

Program: FRENCH MINOR

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Completed by: AUDREY DEHDOUH

Assessment contributors (other faculty involved in this program's assessment): _____

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2013. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

**** Please read the following background information before examining the data in the French minor assessment report.**

Students minoring in French, Italian, and Spanish will be required to demonstrate a level of proficiency sufficient to converse comfortably on everyday topics, to attain intermediate levels of proficiency in writing and reading the target language, and to understand and appreciate the target language cultures.

These outcomes will be achieved by showing proficiency in the 5 C's:

- 1) Communication: The communication standard stresses the use of the target 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, to interpret oral and written messages, to show cultural understanding when they communicate, and to present oral and written information to various audiences for a variety of purposes.
- 2) Cultures: Cultural understanding is an important part of language 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.

- 3) Connections: Target-language instruction must be connected with other subject areas. Content from other subject areas is integrated with target language instruction through lessons or courses that are developed around themes common to other subject areas.
- 4) Comparisons: Students are encouraged to compare and contrast the target language and cultures with their own. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.
- 5) Communities: Extending learning experiences from the 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 Internet; participation in clubs, exchange or study-abroad programs, and cultural activities; school-to-work opportunities; and opportunities to hear speakers of Spanish at the University and in the classroom.

In order to assess these outcomes all graduating seniors minoring in French participate in three assessment measures:

1. An Oral Proficiency Interview (OPI) which determines students' oral language communication level based on the ACTFL proficiency guidelines. (For the rubric used for the OPT please refer to the American Council of Foreign Language Teaching guidelines: <http://actflproficiencyguidelines2012.org/speaking>)
2. A Written Proficiency Test (WPT) which determines students' written language level based on ACTFL proficiency guidelines. In addition, this short written exam measures the students' knowledge of Cultures, Connections and Comparisons. (For the rubric used for the WPT please see attachment)
3. An exit survey which measures their perceptions and knowledge of Communication, Cultures, Connections, Comparisons and Communities. (Please see attachment)

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO?	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
COMMUNICATION	SUM 13 2 nd year	OPI (Oral Proficiency Interview)	GRAD. SENIORS 2012/13 2 OPI	OPI: 85% of students should be Intermediate or higher	0 – S 0 – AH 0 – AM 0 – AL 1 – IH 1 – IM 0 – IL 100% were Intermediate Mid or above	This area is strong.	1. Maintain strong Oral Component at all course levels. 2. Maintain outside class opportunities for oral practice.
		GRAD SURV	2 surveys	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to communicatio	SURVEY: 100% agreed or strongly agreed	Student satisfaction with communicative ability is high.	

			2 surveys	should “agree” or “strongly agree” to all questions pertaining to Comparisons	agreed		2. For written communication, students at 200 and 300 level need to have at least one paper where they do a comparison/contrast. Such assignment will help them practice this skill.
		WRITTEN SAMPLE	2written samples	WRITTEN SAMPLE: 85% of students should do “Yes, well” or “Yes, very well” in assessment of Comparisons	50% did well or very well 50% did some	For the written sample, one of the two students could not compare a d contrast French Language and cultures with their own. This is due to the fact that the same student could not be precise about a Francophone cultural tradition (Cultures). We need to do better.	
COMMUNITIES	SUM 13 2 nd year	GRAD SURV	GRAD. SENIORS 2012/13 2 surveys	GRADUATE SURVEY: Students should “agree” or “strongly agree” to the	100% agreed or strongly agreed.	Preliminary conclusions from the program coordinator: Students seem to be very satisfied	1. Continue extending learning experiences from the classroom to the community. 2. Preserve opportunities where students use FRN

				question that pertains to Communities		with this field.	as part of a larger community (language circles in school & at local cafés; French Club; study- abroad programs; etc.) 3. Continue to promote FL 394 as service learning and field experience that connects French learning with other subject areas.
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Comments: **All proposed changes and improvements remain to be discussed with other FL faculty. These are preliminary observations by the French Coordinator.** The three measures used this year (OPI, Grad Survey and WPT) give a good picture of where we are at.

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
COMMUNICATI ON	Summ 12	Preliminary proposal: 1. Stronger Oral Component at all course levels. Add oral tasks in class based on ACTFL.	1. Added oral components in all course levels.	On both Oral Proficiency Interviews and Written samples, we maintained 100% this year (our goal being 85%).

		<p>2. Increase outside class opportunities for Oral Practice.</p> <p>3. Have instructor participate in professional development.</p>	<p>2. Increased outside class opportunities for Oral Practice through on- and off-campus language circles.</p> <p>3. The French faculty participated to two major professional development conferences (ACTFL and CCFLT); as well as a four-day workshop on oral proficiency.</p>	<p>Senior survey-wise, we increased the target goal from 62.5% last year to 100% this year.</p>
CULTURE	Summ 12	<p>Preliminary proposal:</p> <p>1. Maintain our focus on culture through interdisciplinary classes.</p> <p>2. Keep on offering as much or more cultural activities outside class.</p>	<p>1. Our multidisciplinary courses continue strong.</p> <p>2. We are also offering more cultural activities outside class.</p>	<p>Our results on the surveys for this assessment cycle regarding “culture” are 100%, the same percentage as last year.</p> <p>However, our results on the written samples are lower by 50% (see I. for new recommendations).</p>
CONNECTIONS	Summ 12	<p>Preliminary proposal:</p> <p>1. Offer broader course titles and content.</p>	<p>1. We offered two different 300 level courses with</p>	<p>Student perception of the “Connections” outcome climbed from</p>

		2. Promote FL 270 and FL 370 as service learning and field experience that connect French learning with other subject areas.	broader topics and content. 2. Our FL 270 and FL 370 enrollment increased significantly. Students had opportunities to go abroad in the French-speaking world, reflect, and write about it critically.	75% last year to 100% this year. On the written sample, the outcome continued at 100%. We will continue to encourage student enrollment in service learning and field experience.
COMPARISONS	Summ 12	Preliminary proposal: Reinforce what we have been doing both with courses and also with outside of class experiences.	We have continued with our effort to advance comparisons.	Student evaluation of this outcome climbed from 87.5% last year to 100% this year. However, our results on the written samples are lower by 50% (see I. for new recommendations).
COMMUNITIES	Summ 12	Preliminary proposal: 1. We need to keep creating opportunities where students use FRN to become part of a larger community. Field trips; Internet; clubs, study-abroad programs, school-to-work opportunities, speakers of the target language.	We created stronger opportunities for students such as enduring connections with the dynamic study abroad programs, a new encompassing French circle organized downtown Pueblo, the creation of a very active CSU-Pueblo French Club, etc. We highlighted these opportunities on the	Student evaluation of this outcome in the Graduate Surveys continued at 100%.

		2. Promote FL 270 and FL 370 as service learning and field experience that connect French learning with other subject areas.	syllabi, on Blackboard, and on social media. Our FL 270 and FL 370 grew noticeably, and so did our exchange programs (both incoming and outgoing).	
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Comments: This year, we have integrated all the measures to the new assessment cycle (Oral Proficiency Interview, Graduate Survey, and Written Proficiency Test). It has become evident that we will need students to become better at expressing themselves in the written form when performing toward the outcomes while maintaining their high levels when performing in the spoken form.

ASSESSMENT RUBRIC FOR WRITTEN PROFICIENCY TESTS AND GRADUATE PORTFOLIOS

Student name _____ Grad year _____ WPT _____ Portfolio _____

1. Does the student show an understanding of cultures of the Hispanic world?

1. Yes, very well 2. Yes, well 3. Some 4. No 5. N/A

2. Is the student able to use the Spanish Language to connect to other subject areas?

1. Yes, very well 2. Yes, well 3. Some 4. No 5. N/A

3. Is the student able to compare and contrast Spanish Language and cultures with their own?

1. Yes, very well 2. Yes, well 3. Some 4. No 5. N/A

4. Language Proficiency: After reading the students writing mark what the student can do by each box:

1. Can do it 2. Can do most of it 3. Can do some of it 4. Cannot do it 4. N/A

Global Tasks		Content		Accuracy		Text Type	
Int	Create with language		Write about predictable familiar topics related to daily activities	Understood, by those accustomed to dealing with non-native speakers		Write discrete sentences	
	Describe and narrate in the present						
Adv	Narrate and describe in major time frames		Write about topics of general and personal interest.	Understood without difficulty by those unaccustomed to dealing with non-native speakers.		Write paragraphs	
	Discuss topics extensively		Express him/herself in a formal setting				
Sup	Support opinions and hypothesize		Write about a wide range of general interest topics.	Shows no pattern of errors in basic structures.		Use extended discourse	
	Speak in the abstract		Write about some special fields of interest and expertise				

ASSESSMENT RUBRIC FOR ORAL PROFICIENCY INTERVIEWS – SUMMARY

(Full descriptors found at : <http://actflproficiencyguidelines2012.org/speaking>)

Proficiency Level	Global Tasks and Functions	Context / Content	Accuracy	Text Type
Superior	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings. Wide range of general interest topics and some special fields of interest and expertise.	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse.
Advanced	Narrate and describe in major time frames and deal effectively with an unanticipated complication	Most informal and some formal settings/Topics of general and personal interest.	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.	Paragraphs
Intermediate	Create with language. Initiate, maintain and bring to a close simple conversations. Asks questions. Describe and narrate in the present.	Some informal settings and limited transactional activities. Predictable familiar topics related to daily activities	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers	Discrete sentences.
Novice	Communicates minimally. Formulaic and rote utterances, Lists and phrases	Most common informal settings/ Most common aspects of daily life	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers	Individual words and phrases

CSU-Pueblo – FL Program Questionnaire for Graduating Seniors

A. Please write the number that corresponds to your opinion in the box at the left of each statement.

1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree 5. No basis to judge

1. Communication:

	I have developed practical skills, such as the ability to communicate orally and in writing in “real life” situations.
	I have attained a level of speaking and listening proficiency in the language sufficient to allow me to satisfy basic work requirements in the language.
	I have developed the ability to think critically: to analyze, to think abstractly, to support and defend opinions, and to hypothesize in spoken and written form.

2. Cultures:

	My studies helped me develop the ability to see beyond my own culture.
	I have acquired a basic understanding of the history, culture, and literature of the target language and know how to update and enhance this knowledge.
	I am more able to understand other people’s point of view, ways of life and contributions to the world.

3. Connections:

	I was able to connect my language studies to other subject areas such as English, History, Business, Art, Cultural Studies, Literature, Sociology, Music, Political Science, etc.
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4. Comparisons:

	I now have the ability to analyze similarities and differences across languages and cultures
	I understand my own culture better after going through this program

5. Communities:

	I was able to take my language and culture skills beyond the classroom by participating in campus activities, clubs, exchange programs, community activities, school to work opportunities, internships, work situations, etc
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