

Program Assessment Report

Department or Unit Name: Modern Languages

Individual Completing Form: Tama Engelking

Program Name: B.A. French

Date: May 25, 2004

Goal # 1

Students will demonstrate intermediate-high level of French oral language proficiency (listening and speaking—ACTFL proficiency guidelines)

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
<p>Progress toward demonstrating intermediate-high speaking and listening proficiency assessed in all language skills classes by oral exams & oral presentations. At the end of the program, students show their mastery of verbal communication skills through an exit interview conducted in French.</p>	<p>Exit interviews have been conducted with all graduating majors. Students seeking teaching certification also pass the oral part of the Praxis II exam. Although not an assessment tool designed by us, we are collecting scores as further evidence of students' oral proficiency skills.</p>	<p>1) This year all our graduating seniors were native speakers of French, so our oral assessment was an easy task since they are all highly proficient speakers. As we do each year, we conducted an exit interview with them in French. For non-native speakers this interview is the most effective capstone measure of oral proficiency. 2) Students need more opportunities to speak French in both structured and more spontaneous settings. 3) Opportunities to improve oral proficiency include study abroad. We had difficulty recruiting this year, partly due to the high cost of travel in Europe.</p>	<p>The French faculty meets regularly to discuss student progress. When a student has applied for graduation, we review their portfolio in preparation for the exit oral interview.</p>	<p>1) Oral exams and oral presentations are now part of all language skills classes and many "content" area classes. This past Fall, we added a mid-term oral exam to the first year course. 2) We developed a rubric for oral presentations (attached), but are still using various rubrics for oral exams. We will standardize this and include two oral assessments in each student's portfolio. 3) This summer we are offering our bi-annual summer study program in France. 4) We will examine models to make our study abroad program less expensive 5) We are working with the Business school on the International Business major which includes internships abroad</p>	<p>1) We continue to enhance the curriculum to include more opportunities for students to speak and listen to French in class, and to receive feedback on their progress. 2) Our study abroad program is now well established and offers an immersion environment for improved speaking. 3) Additional opportunities to improve speaking include internships in France (available through the Business school), and the French assistantship in France which we advise students to apply for (one student is accepted for this coming year)</p>

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Goal #2.

Students will demonstrate ability to write accurately in French at an advanced proficiency level on literary or cultural topics, and to use narrative and analytical tools to analyze French literary texts.

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
Students are given writing assignments of increasing difficulty, culminating in several long (8-10 page) papers in all upper-level culture, history and literature classes. Selected papers compiled in student portfolios.	We examine the writing samples in the student portfolio for all graduating majors to assess the level of the student's writing skills. Writing is one area discussed during the exit interview. The exit interview is a flexible tool that allows us to focus on points of concern for each student, and gives them the opportunity to give us direct feedback on the strengths and weaknesses they perceive in the major program.	1) We continue to find that students improve in their writing if given the opportunity to rewrite assignments. . 2) We continue to find that a solid grammar foundation is the key to writing success. This foundation needs to be established early one, and continually reinforced. .	The French faculty meets regularly to review the curriculum. We conduct the exit interview and review findings for each graduating senior.	1) We are including an intensive grammar component in our study abroad curriculum for intermediate level students. 2) We have designed a standardized rubric for writing assignments (attached) 3) We continue to require rewriting in most of our courses, and most of our upper-level courses are designated as writing courses. 2) Advanced grammar in FRN 402 allows future teachers to explain grammar concepts to their peers.	1) Portfolio writing samples reveal that students continue to make marked improvements in writing as they progress through the major. 2) We are actively recruiting upper-level students to tutor beginners. This is an excellent way for them to "hone" their own grammar skills (recommended for future teachers).

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Goal #3.

Students will demonstrate knowledge of French cultural and literary heritage and identity as evidenced by understanding major French literary movements and historical events from the Middle ages to the 18th century and/or the 19th century to the present.

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
<p>Through a sequence of culture and literature courses, students learn major events, people and movements that shaped today's France, and distinguish major literary movements by identifying characteristics of various genres by period. Knowledge assessed through content-based essay and short answer tests. Praxis II for future teachers.</p>	<p>Content-based exams from a 300-level culture class and an upper-level literature class included in the student portfolio. Gathered scores for students who have taken the Praxis II exam.</p>	<p>Praxis II exam reflects national curricular trends in that it expects student preparation to include knowledge of Francophone literature and culture outside of France. All of our graduating seniors passed the Praxis II and noted in the exit interview how helpful our content courses were in literature and civilization. They did request more coursework in Francophone culture and literature.</p>	<p>The French faculty meets regularly to review the curriculum. We conduct exit interviews and review findings for each graduating senior. We discuss Praxis II scores with students who have taken it.</p>	<p>1) We include a Francophone course in translation as an occasional part of our curriculum but will schedule it to be taught in French and offered in a regular rotation. 2) We continue to add more Francophone elements to our curriculum in general at all levels. 3) French faculty continue to attend conferences and workshops on Francophone topics to help us with our curriculum development in this area</p>	<p>1) Students taking the Praxis II exam have achieved passing scores in the content areas. 2) As we reported last year, we continue to develop the French curriculum to reflect a more "globalized" perspective. Successful study abroad, cooperation with the International Business program and faculty development are all steps in this direction.</p>

RUBRIC FOR FRENCH WRITING ASSIGNMENTS

Name: _____ Course: _____ Date: _____

Topic: _____ Grade: _____

GENERAL CONTENT:

- _____ (90-100%) **Excellent:** an introduction that attracts the reader, clear thesis statement, logical and smooth transitions, sufficient evidence to support your arguments (quotes, paraphrases, examples); answers the main question or thesis posed, logical and clearly stated conclusion. Excellent understanding of the topic or text.
- _____ (80-89%) **Good:** the main question or thesis statement is not always clearly expressed, arguments could be better supported, better chosen, or more examples could be given; introduction and conclusion relate to the thesis, but could be improved; essay progresses in a generally logical order but transitions could be smoother. Shows good understanding of topic or text.
- _____ (70-79%) **Acceptable:** essay content is generally good but too short, poorly organized or doesn't sufficiently answer the main question or illustrate the main thesis. More effort is needed to make the introduction more attractive to the reader. Understanding of topic or text is not as clearly shown, may be generalized or simplistic.
- _____ (60-69%) **Inadequate:** too short and poorly organized and doesn't answer the main question or illustrate the main thesis. Extensive rewriting of introduction and conclusion is needed to make them relevant. Inadequate understanding of topic or text.
- _____ (59% and less) **Unacceptable:** You are either enrolled in a course whose level and or materials are too difficult for you, or you need to change your methods of work and the amount of time you devote to written assignments.

SYNTAX:

- _____ (90-100%) **Excellent:** Shows highly proficient and accurate language usage, including idioms. Free of significant errors. No weak or illogical constructions, excellent variety of vocabulary, good proofing. Evidence of effective and intelligent use of the dictionary, demonstrates that you can apply the grammar points learned.
- _____ (80-89%) **Good:** Proficient and generally accurate language use. Efforts made to use idiomatic expressions, although sometimes awkwardly. More attention should be paid to literal translations and Anglicisms, spelling (agreements, verb endings) and to points of grammar, but the results are generally good.
- _____ (70-79%) **Acceptable:** Shows sufficient knowledge of the language, but more effort is needed to write more precisely: verify words in the dictionary for spelling and usage and to avoid repetitions, refer to verb conjugations for correct endings and usage or tenses and modes, make a greater effort to apply the grammar learned.
- _____ (60-69%) **Inadequate:** Shows inadequate knowledge of grammar that makes the text difficult to understand. Refer to basic grammar rules, especially those we've recently learned or reviewed, learn the verb conjugations and use a good dictionary.
- _____ (59% and less) **Unacceptable:** Clearly insufficient knowledge of the language. Unacceptable mistakes at every level. Did you reread your essay? Many serious changes needed to make it acceptable.

RUBRIC FOR FRENCH ORAL PRESENTATIONS

Name: _____ Course: _____ Date: _____

Topic: _____ Grade: _____

_____ (90-100%) Excellent

- Oral speech is predominately comprehensible, language is highly accurate with appropriate use of vocabulary, level appropriate grammar and accurate pronunciation, speech flows smoothly and shows an obvious ease of expression
- Thesis clearly stated, presentation well-organized with introduction and conclusion
- Speaker(s) makes eye contact with audience, does not have nervous habits
- Information is complete and accurate, shows clear evidence of research
- Visual aides (including handouts) make presentation more interesting and meaningful
- Appropriate length and speed, speaker shows enthusiasms for topic

_____ (80-89%) Good

- Oral speech is comprehensible for the most part, shows good control of language usage, although there are occasional significant errors of vocabulary, pronunciation and level appropriate grammar, speech flows smoothly most of the time and shows an ease of expression
- Thesis is clearly stated, presentation well organized w/ introduction and conclusion
- Information is complete and accurate, clear evidence of research
- Visual aides are well done and make presentation more interesting and meaningful
- Appropriate length and speed, some eye contact w/ audience, a few nervous habits

_____ (70-79%) Acceptable

- Oral speech is generally appropriate although sometimes repetitious or limited, shows adequate control of language though may have significant errors in vocabulary, pronunciation and level appropriate grammar; ease of expression is limited and speech only flows smoothly some of the time.
- Thesis stated, little organization; rambles or may seem like a list of facts
- Some evidence of research
- Limited eye contact with audience, spoke too fast or too slow
- Very little or poor use of visuals; not long enough
- Speaker exhibits some nervous habits that distract from presentation

_____ (60-69%) Inadequate:

- Oral speech is incomprehensible some of the time, extensive errors in vocabulary, pronunciation and level appropriate grammar that make it difficult to understand, speech does not flow smoothly and shows an awkwardness of expression.
- Presenter(s) difficult to hear, little eye contact, no visual aides
- Speaker(s) shows little enthusiasm for topic, read like a report
- Presentation shows little organization, unclear purpose, unclear relationship and/ore transition, not long enough, nervous habits distract from presentation
- Lack of evidence of research

(59% and less) Unacceptable

- Oral speech is incomprehensible most of the times, extensive significant errors in vocabulary, pronunciation and level appropriate grammar that make it nearly impossible to understand, speech is very hesitant and very awkward
- No real thesis state, topic poorly chosen for the audience
- Could not hear presenter(s), no eye contact
- Speaker(s) show no enthusiasm for topic
- No eye contact
- Read from a paper, like a report
- Presentation shows no organization, unclear purpose, unclear transitions (no introduction or conclusion), no evidence of research