**Annual Assessment Report for 2018-2019 AY**

**Dept. of MCLL - French BA**

Reports completed on assessment activities carried out during the 2018-2019 AY will be due September 30th 2019 and must be e-mailed to the Director of Assessment, Dr. Melissa Jordine (mjordine@mail.fresnostate.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: MCLL / French Degree : BA in French

Assessment Coordinator: Natalie Muñoz

1. Please list the learning outcomes you assessed this year.

For the AY 2018-2019, we assessed outcomes B4 and B5 in the French 120T: Québec History, Culture and Literature class. According to our SOAP, students should have mastered these two learning outcomes when they are taking this course:

B4: Employ of the language style appropriate for research papers, formal letter writing, description, narration, exposition, and persuasion.

B5: Analyze literary texts within the major literary movements in France and the Francophone world, and formulate a thesis in relation to these texts.

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? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

To assess these learning outcomes, students were required to write a literary analysis using secondary sources to support their thesis. They were asked to choose a topic from the many discussed in class and develop it throughout one or more of the texts read in class. This assignment included three steps: the topic proposal with thesis and secondary sources, the rough draft and the final draft. The rubric used to grade their work assessed 7 areas: the thesis, reading comprehension, analysis, organization, style, mechanics, and the revision process. These 7 areas correlate to the learning outcomes of B4 and B5: a language style that is appropriate for research papers and the ability to analyze Francophone texts and formulate a thesis. Please the attached rubric for the assignment and complete grading criteria.

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

The sample size consisted of the entire class of 14 students. To be proficient, students were required to earn a grade of C or better, that is 70% or better. All of the students earned at least 70% on the assignments. On the first part of the assignment, the proposal, 6 students earned at least 90%, 2 earned at least 80%, and 6 earned at least 70%. Those that earned a C on the proposal had weak theses and their proposals lacked good secondary sources. Those that earned a B had weak theses or may have lacked some secondary sources. Those that earned an A had a workable thesis and good secondary sources.

For the rough draft of the assignment, 5 students earned a 90% or better, 6 were in the 80% range, and 3 were in the 70% range. Three students were able to learn from their proposal and incorporate the suggestions from the instructor. Three students were not able to move out of the C range due to lack of understanding of the text, bad theses or not enough secondary support. One student dropped from an A to a B because he did not incorporate the suggestions for improving his proposal. The A students maintained their grade by following the instructions, developing a strong thesis with support and incorporating suggestions from the instructor.

For the final draft of the assignment, there were 7 students in the 90%, 3 in the 80% and 3 in the 70%. Those students who were able to incorporate suggestions from the instructor and improve upon their analysis either maintained the A or move up to an A grade. Those who did not do this maintained the grade they had on the rough draft. One student barely earned a passing grade because his grammar and literary style were very weak, but the instructor worked with him during office hours to improve these elements.

1. What changes, if any, do you recommend based on the assessment data?

While all the students were able to achieve a 70% or above on this assessment, it does not appear that many have mastered the two student learning outcomes by this class. It is recommended that developing a strong thesis, finding secondary support and developing a literary style be addressed more frequently throughout the program. This semester, the advanced grammar and composition course, French 103, will be incorporating the rubric used in French 120T. French 103 is the introductory course for these learning outcomes and the use of this common rubric will better prepare them for future coursework and the mastery of these student learning outcomes.

1. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

N/A

1. What assessment activities will you be conducting during the next academic year?

Dr. Tara Hashemi joined the French program this year as a tenure-track hire. Her field of study is in Applied Linguistics. She brings a wealth of language teaching and learning approaches which focus on oral, written, and digital genres within their social and cultural contexts for the purpose of developing French speakers who have deep translingual and transcultural competence. With Dr. Hashemi’s guidance, we are working on new assessments that better assess the student learning outcomes through translingual and transcultural competencies. Every other year, we assess French 150, Advanced Conversation and so, this year will focus on this course. In the past, we have used the SOPI to assess the oral competency of students. We will look at this exam and decide if it is the best way to continue assessing students or develop a new assessment.

1. What progress have you made on items from your last program review action plan?

Our Action Plan’s primary goals were to hire a new tenure-track faculty member, which we did, and create a new French and Francophone minor that better address today’s student’s needs, such the need for French for Professional Purposes. With Dr. Hashemi’s help, we are developing this minor. Because of her vast knowledge of assessment and program building, we will also look extensively at our assessment program so that we can find quality materials for our courses and develop better scaffolding between courses and levels of French to achieve our student learning outcomes.