1. To ensure that students acquire and develop disciplined habits of critical thinking and creative expression, thus enabling students to make and communicate enlightened judgments.

   - Related College Goals: “Develop students’ intellectual and practical skills”
   - Related University Goals: “Ensure that all members of the university community are provided equitable opportunities for intellectual development, growth, success, and reward”
   - Method(s) of Assessment: Exams, quizzes, compositions, oral presentations, and interviews
   - Who/What Assessed: Current majors
   - When Assessed: End of program
   - Criterion of Achievement: All students maintaining 3.0 GPA in major coursework

2. To offer quality undergraduate programming that engages students in effective learning communities (such as involvement with LLAS or APS), thus preparing them for professional careers or advanced study.

   - Related College Goals: “Enhance inter-departmental collaboration”
   - Related University Goals: “Promote intellectual inquiry and encourage civility, mutual respect, and cooperation”
   - Method(s) of Assessment: Exams, quizzes, compositions, analytical papers, oral presentations, and interviews
   - Who/What Assessed: Current majors
   - When Assessed: Entry into, mid-, and end of program
   - Criterion of Achievement: Alumni acceptance into graduate programming
   - Criterion of Achievement: Students maintaining 3.0 GPA in major coursework
   - Criterion of Achievement: 10% of Spanish, Japanese, or Chinese majors also pursuing a LLAS or APS minor

3. To offer students opportunities to engage in local or global service experience within their target language(s).

   - Related College Goals: “Enhance students’ civic knowledge and engagement, locally and globally”
   - Related University Goals: “Integrate international experiences and global education in”
   - Method(s) of Assessment: Journals, end of program report(s)
   - Who/What Assessed: Current majors
   - When Assessed: Mid-program, end of program
   - Criterion of Achievement: 70% of students studying abroad in countries where target language is spoken
   - Criterion of Achievement: 25% student participation in service learning and community
<table>
<thead>
<tr>
<th>Goal 1 - “Develop globally”</th>
<th>curricular and co-curricular initiatives.”</th>
<th></th>
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<th>service activities requiring significant use of the target language</th>
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<tbody>
<tr>
<td>4. To provide advising and support services (clubs, tutoring, etc.) that will aid students in academic and career planning.</td>
<td>“Develop students’ intellectual and practical skills”</td>
<td>Goal 2 – “Deliver student services that respond to the interests and desires of the student body”</td>
<td>Alumni surveys, exit interviews, exit surveys</td>
<td>Departmental graduates/alumni</td>
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<tr>
<td>5. Department will maintain contact with alumni through periodic correspondence.</td>
<td>“Improve visibility of the college”</td>
<td>Goal 4 - “Build mutually beneficial partnerships”</td>
<td>Graduate/alumni database Online surveys</td>
<td>Departmental graduates/alumni</td>
</tr>
<tr>
<td>Student Learning Outcomes (performance, knowledge, attitudes)</td>
<td>Related Program/Departmental Goals</td>
<td>Related College Goals</td>
<td>Related University Goals</td>
<td>Method(s) of Assessment (What is the assessment?)*</td>
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<tr>
<td>1. Development of reading, writing, speaking and listening skills in target language in accordance with the American Council on Teaching Foreign Languages (ACTFL) guidelines.</td>
<td>Goal 3 – “To offer students opportunities to engage in meaningful experience within their target language(s)”</td>
<td>“Develop students’ intellectual and practical skills”</td>
<td>Goal 1 - “Integrate international experiences and global education in curricular and co-curricular initiatives”</td>
<td>Courses within the department are generally sequential; the acquisition of foreign language skills is cumulative. In most cases, a major’s completion of the program requirements will show adequate development of these skills (at each level of the program in accordance with ACTFL guidelines)</td>
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<tr>
<td>2. Students will develop critical thinking competencies</td>
<td>Goal 5 – “To encourage students to acquire and develop disciplined habits of critical thinking and creative expression,”</td>
<td>“Develop students’ intellectual and practical skills”</td>
<td>Goal 6 - “Foster and promote a stimulating and intellectually rigorous community”</td>
<td>Alumni survey Exit survey</td>
</tr>
</tbody>
</table>
Thus enabling students to make and communicate enlightened judgments”

3. Students will achieve pragmatic communicative competency in their respective target languages.

| Goal 2 – “To offer quality undergraduate programming that engages students in effective learning communities, thus preparing them for professional careers or advanced study” | “Develop students’ intellectual and practical skills” | Goal 6 - “Embrace diversity, equity, social justice, and cultural responsiveness across the university” | Praxis exam (for language teaching majors) | All majors (Ellensburg campus) | Fall, Winter, and Spring Quarters | Student must maintain a 3.0 GPA in major/minor coursework
80% of survey respondents rate the department’s ability to prepare them to communicate in the target language as good or very good (4 or 5 on evaluation scale)
100% of language education majors receiving a score of 160 or better (passing) on Spanish or German Praxis exam and 158 or better (passing) on French Praxis exam (and passing scores for any other language we offer). |

4. All majors should study abroad for one semester (or equivalent) in a country where the language is spoken.

| Goal 3 – “To offer students opportunities to engage in meaningful experience within their | “Increase student participation in study-abroad activities and internships” | Goal 1 – “Integrate international experiences and global education in curricular and co-curricular | End of program survey after study abroad experience | All language majors (Ellensburg campus) | Fall, Winter, Spring, and Summer Quarters | Students must maintain a 3.0 GPA for all coursework taken abroad
80% of survey respondents rate their “satisfaction with [their] experience abroad” as “very good” or “excellent” (A or B on Study Abroad |
| 5. Majors will acquire an overview of historical and cultural features of the country/countries in which the target language is spoken. | Goal 3 – “To offer students opportunities to engage in meaningful experience within their target language(s)” | “Improve knowledge of human cultures” | Goal 1 – “Integrate international experiences and global education in curricular and co-curricular initiatives” | Alumni survey | Exit survey | All language majors | Fall, Winter, Spring, and Summer Quarters | 100% of majors must earn a 3.0 GPA for 310 courses 90% of students rate understanding of culture and history on exit survey a 4 or 5. |

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature  
**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers – see NWCCU standard 2.B.2)  
***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)