

Program: FRENCH MINOR

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Assessment contributors (other faculty involved in this program's assessment): Dr. Alegría Ribadeneira – Associate Chair

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 see page 13)
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 see page 12)
3. **An exit survey** which measures their perceptions and knowledge of Communication, Cultures, Connections, Comparisons and Communities. (Please see 14)

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?
OUTCOME #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	SUM 14 3 rd year	OPI (Oral Proficiency Interview) <hr/> EXIT SURVEY	STUDENTS WHO COMPLETED THEIR FRENCH MINOR (8 OPIs) <hr/> 9 surveys	OPI: 85% of students should be Intermediate or higher <hr/> SENIOR SURVEY: 85% of students should	100% reached the goal. 0 – S 1 – AH 2 – AM 0 – AL 3 – IH 2 – IM 0 – IL <hr/> SURVEY: 100% agreed or strongly agreed.	This area is strong. Student satisfaction with communicative ability is high. Strong outcome.	For oral component: 1. Maintain strong Oral Component at all course levels, based on ACTFL (American Council on the Teaching of Foreign Languages) Intermediate High levels. 2. Continue to offer outside opportunities for Oral Practice. 3. Encourage instructor to continue participating in professional development so she can keep up teaching for oral proficiency.

messages, to show cultural understanding when they communicate, and to present oral and written information to various audiences for a variety of purposes.		WRITTEN PROFICIENCY TEST (WPT)	8 written samples	“agree” or “strongly agree” to all questions pertaining to communication. WRITTEN SAMPLE: 85% of students should be intermediate High or higher	100% reached the goal. 0 – S 0 – AH 2 – AM 0 – AL 6 – IH 0 – IM 0 – IL		Continue with proficiency-oriented approach.
OUTCOME #2 CULTURE Cultural understanding is an important part of language education. Experiencing other cultures develops a better understanding and appreciation of the relationship between	SUM 14 3 rd year	EXIT SURVEY	STUDENTS WHO COMPLETED THEIR FRENCH MINOR 9 surveys	SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Cultures.	SURVEY: 100% agreed or strongly agreed.	Student perception of this outcome is high.	1. Continue with our focus on culture. 2. Keep offering cultural activities outside class.

				assessment of Connections			
<p>OUTCOME # 4 COMPARISONS</p> <p>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</p>	SUM 14 3 rd year	<p>EXIT SURVEY</p> <hr/> <p>WRITTEN PROFICIENCY TEST (WPT)</p>	<p>STUDENTS WHO COMPLETED THEIR FRENCH MINOR</p> <p>9 surveys</p> <hr/> <p>8 written samples</p>	<p>SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Comparison s</p> <hr/> <p>WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Comparison s</p>	<p>SURVEY: 100% agreed or strongly agreed.</p> <hr/> <p>87.5% did well or very well.</p>	<p>Student perception of this outcome is high.</p> <hr/> <p>Although we reached the goal, we should shoot for 100%.</p>	<p>1. Continue fostering comparisons in culture, language, etc. inside and outside class.</p> <p>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.</p>

<p>OUTCOME #5 COMMUNITIES</p> <p>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.</p>	<p>SUM 14 3rd year</p>	<p>EXIT SURVEY</p>	<p>STUDENTS WHO COMPLETED THEIR FRENCH MINOR</p> <p>9 surveys</p>	<p>GRADUATE SURVEY: 85% of students should “agree” or “strongly agree” to the question that pertains to Communitie s</p>	<p>SURVEY: 77.8% agreed or strongly agreed; 11.1% disagreed; 11.1% indicated no basis to judge.</p>	<p>This is a gray area (see B. chart “Communities”).</p>	<p>1. Continue extending learning experiences from the classroom to the multilingual, and multicultural community.</p> <p>2. Persist in creating opportunities where students use FRN to become part of a larger community. Language circles; field trips; internet; clubs; study abroad; speakers of the target language.</p> <p>3. Maintain promoting FL294/394 as service learning, and field experience that connects French learning with communities.</p>
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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?
COMMUNICATION	Summ 13	<p>Preliminary proposal:</p> <ol style="list-style-type: none"> 1. Maintain strong Oral Component at all course levels. 2. Maintain outside class opportunities for oral practice. 	<ol style="list-style-type: none"> 1. Added oral components in all course levels. 2. Preserved outside class opportunities for Oral Practice through on- and off-campus language circles. 	<p>On Oral Proficiency Interviews, we scored 10% below our goal. However, 37.5% students scored higher than the proficiency goal that is expected of them at the end of the French minor. In order to meet the 85% goal in the future, all students will be assessed when they are just finished with taking classes so we can prevent language attrition.</p> <p>12.5% student scored Advanced High. It is noteworthy to mention that this particular student is a heritage speaker of French. The French program will continue to recruit, and help heritage speakers achieve high levels of proficiency in French.</p> <p>On both senior survey, and written sample we maintained 100% this year.</p>

CULTURE	Summ 13	<p>Preliminary proposal:</p> <ol style="list-style-type: none"> 1. Continue to offer a myriad of cultural activities outside of class. 2. For written communication, students at 200 and 300 level need to work more on writing compositions on cultural aspects of the French-speaking world. 	<ol style="list-style-type: none"> 1. We continued to offer numerous cultural activities outside of class. 2. In 200 level classes, students continued to write on cultural aspects. However, with the adoption of a new textbook, 200 level students will get to do so even more, starting Fall 2014. In 300 level classes, students wrote more on cultural aspects. This was due to the nature of the Special Topics classes they were taking. 	<p>Survey-wise, we maintained 100% this year.</p> <p>The written sample results doubled since last summer. In addition to the recommendations I had jotted down last summer, I made a point to present every holiday/cultural traditions, even if only briefly when they were occurring throughout the school year.</p>
CONNECTIONS	Summ 13	<p>Preliminary proposal:</p> <ol style="list-style-type: none"> 1. Sustain the explicit connections students can make through courses. 2. Continued support of FL394 as service learning, and field experience that connects French learning with other subject areas. 	<ol style="list-style-type: none"> 1. We offered two 300 Special Topics courses (Cinema in the French-speaking world / Business in the Francophone world). 2. Our students enjoy, and take advantage of FL294/394. They seize the opportunity to complete a field experience in the French-speaking world where they reflect, and 	<p>On both senior surveys, and written samples, we maintained 100% this year.</p> <p>We will continue to offer special topic courses, and encourage student enrollment in service learning, and field experience.</p>

			write about it critically.	
COMPARISONS	Summ 13	<p>Preliminary proposal:</p> <ol style="list-style-type: none"> 1. Increase fostering comparisons in language, culture, etc. 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. 	<p>We have continued with our effort to advance comparisons.</p>	<p>Senior survey-wise, we maintained 100% this year.</p> <p>Our results on the written samples have met the goal we have set; thus, increasing 27.5% since last year. However, it is realistic to expect students to score 100% (see I. for recommendations).</p>
COMMUNITIES	Summ 13	<p>Preliminary proposal:</p> <ol style="list-style-type: none"> 1. Continue extending learning experiences from the classroom to the community. 2. Preserve opportunities where students use FRN as part of a larger community (language circles in school & at local cafés; French Club; study abroad programs; etc.) 3. Continue to promote FL394 as service learning, and field experience that connects French learning with other subject areas. 	<ol style="list-style-type: none"> 1. We continued to create strong opportunities for students such as enduring connections with the study abroad programs, a 50-member French community group that meets downtown Pueblo, the continuation of an active French Club, etc. We added, and insisted on these opportunities on the syllabi, Blackboard, and social media. 2. FL294/394 appeals to students. 	<p>On the senior survey, we noticed a 22.2% drop.</p> <p>Interestingly, the 22.2% correspond to students who did take part in the community in various manners. We need to make it more explicit that the activities in which students participate are learning experiences in the community.</p>

Comments: Like last 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 need to assess students' proficiency as soon as they have completed their French minor, and to clarify the meaning of engaging in a community.

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	
Sup	Discuss topics extensively		Express him/herself in a formal setting		Shows no pattern of errors in basic structures.		Use extended discourse	
	Support opinions and hypothesize		Write about a wide range of general interest topics.		Errors virtually never interfere with communication or distract the native speaker from the message.			
	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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