Language Requirement

Learning Outcomes Assessment

Template to Report Results

*Languages:* Global Citizens expand their own worldview through the understanding of others as well as through a grasp of the complex relationship between language and culture. In order to expand their horizons and reflect on their own worldview, students must obtain intermediate level skills, which will prepare them to be immersed in another language and culture.  Students will be able to do the following at the intermediate level (as approved by faculty December 2015):

* engage purposefully with users of the target language;

Students will have met this when language accuracy exists to the extent that mistakes do not hamper successful communication with a native speaker accustomed to interacting with second language learners OR with interpretation of text in the target language

* participate in communities in the target language[[1]](#footnote-1) in a variety of contexts and in culturally appropriate ways;

Students will have met when they can successfully identify linguistic and cultural variation within a given language and culture

* use the language to explore the practices, products, and perspectives of another culture;

Students will have met when they demonstrate conscious awareness about a specific practice, product, or perspective of another culture using the target language, when appropriate

* view their own language and culture through the lens of another

Students will have met when they demonstrate conscious awareness of significant differences between their own and the target culture and language

NOTE: The phrase “demonstrate conscious awareness of significant differences” is borrowed from the Interagency Language Round Table’s (ILR) definition for skill level 2 for Cultural Competency.

The guidance to faculty on how to determine whether a student has met each of the SLOs was developed by the Language Working Group, Summer 2016: Asuncion Arnedo, Lucile Duperron, Jorge Sagastume, Magda Siekert

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1. What type of student work did you collect to determine the extent to which your students are achieving this outcome?

Writing assignment (indicate length of assignment)

Oral presentation

Part or all of a quiz or examination

Other (describe)

1. How did you communicate the learning outcomes to the students?

Printed on syllabus

Discussed in class

Printed on assignment

Other (describe)

1. How many students fell into each of these categories:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Learning Outcome **(indicate in the blank space below the outcome you assessed)** | Met | | Did Not Meet | | Did Not Attempt | |
|  | # | % | # | % | # | % |
|  |  |  |  |  |  |

1. If you did NOT use the one provided above, please provide your definition of “Met” and “Did Not Meet”
2. Please provide your thoughts about these results.

1. The working group suggests clarifying the second SLO by replacing “multilingual communities” with “communities in the target language”. [↑](#footnote-ref-1)