

Program: FRENCH MINOR

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Completed by: ALEGRIA RIBADENEIRA

**Assessment contributors (other faculty involved in this program’s assessment):** Shureka Nyawalo, 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 HELP OF OUR VISITING FRENCH LECTURER. THERE ARE ONLY THREE STUDENTS ASSESSED

WE STARTED THE FALL 15 SEMESTER WITH A NEW HIRE AND THE HOPE IS THAT WE CAN SEE CONTINUITY IN PROGRAM ASSESSMENT WITH HER HELP. SADLY SHE HAS FOUND A BETTER POSTION. WE ARE DOING A NEW SEARCH FOR FALL 17.

**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>	<p>SUM 16</p>	<p><b>OPI (Oral Proficiency Interview)</b></p> <p>-----</p> <p><b>EXIT SURVEY</b></p> <p>-----</p> <p><b>WRITTEN PROFICIENCY TEST (WPT)</b></p>	<p>STUDENTS WHO COMPLETED THEIR FRENCH MINOR (4 OPIs)</p>	<p>OPI: 85% of students should be Intermediate or higher</p> <p>-----</p> <p>85% Should answer well or very well</p> <p>-----</p> <p>WRITTEN SAMPLE: 85% of students should be intermediate High or</p>	<p>100% reached the goal.</p> <p>4 – IH</p> <p>-----</p> <p>100% reached the goal.</p> <p>-----</p> <p>100% reached the goal.</p> <p>1 – IH 3– IM</p>	<p>We are happy to report we reached this goal.</p> <p>-----</p> <p>Happy for this result. Students feel they are advancing well.</p> <p>-----</p> <p>Happy from the improvement of last year!</p>	<p>For oral component:</p> <ol style="list-style-type: none"> <li>Maintain strong Oral Component at all course levels, based on ACTFL (American Council on the Teaching of Foreign Languages) Intermediate High levels.</li> <li>Continue to offer outside opportunities for Oral Practice.</li> <li>Encourage instructor to continue participating in professional development so she can teach for oral proficiency.</li> <li>Continue with proficiency-oriented approach.</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.				higher			6. Use technology to assist with oral practice (oral videos, voice recordings).
<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 16	<p><b>EXIT SURVEY</b></p> <p>-----</p> <p><b>WRITTEN PROFICIENCY TEST (WPT)</b></p>	<p>4 surveys</p> <p>-----</p> <p>3 written samples</p>	<p>85% Should answer well or very well</p> <p>-----</p> <p>WRITTEN SAMPLE 85% of students should do "Yes, well" or "Yes, very well" in assessment of Cultures.</p>	<p>100% reached the goal.</p> <p>-----</p> <p>50% did well or very well</p>	<p>Very happy to know students feel they are learning enough culture.</p> <p>-----</p> <p>The small sample makes it so one student's failure affects the outcome enormously, however, we must strive to pull this number up next year.</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> <p>5. Mention culture more explicitly.</p>

points of view, ways of life, and contributions to the world.							
<p><b>OUTCOME #3 CONNECTIONS</b></p> <p>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.</p>	SUM 16	<p><b>EXIT SURVEY</b></p> <p>-----</p> <p><b>WRITTEN PROFICIENCY TEST (WPT)</b></p>	<p>4 SURVEYS</p> <p>-----</p> <p>4 written samples</p>	<p>85% Should answer well or very well</p> <p>-----</p> <p>WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Connections</p>	<p>100% reached the goal.</p> <p>-----</p> <p>100% reached the goal.</p>	<p>Happy about this outcome.</p> <p>-----</p> <p>This is great!</p>	<p>1. Continue to be explicit about the connections students can make with other areas.</p> <p>2. Keep on offering a courses that explore many themes and not concentrate just on language (grammar)</p> <p>3. Have even language courses have sections on content.</p>
<p><b>OUTCOME # 4 COMPARISONS</b></p> <p>Students are encouraged to compare and contrast the target language and cultures with their own. They</p>	SUM 16	<p><b>EXIT SURVEY</b></p> <p>-----</p> <p><b>WRITTEN PROFICIENCY TEST (WPT)</b></p>	<p>4 SURVEYS</p> <p>-----</p> <p>4 written samples</p>	<p>85% Should answer well or very well</p> <p>-----</p> <p>WRITTEN SAMPLE: 85% of students should do</p>	<p>100% reached the goal.</p> <p>-----</p> <p>50% did well or very well</p>	<p>-----</p> <p>Dissapointing.</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</p>

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				“Yes, well” or “Yes, very well” in assessment of Comparisons			comparison/contrast. Such assignment will help them practice this skill.
<p><b>OUTCOME #5 COMMUNITIES</b></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</p>	SUM 16	<b>EXIT SURVEY</b>	4 SURVEYS	85% Should answer well or very well	100% reached the goal.	Happy to know students felt like they are participating in a strong community.	<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</p>

cultural activities; school-to-work opportunities; and opportunities to hear speakers of Spanish at the University and in the classroom.							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. Also, the lack of surveys this year hurts our ability to see student perceptions.

**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 16	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.	Did not have the opportunity to discuss all these ideas at length with the new visiting instructor before she created her syllabi. However, several of these points were discussed informally throughout the semester and integrated.	Having the instructor return was a great asset to the program. Students communicative skills went up.  She tested all graduing minors this time. That was very helpful.

		<p>2. Continue to offer outside opportunities for Oral Practice.</p> <p>3. Encourage instructor to continue participating in professional development so she can teach for oral proficiency.</p> <p>4. Test more than two people in the next assesement cycle.</p> <p>5. Continue with proficiency-oriented approach.</p>		
CULTURE	Summ 15	<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>	Same as above	This outcome was somewhat disappointing. I hope we can get a permanent person in this position so we can work closely in addressing this problem.
CONNECTIONS	Summ 16	<p>1. Continue to be explicit about the connections students can make with other</p>	Same as above	This outcome went up and that was very satisfying.



		<p>areas.</p> <p>2. Keep on offering a “special topics” 300 level course in order to explore various themes.</p>		
COMPARISONS	Summ 15	<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	This outcome was somewhat disappointing. I hope we can get a permanent person in this position so we can work closely in addressing this problem.
COMMUNITIES	Summ 15	<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</p>	Same as above	

		learning, and field experience that connects French learning with communities.		
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**Comments:** I hope we can hire a permanent FRN instructor next year. This is the only way in which we will gain more stability and ability to focus on some of the points made in this report.

**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	Shows no pattern of errors in basic structures.	
<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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