

Degree: BA in French, Plan 16, For Calendar Year: 2009
(Date submitted to college committee: 2/26/2010 By: Andrew J. Deiser

(1) The following student learning goals are addressed every year:

Students will acquire Intermediate-High proficiency in the goal areas of speaking, listening, reading, and writing:

Goal 1) Speaking: Students will acquire Intermediate-High speaking proficiency according to Proficiency Guidelines¹ established by the American Council on the Teaching of Foreign Languages (ACTFL).¹

ACTFL is the only nationally recognized language organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction throughout the U.S. French faculty conduct MOPIs in FREN 1311 and 2311 in order to develop a culture in which students are familiar with the expectations and demands of the MOPI, especially those students who will go on to major in French and will be required to participate in MOPIs at the 3000- and 4000-level courses, and those students who enter the Secondary Ed. program and are required to take an official OPI. The MOPI is based on the Oral Proficiency Interview (OPI), a nationally recognized and normed tool designed by ACTFL for measuring oral proficiency in a given language. The OPI is based on research conducted by the School of Language Studies of the Foreign Language Institute, as well as on other studies that have since been conducted to determine typical performance levels for majors. DISLS faculty who conduct the MOPIs have been trained either in ACTFL OPI workshops or through in-house training to ensure inter-rater reliability.

Goal 2) Listening: Students will acquire Intermediate-High listening proficiency according to the Test français international's (TFI) proficiency descriptors. The TFI is a standardized test that was developed by the Chauncy Group International, Ltd., a subsidiary of Educational Testing Services. It takes one hour and fifty minutes to administer and contains 180 multiple-choice questions. Student scores are correlated to seven proficiency levels ranging from Beginner to Advanced Professional Proficiency. The descriptors for the proficiency levels correlate closely to those used by ACTFL, and for the purpose of this report, students' scores for the TFI will be described in terms of ACTFL's proficiency guidelines.

Goal 3) Reading: Students will acquire Intermediate-High proficiency according to the ACTFL proficiency guidelines.

Goal 4) Writing: Students will acquire Intermediate-High proficiency according to the ACTFL proficiency guidelines.

¹ See Appendix A for a description of the ACTFL Proficiency Guidelines for Intermediate-High

(2) Learning outcomes/objectives for those goals addressed this year:

1.1 Students will acquire Intermediate-High speaking proficiency according to the ACTFL Proficiency Guidelines. This will be evidenced by the following behaviors:

- Students will be able to engage in a variety of conversations in the target language.
- Students will also be able to begin to narrate in different time frames and describe a variety of things with paragraph-length connected discourse although they will not be able to sustain this type of discourse for extended periods of time.
- Students will be able to perform successfully a variety of communicative tasks in the target language related to their daily lives, such as buying groceries, renting an apartment, describing their family and their weekly routine at the university. In addition, students will be able to discuss and analyze a variety of aspects concerning the cultures that make up the Spanish-speaking world.

1.2 Students will acquire Intermediate-High listening proficiency according to ACTFL proficiency guidelines. This will be evidenced by the following behaviors:

- Students will be able to understand main ideas and most details with respect to a variety of topics. Discourses may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information.

1.3 Students will acquire Intermediate-High reading proficiency according to the ACTFL proficiency guidelines. This will be evidenced by the following behaviors:

- Students will be able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. Students will understand the main ideas and facts but will miss some details. Texts at this level include descriptions and narrations, such as simple short stories, novellas, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

1.4 Students will acquire Intermediate-High writing proficiency according to the ACTFL proficiency guidelines. This will be evidenced by the following behaviors:

- Students will be able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. This includes the ability to write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature.

(3) Courses & activities where assessed:

- See the detailed assessment map in Appendix B.

(4) Methods used.

Objective 1.1 Students will acquire Intermediate-High speaking proficiency according to the ACTFL proficiency guidelines.

- a. The principal method for measuring progress toward this objective is the MOPI. To reiterate, the MOPI is based on the OPI, a nationally recognized tool for measuring oral proficiency in a given language.
- b. French faculty conduct MOPIs at all levels of instruction.
- c. This objective is measured through the MOPI and oral presentations and projects in 3000- and 4000-level courses.
- d. Professors guide students toward the achievement of this goal, and students are required to demonstrate sufficient progress toward the attainment of this goal. An assessment committee made up of three faculty members meets once each year to discuss assessment issues. It is during the yearly meeting that Faculty analyze the results of the tests and look into the possible need for any changes to the learning goals.

Objective 2.2: Students will acquire Intermediate-High listening proficiency according to the ACTFL proficiency guidelines.

- a. The methods for measuring this objective include exams, quizzes, in-class activities, computer-related activities, and the TFI.
- b. The TFI is administered to students upon completion of the French skills courses, 3310, 3311, and 3312, and prior to graduating.
- c. This objective is measured by the TFI.
- d. Professors guide students toward the achievement of this goal, and students are required to demonstrate sufficient progress toward the attainment of this goal. An assessment committee made up of three faculty members meets once each year to discuss assessment issues. It is during the yearly meeting that Faculty analyze the results of the tests and look into the possible need for any changes to the learning goals.

Objective 3.3: Students will acquire Intermediate-High reading proficiency according to the TFI proficiency guidelines.

- a. The methods for measuring this objective include exams, quizzes, in-class activities, computer-related activities, and the TFI.
- b. The TFI is administered to students upon completion of the French skills courses, French 3310, 3311, and 3312, and prior to graduation.

c. This objective is measured yearly by the TFI.

d. Professors guide students toward the achievement of this goal, and students are required to demonstrate sufficient progress toward the attainment of this goal. It is during the yearly meeting that Faculty analyze the results of the tests and look into the possible need for any changes to the learning goals.

Outcome 4.4: Students will acquire Intermediate-High writing proficiency according to the ACTFL proficiency guidelines for writing.

a. The methods for measuring this objective include homework assignments, in-class writing activities, and in-class and out-of-class writing assignments.

b. Using the ACTFL proficiency guidelines for writing, French faculty embed writing activities in the 3000- and 4000-level classes that indicate students' progress toward acquiring an Intermediate-High level of writing proficiency.

c. Professors guide students toward the achievement of this goal, and students are required to demonstrate sufficient progress toward the attainment of this goal.

(5) What are the assessment findings? How did you analyze them?

There were no students who completed the 3000-level cycle, nor were there any French majors who graduated, thus there were no students to report on for the 2009 academic year.

(6) What conclusions were drawn and what decisions were made as a result? How were stakeholder groups involved? N/A.

Appendix A

Below are the ACTFL proficiency levels for speaking, listening, reading, and writing, as defined by ACTFL.

Speaking: Intermediate-High

Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Listening: Intermediate-High

Students will be able to sustain understanding over long stretches of connected discourse on a number of topics pertaining to different times and places. These topics frequently involve description and narration in different time frames.

Writing: Intermediate-High

Students will be able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Students will also connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated. They will write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

Reading: Intermediate-High

Students will be able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Students will be able to understand some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Students will have some difficulty with the cohesive factors in discourse, such as matching pronouns with referents.

3. Objectives Curriculum Assessment Map

		Goal 1: Oral Proficiency	Goal 2: Listening Proficiency	Goal 3: Reading Proficiency	Goal 4: Writing Proficiency
Course and activities	How outcomes are addressed and assessed	Outcome 1: Achieve Intermediate-High speaking proficiency	Outcome 2: Achieve Intermediate-High listening proficiency	Outcome 3: Achieve Intermediate-High reading proficiency	Outcome 4: Achieve Intermediate-High writing proficiency
FREN 1311	Emphasis Assessed	Somewhat Routine activities, exams, quizzes, MOPI	Somewhat MOPI, activities, exams, quizzes	Somewhat Activities, exams, quizzes	Somewhat Activities, exams, writing assignments
FREN 1312	Emphasis Assessed	Somewhat Routine activities, exams, quizzes, MOPI	Somewhat Exams	Somewhat Exams	Somewhat Exams
FREN 2311	Emphasis Assessed	Somewhat Routine activities, exams, quizzes, MOPI	Somewhat Exams, quizzes, and listening activities	Somewhat Exams, quizzes, and reading activities	Somewhat Exams, quizzes, and writing activities
FREN 3310	Emphasis Assessed	Extensive Oral exams, Oral presentations	None	Somewhat Exams, quizzes, assignments	Extensive Exams, quizzes, writing assignments
FREN 3311	Emphasis Assessed	Extensive MOPI, exams, activities, project	Extensive Exams, quizzes, Listening Activities	None	Somewhat Exams, quizzes, writing activities and assignments
FREN 3312	Emphasis Assessed	None	Extensive Exams, quizzes, activities	Extensive Exams, quizzes, activities	Extensive Exams, quizzes, writing activities and assignments
French Exit exam	Emphasis Assessed	Extensive MOPI	Extensive TFI, MOPI	Extensive TFI	None

French B.A. Secondary Education Program

See French B.A. program for goals, outcomes, methods used.

In addition to fulfilling the requirements for the French B.A., those students seeking a teaching licensure in French must complete eighteen hours in secondary education courses and successfully pass the state Praxis I, II, and III exams. These students must also take an official OPI and score at the Advanced-Low level, a requirement of NCATE.

There were no French Secondary Ed. completers to report on for 2009.