

## Program Assessment Plan

**Program:** French

**Department:** Languages, Literatures, and Cultures

**College/School:** Arts & Sciences

**Date:** January 31, 2018

**Primary Assessment Contact:** Kathleen M. Llewellyn

*Note: Each cell in the table below will expand as needed to accommodate your responses.*

#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
	<p>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?</p> <ul style="list-style-type: none"> <li><i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i></li> </ul>	<p>From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.</p>	<p>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?</p> <ul style="list-style-type: none"> <li><i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i></li> </ul> <p>Please note if a rubric is used and, if so, include it as an appendix to this plan.</p>	<p>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i>?</p>
1	<p><b>Interpersonal Communication:</b> Students will be able to interact in French.</p>	<p>Oral interview during final semester of French studies.</p> <p>Written essay during final semester of French studies.</p>	<p>Students will be assessed by the ACTFL proficiency guidelines at the Intermediate high level</p> <p><u>Direct Measures:</u> 1 Summative essay evaluation 1 Oral proficiency evaluation interview</p>	<p>The Program Coordinator compiles the results of both the direct measures across the program in order to gain insights into the gains made by students, the success of instruction and needs for improvement.</p> <p>Based on the B.A. program report, the French Program Coordinator reports to the French faculty and the LLC Chair at the end of each academic year with recommendations for changes or improvements to the curriculum, implementation and assessment plan.</p>
2	<p><b>Interpretive Communication:</b> Students will be able to interpret authentic materials in French.</p>	<p>Written essay during final semester of French studies.</p>	<p>Students will be assessed by the ACTFL proficiency guidelines at the Intermediate high level</p>	<p>The Program Coordinator compiles the results of both the direct measures across the program in order to gain insights into the gains made by students, the success</p>

			<u>Direct Measures:</u> 1 Summative essay evaluation	of instruction and needs for improvement.  Based on the B.A. program report, the French Program Coordinator reports to the French faculty and the LLC Chair at the end of each academic year with recommendations for changes or improvements to the curriculum, implementation and assessment plan.
3	<b>Intercultural Competence:</b> Students will be able compare their own culture(s) with culture(s) in which French is a dominant language.	Oral interview during final semester of French studies.  Written essay during final semester of French studies.	Students will be assessed by the ACTFL proficiency guidelines at the Intermediate high level  <u>Direct Measures:</u> 1 Summative essay evaluation 1 Oral proficiency evaluation during interview	The Program Coordinator compiles the results of both the direct measures across the program in order to gain insights into the gains made by students, the success of instruction and needs for improvement.  Based on the B.A. program report, the French Program Coordinator reports to the French faculty and the LLC Chair at the end of each academic year with recommendations for changes or improvements to the curriculum, implementation and assessment plan.
4				
5				

### Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

The first and second learning outcomes will be assessed in alternate years. The third learning outcome will be assessed annually.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

All program faculty were involved in the development of this plan. The plan was discussed and constructed during monthly program faculty meetings.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

This plan will be reviewed annually.

***IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.***

## French Exit Interview and Summative Essay Assessment Rubrics

### Assessment Tools: Oral Interview ACTFL Proficiency: at least Intermediate High

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

In the following rubrics, “target language” is to be interpreted as French. Because French is spoken in many areas of the world outside of France, it would be misleading in this context to specify “French culture(s)”.

#### A. Oral Interview

##### Interpersonal Communication Rubric – Oral Mode

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<p><b>Language Function</b> Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	<ul style="list-style-type: none"> <li>Narrates and describes fully and accurately in all major time frames.</li> <li>Can discuss some topics abstractly, especially those related to particular interests and expertise.</li> <li>Provides a structured argument to support opinions and may construct hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and extensively narrates and describes in all major time frames by providing a full account.</li> <li>Participates actively in most informal and some formal exchanges on a variety of concrete topics.</li> <li>Can discuss/write about topics relating to events of current, public, and personal interest.</li> <li>Can handle successfully and with ease an unexpected turn of events or complication.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently narrates and describes in all major time frames.</li> <li>Able to participate in most informal and some formal exchanges on familiar topics</li> <li>Can engage about current events, employment, and matters of public interest.</li> <li>Can handle appropriately an unexpected turn of events or complication.</li> </ul>	<ul style="list-style-type: none"> <li>Narrates and describes in most but not all major time frames, but often not consistently.</li> <li>Handles successfully uncomplicated tasks and situations requiring exchange of basic information.</li> <li>Can only exchange on topics related to personal work, school, recreation, particular interests, and areas of competence.</li> </ul>
<p><b>Text Type</b> Quantity and organization of language discourse (Connected sentences moving into the paragraph length)</p>	<ul style="list-style-type: none"> <li>Uses informal language at the paragraph length and some extended discourse. (More than 8 sentences per exchange)</li> </ul>	<ul style="list-style-type: none"> <li>Uses informal language in connected paragraph-length discourse. (5-8 sentences per exchange)</li> </ul>	<ul style="list-style-type: none"> <li>Uses informal language in connected sentences. (3-5 sentences per exchange)</li> </ul>	<ul style="list-style-type: none"> <li>Uses informal language in mostly connected sentences but may resort to memorized phrases or strings of words. (Less than 3 sentences per exchange)</li> </ul>

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
<b>Communication Strategies</b> Quality of engagement and interactivity; how one participates in the conversation/written exchange and advances it; strategies for negotiating meaning in the face of breakdown of communication	<ul style="list-style-type: none"> <li>• Converses with ease, confidence, and competence.</li> <li>• Maintains, advances and/ or redirects conversation.</li> <li>• Demonstrates confident use of strategies such as paraphrasing, circumlocution, or examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Converses with ease and confidence.</li> <li>• Maintains and advances conversation. For example asking questions.</li> <li>• Uses communicative strategies such as rephrasing and circumlocution.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains conversation.</li> <li>• May use strategies such as rephrasing and circumlocution, but will still have some breakdown in communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Converses with ease and confidence only when dealing with routine tasks and situations.</li> <li>• May clarify by paraphrasing but cannot communicate when presented with unknown words or contexts.</li> </ul>
<b>Comprehensibility</b> Who can understand this person's language? Can a native speaker unaccustomed to non-native speech understand this speaker?	<ul style="list-style-type: none"> <li>• Is readily understood by native audiences (speaking/writing) unaccustomed to interacting with non-natives.</li> </ul>	<ul style="list-style-type: none"> <li>• Is readily understood by native audiences (speaking/writing) unaccustomed to interacting with non-natives.</li> </ul>	<ul style="list-style-type: none"> <li>• Is understood by native audiences (speaking/writing), although this may require some repetition or restatement.</li> </ul>	<ul style="list-style-type: none"> <li>• Is generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.</li> </ul>
<b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency	<ul style="list-style-type: none"> <li>• Demonstrates full control of aspect in narration.</li> <li>• Uses precise vocabulary and intonation, great fluency, and ease of speech.</li> <li>• Accuracy may break down when attempting to perform the complex tasks over a variety of topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates good control of aspect in narration.</li> <li>• Has substantial fluency and extensive vocabulary.</li> <li>• The quality and/or quantity of language use generally declines when attempting to perform complex tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some control of aspect in narration.</li> <li>• Vocabulary may lack specificity.</li> <li>• Fluency decreases in quality and quantity when attempting to perform advanced tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• There is significant breakdown in communication in one or more of the following areas: the ability to narrate and describe, use of paragraph length discourse, fluency, breadth of vocabulary.</li> </ul>

#### Intercultural Competence Rubric – Oral Mode\*

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<b>Cultural self-awareness</b> (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Articulates insights into own cultural rules and biases as compared to the target language culture(s).	Recognizes new perspectives about own cultural rules and biases as compared to the target language culture(s).	Identifies own cultural rules and biases as compared to the target language culture(s).	Shows minimal awareness of own cultural rules and biases as compared to the target language culture(s).
<b>Cultural Knowledge</b> Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and	Demonstrates sophisticated understanding of the complexity of culture important to members of the target language culture(s).	Demonstrates adequate understanding of the complexity of culture important to members of the target language culture(s).	Demonstrates partial understanding of the complexity of culture important to members of the target language culture(s).	Demonstrates surface understanding of the complexity of culture important to members of the target language culture(s).

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
practices				
<b>Empathy</b>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of the target language culture(s).	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview when discussing the target language culture(s).	Identifies components of the target language cultures' perspectives, but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Communication Skills</b> Verbal and nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Curiosity</b>	Asks complex questions about the target language culture(s), seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about the target language culture(s), and seeks out answers to these questions.	Asks simple or surface questions about the target language culture(s).	States minimal interest in learning more about the target language culture(s).
<b>Attitude of Openness</b>	Initiates and develops interactions with others from the target language culture(s). Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with others from the target language culture(s). Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most interactions with others from the target language culture(s). Has difficulty suspending judgment in her/his interactions, but is aware of own judgment expressing a willingness to change.	Receptive to interacting with others from the target language culture(s). Has difficulty suspending any judgment in her/his interactions with culturally different others and is unaware of own judgments.

\* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric

**COMMENTS:**

**French Exit Interview and Summative Essay Assessment Rubrics**

**Assessment Tools: Summative Essay  
ACTFL Proficiency: at least Intermediate High**

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

**B. Written Summative Essay**

**Interpersonal Communication Rubric –Written Mode**

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<p><b>Language Function</b> Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner</p>	<ul style="list-style-type: none"> <li>Narrates and describes fully and accurately in all major time frames.</li> <li>Can discuss some topics abstractly, especially those related to particular interests and expertise.</li> <li>Provides a structured argument to support opinions and may construct hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and extensively narrates and describes in all major time frames by providing a full account.</li> <li>Participates actively in most informal and some formal exchanges on a variety of concrete topics.</li> <li>Can discuss/write about topics relating to events of current, public, and personal interest.</li> <li>Can handle successfully and with ease an unexpected turn of events or complication.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently narrates and describes in all major time frames.</li> <li>Able to participate in most informal and some formal exchanges on familiar topics</li> <li>Can engage about current events, employment, and matters of public interest.</li> <li>Can handle appropriately an unexpected turn of events or complication.</li> </ul>	<ul style="list-style-type: none"> <li>Narrates and describes in most but not all major time frames, but often not consistently.</li> <li>Handles successfully uncomplicated tasks and situations requiring exchange of basic information.</li> <li>Can only exchange on topics related to personal work, school, recreation, particular interests, and areas of competence.</li> </ul>
<p><b>Text Type</b> Quantity and organization of language discourse (Connected sentences moving into the paragraph length)</p>	<ul style="list-style-type: none"> <li>Uses informal language at the paragraph length and some extended discourse. (More than 8 sentences per exchange)</li> </ul>	<ul style="list-style-type: none"> <li>Uses informal language in connected paragraph-length discourse. (5-8 sentences per exchange)</li> </ul>	<ul style="list-style-type: none"> <li>Uses informal language in connected sentences. (3-5 sentences per exchange)</li> </ul>	<ul style="list-style-type: none"> <li>Uses informal language in mostly connected sentences but may resort to memorized phrases or strings of words. (Less than 3 sentences per exchange)</li> </ul>



CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
<b>Communication Strategies</b> Quality of engagement and interactivity; how one participates in the conversation/written exchange and advances it; strategies for negotiating meaning in the face of breakdown of communication	<ul style="list-style-type: none"> <li>• Converses with ease, confidence, and competence.</li> <li>• Maintains, advances and/ or redirects conversation.</li> <li>• Demonstrates confident use of strategies such as paraphrasing, circumlocution, or examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Converses with ease and confidence.</li> <li>• Maintains and advances conversation. For example asking questions.</li> <li>• Uses communicative strategies such as rephrasing and circumlocution.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains conversation.</li> <li>• May use strategies such as rephrasing and circumlocution, but will still have some breakdown in communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Converses with ease and confidence only when dealing with routine tasks and situations.</li> <li>• May clarify by paraphrasing but cannot communicate when presented with unknown words or contexts.</li> </ul>
<b>Comprehensibility</b> Who can understand this person's language? Can a native speaker unaccustomed to non-native speech understand this speaker?	<ul style="list-style-type: none"> <li>• Is readily understood by native audiences (speaking/writing) unaccustomed to interacting with non-natives.</li> </ul>	<ul style="list-style-type: none"> <li>• Is readily understood by native audiences (speaking/writing) unaccustomed to interacting with non-natives.</li> </ul>	<ul style="list-style-type: none"> <li>• Is understood by native audiences (speaking/writing), although this may require some repetition or restatement.</li> </ul>	<ul style="list-style-type: none"> <li>• Is generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.</li> </ul>
<b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency	<ul style="list-style-type: none"> <li>• Demonstrates full control of aspect in narration.</li> <li>• Uses precise vocabulary and intonation, great fluency, and ease of speech.</li> <li>• Accuracy may break down when attempting to perform the complex tasks over a variety of topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates good control of aspect in narration.</li> <li>• Has substantial fluency and extensive vocabulary.</li> <li>• The quality and/or quantity of language use generally declines when attempting to perform complex tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some control of aspect in narration.</li> <li>• Vocabulary may lack specificity.</li> <li>• Fluency decreases in quality and quantity when attempting to perform advanced tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• There is significant breakdown in communication in one or more of the following areas: the ability to narrate and describe, use of paragraph length discourse, fluency, breadth of vocabulary.</li> </ul>

**Interpretive Communication Rubric —Written Mode**

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
<b>LITERAL COMPREHENSION</b>				
Word recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main idea detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).

Supporting detail detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
<b>INTERPRETIVE COMPREHENSION</b>				
Organizational features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing meaning from context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural perspective	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/ or connection of cultural practices/products to perspectives is superficial or lacking.

\* The Interpretive Rubric is designed to show the continuum of performance for both literal and interpretive comprehension for language learners regardless of language level. See *Implementing Integrated Performance Assessment*, Chapter 2, for suggestions on how to use this rubric to assign a score or grade.

**Intercultural Competence Rubric –Written Mode\***

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<b>Cultural self-awareness</b> (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Articulates insights into own cultural rules and biases as compared to the target language culture(s).	Recognizes new perspectives about own cultural rules and biases as compared to the target language culture(s).	Identifies own cultural rules and biases as compared to the target language culture(s).	Shows minimal awareness of own cultural rules and biases as compared to the target language culture(s).
<b>Cultural Knowledge</b> Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices	Demonstrates sophisticated understanding of the complexity of culture important to members of the target language culture(s).	Demonstrates adequate understanding of the complexity of culture important to members of the target language culture(s).	Demonstrates partial understanding of the complexity of culture important to members of the target language culture(s).	Demonstrates surface understanding of the complexity of culture important to members of the target language culture(s).
<b>Empathy</b>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of the target language culture(s).	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview when discussing the target language culture(s).	Identifies components of the target language cultures' perspectives, but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
<b>Communication Skills</b> Verbal and nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Curiosity</b>	Asks complex questions about the target language culture(s), seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about the target language culture(s), and seeks out answers to these questions.	Asks simple or surface questions about the target language culture(s).	States minimal interest in learning more about the target language culture(s).

<b>Attitude of Openness</b>	Initiates and develops interactions with others from the target language culture(s). Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with others from the target language culture(s). Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most interactions with others from the target language culture(s). Has difficulty suspending judgment in her/his interactions, but is aware of own judgment expressing a willingness to change.	Receptive to interacting with others from the target language culture(s). Has difficulty suspending any judgment in her/his interactions with culturally different others and is unaware of own judgments.
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\* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric

**COMMENTS:**