Template
Academic Program
Assessment of Student Learning Plan
College of Arts and Sciences
University of New Mexico

Instructions:

This template is a suggested guideline for creating three-year plans to assess academic program-level student learning outcomes. The order and format of the information does *not* need to follow the template exactly. Alternative formats (e.g., those used by specialized accreditors) may be acceptable; please check first Arts and Sciences Assessment Coordinator. Regardless of whether you complete the template or use an approved alternate format, <u>the six key sets of questions (D1-D2 and E1-E3) do need to be addressed in the three-year assessment plan</u>.

Please transmit Degree Program Assessment Plans electronically at assessmentas@unm.edu and include everything, including appendices, in one file.

Please delete this cover page before submitting.

*If you have any questions, please contact the Arts and Sciences Assessment Coordinator at assessmentas@unm.edu.

Academic Program
Plan for Assessment of Student Learning Outcomes
College of Arts and Sciences
The University of New Mexico

A. College, Department and Date

1. College: *Arts & Sciences*
2. Department: *Foreign Languages and Literature*
3. Date: *September, 2017*

B. Academic Program of Study*
B.A. French

C. Contact Person(s) for the Assessment Plan
Marina Peters-Newell, Pamela Cheek, Steve Bishop, Raji Vallury, Pim Higginson

D. Broad Program Goals & Measurable Student Learning Outcomes
1. Broad Program Learning Goals for this Degree/Certificate Program

A. Students will be able to read and write non-specialist texts with clear identification and expression of key ideas.
B. Students will be able to communicate effectively (orally and aurally) in common situations in French.
C. Students will be able to distinguish the salient features of the cultures associated with French in historical and contemporary contexts.
D. Students will be able to identify the role played by several significant forms of representation in the cultures associated with French.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program [Your program should have at least 3 and these should be aligned with the program Goals (as indicated by A, B, C, etc.) and UNM's broad learning goals]

A.1. Students can use and comprehend common word patterns in French, including tense, and syntax.

UNM Goals (__ Knowledge   _X_ Skills   ___ Responsibility)

A.2. Students can communicate and comprehend narratives and descriptions of a factual nature in French.

UNM Goals (_X_ Knowledge   _X_ Skills   ___ Responsibility)

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* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

B.1. Students can recognize and use common word patterns and idiomatic expressions in an accent comprehensible to native speakers.

UNM Goals (_X_ Knowledge _X_ Skills   ___ Responsibility)

B.2. Students can participate in conversations by initiating, sustaining, and bringing to a close a range of daily communicative tasks.

UNM Goals (_X_ Knowledge _X_ Skills   ___ Responsibility)

C.1. Students can identify the parts of the world in which the language has played a significant role.

UNM Goals (_X_ Knowledge __ Skills   ___ Responsibility)
OR
C.2. Students can identify ways that the achievements, people and values of the cultures associated with French have been represented internally and externally.

UNM Goals (_X_ Knowledge __ Skills   _X_ Responsibility)

D.1. Students can describe and contextualize several significant forms of representation used by the cultures associated with French.

UNM Goals (_X_ Knowledge __ Skills   ___ Responsibility)
OR
D.2. Students can describe the distinctive qualities and legacy of several cultural works produced in French

UNM Goals (_X_ Knowledge __ Skills   ___ Responsibility)

E. Assessment of Student Learning Three-Year Plan
All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

1. Timeline for Assessment

In the table below, briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. List when outcomes will be assessed and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)

Year/Semester	Assessment Activities
Year 1, Fall	All SLOs will be assessed every semester
Year 1, Spring	for French majors graduating within the
Year 2, Fall	year. French BA assessment meetings

Year 2, Spring	will occur annually to discuss the data.
Year 3, Fall	
Year 3, Spring	

2. **How will learning outcomes be assessed?**
    A. <u>What</u>:
      i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?*

      Students will be assessed in two French courses (French 310 and/or French 315) through an oral presentation of 10 minutes and a written essay of 5-6 pages every Spring semester. A.1, A.2 , B.1, and B.2 will always be assessed, as well as C.1 or C.2 and D.1 or D.2. In addition, each student assessed will fill out an exit survey based on the SLOs for the purposes of self-assessment. Results will be discussed by the French program faculty in the first Fall meeting of every academic year and reported to the departmental undergraduate committee. Improvements to the French program, corresponding to assessment outcome findings, will be proposed and implemented by the French faculty. Any necessary broad curricular changes will be subject to review by the Foreign Languages and Literatures faculty and will be presented by the end of the appropriate Fall semester.

      ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, contact assessmentas@unm.edu for clarification. You should have **both direct and indirect measures** and at least **half of the assessment methods/measures program wide will be direct** measures of student learning.*

      All of these measures (for A.1, A.2, B.1 and a choice of C.1, C.2, D.1 and D.2) are direct, with the exception of the exit survey, which is indirect.

      iii. *Briefly describe the **criteria for success** related to each direct or indirect measures of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, include them as appendices.*

      For measures of A.1, A.2, B.1, B.2, as they are assessed in oral performance, assessment will be correlated with the ACTFL (American Council of Teachers of Languages) "Oral Proficiency Guidelines: Speaking". For each of these, the ACTFL description of "intermediate-high" corresponds to an acceptable performance. We expect 80% of students to meet the "intermediate-high" criteria and 20% to meet the "advanced low" or above standard.

      ACTFL guidelines: Speaking at the "Intermediate-high" level:
      "Able to handle successfully most uncomplicated tasks and social situations. Can initiate, sustain and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but error are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration

and/or description. The intermediate-high speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may be required."

ACTFL guidelines: Speaking at the "Advanced" level:
"The advanced level is characterized by the speaker's ability to: converse in a clearly participatory fashion; initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; satisfy the requirements of school and work situations, and; narrate and describe with paragraph-length connected discourse."

For measures of A.1, A.2, B.1, B.2, as they are assessed in written performance, assessment will be correlated with the ACTFL (American Council of Teachers of Languages "Writing Proficiency Guidelines". For each of these, the ACTFL description of "intermediate-high" corresponds to an adequate performance. We expect 80% of students to meet the "intermediate-high" criteria and 20% to achieve at the "advanced-low" level or above.

ACTFL guidelines: Writing at the "Intermediate-high" level:
"Writers at the Intermediate-high level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-high writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-high writers essentially correspond to those of the spoken language. The writing of an Intermediate-high writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur."

ACTFL guidelines: Writing at the "Advanced-low" level:
"Writers at the Advanced-low level are able to meet basic work and/or academic writing needs, produce routine social correspondence, write about familiar topics by means of narratives and descriptions of a factual nature, and write simple summaries. Advanced-low writers demonstrate the ability to narrate and describe in major time frames with some control of aspect. Advanced-low writers are able to combine and link sentences into texts of paragraph length and structure. Their writings, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced-low level demonstrate an ability to incorporate a limited number of cohesive devices but may resort to much redundancy, and awkward repetition. Subordination in the expression of ideas is present and structurally coherent, but generally relies on native patterns of oral discourse or the writing style of the writer's first language. Advanced-low writers demonstrate sustained control of simple target-language sentence structures and partial control of more complex structures. When attempting to perform functions at the Superior level, their writing will deteriorate significantly. Writing at the Advanced-low level is understood by natives not used to the writing of non-natives although some additional effort may be required in the reading of the text."

For measures of C.1 or C.2, students will be assessed on their correct identification and their capacity to provide appropriate cultural and historical context. 80% of students are expected to perform adequately on C.1 and C.2. (this involves a scale of 1-5, one being poor, 5 being excellent)

For measures of D.1 and D.2, students will be assessed on their capacity to describe, contextualize and analyze the distinctive qualities of either significant forms of representation or several specific cultural works. 80% of students are expected to perform adequately on D.1 and D.2. (this involves a scale of 1-5, one being poor, 5 being excellent)

For indirect assessment, we expect 80% of students who have successfully met the benchmarks in the other SLOs to respond affirmatively to all of the SLOs.

B. <u>Who</u>: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students. Please note that you are recommended to sample all students in your program; however, sampling approx. 20% of the student population is acceptable if the course's total student population (or student enrollment) exceeds 99 in an academic year. A valid explanation should be provided for samples that are less than 20% of the total student population.

All graduating majors enrolled in advanced undergraduate classes within 2 semesters of graduation. Normally, this will correspond to 8-10 students.

3. **What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**
Briefly describe:
1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*
2. *the process for consideration of the implications of assessment for change:*
   a. to assessment mechanisms themselves,
   b. to curriculum design,
   c. to pedagogy
   …in the interest of improving student learning.
3. How, when, and to whom will recommendations be communicated?
Gathering of evidence will be performed by the faculty of record for French 310 and French 315 (these courses rotate among the faculty in the program; thus all faculty will have the opportunity, over time, to gather evidence). Results will be presented in a meeting of all French faculty and of the Lower Division Language Program Coordinator. This group will generate recommendations focused on the assessment process, curricular redesign or update, and strengthening of skill development in individual courses as well as in the program as a whole. Results, recommendations and implementation plans will be communicated in writing to the FLL Committee of Undergraduate Studies, to be considered at a regular CUS meeting. The proposed changes will be discussed and the results will be conveyed to the faculty of the entire department for comment and approval. New policy will be kept on file, published on the departmental website, and included in the syllabi or program faculty. The projected time frame for these

recommendations is early Fall semester, after all assessment data has been gathered and analyzed.

Addendum 1 -- Outcomes Assessment Scoring Sheet of French B.A. Oral Presentation and Q&A

Name of B.A. candidate_____

Date of assessment_____

Semester/Year_____

Circle an evaluation of student's performance of designated skill, where 1 is poor and 5 is excellent.

(A.1.) Student uses and comprehends common word patterns in French, including tense, and syntax.

      1   2   3   4   5

(A.2.) Student communicates and comprehends narratives and descriptions of a factual nature in French.

      1   2   3   4   5

(B.1.) Student recognizes and uses common word patterns and idiomatic expressions in an accent comprehensible to native speakers.

      1   2   3   4   5

(B.2) Student can participate in conversations by initiating, sustaining, and bringing to a close a range of daily communicative tasks.

      1   2   3   4   5

(C.1.) Student identifies the parts of the world in which the language has played a significant role:

(or -- indicate whether C.1 or C.2 is being assessed)

(C.2.) Student identifies ways that the achievements, people and values of the cultures associated with French have been represented internally and externally:

      1   2   3   4   5

Comments (please address quality of answers to questions):

_____

_____

_____

Addendum 2 -- Outcomes Assessment Scoring Sheet of French B.A. Written Essay

Name of B.A. candidate_____

Date of assessment_____

Semester/Year_____

Circle an evaluation of student's performance of designated skill, where 1 is poor and 5 is excellent.

(A.1.) Students can use and comprehend common word patterns in French, including tense, and syntax:

| 1 | 2 | 3 | 4 | 5 |

(B.1.) Student uses common word patterns and idiomatic expressions in writing comprehensible to native speakers:

| 1 | 2 | 3 | 4 | 5 |

(D.1.) Students can describe and contextualize several significant forms of representation used by the cultures associated with French:

(or -- indicate whether D.1 or D.2 is being assessed)

(D.2.) Student can describe the distinctive qualities and legacy of several cultural works produced in French:

| 1 | 2 | 3 | 4 | 5 |

Comments:

_____

_____

_____

_____

FRENCH BA assessment data fall 2016 – fall 2018

Date	Student name	ORAL PRESENTATION (C.1 *OR* C.2)					ESSAY (D.1 *OR* D.2)				Indirect assessment (exit survey)*	Faculty name and comments
		A.1	A.2	B.1	C.1	C.2	A.1	B.2	D.1	D.2		
S16	Sarah Bullwinkle	5	5	5		5	5	5	5		Not yet developed for Spr 16	PC
S16	Mattias Jorgenson	3	3	3		3	4	3	3			PC
S16	Jordon McConnell	4	5	5		5	4	4	4			PC
F16	Brenda Donaldson	3 IM-H	3 IM-H	2	5	5	4 IH-AL	5	5	5	Did not have the exit survey (google doc) at this time, nor additional assessment questions on end-of-semester evaluations	MPN
F16	Zac Geoffrion	3 IH	3 IH	5	5	5	4 AM	5	5	5		MPN
F16	Lizbeth Vazquez (minor?)	2 IL	2 IL	3	4	4	2 IL-M	5	3	3		MPN
F16	Katryn Najib	2 IL	2 IL	4	2	2	2 IL	5	2	2		MPN
F16	Susan Jewell	4 AL	4 AL	4	5	5	5 AM	5	5	5		MPN
F16	Sara Wiedmaier (minor)	3 IH	3 IH	4	5	5	4 IH-AL	5	4	4		MPN
S17	Hazel Bowen	5	5	5		5	5	5	5		Assessment was done anonymously A. Always 6 sometimes 1 B. Always 5 sometimes 2 C. Always 5, sometimes 2	PC
S17	Kalila Bohsali (2nd major)	5	5	5		5	5	5	5			PC
S17	Lucas Chesley (2nd major)	3	5	3		3	4	4	3			
S17	Lindsay Evans	4	4	4		3	4	4	3			PC
S17	Kellie	3	4	4		4	4	4	5			PC

	Whitehouse									D. Always 4, sometimes 3	
S17	Deniel Kesner	5	5	5		1	5	4	1		A.1 always 5, sometimes 2 A.2 always 7 B.1 always 3, sometimes 4 B.2 always 4, sometimes 1 C.1 always 6, sometimes 1 C.2 always 7 <mark>D.1 always 7, sometimes 3?????</mark> D.2 always 5, sometimes 2	PC *Student had significant study abroad experience which contributed to oral confidence and aural proficiency but had little engagement with thinking in a sustained way about French-speaking cultures or cultural achievements*

1 = poor; 5 = excellent
*the indirect assessment (exit survey, questions on end-of-semester evaluation, etc.) should be anonymous, so it should be sent to students graduating in that semester, and results should be in the form of 1 set of data for all the graduating minors and majors in that class.

Spring 2017

French 315/415

Self-Assessment: SLOs below were presented to students as "Can-Do" statements with answer choices of: never, sometimes, always

D. <u>**Broad Program Goals & Measurable Student Learning Outcomes**</u>
1. **Broad Program Learning Goals for this Degree/Certificate Program**

A. Students will be able to read and write non-specialist texts with clear identification and expression of key ideas.

Sometimes: 1   Always 6
B. Students will be able to communicate effectively (orally and aurally) in common situations in French.
Sometimes: 2   Always 5
C. Students will be able to distinguish the salient features of the cultures associated with French in historical and contemporary contexts.
Sometimes: 2   Always: 5
D. Students will be able to identify the role played by several significant forms of representation in the cultures associated with French.
Sometimes: 3   Always: 4

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program [Your program should have at least 3 and these should be aligned with the program Goals (as indicated by A, B, C, etc.) and UNM's broad learning goals]

A.1. Students can use and comprehend common word patterns in French, including tense, and syntax.

UNM Goals (__ Knowledge   _X_ Skills   ___ Responsibility)

Sometimes: 2   Always: 5

A.2. Students can communicate and comprehend narratives and descriptions of a factual nature in French.

Always: 7

UNM Goals (_X_ Knowledge   _X_ Skills   ___ Responsibility)

B.1. Students can recognize and use common word patterns and idiomatic expressions in an accent comprehensible to native speakers.

UNM Goals (_X_ Knowledge   _X_ Skills   ___ Responsibility)
Sometimes 4   Always 3

B.2. Students can participate in conversations by initiating, sustaining, and bringing to a close a range of daily communicative tasks.

UNM Goals (_X_ Knowledge   _X_ Skills   ___ Responsibility)

Sometimes 2   Always 4

C.1. Students can identify the parts of the world in which the language has played a significant role.

UNM Goals (_X_ Knowledge   __ Skills   ___ Responsibility)

Sometimes 1   Always 6

C.2. Students can identify ways that the achievements, people and values of the cultures associated with French have been represented internally and externally.

UNM Goals (_X_ Knowledge   __ Skills   _X_ Responsibility)

Always 7

D.1. Students can describe and contextualize several significant forms of representation used by the cultures associated with French.

UNM Goals (_X_ Knowledge   __ Skills   ___ Responsibility)

Sometimes 3   Always 7

D.2. Students can describe the distinctive qualities and legacy of several cultural works produced in French

UNM Goals (_X_ Knowledge   __ Skills   ___ Responsibility)

Sometimes 2   Always 5