

2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BA French

OR

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

Language and communication are at the heart of the human experience. The goal of our program is graduate students who are linguistically and culturally equipped to communicate successfully in a pluralistic society both at home and abroad. We develop student proficiency in French by focusing on the 5 C's as learning outcomes: **Communication, Culture, Connections, Comparisons, Communities** (see appendix)

In this report, we focus on the following:

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.

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.

The PLOs under assessment in this report can be linked to the following CSUS BLGs:

- **Competence in the Disciplines:** The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.
- **Knowledge of Human Cultures and the Physical and Natural World** through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.
- **Personal and Social Responsibility**, Including: civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.

Our PLOs link up in the following ways.

The communication strand is most closely linked to Competence in the Disciplines since our students do the following:

COMMUNICATION

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

The cultures strand is most closely linked to Knowledge of Human Cultures and the Physical and Natural Worlds since our students do the following:

CULTURES

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

The communities strand is most closely linked to Personal and Social Responsibility and in particular to civic knowledge and engagement since our students do the following:

COMMUNITIES - Participate in Multilingual Communities at Home & Around the World

- Standard 5.1: Students use the language both within and beyond the school setting
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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", see <http://degreeprofile.org>) 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 **OR** type in **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):

Oral Communication

If your PLO is **not listed, please enter it here:**

Q2.1.1.

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

Oral Communication is one of the cornerstones of our program, however, since we are not in a French-speaking environment, it is the most challenging to develop since students do not get a lot of opportunity to practice their oral skills (listening and speaking) on a daily basis. The classroom is the one place where they will be in a French-speaking immersion environment. So, while we focus here on oral communication, oral proficiency and student progress in this area have to also be linked to other goals and outcomes. All three BLGs (Competence in the Discipline, Knowledge of Cultures, and Civic Engagement) are factors in assessing oral communication skills. The three PLOs listed above are very much interconnected.

Standard 1.1, for example, says "Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions." But in order to reach this goal, students will have to "demonstrate an understanding of the relationship between the practices and perspectives of the culture studied (Standard 2.1)." Oral communication, like all communication takes place in a context and to show proficiency in that context, students have to understand cultural norms and expectations. Lastly, reaching these two goal will be greatly helped if students can also engage beyond the classroom in using the language beyond the classroom setting. For example, in local events and activities where French is the spoken language (or one of the spoken languages).

Assessment in French or any world language is a continual process of discrete daily critique and encouragement, group interaction, and also more formal tests, exams, or presentations. In Fren 102 (Spring 2017), students grades were broken down in the following way:

- 15% - Participation: in-class assignments (150 points)
- 15% - Attendance (10 points per week -150 points total)

15% - Homework (150 points)

15% - Online Discussions (10 different subjects that will be worth 15 points each – 150 points total)

15% - 3 Audio Recordings (Rec 1 (30pts) - Rec 2 (60pts) – Rec 3 (60pts) 150 points total)

10% - Individual Interview (100 points)

10% - 2 outside of class activities in French (50 points each = 100 points)

5% - Portfolio (50 points – binder will be checked on various occasions throughout the semester)

The PLOs are linked to the major assessments:

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Conversation in a specific place (the dialogue is recorded and critiqued by students as part of their homework for the assignment)

Students write a dialogue involving three/four people (preferable three). The content of the dialogue must include:

- o Correct beginning and ending salutations
- o Vocabulary to convey where the conversation is taking place précis (aéroport, ascenseur, piscine, magasin, université etc) without telling the audience where the scene is taking place – the audience will be able to work out where the dialogue takes place.
- o Each character will have at least four lines but no more than eight.
- o Be as expressive and vivid as possible incorporating new language from these first two weeks

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

In class presentation - For this oral project, students make a presentation of 5-6 minutes on a trip to somewhere in the world, in the USA, or just in California. Students make their presentation to small groups of 3-5 students who will also ask you questions about the trip. I am not expecting students to make a powerpoint presentation or anything big. However, if they want to use visuals please feel free to show photos on their phone, ipad, tablet, or laptop to show to audience. They can talk about any aspects of the trip. These are just examples of what can be included.

- **Le voyage** - Think about what the journey was like, how you traveled (boat, train, car, plane). - Was it a long trip?
- **Les lieux où je suis resté** - Did you go to various places or did you just stay in one place or was the one place that you'd like to talk about more than others?
- Les gens - Did you meet anybody interesting?
- **Activités/spectacles** etc - Did you go to any events, concerts, movies etc?
- **Les visites** - What kind of places did you visit – museums, monuments, famous buildings, restaurants, cafés, etc?

At the end of the Presentations, students leave me an outline **in French** (one page) of the presentation.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- Round Table Assignment. This assignment is recorded and students listen to their round table discussion, receiving feedback from the instructor, their peers, and a self-critique.

As a group of four you will organize and have a round table discussion about a question or questions that you think is important and that you have read about in an article or text of some kind (online article, website, book, newspaper article – the text should be in French). One of the participants will be the presenter and the three others will act as expert-commentators on the subjects you choose. The table ronde should not last longer than 20-25 minutes and the presenter should make sure that everybody gets to speak.

- Interview: The culminating activity, which takes in all three standards is a face-to-face interview with the instructor:

Students come in pairs and there will be four phases to the interview:

1. Warm-up - first portion of interview, less than three minutes long, with the purpose of making the interviewees feel comfortable.

- Greetings, and exchanging of everyday social interaction/Biographical information

2. Level Check - second portion of interview, which consists of checking the highest level of proficiency of the interviewees. If during the level check, the interviewer notices that the level is not the one expected, s/he will adjust the level of the questions either upward or downward.

- Talking about one's schedule/life/hobbies/weekend/what you like to do or have done/music/movies/TV/restaurants

3. Probes - Probes are questions designed to spur a language level higher than the one expected. If the probe is successful, the interviewer can start level checking at this higher level; if the probe is not successful then this is a good indicator that the interviewee's proficiency is at the level expected. The probes should be alternated with level checks, to establish the right rating;

- Discussing recent news/events/or socio-economic or socio-political questions/Importance of education

NOTE: Before interview, it would be good to study recent news and related vocabulary. Both the American news and French news may be brought up.

4. Wind-down - last portion of interview (few minutes). The interviewer ends the conversation thanking the interviewees.

This termination resembles the way in which conversations normally end in authentic situations.

- Hopes for future and/or plans for vacation

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.

The standards of performance are as follows (I have already stated them in the section relating PLOs and BLGs: COMMUNICATION

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

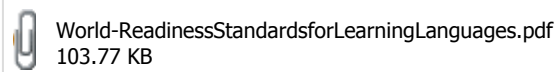
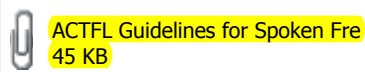
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

The Rubric used in French Conversation (Oral Communication) is attached (File 1); the standards of performance known as the 5 C's is also attached (File 2)



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:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

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?

10+

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:

In Fren 102, as I have outlined above, there were about 10 different assessment tools ranging from discrete and ongoing (class participation an attendance - you can't speak or hear if you're not in class) through student engagement with French in the community to four different types of oral interactions that formed a scaffolded pathway to the final oral interview. These varied assessments gave us data to evaluate our program through the lens of this particular course that will help us chart our progree in the areas of: Communication, Culture, Communities

(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 (key assignments, projects, portfolios, course work, student tests, etc.) 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 **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

Assessment in French or any world language is a continual process of discrete daily critique and encouragement, group interaction, and also more formal tests, exams, or presentaitons. In Fren 102 (Spring 2017), students grades were broken down in the follwing way:

15% - Participation: in-class assignments (150 points)

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All three PLOs are assessed in the final interview

- Interview: The culminating activity, which takes in all three standards is a face-to-face interview with the instructor:

Students come in pairs and there will be four phases to the interview:

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- Greetings, and exchanging of everyday social interaction/Biographical information

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- Talking about one's schedule/life/hobbies/weekend/what you like to do or have done/music/movies/TV/restaurants

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right rating.

right today,

- Discussing recent news/events/or socio-economic or socio-political questions/Importance of education

NOTE: Before interview, it would be good to study recent news and related vocabulary. Both the American news and French news may be brought up.

4. Wind-down - last portion of interview (few minutes). The interviewer ends the conversation thanking the interviewees.

This termination resembles the way in which conversations normally end in authentic situations.

- Hopes for future and/or plans for vacation

The first three examples assess an individual PLO while the Interview gathers all three together.

 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?

2

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 were evaluated (26) - the assignments were selected (as outlined above) to assess both individual PLOs and then one assignment draws together all three PLOs under review here

Q3.6.1.

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

We have small classes (25-30) students so I look at them all.

Q3.6.2.

How many students were in the class or program?

There were 26 students in Fren 1

Q3.6.3.

How many samples of student work did you evaluate?

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

 No file attached

 No file attached

(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 in **Q2.1**:

In the Spring semester of 2017, assessment of the learning outcomes was carried out in the areas outlined above.

Using the "Rubric for Evaluating Conversations" (see Appendix B1), the students' conversations, presentations, and interviews were evaluated for completion of task, fluency, level of discourse, comprehensibility of message, vocabulary, and language control.

Fren 102 was chosen as one of two sites for directly evaluating student oral proficiency since it is a well-enrolled class that stresses the use of authentic oral French through its focus on dialogue in scenes from contemporary French movies.

Enrollment

This class had 26 total students: 14 Majors and 12 Minors; 4 students had spent a year or more in France or were native speakers; 8 students already spoke two other languages; 2 students were taking their first or second upper division class. It is common for our classes to have this variety in terms of previous practice of the language and, as we decide what standards to use to assess our classes, it is essential to take into account that we can have a broad spectrum of abilities in the class.

Conclusions (See tabulated results attached)

- completion of task ranged from 3.46 to 3.56
- language control ranged from 3.40 to 3.49
- comprehensibility of message ranged from 3.39 to 3.45
- fluency ranged from 3.07 to 3.20
- level of discourse ranged from 2.96 to 3.23
- vocabulary ranged from 3.07 – 3.20

File 1 attached is data analysis; file 2 is the rubric



Fren102Data.pdf
44.86 KB



Fren102Rubric.pdf
42.81 KB

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?

Areas in which students do well

The scores suggest that students improved over the course of the semester as they got used to the type of assignment given to them and the instructor's expectations. Students also completed the tasks, so we can reasonably conclude that the assignments were clear and understood and motivated the students.

Areas in which some improvement is needed

Students have reasonably good scores in language control (i.e. grammatical accuracy and appropriate vocabulary). They also can make themselves understood at a reasonable level for our program. However, both of these areas need some improvement.

Areas for improvement

An area of concern is the scores in fluency, level of discourse, and students' ability to use a wide range of vocabulary and incorporate new vocabulary into their dialogues and conversations.

Anticipated Program Changes based on faculty reflection on these results

a. Based on the students' scores, we can see that the three areas that need improving are fluency, level of discourse, vocabulary (in particular integrating new vocabulary in to oral discourse). Better student scores in these areas can be achieved by giving students more opportunities to practice their oral skills. For our program, there are four ways in which we can make changes to our program in order to reach the goal of improved scores:

- Instructors must use French in the classroom with the students at all times
- Instructors must insist that students get used to using French in the classroom at all times, and also should be strongly encouraged to use French when consulting with the instructor (advising, office hours, email, casual encounters on campus, in the corridor etc)
- We should make more effort to bring into the classroom guests who are native speakers in order to encourage more interaction in French
- We should find ways to get students to practice French outside of the classroom with local French-speaking activities (movies, speakers, events etc)

b. We will know if these changes achieved the desired results by monitoring the scores in classes where mastery of oral proficiency is one of the stated goals.



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.

We will continue to monitor and improve and expand opportunities for students to interact in the target language through consistent inc-class use of French, but also through French club activities, and being involved with the French-speaking community of Sacramento.

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.

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

We have used the data to improve our classes and align them as much as possible with our PLOs. This is also become an integral part of advising and orientation for new students so that they are aware of where they should expect to go and what to expect to do with our program. We have also had faculty engage in quality matters workshops for improving teaching.

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

I did my best to use last year's report to improve for this year's, but I found the recommendations to be a little too general. I have tried to do more with measures and giving details, but I am not sure that I have done what the evaluators were recommending.


(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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. 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:

I attached 4 files

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

BA French

Q10.

Report Author(s):

Q10.1.

Department Chair/Program Director:

Q10.2.

Assessment Coordinator:

Q11.

Department/Division/Program of Academic Unit

Select...

Q12.

College:

Select...

Q13.

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

Q14.

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:

Q15. Number of **undergraduate degree programs** the academic unit has?

Don't know

Q15.1. List all the names:

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

Don't know

Q16. Number of **master's degree programs** the academic unit has?

Don't know

Q16.1. List all the names:

Q16.2. How many concentrations appear on the diploma for this master's program?

Don't know

Q17. Number of **credential programs** the academic unit has?

Don't know

Q17.1. List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?

Don't know

Q18.1. List all the names:

When was your assessment plan ...	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:

 No file attached


Q20.

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

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

Q20.1.

Please **obtain** and **attach** your latest **curriculum map**:

 No file attached

Q21.

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

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

Q22.

Does your program have a capstone class?

- 1. Yes, indicate:
- 2. No
- 3. Don't know

Q22.1.

Does your program have **any** capstone project?

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

(Remember: Save your progress)

French Program Roadmap

REQUIREMENTS · BACHELOR OF ARTS DEGREE

Units required for Major: 36

Minimum total units required for BA: 120

A GPA of 2.75 is required in courses applied to the major.

A. Required Lower Division Courses

There are no specific lower division course requirements. However, students must demonstrate competency equivalent to successful completion of FREN 001A, FREN 001B, FREN 002A and FREN 002B before beginning upper division work.

B. Required Upper Division Courses (36 units)

The French Major is divided into four main areas: Language, Literature, Electives, and Required courses taught in English. The first area of concentration is language. We require that students take at least one language class before moving on to take literature classes. We encourage students to take more than one upper division French class per semester. By doing so, they will typically take either two or three French classes each semester. We strongly encourage this for two reasons. Pedagogically speaking, the more French they immerse themselves in, the more progress they will make. From a practical point of view, our small program and budget constraints allow us to do a full rotation of classes every two years.

Prerequisites appear in parentheses

Language (15 units)

FREN 100 - Phonetics & Pronunciation (Four semesters of French or equivalent) (3)

FREN 101 - Advanced Grammar (FREN 002B or equivalent) (3)

FREN 102 - Advanced Conversation (Four semesters of French or equivalent) (3)

FREN 103 - Advanced Composition (FREN 101 or instructor permission) (3)

Literature (9 units)

FREN 110 - Survey of French Literature (FREN 101, FREN 103, or instructor permission) (3)

FREN 111- Topics in Francophone Literature (FREN 110 or equivalent or instructor permission) (3)

FREN 170 - Seminar Conducted in French (FREN 110) (3)

Taught in English

FREN 120 - French Civilization

LING 130 (3) - Introduction to Language and Linguistics

Electives (9 units) Select three of the following:

FREN 104A - French-English Translation (upper division standing in French) (3)

FREN 104B - English-French Translation (FREN 101 and upper division standing in French) (3)

FREN 107 - Business French (2nd year college level proficiency or equivalent; or instructor permission) (3)

FREN 109- French Language Practice (FREN 002B) (3)

FREN 125 - Quebec and French North America (3)

FREN 196 - Experimental Offerings

Semester by semester:

Semester 1: one or two of the following language classes

FREN 100, FREN 101, FREN 102, FREN 103

AND

One or two of the following electives

FREN 104A, FREN 104B, FREN 107, FREN 109, FREN 125, FREN 196

Semester 2

FREN 100, FREN 101, FREN 102, FREN 103

AND/OR

One or two of the following electives

FREN 104A, FREN 104B, FREN 107, FREN 109, FREN 125, FREN 196

OR a literature class

FREN 110, FREN 111

The semester 2 pattern repeats for **semesters 3, 4 and 5 and 6** if necessary. Students should take FREN 170 in their third, fourth or fifth semester.

Because Ling 130 and Fren 120 are taught in English they do not demand a certain level of proficiency in French, and since they are offered every semester, we do not have a specific time at which student should take them. We encourage students to take the Introduction to Linguistics class in their first or second semester, since it will help them with the theory of language learning

Alternatives to the roadmap

Study Abroad: by taking a semester or year abroad, a student can take equivalents to the required and elective courses at CSUS.

Special Problems: for scheduling conflicts or due to class cancellations, we do our best to provide students with independent study options so that they can fulfill the requirements. Students can also do special problems for specific areas of study of French they would like to investigate that are not offered.

Tutoring: students can earn credit towards their major by tutoring lower division students in French.

Internship: students can earn credit by doing internships with local French organizations or businesses.

NB: Students may do a maximum of six credit hours in tutoring, internship, or special problem.

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.

Data analysis of **oral proficiency** using the rubric scores

	Out of 4 points	Average Dialogue 1	Average Dialogue 2	Average Dialogue 3	Average Dialogue 4	Average Final Dialogue
GENERAL FLUENCY	Task Completion	3.50	3.46	3.50	3.50	3.56
	Fluency	3.07	3.11	3.13	3.08	3.20
ACCURACY	Level of Discourse	2.96	3.13	3.16	3.12	3.23
	Comprehensibility of Message	3.39	3.41	3.46	3.40	3.45
INSTINCTS	Vocabulary	3.07	3.19	3.24	3.17	3.20
	Language Control	3.40	3.45	3.49	3.43	3.47

The catalog describes this class in the following way:

- Mastery of spoken French language through discussion of personal readings to develop vocabulary and syntactical skills. The class is conducted entirely in French. Prerequisite: Four semesters of French or the equivalent. 3 Units.

In the syllabus for the class, we describe our objectives as:

- To enhance students' fluency, accuracy, and instincts in French by building their confidence so that each of them can dare to go further down the road to proficiency and understanding.

Our catalog description points to mastery as our major goal in this class focused entirely on spoken French. In the objectives section of the syllabus, we break this mastery down into three areas:

Fluency	Here we examine if the student has the capacity for keeping communication going; the flow of information should not be broken up.
Accuracy	In this area, we emphasize the need for precision in grammar, vocabulary and pronunciation
Instincts	When addressing this area, we are looking at the student's ability to use communicating strategies. For example, asking the appropriate questions to find out something, introducing a story in a proper manner.

Fren 102 - Rubric for Evaluating Assignments

GENERAL	<p>GENERAL Task Completion</p> <ol style="list-style-type: none"> 1. Minimal completion of the task; content is undeveloped and/or somewhat repetitive. 2. Partial completion of the task; content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail. 3. Completion of the task; content is appropriate; ideas adequately developed with some elaboration and detail. 4. Superior completion of the task; content is rich; ideas developed with elaboration and detail.
	<p>FLUENCY</p> <p>Fluency</p> <ol style="list-style-type: none"> 1. Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech. 2. Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech. 3. Speech sustained most of the time; some hesitation but manages to continue and complete thoughts. 4. Speech sustained throughout with few pauses or stumbling.
<p>Level of Discourse</p> <ol style="list-style-type: none"> 1. Use of complete sentences, some repetitive; few cohesive devices. 2. Emerging variety of complete sentences; some cohesive devices. 3. Variety of complete sentences and of cohesive devices. 4. Variety of complete sentences and of cohesive devices; emerging paragraph-length discourse. 	
ACCURACY	<p>Comprehensibility of Message</p> <ol style="list-style-type: none"> 1. Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication. 2. Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication. 3. Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication. 4. Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.
	<p>Vocabulary</p> <ol style="list-style-type: none"> 1. Inadequate and/or inaccurate use of vocabulary 2. Limited range of vocabulary; use sometimes inaccurate and/or inappropriate. 3. Varied range of vocabulary; use generally accurate and appropriate; a few idiomatic expressions. 4. Wide range of vocabulary; use generally accurate and appropriate, including some idiomatic expressions.
INSTINCTS	<p>Language Control</p> <ol style="list-style-type: none"> 1. Emerging use of basic language structures. 2. Emerging control of basic language structures. 3. Control of basic language structures. 4. Control of basic language structures with occasional use of advanced language structures



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication:</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication:</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication:</p> <p>Learners 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.</p>
<p>CULTURES</p> <p>Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>Relating Cultural Products to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>Making Connections:</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>Acquiring Information and Diverse Perspectives:</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>Language Comparisons:</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>Cultural Comparisons:</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>School and Global Communities:</p> <p>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Lifelong Learning:</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

The National Standards for Learning Languages have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard.

These revised Standards include language to reflect the current educational landscape, including:

- Common Core State Standards
- College and Career Readiness
- 21st century skills

These Standards are equally applicable to:

- learners at all levels, from pre-kindergarten through post-secondary levels
- native speakers and heritage speakers, including ESL students
- American Sign Language
- Classical Languages (Latin and Greek)

The 2011 report, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*, provided evidence of and support for the following concepts which influenced these revisions:

- The National Standards are influencing language learning from elementary, through secondary, to postsecondary levels.
- The integrated nature of the five “C” goal areas has been accepted by the profession.
- Educators asked for more description of what language learners should know and be able to do in the goal areas of Connections and Communities.

- Over 40 states have used the five “C” goal areas to create state standards for learning languages (identifiable even if configured in slightly different ways).
- Some state documents are beginning to describe cultural outcomes in terms of processes of observation and experience.
- Many local curricula are also aligned with the five “C” goal areas and the details of the 11 standards.

Based on this consensus from all levels of language educators, **the five goal areas and the 11 standards have been maintained.** The World-Readiness Standards for Learning Languages clarify and better illustrate each goal area and standard in order to guide implementation and influence assessment, curriculum, and instruction.

Responses to the online feedback survey gave overwhelming support to the proposed revisions:

- **93.4%** of respondents said the “refreshed” Standards describe **appropriate** (39.1%) or **very appropriate expectations** (54.3%) for language learners.
- **94.9%** of respondents said the “refreshed” Standards provide **equally clear** (10.9%), **somewhat clearer** (26.8%), or **much clearer direction** (57.2%) for language educators and learners.

In response to additional suggestions from the feedback and comments received, specific descriptions of performance at each level (Novice, Intermediate, Advanced, and Superior), sample indicators of progress, and sample learning scenarios will be the next areas addressed in this revision process.

All documents may be accessed at: www.actfl.org/publications/all/national-standards-foreign-language-education.