

Program: FRENCH MINOR

Date: June 1<sup>st</sup> 2015

Completed by: ALEGRIA RIBADENEIRA

**Assessment contributors (other faculty involved in this program's assessment):** Donna Stutzman, visiting lecturer.

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 Helen Caprioglio [helen.caprioglio@csupueblo.edu](mailto:helen.caprioglio@csupueblo.edu) as an email attachment before June 1, 2015. 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 the end of this document)
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 the end of this document)
3. **An exit survey** which measures their perceptions and knowledge of Communication, Cultures, Connections, Comparisons and Communities. (Please see the end of this document)

**\*\* IMPORTANT NOTE:** THIS REPORT WAS NOT PREPARED BY OUR FRENCH COORDINATOR/INSTRUCTOR AS IT HAS BEEN IN THE PAST, BUT BY THE ASSOCIATE CHAIR FOR FOREIGN LANGUAGES. WITH THE DEPARTURE OF THE FRENCH INSTRUCTOR WHO TEACHES ALL COURSES AND HANDLES ASSESSMENT, THIS YEAR'S ASSESSMENT IS A REDUCED VERSION IN THE FOLLOWING WAYS:

1. THERE ARE ONLY TWO STUDENTS ASSESSED
2. THERE IS NO SPECIFIC DATA AS TO WHAT CHANGES FROM LAST ASSESSMENT CYCLE WERE IMPLEMENTED

WE WILL BE STARTING THE FALL 15 SEMESTER WITH A NEW HIRE AND THE HOPE IS THAT WE CAN SEE CONTINUITY IN PROGRAM ASSESSMENT WITH HER HELP.

**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?
<p><b>OUTCOME #1 COMMUNICATION</b></p> <p>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</p>	SUM 15 4 <sup>th</sup> year	<p><b>OPI (Oral Proficiency Interview)</b></p> <p>-----</p> <p><b>EXIT SURVEY</b></p>	<p>STUDENTS WHO COMPLETED THEIR FRENCH MINOR (2 OPIs)</p> <p>-----</p> <p>2 surveys</p>	<p>OPI: 85% of students should be Intermediate or higher</p> <p>-----</p> <p>SENIOR SURVEY: 85% of students should agree or agree strongly in questions about communications</p>	<p>50% reached the goal.</p> <p>1 – AL 1 – IL</p> <p>-----</p> <p>SURVEY: 100% agreed or strongly agreed.</p>	<p>This area did not meet the minimum, however, we should consider there were only two subjects.</p> <p>-----</p> <p>Student satisfaction with communicative ability is high. – still, small sample...</p> <p>Strong outcome.</p>	<p>For oral component:</p> <ol style="list-style-type: none"> <li>1. Maintain strong Oral Component at all course levels, based on ACTFL (American Council on the Teaching of Foreign Languages) Intermediate High levels.</li> <li>2. Continue to offer outside opportunities for Oral Practice.</li> <li>3. Encourage instructor to continue participating in professional development so she can teach for oral proficiency.</li> <li>4. Test more than two people in the next assessment cycle.</li> </ol>

messages, to show cultural understanding when they communicate, and to present oral and written information to various audiences for a variety of purposes.		----- <b>WRITTEN PROFICIENCY TEST (WPT)</b>	----- 2 written samples	----- WRITTEN SAMPLE: 85% of students should be intermediate High or higher	----- 50% reached the goal. 0 – S 0 – AH 0 – AM 1 – AL 0 – IH 0 – IM 1 – IL	----- This area did not meet the minimum, however, we should consider there were only two subjects.	5. Continue with proficiency-oriented approach.
<p>OUTCOME #2 CULTURE</p> <p>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</p>	SUM 15 4 <sup>th</sup> year	<p><b>EXIT SURVEY</b></p> <p>----- <b>WRITTEN PROFICIENCY TEST (WPT)</b></p>	<p>STUDENTS WHO COMPLETED THEIR FRENCH MINOR</p> <p>2 surveys</p> <p>----- 2 written samples</p>	<p>SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Cultures.</p> <p>----- WRITTEN SAMPLE 85% of students should do "Yes, well" or "Yes, very</p>	<p>SURVEY : 100% agreed or strongly agreed.</p> <p>----- 100% did well or very well.</p>	<p>Student perception of this outcome is high, however it is a small sample.</p> <p>----- This area is strong, however it is a small sample</p>	<p>1. Continue with our focus on culture.</p> <p>2. Keep offering cultural activities outside class.</p> <p>3. Continue to explore all francophone countries and areas.</p> <p>4. Continue outside class activities than encourage participation and knowledge of culture.</p>

points of view, ways of life, and contributions to the world.				well" in assessment of Cultures.			
<b>OUTCOME #3 CONNECTIONS</b>  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.	SUM 15 4 <sup>th</sup> year	<b>EXIT SURVEY</b>  ----- <b>WRITTEN PROFICIENCY TEST (WPT)</b>	STUDENTS WHO COMPLETED THEIR FRENCH MINOR  2 surveys  ----- 2 written samples	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Connections  ----- WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Connections	SURVEY: 50% agreed or strongly agreed  ----- 100% did well or very well.	This is not a strong area. Of course there are only two answers so it is hard to tell.  ----- This is a strong measure. Of course there are only two students so it is hard to judge.	1. Continue to be explicit about the connections students can make with other areas.  2. Keep on offering a "special topics" 300 level course in order to explore various themes.
<b>OUTCOME # 4 COMPARISONS</b>  Students are	SUM 15 4 <sup>th</sup> year	<b>EXIT SURVEY</b>	STUDENTS WHO COMPLETED THEIR	SENIOR SURVEY: 85% of students	SURVEY: 100% agreed or strongly agreed.	Student perception of this outcome is high. Still, it is a small sample.	1. Continue fostering comparisons in culture, language, etc. inside and outside class.

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			FRENCH MINOR  2 surveys	should "agree" or "strongly agree" to all questions pertaining to Comparisons			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.
		<b>WRITTEN PROFICIENCY TEST (WPT)</b>	2 written samples	WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Comparisons	100% did well or very well.	Strong area, but small sample	
<b>OUTCOME #5 COMMUNITIES</b>  Extending learning experiences from the language classroom to the home and multilingual and	SUM 15 <sup>th</sup> year	<b>EXIT SURVEY</b>	STUDENTS WHO COMPLETED THEIR FRENCH MINOR  2 surveys	GRADUATE SURVEY: 85% of students should "agree" or "strongly agree" to the question	SURVEY: 50% agreed or strongly agreed; 50% indicated no basis to judge.	This is a gray area (see B. chart "Communities").	1. Continue extending learning experiences from the classroom to the multilingual, and multicultural community.  2. Persist in creating opportunities where students use FRN to

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.				that pertains to Communities			become part of a larger community. Language circles; field trips; internet; clubs; study abroad; speakers of the target language.  3. Maintain promoting FL294/394 as service learning, and field experience that connects French learning with communities.
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Comments: **All proposed changes and improvements remain to be discussed with other FL faculty. These are preliminary observations by the Associate Chair.** The three measures used this year (OPI, Grad Survey and WPT) give a good picture of where we are at, however, the small sample needs to be taken into consideration.

**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	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?
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the assessment plan.				
COMMUNICATION	Summ 14	<p>1. Maintain strong Oral Component at all course levels, based on ACTFL (American Council on the Teaching of Foreign Languages) Intermediate High levels.</p> <p>2. Continue to offer outside opportunities for Oral Practice.</p> <p>3. Encourage instructor to continue participating in professional development so she can keep up teaching for oral proficiency.</p>	<p>It is my assumption that many of these recommendations were followed since it was the instructor who proposed them and then taught all courses. According to the syllabus and conversations I had, I can assume they were carried out. They were also discussed with the visiten lecturer in preparation for her taking over the course. Still, I am in no position to evaluate this beyond conversations and analysis of syllabi and campus activities.</p>	
CULTURE	Summ 13	<p>1. Continue with our focus on culture.</p> <p>2. Keep offering cultural activities outside class.</p>	Same as above	
CONNECTIONS	Summ 13	<p>1. Continue to be explicit about the connections students can make with other areas.</p> <p>2. Keep on offering a “special</p>	Same as above	



		topics" 300 level course in order to explore various themes.		
COMPARISONS	Summ 13	<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>	Same as above	
COMMUNITIES	Summ 13	<p>1. Continue extending learning experiences from the classroom to the community.</p> <p>2. Preserve opportunities where students use FRN as part of a larger community (language circles in school &amp; at local cafés; French Club; study abroad programs; etc.)</p> <p>3. Continue to promote FL394 as service learning, and field experience that connects French learning with other subject areas.</p>	Same as above	

**Comments:** It is obvious this is not an optimum assessment report because there are only two subjects being assessed and also the person assessing is not the FRN coordinator/instructor, but the associate chair. Still, we wanted to make sure we made a good faith effort to look at the program this year despite the personnel difficulties. The hope is that the new hire will bring needed continuation to closing the circle on this assessment cycle.

# 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	
<b>Int</b>	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						
<b>Adv</b>	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				
<b>Sup</b>	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.		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
<b>Superior</b>	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.
<b>Advanced</b>	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
<b>Intermediate</b>	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.
<b>Novice</b>	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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**Continue on the other side please...**