### Program Learning Outcomes

**What do you expect all students who complete the program to know, or be able to do?**

- Student can participate with ease and confidence in conversations on familiar topics.
- Students can usually talk about events and experiences in various time frames.
- Student can usually describe people, places, and things.
- Student can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
- Student can make presentations in a generally organized way on school, work, and community topics, and on topics they have researched.

**Curriculum Mapping**

Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?

**Assessment Methods**

How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.

**Assessment Data**

How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?

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- Student can make presentations on some events and experiences in various time frames.

- Student can write on topics related to school, work, and community in a generally organized way.

- Students can write some simple paragraphs about events and experiences in various time frames.

- Student can interact with respect and cultural sensitivity in a variety of formal and informal situations.

- Student can demonstrate a broad and deep knowledge of historical and philosophical backgrounds that explain patterns of behavior and interactions in the target culture.

- Student can discuss and compare beliefs, attitudes, traditions, patterns of behavior and interaction between the target culture(s) and their own.

| Assessed outcomes are learned in courses. | Direct measure: A paper or a final exam or an interview focusing on papers written in GER 3XXX and GER 4XXX courses at the end of GER 4XXX – Senior Inquiry, Senior or Capstone course | The departmental Assessment Committee will review assessment results and will share them with full-time faculty in the German division. Changes to the program will be made in consultation with the Chair. |
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1. It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

   Each division in LLC will assess outcomes annually, beginning in the 2015-2016 academic year.

2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

   We will address this concern in the future, as needed.

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers,
alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

   The plan will be reviewed every 7 years: the year before the department’s program review.

b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

   Students were not involved in the development of this plan.

c. What external sources were consulted in the development of this assessment plan?

   ACTFL: American Council on the teaching of foreign languages

The assessment plan for the Department of Languages, Literatures, and Cultures was developed by a Focus Group comprised of members from each of the divisions whose programs will be assessed. It was approved by all faculty in the department.