements in the areas of professional research activity, language-pedagogical accomplishments, and professional advancement. One graduate student was nominated for the FSU Outstanding Teaching Award. One student successfully defended a thesis that integrated Russian-language and French-language primary sources. One student applied for a Critical Languages Scholarship and Boren Fellowship. Another applied for, and received, a Winthrop-King Institute Summer Scholarship to support study abroad. A third applied for, and received, support from the U.S. Bureau of Intelligence and Research to support intensive summer language study. (10/01/2019)</p> <p><b>Location:</b> Main Campus <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The Slavic Program has met the criteria for its research and professionalism goals and will continue to implement its actions in 2019-2020.</p>	<p><b>Improvement Plan:</b> The action plan for 2019-2020 will include continuing to encourage graduate students to apply for nationally competitive scholarships to support language study and research, and develop research projects that include source materials in Russian and/or other East European languages. Ongoing observations of TAs in the classroom will be supplemented with a TA Practicum that meets regularly to address communicative approaches to teaching phonetics and grammatical concepts. Graduate students will also be encouraged to develop their language-pedagogical skills through PIE workshops and study abroad, with the goal of increasing their opportunities for future professional or academic achievement. (12/20/2018)</p>
<p><b>SLO - Literature and Culture</b> - Upon completion of the course of instruction, the student will be able</p>	<p><b>Florida State University</b> - 90% of graduate students will score 90% or better in a required capstone course,</p>	<p><b>Reporting Period:</b> 2018 - 2019 <b>Conclusion:</b> Criteria Met</p> <p>In Spring 2019 one graduate student successfully completed</p>	<p><b>Improvement Plan:</b> 90% of graduate students will successfully complete the comprehensive</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p>to demonstrate a synthetic knowledge of the texts, structures, and histories of Slavic literatures and cultures.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>	<p>Movements and Genres (RUS 5930), and/or will successfully complete the comprehensive Divisional MA exam. Successful completion of the MA is determined by a committee of 3 full-time faculty members (outside committee members may also be included).</p> <p><b>Assessment Method:</b> Departmental Exam/Comprehensive Exam/Preliminary Exam, Instructor Constructed Exam, Capstone Course Evaluation</p>	<p>coursework and research toward completing the Slavic Program's comprehensive MA exam. A second student successfully defended an MA thesis that integrated Russian-language and French-language primary sources, and whose MA thesis committee consisted of faculty from both the Slavic and French Programs. (10/01/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The Slavic program faculty will continue to prioritize the mentoring of graduate students toward successfully completing the comprehensive Masters exam.</p>	<p>Divisional MA exam or successfully defend an MA thesis. Successful completion of the MA exam is determined by a committee of 3 full-time faculty members (outside committee members may also be included). Successful completion of the MA thesis includes submission of a written draft of the thesis that has been evaluated and approved by all faculty committee members and an oral defense at which all faculty members are in agreement that the project can be submitted to the Graduate School once minor revisions have been made. (12/20/2018)</p>

<p><b>SLO - Language and Language</b></p> <p><b>Pedagogy</b> - Upon completion of the course of instruction, the student will be able to demonstrate excellence in the teaching of regular and irregular features of the Russian language, in a communicative context that is also attentive to linguistic structure.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Communication Skills, Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - 90% of our graduate students will achieve a score of 90% or better on their composite grade in Research Foundations and Practice in Communicative Language Teaching (FOL 5934); and/or will excel in Practicum in Communicative Russian Language Teaching (RUS 5940), receiving high evaluations by the TA coordinator and participating actively in all Practicum activities. Students are evaluated in FOL5934 and RUS5940 by two or three different faculty members.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Instructor Constructed Exam</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>In 2019 90% of the Slavic Program's graduate students received a score of 92% or better on their composite grade in Research Foundations and Practice in Communicative Language Teaching (FOL 5934). One of these graduate students would go on to be nominated for an Outstanding Teaching Assistant Award. Continuing graduate student instructors in the Slavic Program were regularly observed in the classroom, receiving evaluation and assessments intended to improve teaching practice and facilitate student learning. (10/01/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> The action plan for 2018-2020 is to continue involving program instructors in the development of pedagogical materials to accompany the textbook, Beginner's Russian (Hippocrene Publishers). The TA Coordinator will continue to emphasize advanced levels of language proficiency among graduate instructors while providing pedagogical training. The orientation sessions for incoming graduate instructors and the graduate teaching</p>	<p><b>Improvement Plan:</b> In 2019-2020, incoming graduate students will be required to take Research Foundations and Practice in Communicative Language Teaching (FOL 5934) and Practicum in Communicative Russian Language Teaching (RUS 5940). Both courses, along with regular classroom evaluation by the Slavic Program's TA Coordinator, are part of a program-wide improvement plan to encourage teaching excellence and professional preparation and achievement among our graduate instructors. (10/01/2019)</p>
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<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
practicum will be oriented toward achieving these goals.			

## College of Arts and Sciences

### Department of Modern Languages and Linguistics | Spanish Program

Table 3: Student Learning Outcomes

## Spanish (Bachelors)

**Mission:** To impart and enhance students' knowledge of Hispanic cultures and develop proficiency in the Spanish language.

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>PO - Global Awareness</b> - By the end of the year, the program will be able to indicate an increase in students' participation in opportunities relating to Spanish by building the Spanish program's resources and offerings, encouraging participation in FSU International Programs or other study abroad programs, and preparing students for graduate study, public and private internships, job opportunities, and other similar opportunities.</p> <p><b>Outcome Status:</b> Active <b>Outcome Year(s):</b> 2018-2019 <b>Start Date:</b> 07/01/2017 <b>Outcome Type:</b> Program Outcome</p>	<p><b>Florida State University</b> - The Division of Spanish and Portuguese will be able to show an increase of 1% over the previous year in number of students participating in study abroad programs and internships in Spanish-speaking countries.</p> <p><b>Change Notes:</b> The measurable increase in participation was changed from 5% to 1% due to the previous percentage being unsustainable.</p> <p><b>Assessment Method:</b> Department Assessment</p>	<p><b>Reporting Period:</b> 2018 - 2019 <b>Conclusion:</b> Criteria Met</p> <p>The number of students participating in study abroad programs in Spanish speaking countries increased by 1% over the previous year. (09/26/2019)</p> <p><b>Location:</b> Main Campus <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We did have a 1% increase in participation in Study Abroad Programs in Spanish speaking countries. We credit our efforts working closely with International Programs to promote FSU Study Abroad as well as provide students with information on scholarship opportunities including those offered through Winthrop King Institute as key to maintaining high rates of student participation.</p>	<p><b>Improvement Plan:</b> We will continue to promote our study abroad programs as well continuing to work with International Programs to ensure that courses offered abroad meet our high standards as well working cooperatively to provide internship opportunities for students. (09/26/2019)</p>
<p><b>SLO - Culture II</b> - The student will be able to analyze and demonstrate critical thinking in relation to the products, practices and perspectives of the target language's culture. This will be assessed upon completion of 9 required hours at the 4000-level.</p> <p><b>Outcome Status:</b> Active <b>Outcome Year(s):</b> 2017-2018, 2018-2019 <b>Start Date:</b> 07/01/2017 <b>Outcome Type:</b> Student Learning</p>	<p><b>Florida State University</b> - Assessment: 80% of students will score 80% or higher on selected assignments given in 4000 level courses. Two faculty members will independently assess a representative sample of essays collected from all the 4000 level courses to determine whether students have attained the performance level.</p> <p><b>Assessment Method:</b> Course</p>	<p><b>Reporting Period:</b> 2018 - 2019 <b>Conclusion:</b> Criteria Met</p> <p>95% of students scored 80% or higher on selected writing assignments given in 4000 level courses. (10/01/2019)</p> <p><b>Location:</b> Main Campus <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are pleased with these results. We credit our ongoing practices of providing students with opportunities to improve their writing skills and critical thinking skills in 3000 as well as 4000 level courses with embedded assignments. We also note that providing students with targeted and timely feedback on their writing</p>	<p><b>Improvement Plan:</b> We will continue to provide students opportunities to improve their writing skills by including substantive writing assignments and feedback in 3000 as well as 4000 level courses. (10/01/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p>Outcome  <b>SLO Outcome Category:</b> Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>	<p>Embedded Assignment (Often in tandem with exam question bank)</p>	<p>has positively affected these results.</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met  89% of students scored 80% or higher on selected assignments in SPN4540 and SPW4930. Assignments used for evaluation were course embedded essays not taken from exam question bank. (12/01/2018)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> We are pleased that students met or exceeded the benchmark, surpassing the results from last year. We continue to provide students opportunities to develop these skills through course work across the curriculum. We also recognize that the addition of SPT3503 as a required course has led to improved analytical and critical thinking skills.</p>	<p><b>Improvement Plan:</b> Based on these results, we will continue to provide students with opportunities to practice and develop these skills in all 3000 and 4000 level courses. We will further work to provide meaningful feed back to students on their work so as to better target skill building to individual student needs.  (09/26/2019)</p>
<p><b>SLO - Comparisons</b> - The student will be able to analyze elements of the target language, such as time, tense, idioms, and cognates, and compare them to linguistic elements in English. Students will be able to demonstrate an understanding of the nature of language through comparisons of the language studied and their own. This will be assessed upon completion of SPN 4420.</p> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2017-2018, 2018-2019  <b>Start Date:</b> 07/01/2017  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher on grammar or translation exercises included in the final examination.  <b>Assessment Method:</b> Instructor Constructed Exam</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  100% of students scored 80% or higher on grammar translation exercises included in the final examination (10/01/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> We are pleased with these results and credit including reinforcement of these skills in several courses at the 3000 level as well as linguistics courses.</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met  100% of students scored 80% or higher on grammar and translation exercises in the final examination. (12/01/2018)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> We are pleased with the results. We note that providing students with a strong foundation in grammar at the 3000 level has better prepared them for the more advanced work in SPN4420.</p>	<p><b>Improvement Plan:</b> We will continue to reinforce these skills, particularly in 3000 level courses as well as Linguistics courses.  (10/01/2019)</p> <p><b>Improvement Plan:</b> We will continue to reinforce these skills, particularly in 3000 level courses as well as Linguistics courses.  (12/02/2018)</p>
<p><b>SLO - Interpretative Mode</b> - The student will be able to demonstrate an understanding of the plot, main</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher on an oral interview evaluated by two</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  100% of students scored 80% or higher on oral interview.</p>	<p><b>Improvement Plan:</b> We will continue to provide students with opportunities to develop and</p>

<b>Outcomes</b>	<b>Assessment Process</b>	<b>Results</b>	<b>Improvement Plan</b>
<p>ideas or themes of a written or spoken text in the target language, on a variety of topics. This will be assessed upon completion of SPN 4540, SPW 4140 or SPW 4930. Students are required to take one of these courses.</p> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2017-2018, 2018-2019  <b>Start Date:</b> 07/01/2017  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Critical Thinking Skills</p>	<p>faculty members (the instructor and an outside member) and conducted after spring break.</p> <p><b>Assessment Method:</b> Department Assessment</p>	<p>Student sample was taken from SPN4540. (10/01/2019)</p> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> We are pleased with these results and credit our small class size that allows for students to gain extensive practice in developing and improving their oral communication skills. We also credit efforts to include oral communication across all our courses including the Basic Language sequence.</p>	<p>improve their communication skills across our curriculum, including the Basic Language sequence. (10/01/2019)</p>
<p><b>SLO - Presentational Communication</b></p> <ul style="list-style-type: none"> <li>- The student will be able to demonstrate the ability to present information on a variety of topics in written or oral form in the target language at a level of accuracy approaching or equivalent to an Intermediate-high (ACTFL guidelines). This will be assessed upon completion of SPN 4540, SPW 4140 or SPW 4930. Students are required to take one of these courses.</li> </ul> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2017-2018, 2018-2019  <b>Start Date:</b> 07/01/2017  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Communication Skills, Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher on a writing assignment which will be evaluated independently by two faculty members, the instructor and an outside member.</p> <p><b>Assessment Method:</b> Department Assessment</p>	<p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met  98% of students enrolled in SPW4930 met the benchmark. (11/29/2018)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> We are pleased with the results. We credit the ongoing efforts by faculty and TAs in stressing a communicative approach to language learning.</p> <p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  95% of students scored 80% or higher on a selected writing assignment. (09/29/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> We are pleased that we surpassed the benchmark. We also noted that due to the small number of students enrolled in these courses, the percentage reflected a single student not meeting the benchmark. Student sample was taken from 2 4000 level capstone courses and writing assignments from students enrolled in both courses were not duplicated in the results.</p>	<p><b>Improvement Plan:</b> We will continue to stress oral communication skills at all levels of our program. (12/15/2018)</p> <p><b>Improvement Plan:</b> We will continue to stress these skills by embedding writing assignments in multiple courses across our curriculum. In addition, we will continue to provide students with detailed feedback on these assignments so as to target specific skills and improvements individually. (09/29/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>SLO - Connections</b> - The student will be able to describe the distinctive viewpoints that are only available through the foreign language and its cultures. Students will have a new window onto the world and will be able to make connections between the new sources of information available to them in the target language/culture and those sources only accessible in English. This will be assessed upon completion of SPN 4540, SPW 4140 or SPW 4930. Students are required to take one of these courses.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Communication Skills, Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - 80% of students will score 80% or higher on a written assignment that requires them to use a variety of sources, printed (books, newspapers), electronic (Internet), or audiovisual (films), intended for native speakers.</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  95% of students scored 80% or higher on a selected writing assignment that required the use of sources intended for native speakers. (09/29/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> We were pleased that we met the benchmark and note that due to the relatively small number of students enrolled in those courses, only one student scored below the 80% benchmark.</p>	<p><b>Improvement Plan:</b> We will continue to provide students with opportunities to improve these skills through embedded assignments that require the use of sources in several 3000 and 4000 level courses. Furthermore, we will continue to make use of our resource librarian through invitations to visit classes and provide students with direct instruction on using library resources. (09/29/2019)</p>
<p><b>SLO - Interpersonal Communication</b> - The student will be able to engage in conversation, provide and obtain information, discuss feelings and emotions and exchange opinions, in the target language at a level equivalent to Intermediate-high on the ACTFL guidelines (Interpersonal Mode). This will be assessed upon completion of SPN 4540, SPW 4140 or SPW 4930. Students are required to take one of these courses.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p>	<p><b>Florida State University</b> - 80% of students will score at the Intermediate high level or higher on an oral interview, after spring break, evaluated by two faculty members (the instructor and an outside member).</p> <p><b>Assessment Method:</b> Department Assessment</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  100% of students met the benchmark. (10/01/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> We are pleased that all of our students met or surpassed the benchmark. Results were taken from students enrolled in SPN4540. We credit our small class size with providing students ample opportunities for improving oral communication skills.</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met  100% of students scored at the Intermediate high level or higher on an oral interview. (12/15/2018)  <b>Location:</b> Main Campus</p>	<p><b>Improvement Plan:</b> We will continue to provide students with opportunities to improve their oral communication skills at all levels of the curriculum. We will also continue to make oral communication a part of our evaluation process across all levels. (10/01/2019)</p> <p><b>Improvement Plan:</b> We will continue to stress oral communication skills at all levels of our program. (12/15/2018)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Communication Skills</p>	<p><b>SLO - Culture I</b> - The student will be able to identify and summarize a representative sample of major cultural and aesthetic products and practices of Spanish culture. This will be assessed upon completion of SPT 3530, Hispanic Cultural Analysis.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Content/Discipline Knowledge and Skills</p>	<p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are pleased all students met or exceeded the benchmark. We credit our faculty's commitment to stressing skill development oral communication in Spanish across our curriculum.</p>	<p><b>Improvement Plan:</b> We will continue to revise and improve the course content for SPT3530. We will also continue to work collaboratively as faculty teaching this course to expose our students to the broad diversity of the Hispanic world. (10/01/2019)</p>
	<p><b>Florida State University</b> - 80% of students who have completed the courses will score 80% or above on the multiple choice section of class examinations. The examinations will be assessed by two faculty members (the instructor and an outside member).</p> <p><b>Assessment Method:</b> Department Assessment</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>88% of students scored 80% or above on the multiple choice section of class exams. (10/01/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are pleased that we met and exceeded the benchmark, in spite of the challenges presented in having SPT3530 being a high enrollment course for us since it is taught in English. We are also pleased that this course meets requirements for Liberal Studies and serves Spanish Majors and Minors as well as students from other departments across the University.</p>	
		<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Met</p> <p>86% of students scored 80% or above on the multiple choice section of class examinations from two sections of SPT3503 (12/15/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are pleased with these results. We also note that since SPT3503 is also a course that meets requirements for Liberal Studies, many of the students enrolled are not Spanish Majors or Minors.</p>	<p><b>Improvement Plan:</b> Faculty who teach sections of SPT3503 will continue to exchange and share course materials so that the course is always being improved and reflective of current approaches to the study of Hispanic cultures. (12/15/2018)</p>

## College of Arts and Sciences

### Department of Modern Languages and Linguistics | Spanish Program

Table 3: Student Learning Outcomes

## Spanish (Masters)

**Mission:** To impart to students knowledge of the cultures of Latin America and Iberia; teach them the skills needed to do research in the field of Hispanic studies; and perfect their proficiency in the Spanish language.

Outcomes	Assessment Process	Results	Improvement Plan
<b>PO - Enrollment in the MA Program -</b> By the end of the year, the program will maintain and increase the enrollment through active recruiting. <b>Outcome Status:</b> Active <b>Outcome Year(s):</b> 2017-2018, 2018-2019 <b>Start Date:</b> 07/01/2017 <b>Outcome Type:</b> Program Outcome	<b>Florida State University</b> - This will result in 5% increase in completed applications for admission	<b>Reporting Period:</b> 2018 - 2019 <b>Conclusion:</b> Criteria Not Met There was a 3% increase in completion of applications for admissions (10/01/2019) <b>Location:</b> Main Campus <b>Budget Impact:</b> No <b>Analysis of Results:</b> While we did not meet the benchmark of a 5% increase, we did see an increase from the previous year. We also note that the drop in MA applications for programs like ours is a national trend. We worked collaboratively faculty on recruitment and outreach and produced engaging materials to distribute to faculty and students at other institutions as well as internally.	<b>Improvement Plan:</b> We continue to develop and implement strategies for recruitment. We have made our recruitment efforts a top priority that in ongoing year round and meet regularly as a Program to discuss strategies and share updates on this effort. (10/01/2019)
<b>SLO - Research Proficiency -</b> Upon	<b>Florida State University</b> - This will	<b>Reporting Period:</b> 2017 - 2018 <b>Conclusion:</b> Criteria Not Met There was a 10% drop in completion of applications for admission (12/17/2018) <b>Location:</b> Main Campus <b>Budget Impact:</b> No <b>Analysis of Results:</b> We are disappointed in these results and note that the drop in applications for graduate programs in Spanish has been a national trend. Also, we must note that the drop in applications was disproportionately in applications for Literature concentration (Hispanic Studies), as applications for the Linguistics concentration remained the same.	<b>Improvement Plan:</b> We continue our robust efforts in recruitment as all faculty members assume responsibilities in this area. We are also currently redesigning and updating our webpage to more accurately reflect the strengths of our Program and attract applicants. (12/17/2018)
		<b>Reporting Period:</b> 2018 - 2019	<b>Improvement Plan:</b> We have

Outcomes	Assessment Process	Results	Improvement Plan
<p>completion of the course of instruction, the student will be able to apply terminology and research tools currently in use in Hispanic studies. Some terminology is based on readings in critical theory that are included in the courses; tools include use of databases such as HAPI, MLA, Clase Periodical; e-journals, and specialized dictionaries.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Critical Thinking Skills, Content/Discipline Knowledge and Skills</p>	<p>result in 90% passing the requirements as determined by</p> <p><b>Assessment Method:</b> Faculty Committee Evaluation of Dissertation, Thesis or Treatise, Written Report or Essay, Departmental Exam/Comprehensive Exam/Preliminary Exam, Course Embedded Assignment (Often in tandem with exam question bank), Class Performance or Presentation</p>	<p><b>Conclusion:</b> Criteria Not Met 67% of our MA students passed the Comprehensive exam. (10/01/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> While we are disappointed in not meeting the benchmark, we do note that due to the small number of students taking MA exams (3) the results reflect only one student not meeting the standard. We have strengthened our efforts to provide students with timely feedback on their progress as well as providing opportunities for individual support from faculty. We are disappointed that our efforts and policies did not lead to our preferred results in terms of this sole student. While we do see this as an isolated instance, we have nonetheless looked back to identify missed opportunities.</p>	<p>revised our Graduate Student Handbook to more clearly define policies and procedures regarding student progress as well as expectations, in accordance with regulations and guidance provided by the University. We have also put in place procedures to earlier identify students who may come into the Program with deficiencies that need to be addressed. (10/01/2019)</p>
<p><b>SLO - Content</b> - Upon completion of the course of instruction, the student will be able to converse and write proficiently about Hispanic literature, film and culture. Course work and required MA examination preparation or thesis option require each MA candidate to read major works of</p>	<p><b>Florida State University</b> - This will result in 90% of students scoring 85% or better as determined by</p> <p><b>Assessment Method:</b> Written Report or Essay, Instructor Constructed Exam, Departmental Exam/Comprehensive</p>	<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Not Met 75% of students passed the requirements as reflected in performance on MA Exams (12/17/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are disappointed in these results. We note that all students in Linguistics passed the requirements while one student in the Literature concentration did not.</p>	<p><b>Improvement Plan:</b> We have reviewed our procedures in advising students and providing meaningful feedback on their work and progress. We have also revised our Student Handbook to reflect procedures for the dismissal of graduate students from the program that are in line with those outlined by the Graduate School. We are also working toward clarifying admission criteria to ensure that every student admitted to the MA is prepared to take on work at that level. (12/17/2018)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p>Hispanic literature from the Middle Ages to the present and respond to these works orally and in writing. The student is evaluated by a faculty committee.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Communication Skills, Content/Discipline Knowledge and Skills</p>	<p>Exam/Preliminary Exam, Class Performance or Presentation, Faculty Committee Evaluation of Dissertation, Thesis or Treatise</p>	<p>Literature and Culture (Hispanic Studies). We determine that due to the extremely low cohort size, the results may not be a reliable indicator of the overall success of our MA Program.</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Not Met  50% of students scored 85% or better on the Literature concentration MA Exam. (12/17/2018)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> We are disappointed in these results. We note that this outcome applies only to students in the Literature concentration (Hispanic Studies). The low percentage is also due to the small number of students taking Exams (2) and reflects that only one student did not meet the standards.</p>	<p>liaison to provide students support in developing research skills and accessing resources. We have also revised our Graduate Student Handbook to clarify policies and procedures as well expectations. (10/01/2019)</p> <p><b>Improvement Plan:</b> We continue to provide students with timely and meaningful feedback on their work and progress. In addition, we have updated the Student Handbook to reflect procedures for the dismissal of a student in accordance with Graduate School procedures. We will evaluate our admission criteria s well to ensure that all students admitted to the MA have suitable preparation for graduate level work. (12/17/2018)</p>

## College of Arts and Sciences

### Department of Modern Languages and Linguistics | Spanish Program

Table 3: Student Learning Outcomes

## Spanish (Doctorate)

**Mission:** To impart to students specialized knowledge of the cultures of Latin America and Iberia; teach them the skills needed to do research and generate new ideas in the field of Hispanic studies; and perfect their proficiency in the Spanish language.

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>PO - Job Placement</b> - The program will prepare students to enter the job market and place them in an academic position, or equivalent professional-level position within 3 years of exiting the degree program.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Program Outcome</p>	<p><b>Florida State University</b> - This will result in 90% of students obtaining employment placement</p>	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p> <p>100% of our students obtained employment within 3 years of exiting the program. (10/01/2019)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We continue to provide our Doctoral students with support in preparing for the job search as well as guidance throughout the process through the Professional Issues Seminar as well as mock interviews and individual advising with faculty. We also note that the job market for jobs in academia remains very challenging and are pleased that our students are securing employment in spite of this.</p>	<p><b>Improvement Plan:</b> We will continue to provide guidance and support for our students as they prepare for and enter the job market. We are focusing on offering career guidance early on in their course of study through the Professional Issues Seminar as well as workshops on more specialized topics. (10/01/2019)</p>
		<p><b>Reporting Period:</b> 2017 - 2018</p> <p><b>Conclusion:</b> Criteria Met</p> <p>100% of students obtained employment placement (12/17/2018)</p> <p><b>Location:</b> Main Campus</p> <p><b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are pleased that all of our graduates obtained employment, due in part to our mentoring relate to research and teaching (e.g. Professional Issues Seminar, mock interviews, faculty advising). These results may be difficult to maintain in the challenging job market.</p>	<p><b>Improvement Plan:</b> We continue to provide our Doctoral students with support in preparing for the job search as well as guidance throughout the process through the Professional Issues Seminar as well as mock interviews and individual advising with faculty. (12/17/2018)</p>
	We will track recent graduate employment via annual survey.	<p><b>Reporting Period:</b> 2018 - 2019</p> <p><b>Conclusion:</b> Criteria Met</p>	<p><b>Improvement Plan:</b> We will continue to provide guidance and</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>SLO - Research Proficiency</b> - Upon completion of the course of instruction, the student will be able to apply different interpretative approaches to the study of Hispanic literature, culture and film or, for those with a concentration in Linguistics or Second Language Acquisition, conduct original empirical research in Hispanic Linguistics or on the acquisition of Spanish.</p> <p><b>Outcome Status:</b> Active  <b>Outcome Year(s):</b> 2017-2018, 2018-2019  <b>Start Date:</b> 07/01/2017  <b>Outcome Type:</b> Student Learning Outcome  <b>SLO Outcome Category:</b> Content/Discipline Knowledge and Skills</p>	<p>Recent graduates will receive a questionnaire about their current employment status at the end of summer semester each year for three years following graduation. The questionnaire will be emailed by the Associate Chair of Graduate Studies.</p> <p><b>Florida State University</b> - At least 80% of students will pass the written comprehensive exam taken at the end of coursework and 95% will also pass the oral dissertation defense given at end of program.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Departmental Exam/Comprehensive Exam/Preliminary Exam, Instructor Constructed Exam</p>	<p>100% of our students obtained employment and remained employed within 3 years of exiting the program.  (10/01/2019)</p> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> We are pleased that 100% of our students obtained employment and remained employed over the 3 year period after exiting the program. The use of yearly questionnaires is a useful tool in providing employment status data as well as providing guidance for current students in terms of the job market.</p>	<p>support for our students and recent graduates in obtaining employment. We will also continue to work collaboratively as faculty in providing students individual guidance as well as offering workshops and Professional Issues Seminar.  (10/01/2019)</p>
		<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met  100% of students passed the written comprehensive exam taken at the end of coursework and 100% also passed the oral defense given at the end of the program (10/01/2019)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> We are pleased with these results. We credit the strong preparation provided for our students through course work as well as additional support and guidance provided by all faculty on an individual basis. We also credit our yearly progress reports for providing students with feedback on their progress in all skill and content areas.</p> <p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met  88% of students who took their written Comprehensive Exams passed (8 out of 9) and 100% of students who orally defended Dissertations did so successfully (1 out of 1).  (12/17/2018)  <b>Location:</b> Main Campus  <b>Budget Impact:</b> No  <b>Analysis of Results:</b> We are pleased that all of our students met the benchmark. We note that we have changed our evaluation procedures for students in Hispanic Studies (formerly Literature track), by making the Exam defense optional and in its place requiring students defend their Dissertation Prospectus. We observe that this has led to a more transparent process for the students to follow and</p>	<p><b>Improvement Plan:</b> We will continue to provide rigorous coursework that prepares our students for Comprehensive Exams as well as the Dissertation project. We will also continue to work collaboratively as faculty to provide better guidance and support for students throughout their studies. (10/01/2019)</p> <p><b>Improvement Plan:</b> We will continue to provide students with individual feedback on their scholarship as well as providing guidance in preparing for exams. We have procedures in place to document student progress on a yearly basis as well as providing students with ongoing advising from faculty. We have also revised our Graduate Student Handbook to reflect current procedures and expectations. (12/17/2018)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p><b>SLO - Content</b> - Upon completion of the course of instruction, the student will be able to demonstrate advanced oral and written communication skills in the language and (for students with a concentration in Literature) analyze aspects of the literary, social and cultural history of Spain or one or more countries of Latin America, orally and in writing. Students with a concentration in Linguistics or Second Language Acquisition will be able to analyze aspects of the linguistic structures and acquisition of Spanish.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Outcome Year(s):</b> 2017-2018, 2018-2019</p> <p><b>Start Date:</b> 07/01/2017</p> <p><b>Outcome Type:</b> Student Learning Outcome</p> <p><b>SLO Outcome Category:</b> Communication Skills, Content/Discipline Knowledge and Skills</p>	<p><b>Florida State University</b> - At least 80% of students will pass the written comprehensive exam taken at the end of coursework and 95% will also pass the oral dissertation defense given at end of program.</p> <p><b>Assessment Method:</b> Class Performance or Presentation, Departmental Exam/Comprehensive Exam/Preliminary Exam, Instructor Constructed Exam, Written Report or Essay</p>	<p>has improved the pass rate.</p> <p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met</p> <p>100% of students passed the written comprehensive exam and 100% of students also passed the oral dissertation defense given at the end of the program. (10/01/2019)</p> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are pleased with these excellent results. We credit rigorous coursework that prepares students for both Exams and the Dissertation as well as faculty collaboration in advising students and providing individualized guidance. We also see these results as reflective of our revisions to the Graduate Handbook which further clarified procedures and expectations for doctoral students.</p>	<p><b>Improvement Plan:</b> We will continue to provide a rigorous curriculum through our course offerings as well providing students with opportunities for Directed Individual Study in more specialized areas in preparation for comprehensive exams as well as the Dissertation project. We will also continue to work with our liaison Librarian to provide students with support in accessing and using our Library resources. (10/01/2019)</p>
		<p><b>Reporting Period:</b> 2017 - 2018  <b>Conclusion:</b> Criteria Met</p> <p>88% of students who took their written Comprehensive Exams passed (8 out of 9) and 100% of students who orally defended their Dissertations did so successfully (1 out of 1). (12/17/2018)</p> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are pleased with these results and continue to evaluate and clarify our Exam procedures as well as updating the Student Handbook to reflect any changes and provide students with clear expectations. Our rigorous mentoring in research in teaching is effective.</p>	<p><b>Improvement Plan:</b> We continue to provide all students with annual evaluations that provide feedback on their progress. We also engage in ongoing evaluation of our graduate course offerings so as to students are provided opportunities to sharpen their skills and deepen their understanding of the material, in preparation for the written comprehensive exams. (12/17/2018)</p>
	<p>At least 80% of students will pass the written comprehensive exam taken at the end of coursework and 95% will also pass the oral dissertation defense given at end of program.</p>	<p><b>Reporting Period:</b> 2018 - 2019  <b>Conclusion:</b> Criteria Met</p> <p>100% of students passed the comprehensive exam and 100% also passed the oral defense. (10/01/2019)</p> <p><b>Location:</b> Main Campus  <b>Budget Impact:</b> No</p> <p><b>Analysis of Results:</b> We are pleased with these results and credit our rigorous coursework and broad course offerings with preparing our students for exams as well as the Dissertation project. We also credit both formal feedback</p>	<p><b>Improvement Plan:</b> We will continue to provide a rigorous curriculum in terms of coursework as well as opportunities for further development through individual support and guidance from faculty. We will also continue to work collaboratively as faculty to provide timely feedback to students on their</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
		<p>provided to students through annual progress reports as well as informal feedback provided by faculty on an individual basis.</p>	<p>progress. (10/01/2019)</p>