

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in French

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2012 – 2013	SLO 1: To understand and produce oral communications at an advanced level in the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics. Students will be able to interact successfully in a variety of practical and academic situations.	Students met me individually and through questions and answers demonstrated their listening, speaking, and interactional capabilities. At the end of the semester they each presented the argument and research that they had done and then participated in questions/answers from class members.	Twenty-two students participated in these assessments over the academic year in 2012-13. In the first semester it was noticeable that many students performed better in the one on one session than in the presentation at the end. In the second semester this discrepancy had largely disappeared and the second presentation was as good as or better than the first activity. More students achieved mastery of the individual and more advanced task in the second semester than in the first.	Based on the performance of students in the first semester, in the second semester students performed more listening comprehension exercises. They also had more instruction in pronunciation. These tactics seem to have resulted in a better performance on the second assessment task where students prepare to speak, but must do so extemporaneously without reading a text or relying on notes.
2013 – 2014	SLO 3: To develop advanced proficiency in reading comprehension in order to be able to analyze and interpret authentic texts from the target language and	Having read a novel by Marguerite Duras, students produced an original analysis of the text based on themes,	The result showed great improvement in the ability of all students both to write and talk about (also required) abstract subject	No specific action was taken. Students are reading at the expected proficiency level. We will continue as we are doing now to

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	<p>culture. Reading comprehension includes the following: Understanding the development of ideas; Following the organization of ideas; Accuracy of understanding; Knowledge of vocabulary/expressions; and Socio-linguistic awareness.</p>	<p>style, or symbols they discerned within it. The novel was 130 pages and the required writing to demonstrate reading comprehension, and reflection that showed it, was first a four-page draft and then a second draft incorporating all the feedback they received from the professor and from other students during in-class exercises.</p>	<p>matter, adopt a point of view on it, and explain how/why they understood what they did from the novel. All students achieved mastery in reading comprehension.</p>	<p>promote reading proficiency in French.</p>
<p>2014 – 2015</p>	<p>SLO 2: To develop advanced proficiency in the written expression of the target language. Writing proficiency includes the following: the development of ideas; organization of ideas; knowledge and accurate use of syntax/vocabulary/expressions; and use of appropriate sociolinguistic strategies.</p>	<p>Students have a 4-5 page writing project, which includes two drafts, on the topics assigned by the instructors. The project addresses a common reading across courses and is graded by faculty using an agreed-upon rubric.</p>	<p>Of 19 students in FREN 301 and 460, 9 achieved "Advanced-Intermediate High" level of writing proficiency by demonstrating a superb to very good command of the writing tasks as indicated in the ACTFL Standards for Writing; 7 achieved "Intermediate High" by demonstrating a general to average application and command of the writing task; and 2 achieved "Intermediate Low" by demonstrating a fair to poor command of the</p>	<p>The instructors in charge of the French Program reviewed the results the students achieved. Based on this review, FREN 301/302/303 will have a different assignment format. There will be no change in the 400 level French classes as the great majority of the students mastered or achieved proficiency by writing substantive and thoroughly developed papers with sophisticated vocabulary and effective complex sentences.</p>

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			writing tasks; 2 failed to achieve the minimum proficiency level.	
2015 – 2016	SLO 4: Student: Has knowledge of culture; Investigates dynamic/variant dimensions of culture; Integrates textual/experiential knowledge into own framework of knowledge and compares to American culture; Recognizes stereotypes, including those of race, gender, and ethnicity; understanding of community language/culture.	1.Introduced related cultural aspects such as Paris vs. provinces, Culture vs. culture, various terms of cultural analysis, power structures, and the family; 2.Via authentic readings that address and model cultural attitudes were an integral part of class; 3. Applied/pointed out the cultural reflections in the language; 4. All of the above studied through reading extended text and writing discursive essays.	1. Students showed their grasp of cultural concepts discussed and shown in text, analyzed attitudes toward regions, what culture is, how power is demonstrated, and what kind of family structure is shown, through terms of critical analysis; 2. The analyses proceeded via authentic texts read for and in class; 3. Students pointed to features of language as appropriate in their essays.	1. Students need extensive exposure to the subtleties of text to be able to address to do cultural criticism, so we have upped the quantity slightly, but also group activities for cultural criticism; 2. Authentic texts remain desirable and necessary components for achieving this goal; 3. Overt and more frequent explanations of language in common necessary.
2016 – 2017	SLO 1: To understand and produce oral communications at an advanced level in the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics. Students will be able to interact successfully in a variety of practical and academic situations.	Faculty conducted embedded assessment in a course required of all majors and minors (16 students total participated). Assessment consisted of an oral exam, which was also a requirement for passing the course.	75% of students met the benchmark, using the ACTFL standards: Low -- 4 students; Mid -- 8 students; High -- 4 students.	The assessment results inform the delivery of the course, the choice of materials, and the activities implemented in the classroom. Because the course is taught by a range of instructors (from Part-time to Full Professors), it has been hard to maintain "quality control." These results reiterate the importance of pedagogical uniformity with

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		<p>Students received a prompt and then were required to speak for 10 straight minutes in response to the prompt in French. A previously agreed-upon rubric was used for the actual assessment; this was adapted from the rubric established by the American Council on the Teaching of Foreign Languages (ACTFL).</p>		<p>language instruction and helped to jump-start conversations on course design -- in particular, incorporating more "lower-stakes" assignments to encourage student practice.</p>