1. Program’s educational goals or objectives:

The French program aims to provide students with:

- A synchronic and diachronic understanding of the French language
- The ability to articulate complex analyses in oral and written French
- An understanding of the cultures and cultural production of the French-speaking world

2. Student learning objectives: Describe the desired student learning outcomes in terms of knowledge objectives, skill objectives, and (if applicable) dispositions.

The following areas of knowledge are central to the undergraduate degree in French:

- The ability to describe and differentiate the phonetic features of modern standard French
- Familiarity with at least one period/genre of French literature
- An academic appreciation of the most important periods of French history and culture
- An awareness of current cultural issues in the Francophone world

In addition, students completing the degree in French are expected to demonstrate the following skills:

- The linguistic proficiency to speak and understand everyday standard French, including the ability to engage in intellectual discussion in academic settings using correct pronunciation, grammar and vocabulary
- The ability to read and write modern, standard French with sufficient fluency and correctness that literary or linguistic analysis of French texts can be performed without being hindered by grammatical problems
- The ability to analyze and interpret literary texts in terms of style, structure, and themes and the ability to communicate such interpretations competently

3. Assessment methods or techniques: Put a check mark next to the measurement methods that will be used.

- [X] Non-course-based exams developed by faculty and/or specific questions (e.g., exit exams, comprehensive exams)
- [ ] External reviewers
- [ ] Focus groups
- [ ] Internships—evaluations by supervisors
4. Sampling: Describe the sampling methods to be used – i.e., from whom will the assessment data be collected?

*The data will be collected from every French major.*

5. Data collection methods: Describe how data will be collected, by whom, and when:

<table>
<thead>
<tr>
<th>Type of Data</th>
<th>To Be Collected By</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral &amp; Written Exit Exams</td>
<td>Advisor</td>
<td>Semester student graduates</td>
</tr>
</tbody>
</table>

6. Assessment scoring methods: Describe how the assessments will be scored (e.g., calculations of total scores on objective tests; determination of categorical scores via the use of a scoring rubric on open-ended tasks, etc.), by whom, and when:

<table>
<thead>
<tr>
<th>Type of Scoring</th>
<th>To Be Scored By</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Proficiency Interview:</td>
<td>Professor Dansereau</td>
<td>During student’s last semester</td>
</tr>
<tr>
<td>National Standards</td>
<td>(Trained OPI tester)</td>
<td></td>
</tr>
<tr>
<td>Written Exam: categorical scores based on scoring rubric</td>
<td>French faculty</td>
<td>Last week of classes</td>
</tr>
</tbody>
</table>
7. Data interpretation plans: Describe what types of criteria will be used to interpret the data, and how data will be aggregated:

a) Relative criteria? (pre-post comparisons, analysis of growth or change, comparisons across groups)

The exams/data will be interpreted through comparisons across groups; data will be compared to that of previous semesters.

b) Absolute criteria? (comparison of results with an arbitrarily-set cut-off, e.g., 80% accuracy)

Students must demonstrate Advanced level oral proficiency (on the national scale created by the American Council for the Teachers of Foreign Languages: ACTFL). Students must also score 30 of 40 possible points on the written exam, which, in addition to written proficiency, tests mastery of literary, cultural and linguistic knowledge.

c) How will the data be aggregated across students so that the program-level results are presented clearly?

Given the relatively small number of graduates each year (less than 10), data can be charted in terms of proficiency levels for each section of the rubric.

8. Use of information (the “feedback loop“): Describe how the information will be summarized and reported; to whom it will be reported; and how it will be used to make programmatic recommendations and decisions.

The information will be summarized by the French Program Director in a short report, accompanied by charted results. All French faculty and DML rostered faculty will receive a copy, and will then meet to discuss any recommendations for program changes.

9. Major responsibility for tasks: For steps 5-8, indicate who will take major responsibility for ensuring that the tasks are completed:

Data Collection: French Advisor
Assessment Scoring: French faculty
Data Interpretation: French Program Director
Reporting and “closing the feedback loop”: French program director; French faculty and DML rostered faculty involved

10. Assessment evaluation: Indicate how the assessment plan will be periodically reviewed by program faculty and, if necessary, revised.
The data will be reviewed first by French faculty at section meetings and then by all rostered DML faculty. Perceived weaknesses in both the academic program and the assessment plan will be evaluated in relation to current course offerings, teaching methodologies and teaching assignments. Changes in each of these areas as well as in the assessment format will be suggested as needed.