



Program: French B.A.	Completed By: Tama Engelking
Department: Modern Languages	Date: May 25, 2007

Goal 1: Students will develop oral and listening proficiency in French equivalent to intermediate-high on the rating scale established by ACTFL

Outcomes	Research Methods	Findings	Review	Actions
Students will demonstrate an intermediate high level of proficiency in speaking and listening to French.	Student progress in speaking and listening will be measured by oral exams administered in all language skills classes and by oral presentations in both skills and content courses. A formal Oral Proficiency Interview will now be included as part of the exit interview. 18 students were given OP interviews during spring semester as part of FRN 293/393.	One rubric is insufficient for the different types of oral assessments given. Specific problems with PowerPoint presentations were discovered now that students regularly opt to deliver oral presentations with the help of PowerPoint	The French faculty meets regularly to discuss students' progress. When a student has applied for graduation, we review his/her portfolio in preparation for the oral exit interview. The French faculty participated in a one-day workshop on oral, written, listening and cultural proficiency standards. One faculty member completed a four-day ACTFL workshop on Oral proficiency Interviews and is completing the certification process. This training will help us better assess whether students have met the intermediate-high goal for speaking and listening	<ol style="list-style-type: none"> 1) Revised oral rubric to reflect specific requirements for PowerPoint presentations (see appendix) 2) A department task force will develop written guidelines for PowerPoint presentations. 3) New course "French Conversation through Film" was created to help develop oral proficiency skills. All students in the course were given an Oral Proficiency interview and regularly tested using OPI techniques. 4) Oral proficiency goals need to be included on the syllabi of courses with oral components.



<p>Graduating seniors demonstrate their oral proficiency during an exit interview conducted in French</p>	<p>All graduating seniors who have a major or minor in French were invited to participate in an exit interview</p>	<p>Of the two majors and four minors in French who were invited for the interview, only two complied. One student demonstrated intermediate high oral proficiency during a formal Oral Proficiency Interview, and the second one was rated as advanced low. Both of them met the proficiency goal set for our majors.</p>	<p>The French faculty find the exit interview to be the single most useful tool for assessing our program. However, given our new training in oral proficiency interviews, we decided to divide the exit interview into two parts. The first will be an OPI to rate the student's speaking and listening skills. The second part of the interview will be in English and will include a set of standardized questions (see appendix). Additional questions will be added according to the student's specific program of study and personal goals. We also need to develop a new strategy for getting students to participate in the exit interview. We will tie it in with filing for graduation, and schedule it earlier in the year.</p>	<p>1) With the help of professional development funds, one of the French professors received OPI training, and is pursuing certification. The second professor will attend an OPI training workshop in the fall. 2) Our OPI training helped us incorporate oral exercises and assessments into our courses. A new course was developed for this purpose, "French Conversation through Film" 3) We continue to recruit students to teach and study abroad since immersion is the best way to improve speaking and listening skills. We will capitalize on students returning from teaching in France to publicize this opportunity in the fall 4) We worked with International Business faculty to present two forums this past fall focusing on the benefits of language skills o business majors. 5) Two of our students won third prize in a regional French contest sponsored by La Maison Française. The competition judged their speaking and writing competence.</p>
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<p>Future teachers have their skills assess by the Praxis II exam. The state of Ohio is adding an additional requirement that teachers have an advanced low rating in speaking French.</p>	<p>Students seeking teaching certification are required to pass the oral part of the Praxis II exam. Information as to whether a student has passed the test or not is included on his/her transcript, but we have not yet been able to collect specific test scores</p>	<p>None of our students took the Praxis exam this year Of the two students who will take the exam next year, neither has yet reaching an oral proficiency level of advanced low as required.</p>	<p>Our increased focus on oral proficiency skills will help to prepare the upcoming teachers for their oral interview.</p>	<p>The two education students were given a practice OPI and told what specific areas they need to work on in order to reach advanced low proficiency</p>



Goal 2: Students will write accurately in French at an advanced proficiency level on literary or cultural topics, and use narrative and analytical tools to analyze literary texts in French.

Outcomes	Research Methods	Findings	Review	Actions
<p>Students will demonstrate the ability to write accurately in French at the advanced proficiency level on literary or cultural topics and to use narrative and analytical tools to analyze literary texts in French.</p>	<p>Students are given writing assignments of increasing difficulty, culminating in several long papers in all upper-level culture and literature classes. Selected papers are compiled in student portfolios. We examine the writing samples in the student portfolio for all graduating majors to assess the level of the student's writing skills. Writing is one area discussed during the exit interview.</p>	<p>1) We find the students' writing improves if given the opportunity to rewrite, yet this practice often produces sloppy first drafts. 2) Some of our students are not adequately prepared to produce an acceptable research paper. We need to work more closely with our students to develop research skills.</p>	<p>The French faculty meets regularly to review the curriculum. We conduct the exit interview and review findings for each graduating senior. Writing samples show that students are meeting the proficiency goals, although less prepared students need the opportunity to rewrite and review grammar. Some students also lack the research skills needed to write a research paper.</p>	<p>1) Writing proficiency was included in a one-day ACTFL workshop in which all members of our department participated. 2) We include grammar components in all skills courses and review as needed in other courses 2) We revised the writing rubric last year to provide feedback in specific areas. Students also receive detailed written comments to target areas to improve. 3) Since some students are still not proficient at conducting the research needed to produce research papers, more extensive bibliographic workshops will be added to the curriculum</p>
				<p>4) Due to sloppy first drafts, more emphasis will be placed on editing and producing polished first drafts, and the grade will be weighted accordingly. ..</p>



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<p>Students in all courses at 200-level and above will take the Brigham Young placement test each semester</p>	<p>Gathering of quantitative data from this test will allow us to chart student progress in language skills over the different levels. This test provides an indirect measure of language skills</p>	<p>Data collection continued this year. Few students have yet to take the test multiple times. 32 French students took the CAPE placement exam this year .</p>	<p>Insufficient data to review since few students have taken the exam more than once. We are looking for improvement at each level, so we will continue to gather data. Now that we are also giving students OP interviews, we will corroborate the placement results with the OPI ratings to see if there is a correlation. Of the seven students who have taken the placement exam more than once, all but one improved. Improvement ranged from 2 points to 258 points. Accumulated scores indicate that advanced level students should be scoring in the 500-range.</p>	<ol style="list-style-type: none"> 1) We need to be systematic about having students take the placement exam as part of a regularly scheduled class. 2) Additional funding for a student worker will assure that the placement data is compiled in a timely manner 3) Foreign Language placement tests should be part of freshman orientation along with English and Math placement. This will help us to place and advise students, and it will provide initial scores for students who enroll in French courses. 4) Placement scores will be charted along with OPI ratings. This data will be included in the 2008 report.
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Goal 3: Students will be knowledgeable about French cultural and literary heritage and identity as evidenced by understanding major French literary movements and historical events from the middle Ages to the 18th century and/or the 19th century to the present; they will be familiar with the historical connections between France and the French diaspora, and important postcolonial issues, major Francophone writers and/or film makers.

Outcomes	Research Methods	Findings	Review	Actions
Students will demonstrate knowledge about French cultural and literary heritage and identity. Through a sequence of culture and literature courses, students will identify major events, people and movements that shaped today's France, and distinguish major literary movements by identifying characteristics of various genres by period.	Content-based exams from a 300-level culture class and an upper-level literature class are included in the student portfolio. These provide direct evidence of outcomes being met. Since these courses are all writing courses, papers provide addition evidence that student has met this goal. Selected papers are included in the portfolio.	Students should take content-based courses that include literature and culture. The French major now requires a survey class in literature as well as one in civilization. (previously offered as an elective only).	The French faculty meet regularly to review the curriculum. During the exit interviews we discuss the mix of culture and literature courses taken with students. Film, which is becoming an increasing part of the curriculum, provides additional cultural content to students. Students also express an interest in more applied courses such as translation.	1) Courses on French literature, French culture and Francophone literature and culture are alternated so students will acquire knowledge in a variety of content areas. 2) The New World languages major we are designing will provide an applied track for students not pursuing teaching or graduate study.
Knowledge assessed through content-based essay and short answer tests. Praxis II exam required for future teachers also assess this knowledge.	Gathered data on which students have passed the Praxis II exam. Individual scores are not reported, but we will ask students to include that information during exit interviews. This exam is an indirect measure of cultural and literary knowledge.	The Praxis II exam includes information on French and Francophone culture and literature. Our curriculum should reflect this mix. Students who have this mix do well on the Praxis II exam. All of our students who have taken the exam have passed it, although none of our students took it this year	None. No students took the Praxis II exam this year.	3) Faculty continues to develop Francophone curriculum and to incorporate Francophone components into required courses along with film.



<p>Through Francophone materials incorporated into required courses (literary works, film, political discussions), and through selective courses on Francophone topics, students will learn about the historical connections between France and the French-speaking world, be able to distinguish some of the major Francophone writers and film makers, and to identify some of the important issues in postcolonial studies</p>	<p>Content based exams, research papers and oral presentations will be included in special topics courses (may be on Francophone topics). Some of these materials will be included in the student portfolio.</p>	<p>Students are enthusiastic about courses with Francophone content. This was reiterated during exit interviews.</p>	<p>Courses with Francophone content are appreciated by students as revealed in exit interviews and anecdotal information.</p>	<p>4) Faculty has established a revolving schedule that will make Francophone topics available as electives on a regular basis. A francophone literature course formerly taught in English was revised and offered in French for the first time.</p>
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French Oral Presentation Rubric

NAME: _____

Subject: _____

Grade: _____

Poor acceptable
 but needs work good very good t

1. Presentation shows evidence of research w/multiple sources
2. Information is synthesized and organized around the assigned topic.
3. Evidence of preparation—speaker has memorized information or refers to an outline only. (Note: Reading an oral presentation is not acceptable)
4. Student credits sources when applicable (i.e. direct quotes) and puts information in own words
5. Uses appropriate visual aids to make presentation more interesting and meaningful.
6. Presentation is delivered clearly and slowly enough to be understood by entire class. Eye contact is made, and presentation is appropriate length.
7. French is at appropriate level with correct Grammar, structures, use of vocabulary, etc.

your personal grammar review should include the following:

- ___ subject-verb agreement
- ___ verb tenses, especially _____
- ___ prepositions
- ___ sentence structure (pronouns, negation, interrogatives, etc.)
- ___ noun-adjective agreement
- ___ pronouns, including relative pronouns

COMMENTS:

Appendix

French B.A. Assessment Report, 2007

QUESTIONS FOR EXIT INTERVIEW

The exit interview, previously conducted in French, will now be conducted in English and supplemented by a separate Oral Proficiency Interview in French. During the English portion of the exit interview, the graduating French majors and minors will be asked a standard set of questions. Additional, more individualized questions, might be added as part of the follow-up to the questions below.

FUTURE PLANS (for students not pursuing teaching licensure)

1. Now that you are graduating, what are your future plans?
2. What do you intend to do in your future studies/career with French?
3. What aspects of the French program (language, culture, literature, film) did you find to be the most useful to prepare you for your career goals?
4. What additions to the French program would have helped better prepare you for your career goals?

FUTURE PLANS (for students pursuing teaching licensure)

1. Are you confident that your grammar foundation prepared you to teach French at the high school level?
2. Do you feel that your French speaking skills are appropriate to teach French at all levels in high school?
3. Do you feel that you acquired the appropriate training in literature to be able to teach literary texts to our future students?
4. Do you feel that you have sufficient knowledge of French/Francophone culture to answer your students' questions about France and other French-speaking parts of the world?
5. What aspects of the French program (language, culture, literature film) did you find to be the most useful to prepared you to be a teacher of French?
6. What additions to the French program would have helped better prepare you for teaching French?
7. Did you pass the Praxis II exam? What were your scores?

QUESTIONS FOR ALL STUDENTS:

1. Of the four skills areas, speaking, listening writing and reading, which area(s) do you feel is/are your strongest, and which area needs to be developed more? Please comment on the specific aspects of the courses you took that helped you most with developing the different skills. Do you have suggestions as to how we could have helped you develop your weakest area(s) more?
4. If you studied abroad with our summer program, please comment on the strengths and weaknesses of the program. What suggestions do you have for changing the program?

5. If you did not study abroad, why not? How could we make study abroad more attractive/accessible/relevant for you?
6. How do you feel about the mixture of skills classes, culture/civilization, literature, film, French and Francophone that made up your program of study? How would you suggest we change that mixture? For example, would you have taken advantage of a more applied French language track that included courses on translation and an internship? What about linguistics?
7. What part of your program of study made the most impact on you—think, for example, of a book you read, film you watched, etc. that left the greatest impression?
8. Comment on these aspects of the French program. Did they meet your expectations? What changes would you suggest?
 - Advising
 - Scheduling of classes
 - Teaching styles (lecture, small group work, large group discussion, use of multimedia, etc.)
 - Testing and assessment (oral and written exams, papers, other written and oral assignments)
 - The exit interview process (OPI and this interview)
9. Did you participate in any extra-curricular activities related to French at Cleveland State? In your view, should outside activities be more closely integrated into the program of study (for example, Cleveland International Film Festival)? Please comment on the type of activities that you would find interesting.
10. If a student interested in studying French at CSU asked you about the program, how would you describe the strengths and weaknesses of our program according to your own experience?
11. Any additional comments?