2014-2015 ANNUAL ASSESSMENT REPORT FRENCH MAJOR AND MINOR

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015**? **[Check all that apply]**

	1. Critical thinking
	2. Information literacy
X	3. Written communication
	4. Oral communication
	5. Quantitative literacy
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:

a.

b.

c.

Q1.3. Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

	1. Yes
X	2. No (Go to **Q1.5**)
	3. Don't know (Go to **Q1.5**)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

	1. Yes
	2. No
	3. Don't know

Q1.5. Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

X	1. Yes
	2. No, but I know what the DQP is
	3. No, I don't know what the DQP is.
	4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)? Yes

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

By assessing written communication competency in French we focused on the Communication standard that is one of five Program Learning Objects that are divided in to subsections – Communication, Cultures, Connections, Comparisons, Communities. The Communication PLO stresses the use of language for communication in "real life" situations. It emphasizes, "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.

In this case, we focused written communication in the following areas:

Standard 1.1: Interpersonal Communication

Students engage in written exchanges, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.3: Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Both PLOs are clearly linked to the Sac State BLG Communicative acts.

Specific Expectations: This set of expectations is demonstrated by a student's ability to

a) express ideas and facts in a variety of written formats and to a variety of audiences in discipline-specific, work-place, and civic contexts

Q1.2.1. Do you have rubrics for your PLOs?

X	1. Yes, for all PLOs
	2. Yes, but for some PLOs
	3. No rubrics for PLOs
	N/A, other (please specify)

b) comprehend, interpret, and analyze written presentations

d) communicate in a language other than English

e) interpret, analyze, and evaluate ideas presented in a variety of creative formats, including written, verbal and visual.

Question 2: Standard of Performance for the selected PLO

Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1): Written Communication	**Q2.2.** Has the program developed or adopted **explicit** standards of performanc for this PLO? [X] 1. Yes [ ] 2. No [ ] 3. Don't know [ ] 4. N/A

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: **[V limit: 300]**

Please see attached – "Rubric" -

Q2.4. Please indicate the category in which the selected PLO falls into.

	1. Critical thinking
	2. Information literacy
X	3. Written communication
	4. Oral communication
	5. Quantitative literacy
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other:

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:	Q2.5	Q2.6	Q
	(1) PLO	(2) Standards of Performance	
1. In **SOME** course syllabi/assignments in the program that address the PLO	X		
2. In **ALL** course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters			
6. In the assessment or program review reports, plans, resources or activities			
7. In new course proposal forms in the department/college/university			
8. In the department/college/university's strategic plans and other planning documents	X		
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the <u>Selected</u> PLO

Q3.1. Was assessment data/evidence **collected** for the selected PLO in 2014-2015?	**Q3.2. If** yes, was the data **scored/evaluated** for this PLO in 20 2015?
X 1. Yes	X 1. Yes
☐ 2. No (Skip to **Q6**)	☐ 2. No (Skip to **Q6**)
☐ 3. Don't know (Skip to **Q6**)	☐ 3. Don't know (Skip to **Q6**)
☐ 4. N/A (Skip to **Q6**)	☐ 4. N/A (Skip to **Q6**)

Q3.1A. How many assessment tools/methods/measures **in total** did you use to assess this PLO? Four one-paragraph essays and one two paragraph essay at the end of each unit assessment.	**Q3.2A** Please describe how you collected the assessment dat for the selected PLO. For example, in what course(s) or by wh means were data collected (see Attachment II)? **[Word limit: 3** In Fren 101 (advanced French Grammar) There were fou one-paragraph-essay exercises at the end of each unit t – using the languages structures covered in the unit – a a two-paragraph-essay on the final

Q3A: Direct Measures (key assignments, projects, portfolios)

Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO? [X] 1. Yes [ ] 2. No (Go to **Q3.7**) [ ] 3. Don't know (Go to **Q3.7**)	**Q3.3.1.** Which of the following direct measures were used? **[Check all that apply]** [ ] 1. Capstone projects (including theses, senior theses), courses, or experiences [ ] 2. Key assignments from required classes in the program [ ] 3. Key assignments from elective classes [X] 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques [ ] 5. External performance assessments such as internship or other community based projects [ ] 6. E-Portfolios [ ] 7. Other portfolios [ ] 8. Other measure. Specify:
Q3.3.2. Please attach the direct measure you used to collect data.	

Q3.4. How was the data evaluated? **[Select only one]**
[ ] 1. **No** rubric is used to interpret the evidence (Go to **Q3.5**)
[X] 2. Used rubric developed/modified by the faculty who teaches the class
[ ] 3. Used rubric developed/modified by a group of faculty
[ ] 4. Used rubric pilot-tested and refined by a group of faculty
[ ] 5. The VALUE rubric(s)
[ ] 6. Modified VALUE rubric(s)
[ ] 7. Used other means. Specify:

Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO? [X] 1. Yes [ ] 2. No [ ] 3. Don't know [ ] 4. N/A	**Q3.4.2.** Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric? [X] 1. Yes [ ] 2. No [ ] 3. Don't know [ ] 4. N/A	**Q3.4.3.** Was the rubric aligned directly and explicitly with the PLO? [X] 1. Yes [ ] 2. No [ ] 3. Don't know [ ] 4. N/A
Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? Instructor for Fren 101	**Q3.5.1. If** the data was evaluated by multiple scorers, was th a norming process (a procedure to make sure everyone was scoring similarly)? [ ] 1. Yes [ ] 2. No [ ] 3. Don't know	

Q3.6. How did you **select** the sample of student work [papers, projects, portfolios, etc.]? All of the students were chosen who were taking the Fren 101 class	Q3.6.1. How did you **decide** how many samples of student w to review? This class had 24 total students: 7 Majors and 15 Minor other students taking the class to maintain their proficiency – their results are not included in the statist below; 5 students had spent a year or more in France o were native speakers; 8 students already spoke two oth languages; 8 students were taking their first or second upper division class. It is common for our classes to hav this variety in terms of previous practice of the languag and, as we decide what standards to use to assess our classes, it is essential to take into account that we can have a broad spectrum of abilities in the class.

Q3.6.2. How many students were in the class or program? 24	Q3.6.3. How many samples of student work did you evaluate? 24	Q3.6.4. Was the sample size of studen work for the direct measure adequate [X] 1. Yes [ ] 2. No [ ] 3. Don't know

Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7. Were indirect measures used to assess the PLO? [ ] 1. Yes [X] 2. No (Skip to **Q3.8**) [ ] 3. Don't know	Q3.7.1. Which of the following indirect measures were used? **[Check all that apply]** [ ] 1. National student surveys (e.g., NSSE) [ ] 2. University conducted student surveys (e.g. OIR) [ ] 3. College/Department/program student surveys [ ] 4. Alumni surveys, focus groups, or interviews [ ] 5. Employer surveys, focus groups, or interviews [ ] 6. Advisory board surveys, focus groups, or interviews [ ] 7. Other, specify:
Q3.7.2 If surveys were used, how was the sample size decided?	(continued above)
Q3.7.3. If surveys were used, briefly specify how you selected your sample.	Q3.7.4. If surveys were used, what was the response rate?

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? [ ] 1. Yes [X] 2. No (Go to **Q3.8.2**) [ ] 3. Don't know	Q3.8.1. Which of the following measures were used? [ ] 1. National disciplinary exams or state/professional licensure exams [ ] 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, et [ ] 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) [ ] 4. Other, specify:

Q3.8.2. Were other measures used to assess the PLO?	Q3.8.3. If other measures were used, please specify:
☐ 1. Yes ☐ 2. No (Go to **Q3.9**) ☐ 3. Don't know (Go to **Q3.9**)	

Q3D: Alignment and Quality

Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?	Q3.9.1. Were **ALL** the assessment tools/measures/methods that were used good measure for the PLO?
☒ 1. Yes ☐ 2. No ☐ 3. Don't know	☒ 1. Yes ☐ 2. No ☐ 3. Don't know

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III) **[Word limit: 600 for selected PLO]**

Results of five essays based on rubrics
B. A. in French (achievement expected levels: 2, 3, 4)

Average score (Total: 100 points)   89

Students scoring 85-94 (competent-4) 93% (6 students)

Students scoring 75-84 (good-3)   7.% (1 student)

Students scoring 65-74 (developing-2) 0% (0 student)

Minor in French (achievement expected levels: 2, 3)

Average score (Total: 100 points)   86

Students scoring 85-94 (competent-4)   53% (8 students)

Students scoring 75-84 (good-3)   40% (6 students)

Students scoring 65-74 (developing-2)   7% (1 student)

A. (Thesis out of 20 points)

Average score – B. A. students   7 (v. good-4)

Average score – Minor students   15 (good-3)

B. (Conventions out of 20 points)

Average score – B. A. students   7 (v. good-4)

Average score – Minor students   15 (good-3)

C. (Organization out of 20 points)

Average score – B. A. students   7 (v. good-4)

Average score – Minor students   15 (good-3)

D. (Sentence Fluency out of 20 points)

Average score – B. A. students   7 (v. good-4)

Average score – Minor students   15 (between developing and good-2 and 3)

E. (Vocabulary out of 20 points)

Average score – B. A. students   7 (competent-4)

Average score – Minor students   15 (good-3)

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance the selected PLO?

Overall, analysis of the compositions indicates that most students in the two programs (B.A. and Minor) can express themselves correctly in writing under testing conditions and are achieving expectations in Written Communication.

This assessment work shows that students in the B. A. tend to have a higher level of proficiency in writing than student in the minor program, which is expected considering that the curriculum for the Major in French consists of more upp division courses in French compared to the requirement of 12 upper division courses for the Minor. Moreover, the d indicate that students in the French B.A. and in the Minor in French can present ideas in a clear and logical order in writing at all levels although some learners still have weaknesses with the formal conventions of writing in French an with their vocabulary (fluency).

Q4.3. For **selected** PLO, the student performance:
- [ ] 1. **Exceeded** expectation/standard
- [X] 2. **Met** expectation/standard
- [ ] 3. **Partially** met expectation/standard
- [ ] 4. **Did not meet** expectation/standard
- [ ] 5. No expectation or standard has been specified
- [ ] 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

X	1. Yes
	2. No (Go to **Q6**)
	3. Don't know (Go to **Q6**)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

X	1. Yes
	2. No
	3. Don't know

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

The greatest difficulties for our students are the formal conventions of the language (accents, spelling, and grammar) as well as with the clear development of their ideas in a fluid and well-organized manner. They need to write more and feel that they can write in French as a natural and low anxiety activity. Areas for improvement would be vocabulary-building and using exercises to augment their fluency as well as correct their spelling/grammatical errors. We will continue to include opportunities for formal and informal writing in in-class activities – free-writing and quick writes – and also try to extend writing to outside of the classroom – journal. These activities will be assessed as extra-credit but will be monitored to assess student's integration of writing in French into their everyday activities.

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses		X			
2. Modifying curriculum					
3. Improving advising and mentoring		X			
4. Revising learning outcomes/goals					
5. Revising rubrics and/or expectations					
6. Developing/updating assessment plan					
7. Annual assessment reports					
8. Program review					
9. Prospective student and family information					
10. Alumni communication					
11. WASC accreditation (regional accreditation)					
12. Program accreditation					
13. External accountability reporting requirement					
14. Trustee/Governing Board deliberations					
15. Strategic planning					
16. Institutional benchmarking					
17. Academic policy development or modification					
18. Institutional Improvement					
19. Resource allocation and budgeting					
20. New faculty hiring					
21. Professional development for faculty and staff					

22. Recruitment of new students					
23. Other Specify:					

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

The data we have collected show that although the majority of learners are achieving expectations in the writing learning objective, many still need to widen their vocabulary and improve and expand their knowledge of grammar in part but also their expressiveness. Given the differing levels of our students and the wide range of experiences they have with speaking French in a Francophone country, using the rubrics allows us to grade the progress and efforts of the students rather than their proficiency level. It would be unfair to give an A to a student who comes to the class speaking well but does not progress while a student who began at a lower level moved on to another level through her efforts in the class

The most important development for our Area in the past three years has been the development of activities outside of the class through students' involvement in French Club and it s activities. The writing, reading, speaking, listening, and cultural activities of the club allow for students to integrate French language practice into their daily activities, which improves their proficiency in a low-anxiety context. The assessment of such outside the classroom activities is difficult to quantify, but there is a feeling of confidence and camaraderie that is built through these shared activities, which contributes to students' improved proficiency.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

Students' Transcripts. In order to form a clearer picture of the development of students' writing skills with respect to our programs, the students' progress in the program (B. A. or Minor) was examined. Examination of the students' transcripts shows that our students have taken the pre-requisites necessary for entering the upper division classes needed for the Major and Minor, but our analysis reveals that students have a wide range of experiences - some have traveled to or come from French-speaking countries; they have solid experience with speaking and interacting in a French or Francophone country.   By using the rubrics in conjunction with the transcripts and advising interviews allows us to evaluate the progress and efforts of the students rather than just their proficiency level. It would be unfair to give an A to a student who comes to the class speaking well but does not progress while a student who began at a lower level moved on to another level through her efforts in the class.

Q7. What PLO(s) do you plan to assess next year?

X	1. Critical thinking
	2. Information literacy
	3. Written communication
	4. Oral communication
	5. Quantitative literacy
X	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
X	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:
	a.
	b.
	c.

Q8. Have you attached any appendices? If yes, please list them all here:

I have attached appendix – "Rubric "

Program Information

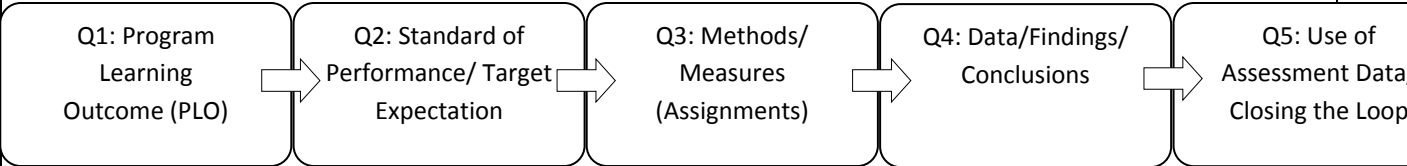|	
P1. Program/Concentration Name(s): Major and Minor in French **P1.1.** Report Authors: Kevin Elstob	**P2.** Program Director: Kevin Elstob **P2.1.** Department Chair: Bernice Bass Martinez
P3. Academic unit: Department, Program, or College:	**P4.** College:
P5. Fall 2014 enrollment for Academic unit *(See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment:*	**P6.** Program Type: **[Select only one]** [X] 1. Undergraduate baccalaureate major [ ] 2. Credential

No information in Fact Book – There were 24 students enrolled in Fren 101.	☐ 3. Master's degree ☐ 4. Doctorate (Ph.D./Ed.d) ☐ 5. Other. Please specify:
Undergraduate Degree Program(s): **P7.** Number of undergraduate degree programs the academic unit has: 2 **P7.1.** List all the name(s): ***Major and Minro in French*** **P7.2.** How many concentrations appear on the diploma for this undergraduate program? 0	**Master Degree Program(s):** **P8.** Number of Master's degree programs the academic unit has: 0 **P8.1.** List all the name(s): **P8.2.** How many concentrations appear on the diploma for this master program?
Credential Program(s): **P9.** Number of credential programs the academic unit has: 0 **P9.1.** List all the names:	**Doctorate Program(s)** **P10.** Number of doctorate degree programs the academic unit has: 0 **P10.1.** List all the name(s):

When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed		X								
P12. Last updated								X		

	1. Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program?	X		
P14. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?	X		
P15. Does the program have any capstone class?		X	
P16. Does the program have **ANY** capstone project?		X	

Assessing Other Program Learning Outcomes (Optional)

If your program assessed PLOs not reported above, please summarize your assessment activities in the table below. If you completed part of the assessment process, but not the full process (for example, you revised a PLO and developed a new rubric for measuring it), then put N/A in any boxes that do not apply.

Report Assessment Activities on Additional PLOs Here

Q1: Program Learning Outcome (PLO)	Q2: Standard of Performance/ Target Expectation	Q3: Methods/ Measures (Assignments)	Q4: Data/Findings/ Conclusions	Q5: Use of Assessment Data/ Closing the Loop

Example: Educational Technology (iMet), MA

Critical Thinking Skills

6.1 Explanation of issues
6.2 Evidence
6.3 Influence of context and assumptions
6.4 Student's position
6.5 Conclusions and related outcomes

(See Critical Thinking Rubric and data tables on Next Page)

➡️

Seventy percent (70 %) of our students will score 3.0 or above in all five dimensions using the VALUE rubric by the time they graduate from the four semester program.

➡️

Culminating Experience Projects:

Master's Thesis

➡️

Students meet the standards of 6.1 (92%), 6.4 (77%) and 6.5 (69%).
Students do not meet the standards of 6.2 (61%) and 6.3 (61%).

Students meet some of our Critical Thinking standards.
The areas needing improvement:

1). 6.2: Evidence (61%)
2). 6.3: Influence of context and assumptions (61%).

➡️

In order to help students in our program successfu become critical thinking researcher we will design mor classroom activitie and assignments related to:
1). Re-examination of evidence (6.2) a context and assumptions (6.3) i the research
2). Require student to apply these skill as they compose comprehensive responses for all their assignments.