Contact Person for Assessment: Courtney Pollack

Program Mission: Students in WLC degree programs acquire functional language abilities, as well as a deeper understanding of the complexities of cultural difference. WLC's interdisciplinary focus aims at integrating the study of language and culture with the analysis of social, historical, political and artistic phenomena. The learning outcomes reflect the fact that as a result of majoring in this field students will be able to express themselves in the target language both orally and in writing on a number of subjects of practical and intellectual relevance, understand the foreign language spoken at moderate speed, and read original foreign texts on sight. They will also be able to demonstrate critical knowledge of the culture of a society whose language they are learning to include interpretations of intellectual traditions important to the area studied, and the defining cultural events and images of the region as evidence in its history, art, literature, philosophy, politics, film, and music. Students are also able to demonstrate their ability to effectively navigate both the library and online research tools.

Unit’s Primary Department: WLC (formally LFS)

Are there any changes in your assessment method?: No

Learning Outcome: Functional Language Abilities: Conversations

Students are able to express themselves in the target language both orally and in writing on a number of subjects of practical and intellectual relevance, understand the foreign language spoken at moderate speed, and read original foreign texts on sight.

Students are able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange information.

Outcome Year: 2010-2011
Start Date: 11/19/2010
Outcome Status: Archived Learning Outcome

<table>
<thead>
<tr>
<th>Assessment Method</th>
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<tbody>
<tr>
<td>Oral Proficiency Interview: Based on the guidelines established by the American Council of Teaching of Foreign Languages (ACTFL). The interview will be conducted by an outside examiner who has not had the student in class. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.</td>
<td>80% of students achieve advanced Mid rating on the ACTFL scale in French, German, or Spanish; intermediate High ratings on the ACTFL scale in Russian.</td>
<td>Data are collected annually as part of the LFS Senior Capstone course.</td>
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Measure Type: Final Paper/ Final Project

Learning Outcome: Functional Language Abilities: Understand and Interpret

Students are able to express themselves in the target language both orally and in writing on a number of subjects of practical and intellectual relevance, understand the foreign language spoken at moderate speed, and read original foreign texts on sight.

Students are able to understand and interpret written and spoken language on a variety of topics.

Outcome Year: 2010-2011
Start Date: 11/19/2010
Outcome Status: Archived Learning Outcome

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### Assessment Plan

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<td>80% of students achieve advanced rating on the ACTFL oral proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL oral proficiency scale in Russian.</td>
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**Measure Type:** Final Paper/ Final Project

Through an oral presentation, the students treat a cultural topic in their area of concentration, presented in the target language of the student's major. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.

80% of students achieve intermediate high rating on ACTFL writing proficiency scale in French, German, or Spanish; intermediate rating on the ACTFL writing proficiency scale in Russian.

Data are collected annually as part of LFS Senior Capstone course. Yes

### Learning Outcome: Functional Language Abilities: Present Information

Students are able to express themselves in the target language both orally and in writing on a number of subjects of practical and intellectual relevance, understand the foreign language spoken at moderate speed, and read original foreign texts on sight. Students are able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Outcome Year:** 2010-2011

**Start Date:** 11/19/2010

**Outcome Status:** Archived Learning Outcome

### Assessment Plan

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**Measure Type:** Final Paper/ Final Project

Reaction paper: Spontaneous in-class writing. The spontaneous reaction paper is written in the target language on a theme of particular interest to the students based on their discussions of a text or film. It would argue why the theme matters in the larger context of the location and time period studied. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.

80% of students achieve intermediate high rating on ACTFL writing proficiency scale in French, German, or Spanish; intermediate rating on the ACTFL writing proficiency scale in Russian.

Data are collected annually as part of LFS Senior Capstone course. Yes

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**Measure Type:** Final Paper/ Final Project

Through an oral presentation, the students treat a cultural topic in their area of concentration, presented in the target language of the student's major. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.

80% of students achieve intermediate high rating on ACTFL writing proficiency scale in French, German, or Spanish; intermediate rating on the ACTFL writing proficiency scale in Russian.

Data are collected annually as part of LFS Senior Capstone course. Yes
Assessment Plan

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<td>Measure Type:</td>
<td>Written Assignment</td>
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<tr>
<td></td>
<td>Research Paper: formal writing</td>
<td>80% of students achieve advanced rating on the ACTFL writing proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL writing proficiency scale in Russian.</td>
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<td>Through the in-depth research paper, the students treat a cultural topic in their area of concentration, written in the target language of the major. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.</td>
<td>Data are collected annually as part of LFS Senior Capstone course.</td>
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Learning Outcome: Cultural Competence: Practice and Perspectives

Students are able to demonstrate critical knowledge of the culture of the society whose language they are learning to include interpretations of intellectual traditions important to the area studied, and the defining cultural events and images of the regions as evidenced in its history, art, literature, philosophy, politics, film, and music.

Students are able to demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

**Outcome Year:** 2010-2011

**Start Date:** 11/19/2010

**Outcome Status:** Archived Learning Outcome
### Learning Outcome: Cultural Competence: Products and Perspectives

Students are able to demonstrate critical knowledge of the culture of the society whose language they are learning to include interpretations of intellectual traditions important to the area studied, and the defining cultural events and images of the regions as evidenced in its history, art, literature, philosophy, politics, film, and music.

Students are able to demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

**Outcome Year:** 2010-2011  
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<td>Through an oral presentation, the students treat a cultural topic in their area of concentration, presented in the target language of the student's major. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.</td>
<td>80% of students achieve advanced rating on the ACTFL oral proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL oral proficiency scale in Russian.</td>
<td>Data are collected annually as part of LFS Senior capstone course.</td>
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<td>Reaction paper: Spontaneous in-class writing. The spontaneous reaction paper is written in the target language on a theme of particular interest to the students based on their discussions of a text or film. It would argue why the theme matters in the larger context of the location and time period studied. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.</td>
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<td>Data are collected annually as part of LFS Senior Capstone course.</td>
<td>Yes</td>
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### Learning Outcome: Research Skills: Online Databases

Students are able to demonstrate their ability to effectively navigate both the library and online research tools. Students are able to use online databases.

**Outcome Year:** 2010-2011  
**Start Date:** 11/19/2010  
**Outcome Status:** Archived Learning Outcome

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<td>Data are collected annually as part of LFS Senior Capstone course.</td>
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Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.

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<td>Data are collected annually as part of LFS Senior Capstone course.</td>
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</table>

### Learning Outcome: Research Skills: Books and Articles

Students are able to demonstrate their ability to effectively navigate both the library and online research tools.

**Outcome Year:** 2010-2011  
**Start Date:** 11/19/2010  
**Outcome Status:** Archived Learning Outcome

### Learning Outcome: Research Skills: Primary and Secondary Sources

Students are able to demonstrate their ability to effectively navigate both the library and online research tools.

**Outcome Year:** 2010-2011  
**Start Date:** 11/19/2010  
**Outcome Status:** Archived Learning Outcome

### Learning Outcome: Research Skills: Reference Work_1

Students are able to demonstrate their ability to effectively navigate both the library and online research tools.

**Outcome Year:** 2010-2011  
**Start Date:** 11/19/2010  
**Outcome Status:** Archived Learning Outcome
Assessment Plan

<table>
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<td>discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.</td>
<td>ACTFL writing proficiency scale in Russian.</td>
<td></td>
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</table>

**Measure Type:** Written Assignment

Learning Outcome: Demonstration of Translingual Competence

Students are able to understand and interpret written and spoken language as well as present information, concepts and ideas to an audience of listeners on a variety of topics.

**Outcome Year:** 2012-2013  
**Start Date:** 09/03/2012  
**Outcome Status:** Active Learning Outcome

<table>
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<tr>
<td>Oral Proficiency Interview. During oral presentation of research paper, students will be asked questions about topic by professor and asked to defend or argue position spontaneously.</td>
<td>85% of students achieve advanced mid on the ACTFL scale in French German or Spanish; Intermediate high ratings on the ACTFL scale in Arabic and Russian.</td>
<td>Assessment completed each Spring semester as part of the Senior Capstone.</td>
<td>Yes</td>
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**Measure Type:** Performance  
**Related Documents:**  
Oral Presentation Guidelines.docx  
Oral Presentation Rating Scale.docx

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<tr>
<td>Reaction paper: The reaction paper, as of Academic Year 2013-2014 will be written in the target language on a theme of particular interest to students based on their discussions of a text for film. It would argue why the theme matters in the larger context of the location and time period.</td>
<td>85% of students achieve intermediate high rating on the ACTFL scale in French German or Spanish; Intermediate ratings on the ACTFL scale in Arabic and Russian.</td>
<td>Assessment completed each Spring semester as part of the Senior Capstone.</td>
<td>Yes</td>
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**Measure Type:** Written Assignment  
**Related Documents:**  
Evaluating Research Paper.doc

Learning Outcome: Demonstration of Transcultural Competence

Students are able to demonstrate an understanding of the relationship between the products, practices, and perspectives of the cultures studied.

**Outcome Year:** 2012-2013  
**Start Date:** 09/03/2012  
**Outcome Status:** Active Learning Outcome

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**Measure Type:** Performance  
**Related Documents:**  
Oral Presentation Guidelines.docx  
Oral Presentation Rating Scale.docx

Learning Outcome: Functional Language Abilities

Students are able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange information

**Outcome Year:** 2012-2013
Learning Outcome: Research Skills

Students are able to demonstrate their ability to effectively navigate both the library and online research tools, including the ability to use standard reference works, to use online databases, to locate and evaluate relevant scholarly books and articles, and the ability to distinguish between primary and secondary sources.

Outcome Year: 2012-2013
Start Date: 09/03/2012
Outcome Status: Active Learning Outcome

Assessment Plan

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<td>Assessment completed each Spring semester as part of the Senior Capstone.</td>
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Measure Type: Final Paper/ Final Project

Related Documents:
- Evaluating Research Paper.doc
- Capstone_Final-Research-Papers_Spring_2013.docx

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Assessment Method: Oral Proficiency Interview. During oral presentation of research paper, students will be asked questions about topic by professor and asked to defend or argue position spontaneously.

Measure Type: Performance

Related Documents:
- Oral Presentation Rating Scale.docx
- Oral Presentation Guidelines.docx

Outcome Status: Active Learning Outcome

Target: 85% of students achieve advanced mid on the ACTFL scale in French German or Spanish; Intermediate high ratings on the ACTFL scale in Arabic and Russian.

Schedule/Cycle: Assessment completed each Spring semester as part of the Senior Capstone.

Active: Yes