1. Assessment information collected

   a. **Exit Surveys** were collected from all students taking the capstone course, LING 482 Seminar in Linguistics, in Spring 2017. This included both 2017 and 2018 graduates. No surveys were collected in Spring 2018 as no students enrolled in the capstone course. (Data analysis and summary are on file.)

   b. **Capstone Presentation Rubrics** were collected from faculty attending student final presentations in LING 482 Seminar in Linguistics in Spring 2017. No presentation rubrics were collected in Spring 2018 as no students enrolled in the capstone course in 2018. (A Summary of Faculty Presentation Comments are on file.)

2. Conclusions drawn from the information summarized above

   **Exit Surveys:** Students continue to rank the program highly. All but two core classes received an average rating of 4 or higher (on a 5 point scale). Similar ratings were found for elective classes, with only one course (LING/ANTH 223) receiving lower than a 4.0 average rating (at 3.8). The quality of teaching in the program was extremely highly rated with an average of 4.3. Similarly, the program’s relevance to personal growth (4.5) and professional preparation (4.3) were very highly rated.

   The current data strongly suggests that the areas for improvement identified in 2016 (core courses and advising), are no longer an issue.

   **Core Courses:** The program has removed the lowest ranked core course (LING 420) and no course in the program currently has a satisfaction rating of less than a 3.8.
**Advising:** Students ranked advising very highly, at an average of 4.8. Only one student ranked advising at less than 5. When asked how difficult it was to graduate in four years, answers ranged from 0 (least difficult) to 4 on a 5 point scale, with an average ranking of 2.5. Faculty believe that the quality of the advising is directly responsible for the ease with which students complete the program in 4 years. As one student said:

“It would have been harder had my advisor not been extraordinary at his job.”

**a. Capstone Presentation Rubrics:** Faculty review of Capstone Presentations suggested that the syllabus be revised to include clear and concise guidelines for students and instructors for the preparation, practice, and demonstration of the required presentation skills.

In 2017 the course was taught by a faculty member who had not taught the class before. The quality of presentations suffered as the faculty member later revealed s/he was uncertain as to the course expectations.

3. **Curricular changes resulting from conclusions drawn above**

**Core Courses:** The 2016 SLOA resulted in LING 420 Semantics being removed from the core in 2017. No new changes were recommended in 2017 for 2018.

**Advising:** The 2016 SLOA suggested that the new advising program (in place for 18 months at that point) would improve student satisfaction with advising over time. This SLOA has born that out.

**Capstone Course:** Faculty agreed that a common syllabus (including clear and concise guidelines for students and instructors for the preparation, practice, and demonstration of the required presentation skills) would allow multiple faculty to deliver the course while maintaining the quality of student presentations.
4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

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