# 2015-2016
# Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: | BA FORL French

## Question 1: Program Learning Outcomes

**Q1.1.**
Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [**Check all that apply**]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☑ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☑ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any assessed PLOs not included above:

a. 
b. 
c. 

**Q1.2.**
Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

The class in which we assessed the program learning outcomes - Reading and Intercultural Knowledge and Competency - was Fren 111 - Topics in Francophone Literature.  The class focuses on the study of literary texts by Francophone writers (authors from French-speaking cultures in North, West and Central Africa, North America, and Europe) with an emphasis placed on textual analysis and the relationship between text and context.

We find that these two PLOs are explicitly linked to the following BLGs

- Competence in the Disciplines

- Knowledge of Human Cultures and the Physical and Natural World

By focusing on literature in French from various part of the globe, students demonstrate an informed understanding of both French language and its history as well as the history and culture of various, African, Arabic, European and American societies.   By studying the languages and literatures of Francophone societies students engage with large questions concerning colonial history and post-colonial development. The study of Francophone literature means students have to show intercultural knowledge and competence,  which lay the foundations and hone the students' skills for lifelong learning anchored through active involvement with diverse communities and challenges to the contemporary world.

**Q1.2.1.**

Do you have rubrics for your PLOs?

○ 1. Yes, for all PLOs

◉ 2. Yes, but for some PLOs

○ 3. No rubrics for PLOs

○ 4. N/A

○ 5. Other, specify: [                    ]


**Q1.3.**
Are your PLOs closely aligned with the mission of the university?

◉ 1. Yes

○ 2. No

○ 3. Don't know


**Q1.4.**
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

○ 1. Yes

◉ 2. No (skip to **Q1.5**)

○ 3. Don't know (skip to **Q1.5**)


**Q1.4.1.**
**If** the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

○ 1. Yes

○ 2. No

○ 3. Don't know


**Q1.5.**
Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

○ 1. Yes

○ 2. No, but I know what the DQP is

◉ 3. No, I don't know what the DQP is

○ 4. Don't know


**Q1.6.**
Did you use action verbs to make each PLO measurable?

◉ 1. Yes

○ 2. No

○ 3. Don't know


(**Remember**: Save your progress)

## Question 2: Standard of Performance for the Selected PLO

**Q2.1.**
Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

| Reading |
|---|

**Q2.1.1.**
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

By assessing written communication competency in French we focused on the Communication standard that is one of five Program Learning Objects that are divided in to subsections – Communication, Cultures, Connections, Comparisons, Communities.  The Communication PLO stresses the use of language for communication in "real life" situations. It emphasizes, "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.


We use the "5 C's" as defined in World-Readiness Standards for Learning Languages by the American Council on the Teaching of Foreign Languages.


The 5 C's are:

Communication, Culture, Connections, Comparisons, Communities

Standards-based world languages education and the New Jersey standards reflect the themes in the Standards for Foreign Language Learning in the 21st Century (1999), known as "The Five Cs." These standards describe the "what" (content) of world languages learning and form the core of standards-based instruction in the world languages classroom.

Communication

The communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.

Cultures

Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.

Connections

World languages instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.

Comparisons

Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

Communities

Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Activities may include: field trips, use of e-mail and the World Wide Web, clubs, exchange programs and cultural activities, school-to-work opportunities, and opportunities to hear speakers of other languages in the school and classroom.

For this particular PLO in this class we chose to focus on reading that is:

For the Communication section we looked at:

1. Interpretive Communication: Students demonstrating that they understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

2. Presentational Communication: Students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

For the Cultures section we examined

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

For the Connections section we examined

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

For the Communities section we examined

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

**Q2.2.**

Has the program developed or adopted **explicit** standards of performance for this PLO?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

**Q2.3.**

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

See attached for the rubric we developed for reading and the rubric we are using for

Knowledge of Human Cultures and the Physical and Natural World

This rubric was developed by the AACU - American Association of Coleeges and Universities.

📎 Fren111ReadingRubric.pdf
433.13 KB

📎 KnowledgeHumanCultures.pdf
100.79 KB

| Q2.4. PLO | Q2.5. Stdrd | Q2.6. Rubric | Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO: |
|---|---|---|---|
| ☐ | ✔ | ✔ | 1. In **SOME** course syllabi/assignments in the program that address the PLO |
| ☐ | ☐ | ☐ | 2. In **ALL** course syllabi/assignments in the program that address the PLO |
| ☐ | ☐ | ☐ | 3. In the student handbook/advising handbook |
| ☐ | ☐ | ☐ | 4. In the university catalogue |
| ☐ | ☐ | ☐ | 5. On the academic unit website or in newsletters |
| ☐ | ☐ | ✔ | 6. In the assessment or program review reports, plans, resources, or activities |
| ☐ | ☐ | ☐ | 7. In new course proposal forms in the department/college/university |
| ☐ | ☐ | ☐ | 8. In the department/college/university's strategic plans and other planning documents |
| ☐ | ☐ | ☐ | 9. In the department/college/university's budget plans and other resource allocation documents |
| ☐ | ☐ | ☐ | 10. Other, specify: |

## Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

**Q3.1.**
Was assessment data/evidence **collected** for the selected PLO?

- ◉ 1. Yes
- ○ 2. No (skip to **Q6**)
- ○ 3. Don't know (skip to **Q6**)
- ○ 4. N/A (skip to **Q6**)

**Q3.1.1.**
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

2

**Q3.2.**
Was the data **scored/evaluated** for this PLO?

- ◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

**Q3.2.1.**

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

The PLO assessment data were taken by applying the rubric criteria to the mid-term and final exams.

(**Remember**: Save your progress)

## Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

**Q3.3.**

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

◉ 1. Yes

○ 2. No (skip to **Q3.7**)

○ 3. Don't know (skip to **Q3.7**)

**Q3.3.1.**

Which of the following direct measures were used? [**Check all that apply**]

☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences

☑ 2. Key assignments from required classes in the program

☐ 3. Key assignments from elective classes

☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques

☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify: 

**Q3.3.2.**

Please **explain** and **attach** the direct measure you used to collect data:

The rubric (see above) was applied to the mid-term and final exam  and this was used to create/collect the data.

📎 **No file attached**    📎 **No file attached**

**Q3.4.**

What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

◉ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

**Q3.4.1.**
**If** you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: [_____] (skip to **Q3.4.4.**)

**Q3.4.2.**
Was the **rubric** aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

**Q3.4.3.**
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

**Q3.4.4.**
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

**Q3.5.**
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

The PLOs have been developed b

**Q3.5.1.**
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

Professor Elstob did the evalua…

**Q3.5.2.**
**If** the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

○ 1. Yes

○ 2. No

○ 3. Don't know

◉ 4. N/A

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

All students (21) were evaluated.

**Q3.6.1.**
How did you **decide** how many samples of student work to review?

N/A

**Q3.6.2.**
How many students were in the class or program?

21

**Q3.6.3.**
How many samples of student work did you evaluated?

2 samples from each student (42

**Q3.6.4.**
Was the sample size of student work for the direct measure adequate?

◉ 1. Yes

○ 2. No

○ 3. Don't know


(**Remember**: Save your progress)

## Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

**Q3.7.**
Were indirect measures used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q3.8**)

○ 3. Don't Know (skip to **Q3.8**)


**Q3.7.1.**
Which of the following indirect measures were used? [**Check all that apply**]

☐ 1. National student surveys (e.g. NSSE)

☐ 2. University conducted student surveys (e.g. OIR)

☐ 3. College/department/program student surveys or focus groups

☐ 4. Alumni surveys, focus groups, or interviews

☐ 5. Employer surveys, focus groups, or interviews

☐ 6. Advisory board surveys, focus groups, or interviews

☐ 7. Other, specify: [_____]

**Q3.7.1.1.**
Please explain and attach the indirect measure you used to collect data:

N/A

📎 **No file attached**　📎 **No file attached**

**Q3.7.2.**
**If** surveys were used, how was the sample size **decided**?

N/A

**Q3.7.3.**
**If** surveys were used, how did you **select** your sample:

N/A

**Q3.7.4.**
**If** surveys were used, what was the response rate?

N/A

## Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

**Q3.8.**
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q3.8.2**)

○ 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify: [_____]

**Q3.8.2.**
Were other measures used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**
If other measures were used, please specify:

N/A

| 📎 Assessment2015-16.pdf 35.95 KB | 📎 Fren111Tables.pdf 74.68 KB |

(**Remember**: Save your progress)

## Question 4: Data, Findings, and Conclusions

**Q4.1.**
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

I have attached a written explanation of scores based on rubric and a tabulation of the results.

| 📎 No file attached | 📎 No file attached |

**Q4.2.**
Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Students are doing well - from the mid-term to the final most of the students improved their scores. For the minor all students are acheiving the scores we want them to and are at the Developed level with a number being at the Mastery level.  In the major there are two out of the eight students who are at the Developed level rather than acheiving Mastery. The major problem for these students is one that many students have who have learned most of their French in a classroom environment and have not had exposure to an all-French or majority-French living situation.  When you have to use your ability to read French on a daily basis then your ability to retrieve information and infer and interpret will improve. One of the major students who did not acheive mastery will be spending the next academic year at the Université de Laval in Quebec City.  The other student is pursuing a project to read French on a regular basis - so much per day for the summer break.  We will continue to monitor the progress in reading next year.

| 📎 No file attached | 📎 No file attached |

**Q4.3.**
For the selected PLO, the student performance:

○ 1. **Exceeded** expectation/standard

○ 2. **Met** expectation/standard

○ 3. **Partially** met expectation/standard

○ 4. Did not meet expectation/standard

○ 5. No expectation/standard has been specified

○ 6. Don't know

## Question 4A: Alignment and Quality

**Q4.4.**
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

⦿ 1. Yes

○ 2. No

○ 3. Don't know

**Q4.5.**
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

⦿ 1. Yes

○ 2. No

○ 3. Don't know

## Question 5: Use of Assessment Data (Closing the Loop)

**Q5.1.**
As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

⦿ 1. Yes

○ 2. No (skip to **Q5.2**)

○ 3. Don't know (skip to **Q5.2**)

**Q5.1.1.**
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

**Q5.1.2.**
Do you have a plan to assess the *impact of the changes* that you anticipate making?

⦿ 1. Yes

○ 2. No

○ 3. Don't know

**Q5.2.**

| How have the assessment data from the last annual assessment been used so far? [**Check all that apply**] | 1. Very Much | 2. Quite a Bit | 3. Some | 4. Not at All | 5. N/A |
|---|---|---|---|---|---|
| 1. Improving specific courses | ⦿ | ○ | ○ | ○ | ○ |
| 2. Modifying curriculum | ○ | ○ | ○ | ○ | ⦿ |

| | | | | | |
|---|---|---|---|---|---|
| 3. Improving advising and mentoring | ◉ | ○ | ○ | ○ | ○ |
| 4. Revising learning outcomes/goals | ○ | ○ | ○ | ○ | ◉ |
| 5. Revising rubrics and/or expectations | ○ | ○ | ○ | ○ | ◉ |
| 6. Developing/updating assessment plan | ○ | ○ | ○ | ○ | ◉ |
| 7. Annual assessment reports | ○ | ○ | ○ | ○ | ◉ |
| 8. Program review | ○ | ○ | ○ | ○ | ◉ |
| 9. Prospective student and family information | ○ | ○ | ○ | ○ | ◉ |
| 10. Alumni communication | ○ | ○ | ○ | ○ | ◉ |
| 11. WSCUC accreditation (regional accreditation) | ○ | ○ | ○ | ○ | ◉ |
| 12. Program accreditation | ○ | ○ | ○ | ○ | ◉ |
| 13. External accountability reporting requirement | ○ | ○ | ○ | ○ | ◉ |
| 14. Trustee/Governing Board deliberations | ○ | ○ | ○ | ○ | ◉ |
| 15. Strategic planning | ○ | ○ | ○ | ○ | ◉ |
| 16. Institutional benchmarking | ○ | ○ | ○ | ○ | ◉ |
| 17. Academic policy development or modifications | ○ | ○ | ○ | ○ | ◉ |
| 18. Institutional improvement | ○ | ○ | ○ | ○ | ◉ |
| 19. Resource allocation and budgeting | ○ | ○ | ○ | ○ | ◉ |
| 20. New faculty hiring | ○ | ○ | ○ | ○ | ◉ |
| 21. Professional development for faculty and staff | ○ | ○ | ○ | ○ | ◉ |
| 22. Recruitment of new students | ○ | ○ | ○ | ○ | ◉ |

23. Other, specify: _____

**Q5.2.1.**
Please provide a detailed example of how you used the assessment data above:

[ ]

(**Remember**: Save your progress)

Additional Assessment Activities

**Q6.**
Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

N/A

📎 No file attached    📎 No file attached

**Q7.**
What PLO(s) do you plan to assess next year? [**Check all that apply**]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☑ 3. Written Communication
- ☑ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☑ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☑ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any PLOs not included above:

a. _____

b. _____

c. _____

**Q8.** Please attach any additional files here:

| 📎 No file attached | 📎 No file attached | 📎 No file attached | 📎 No file attached |

**Q8.1.**
Have you attached any files to this form? If yes, please list every attached file here:
Assessment2015-16.pdf

Fren111Tables.pdf
French2014-15Assessment.pdf
Fren111ReadingRubric.pdf
KnowledgeHumanCultures.pdf

## Program Information (**Required**)

**P1.**
Program/Concentration Name(s): [by degree]

BA FORL French

**P1.1.**
Program/Concentration Name(s): [by department]

FORL French BA

**P2.**
Report Author(s):

Kevin Elstob

**P2.1.**
Department Chair/Program Director:

Area Head of French

**P2.2.**
Assessment Coordinator:

Kevin Elstob

**P3.**
Department/Division/Program of Academic Unit

Foreign Languages

**P4.**
College:

College of Arts & Letters

**P5.**
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

Not sure what this means - for F

**P6.**
Program Type:

- ◉ 1. Undergraduate baccalaureate major
- ○ 2. Credential
- ○ 3. Master's Degree
- ○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ○ 5. Other, specify:

**P7.** Number of **undergraduate degree programs** the academic unit has?

1

**P7.1.** List all the names:

BA in French

**P7.2.** How many concentrations appear on the diploma for this undergraduate program?

1

**P8.** Number of **master's degree programs** the academic unit has?

0

**P8.1.** List all the names:

N/A

**P8.2.** How many concentrations appear on the diploma for this master's program?

1

**P9.** Number of **credential programs** the academic unit has?

0

**P9.1.** List all the names:

We do not have a credential program but we offer a class for World Language Tachers

**P10.** Number of **doctorate degree programs** the academic unit has?

0

**P10.1.** List all the names:

N/A

| When was your **assessment plan**... | 1. Before 2010-11 | 2. 2011-12 | 3. 2012-13 | 4. 2013-14 | 5. 2014-15 | 6. No Plan | 7. Don't know |
|---|---|---|---|---|---|---|---|
| **P11.** developed? | ◉ | ○ | ○ | ○ | ○ | ○ | ○ |
| **P11.1.** last updated? | ○ | ○ | ◉ | ○ | ○ | ○ | ○ |

**P11.3.**
Please attach your latest **assessment plan**:

**French2014-15Assessment.pdf**
**210.62 KB**

**P12.**
Has your program developed a **curriculum map?**

○ 1. Yes

◉ 2. No

○ 3. Don't know

**P12.1.**
Please attach your latest **curriculum map**:

No file attached

**P13.**
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

○ 1. Yes

◉ 2. No

○ 3. Don't know

**P14.**
Does your program have a capstone class?

○ 1. Yes, indicate: [                    ]

◉ 2. No

○ 3. Don't know


**P14.1.**
Does your program have **any** capstone project?

○ 1. Yes

◉ 2. No

○ 3. Don't know


(**Remember**: Save your progress)

# Appendix F   *Integrated Performance Assessment (IPA) Rubrics*

## Interpretive Mode Rubric: A Continuum of Performance*

| CRITERIA | Exceeds Expectations | Meets Expectations | | Does Not Meet Expectations |
|---|---|---|---|---|
| | Accomplished Comprehension | Strong Comprehension | Minimal Comprehension | Limited Comprehension |
| **LITERAL COMPREHENSION** | | | | |
| **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. |
| **INTERPRETIVE COMPREHENSION** | | | | |
| **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 (Reading/ listening/viewing between the lines)** | 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 perspectives** | 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. |

Evidence of Strengths:                                             Examples of Where You Could Improve:

* 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 KNOWLEDGE AND COMPETENCE VALUE RUBRIC

*for more information, please contact value@aacu.org*

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

## Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

## Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

## Glossary
*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

# INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

*for more information, please contact value@aacu.org*

**Definition**

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

| | Capstone 4 | Milestones 3 | Milestones 2 | Benchmark 1 |
|---|---|---|---|---|
| **Knowledge** *Cultural self- awareness* | Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) | Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) | Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.) | Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.) |
| **Knowledge** *Knowledge of cultural worldview frameworks* | Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. |
| **Skills** *Empathy* | 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 another cultural group. | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. | Identifies components of other cultural perspectives but responds in all situations with own worldview. | Views the experience of others but does so through own cultural worldview. |
| **Skills** *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. |
| **Attitudes** *Curiosity* | Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. | Asks deeper questions about other cultures and seeks out answers to these questions. | Asks simple or surface questions about other cultures. | States minimal interest in learning more about other cultures. |
| **Attitudes** *Openness* | Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others. | Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others. | Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change. | Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment. |

Assessment 2015-2016

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO.

In Academic Year 2015-2016, the French area assessed the following learning objective for two programs (French B.A., and Minor in French):

- Learning objective: Reading as an interpretive skill. Reading comprehension is largely based on the amount of information readers can retrieve from a text, and the inferences and connections that they can make within and across texts. By describing the tasks that students can perform with different types of texts and under different types of circumstances, the reading rubric shows how students can demonstrate how well they read texts and retrieve information. Form them

2007-2014, we assessed speaking and listening (oral) skills.  In 2014-15, we collected assessment data for communicating effectively in written language for the BA and Minor in French are included in the report.  This is the first time that assessment data for reading effectively in French for the BA and Minor in French are included in the report.

Using the reading rubric to establish scores, this report uses the following legend to describe the levels of proficiency of the appropriate assessed skills depending on the program:

I= Introduced:
beginning = 1 (all of the scores are minimal or limited  comprehension)

D= Developed & Practiced with Feedback:
developing = 2 (none of the scores are limited comprehension);
or
good = 3 (most of the scores are strong comprehension)

M= Demonstrated at the Mastery Level Appropriate for Graduation:
competent = 4 (all of the scores are strong comprehension or above);
or
accomplished = 5 (most of the scores are accomplished comprehension)

Assessment (from coursework) is for both programs (B. A. Major and Minor in French). However, although the same learning outcomes are used for both programs, different levels of achievement are expected at each level. Moreover, following the recommendations from the "Feedback for the 2011-2012 Annual Assessment Report", this report indicates benchmark levels of achievement expected for students at each level of complexity (Introduction, Development and

Mastery) and maps the benchmark levels of achievement for students at different levels in the curriculum as follows:

a. Students in the Minor program are expected to demonstrate knowledge at the Developed level (D), with a score of 2 or 3.
b. Students in the B. A. program are expected to demonstrate skills at the Developed (D) level in coursework assignments (with a score of 3) or Mastery level (M) with a score of 4 or 5 in reading.

**Mid-Term - Majors**

| Student | LITERAL COMPREHENSION | | | INTERPRETIVE COMPREHENSION | | | | | OVERALL |
|---|---|---|---|---|---|---|---|---|---|
| | Word Recognition | Main idea detection | Supporting detail detection | Organizational features | Meaning from context | Inferences | Author's perspec | Cultural perspec | Level of Proficiency |
| 1 - JB | Strong | Accomp | Strong | Strong | Accomp | Accomp | Accomp | Strong | 4 |
| 2 - FC | Strong | Strong | Strong | Strong | Strong | Strong | Strong | Strong | 4 |
| 3 - CC | Accomp | Accomp | Accomp | Accomp | Accomp | Accomp | Strong | Strong | 5 |
| 4 - MH | Strong | Accomp | Strong | Strong | Strong | Accomp | Strong | Strong | 4 |
| 5 - RH | Minimal | Minimal | Minimal | Minimal | Minimal | Minimal | Minimal | Minimal | 2 |
| 6 - SM | Minimal | Minimal | Minimal | Strong | Minimal | Minimal | Strong | Minimal | 2 |
| 7 - CM | Strong | Strong | Strong | Strong | Strong | Strong | Strong | Minimal | 3 |
| 8 - MN | Strong | Strong | Strong | Strong | Strong | Strong | Strong | Strong | 4 |

**Final - Majors**

| Student | LITERAL COMPREHENSION | | | INTERPRETIVE COMPREHENSION | | | | | OVERALL |
|---------|------------------------|------------------|------------------------------|------------------------|--------------------------|------------|---------------------|--------------------|------------------------|
| | Word Recognition | Main idea detection | Supporting detail detection | Organizational features | Meaning from context | Inferences | Author's perspec | Cultural perspec | Level of Proficiency |
| 1 - JB | Accomp | Accomp | Accomp | Accomp | Accomp | Accomp | Accomp | Accomp | 5 |
| 2 - FC | Strong | Accomp | Strong | Accomp | Strong | Accomp | Accomp | Accomp | 5 |
| 3 - CC | Accomp | Accomp | Accomp | Accomp | Accomp | Accomp | Strong | Strong | 5 |
| 4 - MH | Strong | Accomp | Strong | Strong | Strong | Accomp | Strong | Strong | 4 |
| 5 - RH | Minimal | Strong | Minimal | Strong | Strong | Strong | Minimal | Minimal | 2/3 |
| 6 - SM | Strong | Strong | Minimal | Strong | Strong | Minimal | Strong | Minimal | 3 |
| 7 - CM | Strong | Strong | Strong | Strong | Strong | Strong | Strong | Strong | 4 |
| 8 - MN | Accomp | Accomp | Strong | Accomp | Accomp | Accomp | Strong | Strong | 5 |

**Mid-Term - Minors**

| Student | LITERAL COMPREHENSION | | | INTERPRETIVE COMPREHENSION | | | | | OVERALL |
|---|---|---|---|---|---|---|---|---|---|
| | Word Recognition | Main idea detection | Supporting detail detection | Organizational features | Meaning from context | Inferences | Author's perspec | Cultural perspec | Level of Proficiency |
| 1 - CB | Strong | Accomp | Strong | Strong | Accomp | Accomp | Accomp | Accomp | 5 |
| 2 - RB | Strong | Accomp | Strong | Strong | Accomp | Accomp | Strong | Strong | 4 |
| 3 - DC | Minimal | Minimal | Minimal | Strong | Minimal | Minimal | Strong | Minimal | 3 |
| 4 - JC | Strong | Accomp | Strong | Strong | Strong | Accomp | Strong | Strong | 4 |
| 5 - BC | Strong | Accomp | Strong | Strong | Strong | Accomp | Strong | Strong | 4 |
| 6 - GH | Minimal | Minimal | Minimal | Strong | Minimal | Minimal | Strong | Minimal | 2 |
| 7 - OH | Accomp | Accomp | Accomp | Strong | Accomp | Accomp | Strong | Strong | 5 |
| 8 - JCE | Accomp | Accomp | Accomp | Accomp | Accomp | Accomp | Strong | Strong | 5 |
| 9 - DL | Minimal | Strong | Minimal | Strong | Minimal | Minimal | Strong | Minimal | 2 |
| 10 - LM | Strong | Accomp | Strong | Strong | Strong | Accomp | Strong | Strong | 4 |
| 11 -MN | Strong | Strong | Strong | Strong | Strong | Accomp | Minimal | Minimal | 3 |
| 12 - GP | Minimal | Minimal | Minimal | Strong | Minimal | Minimal | Strong | Minimal | 2 |
| 13 - MZ | Strong | Accomp | Strong | Strong | Accomp | Accomp | Strong | Strong | 4 |

**Final - Minors**

| Student | LITERAL COMPREHENSION | | | INTERPRETIVE COMPREHENSION | | | | | OVERALL |
|---|---|---|---|---|---|---|---|---|---|
| | Word Recognition | Main idea detection | Supporting detail detection | Organizational features | Meaning from context | Inferences | Author's perspec | Cultural perspec | Level of Proficiency |
| 1 - CB | Accomp | Accomp | Strong | Strong | Accomp | Accomp | Accomp | Accomp | 5 |
| 2 - RB | Accomp | Accomp | Strong | Strong | Accomp | Accomp | Accomp | Strong | 5 |
| 3 - DC | Minimal | Strong | Minimal | Strong | Strong | Minimal | Strong | Minimal | 3/4 |
| 4 - JC | Accomp | Accomp | Strong | Accomp | Accomp | Accomp | Strong | Strong | 5 |
| 5 - BC | Accomp | Accomp | Strong | Accomp | Accomp | Accomp | Strong | Strong | 5 |
| 6 - GH | Strong | Strong | Strong | Strong | Strong | Strong | Strong | Minimal | 3 |
| 7 - OH | Accomp | Accomp | Accomp | Strong | Accomp | Accomp | Accomp | Strong | 5 |
| 8 - JCE | Accomp | Accomp | Accomp | Accomp | Accomp | Accomp | Accomp | Strong | 5 |
| 9 - DL | Strong | Strong | Strong l | Strong | Strong | Minimal | Strong | Minimal | 3 |
| 10 - LM | Accomp | Accomp | Strong | Strong | Strong | Accomp | Strong | Strong | 4 |
| 11 -MN | Strong | Strong | Strong | Strong | Strong | Accomp | Minimal | Minimal | 3 |
| 12 - GP | Strong | Strong | Minimal | Strong | Strong | Strong | Strong | Minimal | 3 |
| 13 - MZ | Accomp | Accomp | Accomp | Strong | Accomp | Accomp | Strong | Strong | 5 |

## Question 1: Program Learning Outcomes

**Q1.1.** Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015**? **[Check all that apply]**

|   | |
|---|---|
| | 1. Critical thinking |
| | 2. Information literacy |
| X | 3. Written communication |
| | 4. Oral communication |
| | 5. Quantitative literacy |
| | 6. Inquiry and analysis |
| | 7. Creative thinking |
| | 8. Reading |
| | 9. Team work |
| | 10. Problem solving |
| | 11. Civic knowledge and engagement |
| | 12. Intercultural knowledge and competency |
| | 13. Ethical reasoning |
| | 14. Foundations and skills for lifelong learning |
| | 15. Global learning |
| | 16. Integrative and applied learning |
| | 17. Overall competencies for GE Knowledge |
| | 18. Overall competencies in the major/discipline |
| | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |

    a.
    b.
    c.

**Q1.3.** Are your PLOs closely aligned with the mission of the university?

| X | 1. Yes |
|---|---|
| | 2. No |
| | 3. Don't know |

**Q1.4.** Is your program externally accredited (other than thro WASC)?

| | 1. Yes |
|---|---|
| X | 2. No (Go to **Q1.5**) |
| | 3. Don't know (Go to **Q1.5**) |

**Q1.4.1. If** the answer to Q1.4 is yes, are your PLOs closely al with the mission/goals/outcomes of the accreditation agenc

| | 1. Yes |
|---|---|
| | 2. No |
| | 3. Don't know |

**Q1.5.** Did your program use the *Degree Qualification Profile* to develop your PLO(s)?

| X | 1. Yes |
|---|---|
| | 2. No, but I know what the DQP is |
| | 3. No, I don't know what the DQP is. |
| | 4. Don't know |

**Q1.6.** Did you use action verbs to make each PLO measurab Attachment I)? Yes

**Q1.2.** Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

By assessing written communication competency in French we focused on the Communication standard that is one of five Program Learning Objects that are divided in to subsections – Communication, Cultures, Connections, Comparisons, Communities. The Communication PLO stresses the use of language for communication in "real life" situations. It emphasizes, "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.

In this case, we focused written communication in the following areas:

Standard 1.1: Interpersonal Communication

Students engage in written exchanges, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.3: Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Both PLOs are clearly linked to the Sac State BLG Communicative acts.

Specific Expectations: This set of expectations is demonstrated by a student's ability to

a) express ideas and facts in a variety of written formats and to a variety of audiences in discipline-specific, work-place, and civic contexts

**Q1.2.1.** Do you have rubri your PLOs?

| X | 1. Yes, for all PLOs |
| | 2. Yes, but for some Pl |
| | 3. No rubrics for PLOs |
| | N/A, other (please spe |

b) comprehend, interpret, and analyze written presentations

d) communicate in a language other than English

e) interpret, analyze, and evaluate ideas presented in a variety of creative formats, including written, verbal and visual.

## Question 2: Standard of Performance for the selected PLO

**Q 2.1**. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

Written Communication

**Q2.2.** Has the program developed or adopted **explicit** standards of perform for this PLO?

| X | 1. Yes |
| | 2. No |
| | 3. Don't know |
| | 4. N/A |

**Q2.3. Please provide the rubric(s)** and standard of performance that you have developed for this PLO here or in the appendi limit: 300]

Please see attached – "Rubric" -

**Q2.4.** Please indicate the category in which the selected PLO falls into.

| | |
|---|---|
| | 1. Critical thinking |
| | 2. Information literacy |
| X | 3. Written communication |
| | 4. Oral communication |
| | 5. Quantitative literacy |
| | 6. Inquiry and analysis |
| | 7. Creative thinking |
| | 8. Reading |
| | 9. Team work |
| | 10. Problem solving |
| | 11. Civic knowledge and engagement |
| | 12. Intercultural knowledge and competency |
| | 13. Ethical reasoning |
| | 14. Foundations and skills for lifelong learning |
| | 15. Global learning |
| | 16. Integrative and applied learning |
| | 17. Overall competencies for GE Knowledge |
| | 18. Overall competencies in the major/discipline |
| | 19. Other: |

| Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO: | Q2.5 (1) PLO | Q2.6 (2) Standards of Performance | Q |
|---|---|---|---|
| 1. In **SOME** course syllabi/assignments in the program that address the PLO | X | | |
| 2. In **ALL** course syllabi/assignments in the program that address the PLO | | | |
| 3. In the student handbook/advising handbook | | | |
| 4. In the university catalogue | | | |
| 5. On the academic unit website or in newsletters | | | |
| 6. In the assessment or program review reports, plans, resources or activities | | | |
| 7. In new course proposal forms in the department/college/university | | | |
| 8. In the department/college/university's strategic plans and other planning documents | X | | |
| 9. In the department/college/university's budget plans and other resource allocation documents | | | |
| 10. Other, specify: | | | |

# Question 3: Data Collection Methods and Evaluation of Data Quality for the <u>Selected</u> PLO

| **Q3.1.** Was assessment data/evidence **collected** for the selected PLO in 2014-2015? | **Q3.2. If** yes, was the data **scored/evaluated** for this PLO 2015? |
|---|---|
| X 1. Yes | X 1. Yes |
| 2. No (Skip to **Q6**) | 2. No (Skip to **Q6**) |
| 3. Don't know (Skip to **Q6**) | 3. Don't know (Skip to **Q6**) |
| 4. N/A (Skip to **Q6**) | 4. N/A (Skip to **Q6**) |

| **Q3.1A.** How many assessment tools/methods/measures **in total** did you use to assess this PLO?<br><br>Four one-paragraph essays and one two paragraph essay at the end of each unit assessment. | **Q3.2A** Please describe how you collected the assessment for the selected PLO. For example, in what course(s) or b means were data collected (see Attachment II)? **[Word lir**<br><br>In Fren 101 (advanced French Grammar) There wer one-paragraph-essay exercises at the end of each u – using the languages structures covered in the unit a two-paragraph-essay on the final |
|---|---|

## Q3A: Direct Measures (key assignments, projects, portfolios)

| **Q3.3.** Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?<br>[X] 1. Yes<br>[ ] 2. No (Go to **Q3.7**)<br>[ ] 3. Don't know (Go to **Q3.7**) | **Q3.3.1.** Which of the following direct measures were use **[Check all that apply]**<br>[ ] 1. Capstone projects (including theses, senior these: courses, or experiences<br>[ ] 2. Key assignments from required classes in the pro<br>[ ] 3. Key assignments from elective classes<br>[X] 4. Classroom based performance assessments such simulations, comprehensive exams, critiques<br>[ ] 5. External performance assessments such as intern or other community based projects<br>[ ] 6. E-Portfolios<br>[ ] 7. Other portfolios<br>[ ] 8. Other measure. Specify: |
|---|---|
| **Q3.3.2.** Please attach the direct measure you used to collect data. | |

**Q3.4.** How was the data evaluated? **[Select only one]**
[ ] 1. **No** rubric is used to interpret the evidence (Go to **Q3.5**)
[X] 2. Used rubric developed/modified by the faculty who teaches the class
[ ] 3. Used rubric developed/modified by a group of faculty
[ ] 4. Used rubric pilot-tested and refined by a group of faculty
[ ] 5. The VALUE rubric(s)
[ ] 6. Modified VALUE rubric(s)
[ ] 7. Used other means. Specify:

| **Q3.4.1.** Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?<br>[X] 1. Yes<br>[ ] 2. No<br>[ ] 3. Don't know<br>[ ] 4. N/A | **Q3.4.2.** Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?<br>[X] 1. Yes<br>[ ] 2. No<br>[ ] 3. Don't know<br>[ ] 4. N/A | **Q3.4.3.** Was the rubric aligned dir and explicitly with the PLO?<br>[X] 1. Yes<br>[ ] 2. No<br>[ ] 3. Don't know<br>[ ] 4. N/A |
|---|---|---|
| **Q3.5.** How many faculty members participated in planning the assessment data collection of the selected PLO?<br><br>Instructor for Fren 101 | **Q3.5.1. If** the data was evaluated by multiple scorers, wa a norming process (a procedure to make sure everyone scoring similarly)?<br>[ ] 1. Yes<br>[ ] 2. No<br>[ ] 3. Don't know | |

| Q3.6. How did you **select** the sample of student work [papers, projects, portfolios, etc.]? | Q3.6.1. How did you **decide** how many samples of stude to review? |
|---|---|
| All of the students were chosen who were taking the Fren 101 class | This class had 24 total students: 7 Majors and 15 M other students taking the class to maintain their proficiency – their results are not included in the st below; 5 students had spent a year or more in Fran were native speakers; 8 students already spoke two languages; 8 students were taking their first or sec upper division class.  It is common for our classes to this variety in terms of previous practice of the lang and, as we decide what standards to use to assess classes, it is essential to take into account that we have a broad spectrum of abilities in the class. |

| Q3.6.2. How many students were in the class or program? | Q3.6.3. How many samples of student work did you evaluate? | Q3.6.4. Was the sample size of stu work for the direct measure adequ |
|---|---|---|
| 24 | 24 | [X] 1. Yes <br> [ ] 2. No <br> [ ] 3. Don't know |

## Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)

| Q3.7. Were indirect measures used to assess the PLO? <br> [ ] 1. Yes <br> [X] 2. No (Skip to **Q3.8**) <br> [ ] 3. Don't know | Q3.7.1. Which of the following indirect measures were u **[Check all that apply]** <br> [ ] 1. National student surveys (e.g., NSSE) <br> [ ] 2. University conducted student surveys (e.g. OIR) <br> [ ] 3. College/Department/program student surveys <br> [ ] 4. Alumni surveys, focus groups, or interviews <br> [ ] 5. Employer surveys, focus groups, or interviews <br> [ ] 6. Advisory board surveys, focus groups, or interview <br> [ ] 7. Other, specify: |
|---|---|
| **Q3.7.2 If** surveys were used, how was the sample size decided? | |
| **Q3.7.3. If** surveys were used, briefly specify how you selected your sample. | **Q3.7.4. If** surveys were used, what was the response rat |

## Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

| Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? <br> [ ] 1. Yes <br> [X] 2. No (Go to **Q3.8.2**) <br> [ ] 3. Don't know | Q3.8.1. Which of the following measures were used? <br> [ ] 1. National disciplinary exams or state/professional licensure exam <br> [ ] 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PI <br> [ ] 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, <br> [ ] 4. Other, specify: |
|---|---|

| Q3.8.2. Were other measures used to assess the PLO? | Q3.8.3. If other measures were used, please specify: |
|---|---|
| ☐ 1. Yes<br>☐ 2. No (Go to **Q3.9**)<br>☐ 3. Don't know (Go to **Q3.9**) | |

## Q3D: Alignment and Quality

| Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO? | Q3.9.1. Were **ALL** the assessment tools/measures/methods that were used good mea for the PLO? |
|---|---|
| ☒ 1. Yes<br>☐ 2. No<br>☐ 3. Don't know | ☒ 1. Yes<br>☐ 2. No<br>☐ 3. Don't know |

# Question 4: Data, Findings and Conclusions

**Q4.1.** Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (s Attachment III) **[Word limit: 600 for selected PLO]**

**Results of five essays based on rubrics**
**B. A. in French (achievement expected levels: 2, 3, 4)**

Average score  (Total: 100 points)            89

Students scoring 85-94 (competent-4)  93% (6 students)

Students scoring 75-84 (good-3)   7.% (1 student)

Students scoring 65-74 (developing-2)  0% (0 student)

**Minor in French (achievement expected levels: 2, 3)**

Average score  (Total: 100 points)             86

Students scoring 85-94 (competent-4)     53% ( 8 students)

Students scoring 75-84 (good-3)     40% (6 students)

Students scoring 65-74 (developing-2)     7% (1 student)

A. (Thesis out of 20 points)

Average score – B. A. students          7 (v. good-4)

Average score – Minor students          15 (good-3)

B. (Conventions out of 20 points)

Average score – B. A. students          7 (v. good-4)

Average score – Minor students          15 (good-3)


C. (Organization out of 20 points)

Average score – B. A. students          7 (v. good-4)

Average score – Minor students          15 (good-3)


D. (Sentence Fluency out of 20 points)

Average score – B. A. students          7 (v. good-4)

Average score – Minor students          15 (between developing and good-2 and 3)


E. (Vocabulary out of 20 points)

Average score – B. A. students          7 (competent-4)

Average score – Minor students          15 (good-3)

**Q4.2.** Are students doing well and meeting program standard? If not, how will the program work to improve student perform the selected PLO?

Overall, analysis of the compositions indicates that most students in the two programs (B.A. and Minor) can expr themselves correctly in writing under testing conditions and are achieving expectations in Written Communicatio

This assessment work shows that students in the B. A. tend to have a higher level of proficiency in writing than st in the minor program, which is expected considering that the curriculum for the Major in French consists of more division courses in French compared to the requirement of 12 upper division courses for the Minor.  Moreover, tl indicate that students in the French B.A. and in the Minor in French can present ideas in a clear and logical order writing at all levels although some learners still have weaknesses with the formal conventions of writing in Frenct with their vocabulary (fluency).

**Q4.3.** For **selected** PLO, the student performance:

| | |
|---|---|
| | 1. **Exceeded** expectation/standard |
| X | 2. **Met** expectation/standard |
| | 3. **Partially** met expectation/standard |
| | 4. **Did not meet** expectation/standard |
| | 5. No expectation or standard has been specified |
| | 6. Don't know |

## Question 5: Use of Assessment Data (Closing the Loop)

**Q5.1.** As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

| X | 1. Yes |
|---|---|
|   | 2. No (Go to **Q6**) |
|   | 3. Don't know (Go to **Q6**) |

**Q5.1.2.** Do you have a plan to assess the impact of the changes that you anticipate making?

| X | 1. Yes |
|---|---|
|   | 2. No |
|   | 3. Don't know |

**Q5.1.1.** Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

The greatest difficulties for our students are the formal conventions of the language (accents, spelling, and grammar) as well as with the clear development of their ideas in a fluid and well-organized manner. They need to write more and feel that they can write in French as a natural and low anxiety activity.  Areas for improvement would be vocabulary-building and using exercises to augment their fluency as well as correct their spelling/grammatical errors. We will continue to include opportunities for formal and informal writing in in-class activities – free-writing and quick writes – and also try to extend writing to outside of the classroom – journal. These activities will be assessed as extra-credit but will be monitored to assess student's integration of writing in French into their everyday activities.

**Q5.2.** How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

| | (1) Very Much | (2) Quite a Bit | (3) Some | (4) Not at all | (8) N/A |
|---|---|---|---|---|---|
| 1. Improving specific courses | | X | | | |
| 2. Modifying curriculum | | | | | |
| 3. Improving advising and mentoring | | X | | | |
| 4. Revising learning outcomes/goals | | | | | |
| 5. Revising rubrics and/or expectations | | | | | |
| 6. Developing/updating assessment plan | | | | | |
| 7. Annual assessment reports | | | | | |
| 8. Program review | | | | | |
| 9. Prospective student and family information | | | | | |
| 10. Alumni communication | | | | | |
| 11. WASC accreditation (regional accreditation) | | | | | |
| 12. Program accreditation | | | | | |
| 13. External accountability reporting requirement | | | | | |
| 14. Trustee/Governing Board deliberations | | | | | |
| 15. Strategic planning | | | | | |
| 16. Institutional benchmarking | | | | | |
| 17. Academic policy development or modification | | | | | |
| 18. Institutional Improvement | | | | | |
| 19. Resource allocation and budgeting | | | | | |
| 20. New faculty hiring | | | | | |
| 21. Professional development for faculty and staff | | | | | |

| 22. Recruitment of new students | | | | | |
| --- | --- | --- | --- | --- | --- |
| 23. Other Specify: | | | | | |

**Q5.2.1.** Please provide a detailed example of how you used the assessment data above.

The data we have collected show that although the majority of learners are achieving expectations in the writing learning objective, many still need to widen their vocabulary and improve and expand their knowledge of grammar in part but also their expressiveness. Given the differing levels of our students and the wide range of experiences they have with speaking French in a Francophone country, using the rubrics allows us to grade the progress and efforts of the students rather than their proficiency level. It would be unfair to give an A to a student who comes to the class speaking well but does not progress while a student who began at a lower level moved on to another level through her efforts in the class

The most important development for our Area in the past three years has been the development of activities outside of the class through students' involvement in French Club and it s activities. The writing, reading, speaking, listening, and cultural activities of the club allow for students to integrate French language practice into their daily activities, which improves their proficiency in a low-anxiety context. The assessment of such outside the classroom activities is difficult to quantify, but there is a feeling of confidence and camaraderie that is built through these shared activities, which contributes to students' improved proficiency.

## Additional Assessment Activities

**Q6.** Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

Students' Transcripts. In order to form a clearer picture of the development of students' writing skills with respect to our programs, the students' progress in the program (B. A. or Minor) was examined. Examination of the students' transcripts shows that our students have taken the pre-requisites necessary for entering the upper division classes needed for the Major and Minor, but our analysis reveals that students have a wide range of experiences - some have traveled to or come from French-speaking countries; they have solid experience with speaking and interacting in a French or Francophone country. By using the rubrics in conjunction with the transcripts and advising interviews allows us to evaluate the progress and efforts of the students rather than just their proficiency level. It would be unfair to give an A to a student who comes to the class speaking well but does not progress while a student who began at a lower level moved on to another level through her efforts in the class.

**Q7.** What PLO(s) do you plan to assess next year?

| | |
|---|---|
| X | 1. Critical thinking |
| | 2. Information literacy |
| | 3. Written communication |
| | 4. Oral communication |
| | 5. Quantitative literacy |
| X | 6. Inquiry and analysis |
| | 7. Creative thinking |
| | 8. Reading |
| X | 9. Team work |
| | 10. Problem solving |
| | 11. Civic knowledge and engagement |
| | 12. Intercultural knowledge and competency |
| | 13. Ethical reasoning |
| | 14. Foundations and skills for lifelong learning |
| | 15. Global learning |
| | 16. Integrative and applied learning |
| | 17. Overall competencies for GE Knowledge |
| | 18. Overall competencies in the major/discipline |
| | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

**Q8.** Have you attached any appendices? If yes, please list them all here:

I have attached appendix – "Rubric "

# Program Information

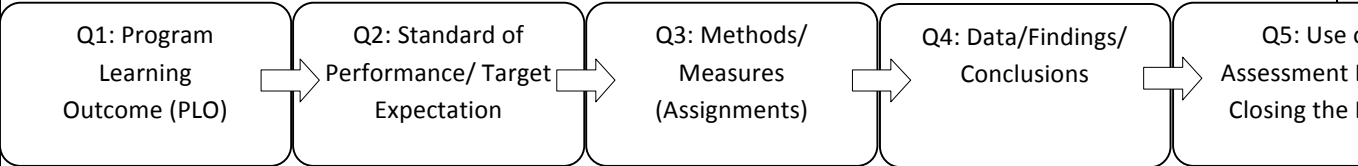| | |
|---|---|
| **P1.** Program/Concentration Name(s):<br><br>Major and Minor in French | **P2.** Program Director:<br><br>Kevin Elstob |
| **P1.1.** Report Authors:<br><br>Kevin Elstob | **P2.1.** Department Chair:<br><br>Bernice Bass Martinez |
| **P3.** Academic unit: Department, Program, or College: | **P4.** College: |
| **P5.** Fall 2014 enrollment for Academic unit *(See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment:* | **P6.** Program Type: **[Select only one]**<br>X 1. Undergraduate baccalaureate major<br>☐ 2. Credential |

| | | |
|---|---|---|
| No information in Fact Book – There were 24 students enrolled in Fren 101. | ☐ | 3. Master's degree |
| | ☐ | 4. Doctorate (Ph.D./Ed.d) |
| | ☐ | 5. Other. Please specify: |

| *Undergraduate Degree Program(s):* | *Master Degree Program(s):* |
|---|---|
| **P7.** Number of undergraduate degree programs the academic unit has:<br>2 | **P8.** Number of Master's degree programs the academic unit has:<br>0 |
| **P7.1.** List all the name(s):<br>*Major and Minro in French*<br>**P7.2.** How many concentrations appear on the diploma for this undergraduate program?<br>0 | **P8.1.** List all the name(s):<br><br>**P8.2.** How many concentrations appear on the diploma for this master program? |

| *Credential Program(s):* | *Doctorate Program(s)* |
|---|---|
| **P9.** Number of credential programs the academic unit has:<br>0 | **P10.** Number of doctorate degree programs the academic unit has:<br>0 |
| **P9.1.** List all the names: | **P10.1.** List all the name(s): |

| When was your assessment plan? | 1. Before 2007-08 | 2. 2007-08 | 3. 2008-09 | 4. 2009-10 | 5. 2010-11 | 6. 2011-12 | 7. 2012-13 | 8. 2013-14 | 9. 2014-15 | 10. No formal plan |
|---|---|---|---|---|---|---|---|---|---|---|
| P11. Developed | | X | | | | | | | | |
| P12. Last updated | | | | | | | | X | | |

| | 1. Yes | 2. No | 3. Don't Know |
|---|---|---|---|
| **P13.** Have you developed a curriculum map for this program? | X | | |
| **P14.** Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum? | X | | |
| **P15.** Does the program have any capstone class? | | X | |
| **P16.** Does the program have **ANY** capstone project? | | X | |

## Assessing Other Program Learning Outcomes (Optional)

If your program assessed PLOs not reported above, please summarize your assessment activities in the table below. If you completed part of the assessment process, but not the full process (for example, you revised a PLO and developed a new rubric for measuring it), then put N/A in any boxes that do not apply.

**Report Assessment Activities on Additional PLOs Here**

| Q1: Program Learning Outcome (PLO) | Q2: Standard of Performance/ Target Expectation | Q3: Methods/ Measures (Assignments) | Q4: Data/Findings/ Conclusions | Q5: Use Assessment Closing the |
|---|---|---|---|---|

**Example: Educational Technology (iMet), MA**

Critical Thinking Skills

6.1 Explanation of issues
6.2 Evidence
6.3 Influence of context and assumptions
6.4 Student's position
6.5 Conclusions and related outcomes

(See Critical Thinking Rubric and data tables on Next Page)

→

Seventy percent (70 %) of our students will score 3.0 or above in all five dimensions using the VALUE rubric by the time they graduate from the four semester program.

→

Culminating Experience Projects:

Master's Thesis

→

Students meet the standards of 6.1 (92%), 6.4 (77%) and 6.5 (69%).
Students do not meet the standards of 6.2 (61%) and 6.3 (61%).

**Students meet some of our Critical Thinking standards.**
The areas needing improvement:

1). 6.2: Evidence (61%)
2). 6.3: Influence of context and assumptions (61%).

→

In order to hel
students in ou
program succe
become critica
thinking resear
we will design
classroom acti
and assignmer
related to:
1). Re-examina
of evidence (6.
context and
assumptions (6
the research
2). Require stu
to apply these
as they compo
comprehensiv
responses for
their assignme