

## Program Assessment: *Annual Report*

Program(s): French BA  
 Department: Languages, Literatures, and Cultures  
 College/School: CAS  
 Date: May 9, 2019  
 Primary Assessment Contact: Annie Smart, Ph.D

1. Which program student learning outcomes were assessed in this annual assessment cycle?

Interpersonal Communication (Oral Mode)

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

Proficiency Interviews were conducted. The French Program Director interviewed 5/7 students (20-30 minute interviews).

3. How did you analyze the assessment data? What was the process? Who was involved?

**NOTE: If you used rubrics as part of your analysis, please include them in an appendix.**

In Spring 2018 the French Program faculty created and approved an assessment plan and assessment rubrics. The French Program faculty also approved an assessment cycle and schedule. Thus, in accordance with the new plan and process, oral proficiency interviews were conducted at the end of the semester. The French Program Coordinator assessed the BA students according to the rubrics (attached). Results will be shared with the French faculty at the first meeting in Fall 2019.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

**NOTE: If necessary, include any tables, charts, or graphs in an appendix.**

**Interpersonal Communication (oral mode):** At the end of their career at SLU, French BA students should perform satisfactorily at the ACTFL Intermediate-High level. Out of the 5 students interviewed:

Exceeds Expectations:	0%
Meets Expectations (Strong):	40%
Meets Expectations (Minimal):	40%
Does Not Meet Expectations:	20%

- One student met most of the minimal expectations, but did not meet expectations in 2 categories (consistent narration in major time frames; using 3 sentences per exchange).
- All the students interviewed met expectations in terms of the categories: Communication Strategies, Comprehensibility, Language Control.
- The data suggests that the SLU French BA Program does an excellent job at producing students able to communicate orally at the ACTFL Intermediate-High level.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

This is the second semester we have used the new BA assessment plan. We are in a data collection phase. Once we have data over several semesters, we will be able to use it to inform meaningful change.

The French Program has created a positive culture of assessment.

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

We plan to revisit assessment work every year during a Program meeting.

We have closed the loop on our assessment for the core level (FREN2010). This has resulted in re-aligning our FREN1010, 1020 and 2010 syllabi more closely with ACTFL assessment goals. Curriculum change included a new textbook and pedagogy (flipped classroom) for FREN2010 in this past academic year. These changes will be implemented for FREN1010 in Fall 2018 and FREN1020 in Spring 2019.

We are currently working on reorganizing the 4 bridge courses on the 3XXX-level. We are focusing on the functions targeted in each course, and aligning the functions and the BA learning objectives.

***IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.***

## French Exit Interview and Summative Essay Assessment Rubrics

### Assessment Tools: Oral Interview ACTFL Proficiency: at least Intermediate High

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

In the following rubrics, “target language” is to be interpreted as French. Because French is spoken in many areas of the world outside of France, it would be misleading in this context to specify “French culture(s)”.

#### A. Oral Interview

##### Interpersonal Communication Rubric – Oral Mode

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<b>Language Function</b> Language tasks the speaker/writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner	<ul style="list-style-type: none"> <li>Narrates and describes fully and accurately in all major time frames.</li> <li>Can discuss some topics abstractly, especially those related to particular interests and expertise.</li> <li>Provides a structured argument to support opinions and may construct hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and extensively narrates and describes in all major time frames by providing a full account.</li> <li>Participates actively in most informal and some formal exchanges on a variety of concrete topics.</li> <li>Can discuss/write about topics relating to events of current, public, and personal interest.</li> <li>Can handle successfully and with ease an unexpected turn of events or complication.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently narrates and describes in all major time frames.</li> <li>Able to participate in most informal and some formal exchanges on familiar topics</li> <li>Can engage about current events, employment, and matters of public interest.</li> <li>Can handle appropriately an unexpected turn of events or complication.</li> </ul>	<ul style="list-style-type: none"> <li>Narrates and describes in most but not all major time frames, but often not consistently.</li> <li>Handles successfully uncomplicated tasks and situations requiring exchange of basic information.</li> <li>Can only exchange on topics related to personal work, school, recreation, particular interests, and areas of competence.</li> </ul>
<b>Text Type</b> Quantity and organization of language discourse (Connected sentences moving into the paragraph length)	<ul style="list-style-type: none"> <li>Uses informal language at the paragraph length and some extended discourse. (More than 8 sentences per exchange)</li> </ul>	<ul style="list-style-type: none"> <li>Uses informal language in connected paragraph-length discourse. (5-8 sentences per exchange)</li> </ul>	<ul style="list-style-type: none"> <li>Uses informal language in connected sentences. (3-5 sentences per exchange)</li> </ul>	<ul style="list-style-type: none"> <li>Uses informal language in mostly connected sentences but may resort to memorized phrases or strings of words. (Less than 3 sentences per exchange)</li> </ul>

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
<p><b>Communication Strategies</b> Quality of engagement and interactivity; how one participates in the conversation/written exchange and advances it; strategies for negotiating meaning in the face of breakdown of communication</p>	<ul style="list-style-type: none"> <li>• Converses with ease, confidence, and competence.</li> <li>• Maintains, advances and/ or redirects conversation.</li> <li>• Demonstrates confident use of strategies such as paraphrasing, circumlocution, or examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Converses with ease and confidence.</li> <li>• Maintains and advances conversation. For example asking questions.</li> <li>• Uses communicative strategies such as rephrasing and circumlocution.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains conversation.</li> <li>• May use strategies such as rephrasing and circumlocution, but will still have some breakdown in communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Converses with ease and confidence only when dealing with routine tasks and situations.</li> <li>• May clarify by paraphrasing but cannot communicate when presented with unknown words or contexts.</li> </ul>
<p><b>Comprehensibility</b> Who can understand this person's language? Can a native speaker unaccustomed to non-native speech understand this speaker?</p>	<ul style="list-style-type: none"> <li>• Is readily understood by native audiences (speaking/writing) unaccustomed to interacting with non-natives.</li> </ul>	<ul style="list-style-type: none"> <li>• Is readily understood by native audiences (speaking/writing) unaccustomed to interacting with non-natives.</li> </ul>	<ul style="list-style-type: none"> <li>• Is understood by native audiences (speaking/writing), although this may require some repetition or restatement.</li> </ul>	<ul style="list-style-type: none"> <li>• Is generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.</li> </ul>
<p><b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency</p>	<ul style="list-style-type: none"> <li>• Demonstrates full control of aspect in narration.</li> <li>• Uses precise vocabulary and intonation, great fluency, and ease of speech.</li> <li>• Accuracy may break down when attempting to perform the complex tasks over a variety of topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates good control of aspect in narration.</li> <li>• Has substantial fluency and extensive vocabulary.</li> <li>• The quality and/or quantity of language use generally declines when attempting to perform complex tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some control of aspect in narration.</li> <li>• Vocabulary may lack specificity.</li> <li>• Fluency decreases in quality and quantity when attempting to perform advanced tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>