

Program-Level Assessment: Annual Report

Program Name (no acronyms): French

Department: Languages, Literatures and Cultures

Degree or Certificate Level: B.A in French

College/School: Arts and Sciences

Date (Month/Year): September 15, 2022

Assessment Contact: Pascale Perraudin, Ph.D

In what year was the data upon which this report is based collected? 2021-2022

In what year was the program's assessment plan most recently reviewed/updated? In 2018

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

We assessed the Oral Presentational Competencies of our students in the FREN4xxx level, as it is connected to our "SLO 1: Graduates will be able to interact in French."

- Being able to successfully interact in French is understood by the program as being able to communicate at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages (ACTFL). The direct assessment of this ability will be measured in courses through prepared oral presentations and follow-up discussions. For students to reach this outcome, they must at least **meet expectations** as outlined in the rubrics.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

All students gave a formal oral presentation in class, followed by questions and answers.
Oral presentations used for assessment were part of upper-level courses (FREN4xxx).
Courses were offered in person.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

At the beginning of Fall 2021, we discussed our assessment plan for the upcoming year. We had several conversations among colleagues (during our French program meetings) and with our Departmental Assessment coordinator. Based on those discussions, we decided to improve our way to assess our students and create a new, more detailed, assessment tool (See Assessment tool: Oral Presentation)

Each evaluator received the assessment criteria.

Assessment took place during the second half of Spring 2022.

Results were first reported and discussed in May 2022.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

All students but one met expectations.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The French program meets its goals for a majority of students, although there is still room for improvement. We plan to collect data over two years before considering making possible changes to our program.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Results were collected at the end of the Spring 2022 semester. We are in the preliminary stages of discussion and exchanges of comments.

We are in a transitional stage as recently approved changes to the Major and Minor in French will perhaps impact the assessment once the changes go into effect.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

We are considering enhancing the oral presentational component of all our FREN3xxx level courses. We have started implementing this action plan in our FREN3010 course, as a result its being included in the University-CORE --EPII-Oral and Visual Communication.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

We recently revised the Major and Minor in French (Spring 2022) as a result of previous conversations around assessment.

B. How has this change/have these changes been assessed?

N/A We need to collect data over at least two years.

C. What were the findings of the assessment?

N/A

D. How do you plan to (continue to) use this information moving forward?

Conversations are on-going since we are in a transitional stage.

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

Assessment Tool: Oral Presentation FREN 4xxx

SLO 1: Graduates will be able to interact in French.

Being able to successfully interact in French is understood by the program as being able to communicate at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages (ACTFL). The direct assessment of this ability will be measured in courses through prepared oral presentations and follow-up discussions. For students to reach this outcome, they must at least **meet expectations** as outlined below in all five categories. In order to be assessed as exceeding expectations, a simple majority of marked checkboxes in “Exceeds Expectations” category is required. If a student has more than two marked checkboxes in the “Does Not Meet Expectations”, the student will have not fulfilled this SLO.

Categories	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p>Language Function Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and prepared manner</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Extensively narrates and describes accurately and appropriately across major time frames on prepared topic. <input type="checkbox"/> Provides a structured argument to support opinions and may construct hypotheses. <input type="checkbox"/> Can discuss related topics abstractly, especially those germane to presentation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently narrates and describes across major time frames by providing a full account on prepared topic. <input type="checkbox"/> Can participate coherently in formal exchanges on a range of concrete topics, including events of current, public, and personal interest. <input type="checkbox"/> Can handle successfully and with clarity questions related to the presented topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> Narrates and describes on prepared topic, but often not consistently. <input type="checkbox"/> Provides only an uncomplicated presentation of basic information. <input type="checkbox"/> Can only exchange on topics related to personal work, school, recreation, particular interests, and areas of competence.
<p>Text Type Quantity and organization of language discourse (Connected sentences moving into the paragraph length)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses formal language at the paragraph length and some extended discourse. (More than 8 sentences per exchange) 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses formal language in connected paragraph-length discourse. (4-8 sentences per exchange) 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses formal language in mostly connected sentences but may resort to memorized phrases or strings of words. (Less than 3 sentences per exchange)
<p>Impact Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Presents in an exceptionally clear and organized manner. <input type="checkbox"/> Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience. 	<ul style="list-style-type: none"> <input type="checkbox"/> Presents topic in a clear and organized manner. <input type="checkbox"/> Presentation illustrates originality and features details, visuals, and/or organization to maintain audience’s attention and/ or interest. 	<ul style="list-style-type: none"> <input type="checkbox"/> Presentation may be either unclear or unorganized. <input type="checkbox"/> Minimal to no effort to maintain audience’s attention.

<p>Comprehensibility Who can understand this person's language? Can a native speaker unaccustomed to non-native speech understand this speaker?</p>	<p><input type="checkbox"/> Spoken language and visuals are readily understood by native audiences unaccustomed to interacting with non-natives.</p>	<p><input type="checkbox"/> Spoken language and visuals are understood by native audiences, even if this may require some repetition or restatement.</p>	<p><input type="checkbox"/> Spoken language and visuals are generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.</p>
<p>Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency</p>	<p><input type="checkbox"/> Demonstrates full control of aspect in narration on prepared topic.</p> <p><input type="checkbox"/> Uses precise vocabulary and intonation, great fluency, and ease of speech.</p> <p><input type="checkbox"/> Accuracy may break down when attempting to perform complex tasks over a variety of topics.</p>	<p><input type="checkbox"/> Demonstrates control of aspect in narration on prepared topic.</p> <p><input type="checkbox"/> Demonstrates fluency and a breadth of varied vocabulary</p> <p><input type="checkbox"/> Fluency decreases in quality and quantity when attempting to perform advanced tasks.</p>	<p><input type="checkbox"/> There is significant breakdown in communication in one or more of the following areas: the ability to narrate and describe, use of paragraph length discourse, fluency, breadth of vocabulary.</p>