**Major Assessment Report for the French Program**

**French 150: Advanced Conversation**

Please download this document and provide a response to each question in the appropriate section. Send your assessment reports to the Director of Assessment, Dr. Melissa Jordine ([mjordine@csufresno.edu](mailto:mjordine@csufresno.edu)). (Reports can be sent to Dr. Jordine via campus mail to mailstop SS 21). Please complete a separate report for each B.A/B.S. and M.A/M.S. program offered by the department.

|  |
| --- |
| 1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. No GE assessment was required for the 2016-2017 academic year.   French 150, Advanced Conversation was assessed. The two Student Learning outcomes that were assessed were A. 1 and A. 4 as described below.  SLO: Appropriately communicate orally, and orally express ideas, both academic and every day, coherently and critically in French.  SLO: Use several strategies for vocabulary expansion/acquisition in topical/semantic areas. |
| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric.”   Below is the assignment used to measure student oral performance. It does differ from the activity in the SOAP because it was decided to use the American Council on the Teaching of Foreign Languages’ rubric to determine at which level students performed on an oral proficiency exam. It is expected that all students be able to perform at the Intermediate low level or above at the beginning of the class. At the end of a semester of French 150, the students should advance one standard deviation in the oral proficiency guidelines in French as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for Speaking (see: <http://www.actfl.org/files/public/Guidelinesspeak.pdf> for a description of these guidelines). It is expected that 70% of students be able to improve their oral competency by at least one standard deviation, if not more.  ASSESSMENT PROCESS FOR FRENCH 150  During the course of the semester, each French 150 student will perform the following:   * The student will perform a Simulated Oral Proficiency Interview. This exam is performed twice: once in the beginning of the semester and once at the end. This exam simulates the Oral Proficiency Exam that would be given as an entrance exam to a study abroad or similar language program. The exam consists of seven prompts that ask the student to perform a variety of tasks from asking questions to narrating events and explaining procedures. * The student will be recorded each time. Then s/he watched will transcribe each performance word for word, including pauses and mistakes. The student will explain why s/he believes s/he performed at the level s/he did, indicating strengths and weaknesses. * The student will develop a plan for improvement for the course of the semester. * At the end of the semester, the student will perform a second, similar SOPI. The student will compare his/her two performances and write a reflective narrative commenting on the improvement or lack thereof after the second SOPI in a reflective narrative. * The grade on the exam will be determined by how much improvement the student makes throughout the semester as evidenced on the exam. Each student must make an improvement of one level for an A. So if a student is able to move from Intermediate Low/Mid to Intermediate Mid/High, that student will earn an A on the second exam.   The performance of each French 150 student will be evaluated using the following assessment rubrics as described by the ACTFL:   |  |  | | --- | --- | | **CRITERIA** | **EVIDENCES** | | Intermediate High Goal => Advanced Low | * Speak in connected, paragraph-level speech, but responses are typically no longer than a single paragraph * Narrate and describe in the past, present and future without patterns of repeated errors * Participate in most informal and some formal conversations related to school, home, and leisure activities, but also on some topics related to employment, current events, and matters of public and community interest * Use language to appropriately manage a complication or unexpected turn of events * Speak with sufficient accuracy, clarity, and precision to convey the intended message without misrepresentation or confusion * Be understood by native speakers unaccustomed to dealing with non-native speakers | | Intermediate Mid Goal => Intermediate High | * Speak in connected, paragraph-level speech, with some lapses * Narrate and describe in the past, present and future, with some lapses * Converse with ease and confidence when dealing with routine tasks and social situations related to work, school, recreation, particular interests, and areas of competence * Generally be understood by native speakers unaccustomed to dealing with non-native speakers | | Intermediate Low Goal => Intermediate Mid | * Speak in complete sentences and strings of sentences * Ask a variety of appropriate, non-formulaic questions * Talk about yourself, your family, daily activities and personal preferences * Use language to fulfill physical and social needs like ordering food, shopping, traveling, finding lodging * Be understood by sympathetic listeners accustomed to non-native speakers | | Novice High Goal => Intermediate Low | * Speak in complete sentences * Ask some appropriate, non-formulaic questions * Talk about yourself, your family, some daily activities and personal preferences * Use language to complete some basic tasks like ordering food, making simple purchases * Generally be understood by sympathetic listeners accustomed to non-native speakers | | **Lack of performance** | * Use of English and/or lack of performance. * Impossible to understand and/or incapable to understand instructor’s guidance. | |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   A general overview of the French 150 students’ final performances brought forth the following:   * Listening Skills (as described in I.1): Out of 12 students, 9 interacted at a high level of competency in replying and interaction with the professor and responding to the prompts. They understood what was asked and responded appropriately. Of the 12 students, 2 students moderately interacted in replying to the instructor in answers to prompts, demonstrating a little confusion about the topic when speaking. Lastly, one student adequately interacted with the professor. The last student was very nervous and had to ask for repetitions of the prompts several times, demonstrating either confusion of vocabulary or inability to understand the question. * Speaking Skills (as described in I.2): Out of 12 students, 9 produced an excellent performance by demonstrating that they had acquired enough vocabulary and sentence structures to move up one level on each of the 7 prompts. 2 students performed very well by performing at one level higher than their first SOPI on 5 out 7 prompts. The two most advanced prompts still posed some difficulty for them. One student performed at a low level by improving on only 2 of the 7 prompts. This student failed to incorporate new vocabulary and structures that were learned and practiced throughout the semester and therefore could only perform at the same level at which he started. * Because of the presence of the recording device on their phones, some students felt a little uncomfortable about talking while being recorded during the first SOPI. A class discussion with the instructor about the importance of the self-reflective aspect of the test helped the students better understand the assessment process of their SOPI exam. After the students listened to their performances and transcribed their speech, the students were amazed at how they sounded. Many commented that they did not realize how often they made particular mistakes or repeated certain phrases. The reflection provided the insight necessary for the students to understand the importance of practice at home. * In their respective performances, 9 of the twelve French 150 students showed a remarkable improvement in their listening and speaking skills in French. They also demonstrated that they had all reached at least the intermediate high to advanced low level of proficiency in their listening and speaking skills in French. Two French 150 student reached the intermediate-mid level and one made little improvement and remained at the intermediate low level. However, it must also be noted that this student had a high absentee rate during the semester and therefore the student missed many opportunities to practice spoken French and interact with the other students.   CONCLUSION  On a personal level, the Spring 2018 instructor for French 150 is very happy with their students’ performances. The French 150 students have not only greatly improved their listening and speaking skills in French, but they also reached a level of proficiency comparable to those of their peers in other similar environments. They also acquired a greater acquaintance of the Francophone world through the topics of conversation.  Additionally, the recording of the French 150 students’ SOPI performances provided them with concrete and immediate feedback. Such audio support helped them identify, along with their instructor, not only language-related elements, which they might have been unaware of, but also performance-related aspects that might still need to be improved.  Finally, the students liked their final production: they felt that this assignment was fun, exciting and very informative. Most importantly, they enjoyed being able to express themselves more fluently in French and to be able to document the improvement. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   In review of the SOPI and the level of performance by each student, more self-reflective activities need to be performed throughout the semester before the final assessment. Students reported that they would have liked to have a mid-term SOPI as well in order to gauge whether or not they were making sufficient progress towards the goal of improving by at least one standard deviation. Consequently, a mid-term SOPI exam will now be a part of the assessment process in the French 150 course. More individual activities that require students to record their speech and to transcribe their speech will also help improve their comfort level on the final exam and eliminate some anxiety, which hopefully will bring scores up even further. Some students remarked that most of the oral activities in the classroom were group based which may not have prepared them to talk at length without a partner. |
| 1. **What assessment activities will you be conducting in the 2017-2018 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   The last SOAP was completed in 2012. It was determined then that a diagnostic test in FREN 120T will assess accurate reading comprehension (Goal A.5), previously reviewed in FREN 103, and also will assess competency in written French through advanced grammar structures and specialized vocabulary (Goal B.2), reviewed in FREN 109-113. Results will be reported to the faculty along with suggestions for improvement in the curriculum. That was to be completed in 2016 and to my knowledge was not done. The course is being taught this semester and has two exams that test reading comprehension and a formal essay that will assess the students’ ability to write grammatically correct, academic French. |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”   We just completed our French Program Action Plan and will meet with Dean Fu and Dean Sandoval-Jimenez in January 2019 to finalize the plan.  **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions.  **Attached are examples of the SOPI exam and the ACTFL Proficiency Guidelines to assess their performance. A simplified version is provided in the assignment.** |