Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- **What are the student learning outcomes (SLO)? Please provide a numbered list.**

1. **Comprehension**

   **Listening in the Target Language**

   Advanced level for the American Council of Teachers of Foreign Languages (ACTFL) / C-1 (Proficient User – Common European Framework (CEF))

   At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse in the target language on a variety of general interest, literary and cultural topics.

   Direct assessment: course embedded assignments at the Advanced level, exams and papers. Assignments, assessments and grading rubrics are materials developed to meet the requirements of the Advanced (C-1) level.
Reading in the Target Language

Advanced (ACTFL) / C-1 (Proficient User – Common European Framework)

At the Advanced level, readers can understand the main idea and supporting details of authentic literary and general informational texts in the target language.

Direct assessment: course embedded assignments at the Advanced level, exams and papers. Assignments, assessments and grading rubrics are materials developed to meet the requirements of the Advanced (C-1) level.

2. Production

Speaking in the Target Language

Advanced (ACTFL) / C-1 (Proficient User – Common European Framework)

Speakers at the Advanced level converse in a clearly participatory manner in order to communicate information, as well as literary and cultural topics. Speakers can express themselves easily in the major time frames of past, present and future of the target language.

Direct assessment: Speaking competency will be assessed by means of an oral interview.

Writing in the Target Language

Advanced (ACTFL) / C-1 (Proficient User – Common European Framework)

Writers can produce, clear, well-structured, detailed text in the target language on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

3. Critical Thinking in the Target Language

Students will be able to evaluate and interpret in the target language texts and other cultural phenomena including art, film and popular media and to decipher implicit meanings beyond the surface level of words, sentences, characters, and plots.
(Source: http://romancelanguages.nd.edu/assessment/)

Direct assessment: course embedded assignments, research papers at the Advanced (C-1) level.
4. Cultural and Intercultural Knowledge in the Target Language

Texts and Movements

Students will be able to identify major literary, artistic, and cultural figures of the target-language speaking world and their principal works. They will be able to distinguish the principal characteristics of major trends, periods, and movements in the culture’s literary traditions. (Source: http://romancelanguages.nd.edu/assessment/)

Direct assessment: course embedded assignments, research papers at the Advanced level.

Intercultural Competence

Students can identify and explain cultural differences between their own culture and that of the target culture(s). Students can conform linguistically and behaviorally in many social and work-related interactions. (Source: http://romancelanguages.nd.edu/assessment/)

Direct assessment: course embedded assignments, research papers at the Advanced level.

- **Which learning outcomes were assessed?**

Comprehension

- **Listening in the Target Language**
- **Reading in the Target Language**

- **How were they assessed? (Programs must use at least one direct assessment of student learning.)**

The following German courses included embedded assignment that analyzed listening and reading proficiency

**SPRING 2015**

GER 214  Intermediate German II  
GER 302  Composition and Conversation II  
GER 321  German Culture and Civilization  
GER 325  German Myths, Legends and Fairy Tales

**FALL 2015**

GER 213  Intermediate German I
GER 301  Composition and Conversation I  
GER 443  German Culture through Film

In addition, at the beginning, middle and end of the semester the students were given 1) oral and 2) written texts to which they were asked to respond so as to demonstrate their comprehension of the oral reading or the printed text.

- **Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.**

The following UULOs were assessed by the WLC SLO Comprehension (Listening and Reading in the Target Language):

- COMMUNICATION
- INQUIRY AND CRITICAL THINKING
- GLOBAL/MULTICULTURAL KNOWLEDGE AND AWARENESS

- **What was learned from the assessment results?**

The following points became evident through the assessment process in regard to the SLO Comprehension:

- Students prefer and appear to respond best to native speakers for listening comprehension.
- Students prefer and often require as much repetition as possible.
- Regarding the comprehension of written texts, shorter texts (eg, essays, short stories, poems, anecdotes, dialog, etc.) appear to be most effective.
- Most productive is the simultaneous comprehension experience of listening and reading.
- Proper placement of beginning students according to their skill level and the adequate preparation of students for progression two the second- and third-year classes continue to be challenging.

- **How did the program respond to what was learned?**

The program responded with a variety of strategies to the information garnered from the assessment process:
The new curricula and new textbook *Deutsch im Blick*, that were begun last year appear to be quite successful through its emphasis upon curricular realia and materials and its communicative approach.

Next year we will begin the use of a new text book for third-year German (GER 301 and 302)

We plan to read more texts aloud as the students simultaneously follow the written texts.

We continue to utilize more short video, prepared with vocabulary and exercises.

We continue to pay close attention to placement and progression so as to maximize the learning experience for the students.

Heritage speakers are utilized in upper-division classes as native speakers to enhance the listening experience of the other students.

We continue to develop extra-classroom opportunities for students to expand and deepen their language skills (German Table, German Club, German Film Abend, etc.)

We have a hired a new German Language Coordinator.

We will use this Assessment Report not so much as a form to fill out but as a work in progress that can guide the curriculum as the program continuously examines, questions and, where appropriate, amends the teaching and learning experience in the German Studies Program.