

# Program Assessment Plan

## American University

### Academic Program: CAS: French, German, Russian, Spanish - BA

**Academic Program: CAS: French, German, Russian, Spanish - BA**

Contact Person for Gail Riley

**Assessment:**

**Program Mission:** Students in LFS degree programs acquire functional language abilities, as well as a deeper understanding of the complexities of cultural difference. LFS' interdisciplinary focus aims at integrating the study of language and culture with the analysis of social, historical, political and artistic phenomena.

**Unit Website Address:** american.edu/lfs

**Unit's Primary Department:** LFS

**Learning Outcome: Functional Language Abilities: Conversations**

Students are able to express themselves in the target language both orally and in writing on a number of subjects of practical and intellectual relevance, understand the foreign language spoken at moderate speed, and read original foreign texts on sight.

Students are able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange information.

**Outcome Year:** 2010-2011  
2011-2012

**Start Date:** 11/19/2010

**Outcome Status:** Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Oral Proficiency Interview: Based on the guidelines established by the American Council of Teaching of Foreign Languages (ACTFL). The interview will be conducted by an outside examiner who has not had the student in class. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes. <b>Measure Type:</b> Quiz/ Exam	80% of students achieve advanced Mid rating on the ACTFL scale in French, German, or Spanish; intermediate High ratings on the ACTFL scale in Russian.	Data are collected annually as part of the LFS Senior Capstone course.	Yes

**Learning Outcome: Functional Language Abilities: Understand and Interpret**

Students are able to express themselves in the target language both orally and in writing on a number of subjects of practical and intellectual relevance, understand the foreign language spoken at moderate speed, and read original foreign texts on sight.

Students are able to understand and interpret written and spoken language on a variety of topics.

**Outcome Year:** 2010-2011  
2011-2012

**Start Date:** 11/19/2010

**Outcome Status:** Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Through an oral presentation, the students treat a cultural topic in their area of concentration, presented in the target language of the student's major. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes. <b>Measure Type:</b> Presentation	80% of students achieve advanced rating on the ACTFL oral proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL oral proficiency scale in Russian.	Data are collected annually as part of LFS Senior capstone course.	Yes
Oral Proficiency Interview: Based on the guidelines established by the American Council of Teaching of Foreign Languages (ACTFL). The interview will be conducted by an outside examiner	80% of students achieve advanced Mid rating on the ACTFL scale in French, German,	Data are collected annually as part of the LFS Senior Capstone course.	Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>who has not had the student in class. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.</p> <p><b>Measure Type:</b> Performance</p>	<p>or Spanish; intermediate High ratings on the ACTFL scale in Russian.</p>		
<p>Reaction paper: Spontaneous in-class writing. The spontaneous reaction paper is written in the target language on a theme of particular interest to the students based on their discussions of a text or film. It would argue why the theme matters in the larger context of the location and time period studied. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.</p> <p><b>Measure Type:</b> Written Assignment</p>	<p>80% of students achieve intermediate high rating on ACTFL writing proficiency scale in French, German, or Spanish; intermediate rating on the ACTFL writing proficiency scale in Russian.</p>	<p>Data are collected annually as part of LFS Senior Capstone course.</p>	Yes
<p>Research Paper: formal writing Through the in-depth research paper, the students treat a cultural topic in their area of concentration, written in the target language of the major. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.</p> <p><b>Measure Type:</b> Written Assignment</p>	<p>80% of students achieve advanced rating on the ACTFL writing proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL writing proficiency scale in Russian.</p>	<p>Data are collected annually as part of LFS Senior Capstone course.</p>	Yes

### Learning Outcome: Functional Language Abilities: Present Information

Students are able to express themselves in the target language both orally and in writing on a number of subjects of practical and intellectual relevance, understand the foreign language spoken at moderate speed, and read original foreign texts on sight. Students are able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Outcome Year:** 2010-2011  
2011-2012

**Start Date:** 11/19/2010

**Outcome Status:** Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Through an oral presentation, the students treat a cultural topic in their area of concentration, presented in the target language of the student's major. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.</p> <p><b>Measure Type:</b> Presentation</p>	<p>80% of students achieve advanced rating on the ACTFL oral proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL oral proficiency scale in Russian.</p>	<p>Data are collected annually as part of LFS Senior capstone course.</p>	Yes
<p>Reaction paper: Spontaneous in-class writing. The spontaneous reaction paper is written in the target language on a theme of particular interest to the students based on their discussions of a text or film. It would argue why the theme matters in the larger context of the location and time period studied. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.</p> <p><b>Measure Type:</b></p>	<p>80% of students achieve intermediate high rating on ACTFL writing proficiency scale in French, German, or Spanish; intermediate rating on the ACTFL writing proficiency scale in Russian.</p>	<p>Data are collected annually as part of LFS Senior Capstone course.</p>	Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Written Assignment			
<p>Research Paper: formal writing</p> <p>Through the in-depth research paper, the students treat a cultural topic in their area of concentration, written in the target language of the major.</p> <p>Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.</p> <p><b>Measure Type:</b> Written Assignment</p>	<p>80% of students achieve advanced rating on the ACTFL writing proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL writing proficiency scale in Russian.</p>	<p>Data are collected annually as part of LFS Senior Capstone course.</p>	Yes

### Learning Outcome: Cultural Competence: Practice and Perspectives

Students are able to demonstrate critical knowledge of the culture of the society whose language they are learning to include interpretations of intellectual traditions important to the area studied, and the defining cultural events and images of the regions as evidenced in its history, art, literature, philosophy, politics, film, and music.

Students are able to demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

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2011-2012

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Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Oral Proficiency Interview: Based on the guidelines established by the American Council of Teaching of Foreign Languages (ACTFL). The interview will be conducted by an outside examiner who has not had the student in class.</p> <p>Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.</p> <p><b>Measure Type:</b> Performance</p>	<p>80% of students achieve advanced Mid rating on the ACTFL scale in French, German, or Spanish; intermediate High ratings on the ACTFL scale in Russian.</p>	<p>Data are collected annually as part of the LFS Senior Capstone course.</p>	Yes
<p>Through an oral presentation, the students treat a cultural topic in their area of concentration, presented in the target language of the student's major.</p> <p>Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.</p> <p><b>Measure Type:</b> Presentation</p>	<p>80% of students achieve advanced rating on the ACTFL oral proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL oral proficiency scale in Russian.</p>	<p>Data are collected annually as part of LFS Senior capstone course.</p>	Yes
<p>Reaction paper: Spontaneous in-class writing.</p> <p>The spontaneous reaction paper is written in the target language on a theme of particular interest to the students based on their discussions of a text or film. It would argue why the theme matters in the larger context of the location and time period studied.</p> <p>Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes.</p> <p><b>Measure Type:</b> Written Assignment</p>	<p>80% of students achieve intermediate high rating on ACTFL writing proficiency scale in French, German, or Spanish; intermediate rating on the ACTFL writing proficiency scale in Russian.</p>	<p>Data are collected annually as part of LFS Senior Capstone course.</p>	Yes
<p>Research Paper: formal writing</p> <p>Through the in-depth research paper, the students treat a cultural topic in their area of concentration, written in the target language of the major.</p>	<p>80% of students achieve advanced rating on the ACTFL writing proficiency scale in French, German, or Spanish;</p>	<p>Data are collected annually as part of LFS Senior Capstone course.</p>	Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes. <b>Measure Type:</b> Written Assignment	intermediate high rating on the ACTFL writing proficiency scale in Russian.		

### Learning Outcome: Cultural Competence: Products and Perspectives

Students are able to demonstrate critical knowledge of the culture of the society whose language they are learning to include interpretations of intellectual traditions important to the area studied, and the defining cultural events and images of the regions as evidenced in its history, art, literature, philosophy, politics, film, and music.

Students are able to demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

**Outcome Year:** 2010-2011

2011-2012

**Start Date:** 11/19/2010

**Outcome Status:** Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Through an oral presentation, the students treat a cultural topic in their area of concentration, presented in the target language of the student's major. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes <b>Measure Type:</b> Presentation	80% of students achieve advanced rating on the ACTFL oral proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL oral proficiency scale in Russian.	Data are collected annually as part of LFS Senior capstone course.	Yes
Reaction paper: Spontaneous in-class writing. The spontaneous reaction paper is written in the target language on a theme of particular interest to the students based on their discussions of a text or film. It would argue why the theme matters in the larger context of the location and time period studied. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes. <b>Measure Type:</b> Written Assignment	80% of students achieve intermediate high rating on ACTFL writing proficiency scale in French, German, or Spanish; intermediate rating on the ACTFL writing proficiency scale in Russian.	Data are collected annually as part of LFS Senior Capstone course.	Yes
Research Paper: formal writing Through the in-depth research paper, the students treat a cultural topic in their area of concentration, written in the target language of the major. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes. <b>Measure Type:</b> Written Assignment	80% of students achieve advanced rating on the ACTFL writing proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL writing proficiency scale in Russian.	Data are collected annually as part of LFS Senior Capstone course.	Yes

### Learning Outcome: Research Skills: Reference Work

Students are able to demonstrate their ability to effectively navigate both the library and online research tools.

Students are able to use standard reference works.

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2011-2012

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Research Paper: formal writing Through the in-depth research paper, the students treat a cultural topic in their area of concentration, written in the target language of the major. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes. <b>Measure Type:</b> Written Assignment	80% of students achieve advanced rating on the ACTFL writing proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL writing proficiency scale in Russian.	Data are collected annually as part of LFS Senior Capstone course.	Yes

**Learning Outcome: Research Skills: Online Databases**

Students are able to demonstrate their ability to effectively navigate both the library and online research tools.  
 Students are able to use online databases.

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 2011-2012

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Research Paper: formal writing Through the in-depth research paper, the students treat a cultural topic in their area of concentration, written in the target language of the major. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes. <b>Measure Type:</b> Written Assignment	80% of students achieve advanced rating on the ACTFL writing proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL writing proficiency scale in Russian.	Data are collected annually as part of LFS Senior Capstone course.	Yes

**Learning Outcome: Research Skills: Books and Articles**

Students are able to demonstrate their ability to effectively navigate both the library and online research tools.  
 Students are able to locate and evaluate relevant scholarly books and articles.

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 2011-2012

**Start Date:** 11/19/2010

**Outcome Status:** Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Research Paper: formal writing Through the in-depth research paper, the students treat a cultural topic in their area of concentration, written in the target language of the major. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes. <b>Measure Type:</b> Written Assignment	80% of students achieve advanced rating on the ACTFL writing proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL writing proficiency scale in Russian.	Data are collected annually as part of LFS Senior Capstone course.	Yes

**Learning Outcome: Research Skills: Primary and Secondary Sources**

Students are able to demonstrate their ability to effectively navigate both the library and online research tools.  
 Students are able to distinguish between primary and secondary sources.

**Outcome Year:** 2010-2011

2011-2012

**Start Date:** 11/19/2010

**Outcome Status:** Active Learning Outcome

<b>Assessment Plan</b>			
<b>Assessment Measure</b>	<b>Target</b>	<b>Schedule/Cycle</b>	<b>Active</b>
Research Paper: formal writing Through the in-depth research paper, the students treat a cultural topic in their area of concentration, written in the target language of the major. Strengths and weaknesses in student performance are discussed at subsequent LFS Faculty Council Meetings and used for program review and revision purposes. <b>Measure Type:</b> Written Assignment	80% of students achieve advanced rating on the ACTFL writing proficiency scale in French, German, or Spanish; intermediate high rating on the ACTFL writing proficiency scale in Russian.	Data are collected annually as part of LFS Senior Capstone course.	Yes