

**III.B.****Assessment of Student Learning Outcomes**

Faculty review, discuss, and evaluate learning outcome data and related activities from the prior academic year. The annual report (template below) contains two parts: 1) A summary of the evidence collected during the prior year on student learning, faculty *interpretation* of the evidence, and *implications* for program improvement; and 2) An outline plan of learning outcome assessment to be completed during the current academic year. Other assessment data regarding program effectiveness that may not be done annually, such as exit interviews, alumni surveys, advising surveys, and the like should also be collected for inclusion in the program review report. The five year program review report will include a two page summary synthesizing information gleaned from all assessment activities (not including the tables and/or graphs used to present data).

**Status**

Under Development    In Review    Published

**Judgment**

Compliant    Non-Compliant    Not Applicable

**Due Date:** 10/31/2012

**Assigned User:** None

**Narrative**

Humboldt State University  
Academic Outcome Assessment Data Analysis & Report for AY 2011-12  
Due October 31, 2012

College: Arts, Humanities, and Social Sciences  
Department: World Languages and Cultures  
BA or BS Major/Credential/Masters: French and Francophone Studies  
Report prepared by: Joseph Diémé  
Report Date: October 28, 2012

This report is due October 31 for each program offering a BA or BS, a credential, and/or a Master's degree.

**Executive summary of outcome assessment project.** *Include a brief summary of results and actions to be taken.*

The French and Francophone Studies Program conducted two writing assessments, one in Fall 2011 (FREN 107), and another one in Spring 2012 (FREN 312). These courses are respectively a third level French course and a sixth level French course.

Reflecting on the data of the process, the French and Francophone Program has come to the following conclusions:

Using the final writing project in FREN 312 (5-6 page take-home paper) for this assessment could be improved. We believe that the papers reflect students' levels and could be redesigned by aligning the assessment with the new American Council on the Teaching of Foreign Languages guidelines 2012.

The analysis of the data for FREN 107 confirms our expectation that most students who take the third semester score in the intermediate level for writing according to the ACTFL Proficiency Guidelines 2012. With these encouraging results, we wish to continue this program assessment process in FREN 207, FREN 311, and a group of Spring 2013 graduating seniors.

- In the spring of 2013, we will conduct a spontaneous and non-rehearsed writing assessment for fourth semester FREN 207. We are going to review the rubric and align it with the 2012 American Council on the Teaching of Foreign Languages guidelines.
- In the fall semester 2012, we will conduct a spontaneous and non-rehearsed writing assessment for FREN 311 at the end of the course. We expect the students to score in the range of "Intermediate Low/ Middle/ High."
- In the spring 2013, we will plan a spontaneous and non-rehearsed mandatory writing and oral exit assessment targeting French and Francophone students at the senior level. We do not have a single-senior course. We will assemble a group of spring 2013 graduating seniors to that purpose. We expect our students to score in the "Advanced Low/ Middle/ High" range according to the Guidelines of the American Council for the Teaching of Foreign Languages (ACTFL) 2012.
- At the end of third semester FREN 107 in fall 2012, we will conduct an oral assessment to verify what oral skills our students have. Our expectations are that they will score in the range of "Intermediate Low."

**Statement of outcome(s) assessed during this cycle and the outcome issue or problem being explored.** *What kind of student*

performance were you looking for? What did you hope to glean from assessing this outcome?

This class specifically assesses two learning outcomes:

- HSU Learning Outcome #1: Effective communication through written and oral modes
- WLC Learning Outcome #4: Students use all four language skills (oral, writing, reading, and comprehension) appropriately to function in authentic linguistic and cultural contexts

The assessment focused on writing skills only. We wanted to assess the two document types:

Personal reflection and cultural analysis (FREN 107)  
5-6 page essay in French (FREN 312)

**Describe how the outcome(s) was (were) assessed.** Include information about instrument selection and/or design (What kind of assignment or exam did you use to obtain information on student learning?). Where and from whom did you collect your sample and why? Describe scoring methods that were used. What was the process and who participated in collecting, scoring and analyzing the data? Attach to this report any prompts, rubrics, or other assessment tools that were used.

The samples taken were representative of one spontaneous and non-rehearsed course for FREN 107, and one non-spontaneous and rehearsed upper division course. The assignment did not require any references or resources. No re-writes or revisions were allowed and the students did not have access to dictionaries or on-line resources.

The second assignment was a first draft 6-page paper submitted by FREN 312 students at the end of the semester. It was a take-home assignment. Students had access to resources on-line, dictionaries, and other types of resources. However, contrary to other papers submitted during the semester, no rewrites or revisions were allowed for the paper, nor did the students have an opportunity for feedbacks from the instructor.

All samples were divided between the two members of the French and Francophone Faculty, who read the collected data and applied the following rubric:

**ASSESSMENT RUBRIC**

	ORGANIZATION	CONTENT	FORMAT	CULTURAL CONCEPTS
1: Excellent	Logical development  Transitions  Chronology  Intro, development, and conclusion	Evidence for arguments  Key terms  Key claims  Key points  Connections	Correct grammar/structure  Idiomatic expressions  French at appropriate level	2 key cultural concepts  Examples generated or concepts applied
2: Satisfactory	At least 2 or 4 above	Most of above	Below appropriate level  Mostly correct gram. structure & expression for writing level	1 key cultural concept with 2 or more examples
3: Unsatisfactory	Unorganized narrative	2 or fewer of 5 qualities	Substantially incorrect gram. structures	No cultural concepts  1 concept, no example  Concept(s) misunderstood or poorly applied

**Describe the major findings.** Include data table or other means indicating both raw numbers and percentages of student achievement a various levels of mastery. What are probable conclusions and implications which could be drawn from the results?

Using the rubric described above, each paper for FREN 107 and FREN 312 was assigned one of the following values for each category:

**For FREN 107:**

- Excellent (exceeds standards)- exceeds the aspects expected
- Satisfactory (meets standards) – meets the expectations for content and format with some minor errors
- Unsatisfactory (below standards)- does not meet expectations

**Organization:** (9/10 papers: excellent; 1/10 satisfactory) For the most part, student writing demonstrates excellent organization.

**Content:** (7/10 papers: excellent; 3/10 satisfactory) Student writing demonstrates satisfactory to excellent performance in clear evidence, key terms, key claims and connections.

**Format:** (8/10 papers: excellent; 2/10: satisfactory) Students’ use of the French language is commensurate with the intermediate level of

French studies.

**Cultural concepts:** (6/10 papers excellent; 4/10 satisfactory) Student writing indicates satisfactory to excellent competency in the understanding and expression of the key cultural concepts taught during the semester.

The results show that students have an excellent background in organizational writing skills. Two third of students' papers demonstrate an "excellent" competency in the use of key terms, evidence for arguments and connections. One third exhibits "satisfactory" competency in these areas. The French language used in these papers reflects an "excellent" mastery of the skills taught at the intermediate level. Their competency in expressing cultural concepts ranged from "excellent" to "satisfactory", and in general demonstrates good understanding and clear expression of the key cultural concepts discussed in class.

#### **For FREN 312**

Excellent (exceeds standards)- exceeds the aspects expected

Satisfactory (meets standards) - meets the expectations for content and format with some minor errors

Unsatisfactory (below standards)- does not meet expectations

**Organization:** (10/10 papers: Excellent) Student writings demonstrate excellent organization.

**Content:** (7/10 papers: Excellent; 2/10 Satisfactory; 1/10: Unsatisfactory): Student writing demonstrates satisfactory to excellent, with one student who scored "Unsatisfactory". The unsatisfactory paper was very generic in its contents, with no analysis, limiting the contents to emotional statements.

**Format:** (7/10 papers: Excellent; 3/10 papers: satisfactory): Students overall use French grammar correctly, handling idiomatic expressions comfortably. The difference between the "excellent" and "satisfactory" levels might have to do with the semester abroad some students took prior to taking this class. Their contact with the language is fresher than students who "lost" contact with it for an entire summer.

**Cultural concepts:** (9/10 papers: excellent; 1/10 papers: satisfactory). Students demonstrate an outstanding handling of concepts covered in class. At least three concepts are developed by the students who illustrate them with pertinent arguments. The student who scored "satisfactory" meets the expectations yet is below the performance of the rest of the group.

The results suggest that students understand concepts we covered during the semester and can correlate them to contemporary issues. Their writing integrates various positions articulated during our discussions in class. 10/10 score "excellent" as far as the organization of their papers. 9/10 score "excellent to satisfactory" as to the content of their papers, and all 10 students score "satisfactory to excellent" as far as the format. Their competency in expressing cultural concepts ranged from "excellent to satisfactory", which demonstrates that the students assimilated them.

**Describe the impact of the results on the program/department.** *Describe how the results for each outcome have been/will be used for program planning and improvement. E.g. What specific changes in the curriculum or pedagogy have been/will be made? How did dialog among the faculty occur (department retreat, meeting, or other collaboration)? Will changes involve collaboration with others, such as librarians or student affairs professionals, to improve results?*

The Faculty met for two afternoons to discuss the results of the data for the document types FREN 107 "Personal Reflection and Cultural analysis in French" and FREN 312 "5-6 page essay in French". Student learner outcomes evaluated in this assessment indicate that we are succeeding in conveying excellent techniques in organization and excellent to satisfactory techniques in writing. No program-level changes will be implemented based on these results. However, we may want to look into a more deliberate balance between the delivery of content and language development for these courses.

*Post a copy to Compliance Assist no later than September 30. After review by the associate dean and any resulting changes the Director of Learning Assessment will review and provide feedback to the final report.*

HSU Academic Program Outcome Assessment Design Worksheet  
AY 2012-13

College: Arts, Humanities, and Social Sciences	Department and Name of Faculty Contact: WLC, Joseph Di��m��		Date: 10-31-2012
Undergraduate or Graduate Degree, Certificate, Program, Minor: French and Francophone Studies			
Who will participate in the process: The French and Francophone Studies Faculty			
<p><u>Outcome(s) to be Assessed</u> <i>Definition of the assessment issue or problem being explored. What kind of student performance are you looking for?</i></p> <p>HSU Learning Outcome #1: Effective communication through written and oral modes.</p> <p>WLC Learning Outcome #4: Students use all four language skills (oral, writing, reading, and comprehension) appropriately to function in authentic linguistic and cultural contexts</p>	<p><u>Method(s) of Assessment</u> <i>Instrument selection or design (What kind of assignment or exam will you use to obtain such work from the students?); identification of a target population or sample of students (Where and from whom will you collect that work?).</i></p>	<p><u>Measurement Criteria &amp; Tools</u> <i>Determination of how data will be evaluated and analyzed (What will you do with the student work once you have collected it?). You may also wish to discuss setting a target or benchmark (What level of student performance are you looking for? How good is "good enough"?).</i></p>	
<p>For FREN 311, Fall 2012, spontaneous and non-rehearsed <b>writing</b> assessment. We expect our students to score in the "Intermediate Low/ Middle/ High) range according to the ACTFL Proficiency Guidelines 2012</p>	<p>For FREN 311, Fall 2012, we will conduct a non-rehearsed and spontaneous <b>writing</b> assessment. Students will be asked to write an in-class essay on relevant cultural topics.</p>	<p>The <b>writing</b> and <b>oral</b> samples will be evaluated collectively, by all French and Francophone Faculty.</p> <p>We will use the detailed assessment rubric developed in the Academic Outcome Assessment Data Analysis &amp; Report for AY 2010-11 for French and Francophone Studies as a starting point for determining excellent, satisfactory, and unsatisfactory writing quality in the above categories. In addition, we will take this opportunity to redesign the assessment rubric to the new ACTFL 2012 proficiency guidelines.</p>	
<p>For FREN 107, Fall 2012, spontaneous and non-rehearsed <b>oral</b> assessment for FREN 107. We expect our students to score in the range of "Intermediate Low" according to the ACTFL Proficiency Guidelines 2012</p>	<p>For FREN 107, Fall 2012, we will conduct a non-rehearsed and spontaneous <b>oral</b> in-class spontaneous a will be collected at the end of the course. Students will be asked to give an oral presentation on a topic pertinent to the course contents.</p>	<p>For FREN 107, the presentation/performance samples will be videotaped for evaluation by all French Faculty and assessed using a rubric based on the ACTFL Proficiency Guidelines 2012 for speaking. Minimum expected performance in FREN 107 is "Intermediate Low" according to the ACTFL Proficiency Guidelines 2012 for speaking.</p>	
<p>For Spring 2013 graduating seniors. Spontaneous and non-rehearsed mandatory <b>writing</b> and <b>oral</b> assessment. We expect our students to score in the range of "Advanced Low/ Middle/ High" according to the ACTFL Proficiency Guidelines 2012</p>	<p>For 2013 Spring graduating seniors, we will also conduct 2 spontaneous and non-rehearsed mandatory exit <b>writing</b> and <b>oral</b> assessments.</p>		
	<p><u>Calendar for Gathering Data</u></p> <p>FREN 311: Fall semester 2012, last week of April.</p> <p>FREN 107: Spring semester 2013, last week of April.</p> <p>Spring 2013 graduating senior: exit <b>writing</b> and <b>oral</b> assessments, last week of April.</p>	<p><u>Calendar for Analyzing Data</u></p> <p>All data will be analyzed at the end of the Spring semester 2013, during the first two weeks in May.</p> <p>Report will be written during the third week in May, so it is ready to be submitted during Fall semester 2013, in September.</p>	

## Reviewer's Comments

Comments from Director of Educational Effectiveness Ed Nuhfer 9/15/2013.

I can only assume that the students given the signature assignment had the rubrics as part of the disclosure prior to this collected assignment, because the report does not state this.

While it is obvious that students cannot well meet undisclosed expectations, I still find cases where instructors do not understand the need for disclosure in order to provide an effective learning experience. To be certain that disclosure occurs, I needed to be explicit about that here. Disclosure of what constitutes a high-quality response is important in all of the SLOs that you have provided.

## Sources

-  ACTFL Proficiency Guidelines 2012 Final
-  Copy of French Assessment Plan for AY 2012-13
-  Copy of French Assessment Report for AY 2011-12