SAINT LOUIS ⚜ UNIVERSITY.

Program-Level Assessment: Annual Report

Program Name (no acronyms): French Program

Department: LLC

Degree or Certificate Level: BA

College/School: CAS

Date (Month/Year): September 30, 2023

Assessment Contact: Annie Smart, PhD

In what year was the data upon which this report is based collected? Spring 2023 semester

In what year was the program's assessment plan most recently reviewed/updated? Fall 2022

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? No
If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

1. **Student Learning Outcomes**
   Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

   We assessed the Oral Presentational Competencies of our students in the FREN4xxx level, as it is connected to our
   "SLO 1: Graduates will be able to interact in French."
   ● Being able to successfully interact in French is understood by the program as being able to communicate at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages (ACTFL). The direct assessment of this ability will be measured in courses through prepared oral presentations and follow-up discussions. For students to reach this outcome, they must at least **meet expectations** as outlined in the rubrics.

2. **Assessment Methods: Artifacts of Student Learning**
   Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

   All students gave a formal oral presentation in class, followed by questions and answers.

Oral presentations used for assessment were part of upper-level courses (FREN4xxx).
Courses were offered in person.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

At the beginning of Fall 2022. Last year, we had created a new, more detailed, assessment tool (See Assessment tool: Oral Presentation). This is our **second year** using the same process and the same rubric.

- Each evaluator received the assessment criteria.
- Assessment took place during the second half of Spring 2023.
- Results were first reported and discussed in May 2023.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Three (3) students received a BA in French in 2022-2023, and all three students were tested.

All three students met expectations.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

The French program meets its goals.
We plan to collect data for another year before considering making possible changes to our program.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment?

Results were collected at the end of the Spring 2023 semester. We discussed assessment in the April 2023 Language Program meeting.
We are in a transitional stage as recently approved changes to the Major and Minor in French will perhaps impact the assessment once the changes go into effect.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies
- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan
- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

We are considering enhancing the oral presentational component of all our FREN3xxx level courses.
We have started implementing this action plan in our FREN3010 course, as a result its being included in the University-CORE --EPII-Oral and Visual Communication.

If no changes are being made, please explain why.

7. Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years **as a result of previous assessment data**?

We recently revised the Major and Minor in French (Spring 2022) as a result of previous conversations around assessment.
We have included a more defined oral component in our FREN3010 course, and have experimented with a more defined oral component in the FREN3020 and FREN3040 courses.

B. How has the change/have these changes identified in 7A been assessed?

Data is insufficient at this point. For the data to be meaningful, we would need a cohort of students who have gone through the new program changes.

C. What were the findings of the assessment?

n/a

D. How do you plan to (continue to) use this information moving forward?

Conversations are on-going since we are in a transitional stage.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

Program-Level Assessment Plan

Program: French	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): UG major
Department: LLC	College/School: CAS
Date (Month/Year): September 25, 2023	Primary Assessment Contact: Annie Smart, PhD

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes What do the program faculty expect all	Curriculum Mapping In which courses will faculty intentionally work to foster some level of student development toward achievement of the	Assessment Methods	
			Artifacts of Student Learning (What)	Evaluation Process (How) 1. What process will be used to evaluate

		students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	**SLO 1: Graduates will be able to interact in French (at High-Intermediate level / Actfl Proficiency guidelines)**	reinforced: students enrolled in advanced courses (FREN4xxx) developed: Students enrolled in 3010, 3020 introduced: 1xxx, 2xxx courses	1. Formal oral presentation followed by Q&A session 2. 4xxx-level courses in the final semester of the student's career	During Fall 2021, we created an assessment tool for Oral Presentations in French. (Direct measurement). We implemented this process and tool in Spring 2022 and Spring 2023. We also created in the Spring a survey to assess students' perceptions (Indirect measurement).

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?
   - The assessment tool was created, discussed and revised over the course of Fall 2021 and Spring 2022.
   - We collected data in May 2022 and discussed it in Fall 2022.
   - We collected data again in May 2023 and will discuss the results in Fall 2023.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?
   We have had several discussions. We decided that we needed to collect more data with the same tool to be able to make informed decisions since we just made changes to our program.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is <u>not recommended</u> to try to assess every outcome every year.)

We will assess again next Spring with the same tool (for the same SLO)

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

We have had two meetings including all French faculty. We also had a meeting with our LLC Assessment coordinator. One faculty member then created an Assessment tool, met with the LLC assessment coordinator several times and also with Program coordinator before presenting and discussing the tool to the Program at large. The tool was approved by the program after discussion. Since we have implemented the tool over two periods, all French faculty have used the Assessment tool.

3. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

We will continue to discuss the scaffolding of oral skills from the 2xxx to the 4xxx levels.

4. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

It will probably take another 2-3 years to see French majors graduating under the new guidelines. At that time, we will be able to judge whether we need to adjust our SLO. So far, the Assessment Tool shows we are doing very well. However, the new pathways to the French minor / major start at the 2xxx-level (and not with the 3xxx level). Since we are currently seeing students finishing out with the old guidelines, it seems logical that in 2-3 years we might see a change.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Assessment Tool: Oral Presentation FREN 4xxx: Tony Buttice (evaluated by Annie Smart)

SLO 1: Graduates will be able to interact in French.

Being able to successfully interact in French is understood by the program as being able to communicate at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages (ACTFL). The direct assessment of this ability will be measured in courses through prepared oral presentations and follow-up discussions. For students to reach this outcome, they must at least **meet expectations** as outlined below in all five categories. In order to be assessed as exceeding expectations, a simple majority of marked checkboxes in "Exceeds Expectations" category is required. If a student has more than two marked checkboxes in the "Does Not Meet Expectations", the student will have not fulfilled this SLO.

Categories	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Language Function Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and prepared manner	❑ Extensively narrates and describes accurately and appropriately across major time frames on prepared topic. ❑ Provides a structured argument to support opinions and may construct hypotheses. ❑ Can discuss related topics abstractly, especially those germane to presentation.	• Consistently narrates and describes across major time frames by providing a full account on prepared topic. • Can participate coherently in formal exchanges on a range of concrete topics, including events of current, public, and personal interest. • Can handle successfully and with clarity questions related to the presented topic.	❑ Narrates and describes on prepared topic, but often not consistently. ❑ Provides only an uncomplicated presentation of basic information. ❑ Can only exchange on topics related to personal work, school, recreation, particular interests, and areas of competence.
Text Type Quantity and organization of language discourse (Connected sentences moving into the paragraph length)	❑ Uses formal language at the paragraph length and some extended discourse. (More than 8 sentences per exchange)	• Uses formal language in connected paragraph-length discourse. (4-8 sentences per exchange)	❑ Uses formal language in mostly connected sentences but may resort to memorized phrases or strings of words. (Less than 3 sentences per exchange)
Impact Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience	❑ Presents in an exceptionally clear and organized manner. ❑ Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	• Presents topic in a clear and organized manner. • Presentation illustrates originality and features details, visuals, and/or organization to maintain audience's attention and/ or interest.	❑ Presentation may be either unclear or unorganized. ❑ Minimal to no effort to maintain audience's attention.

Comprehensibility Who can understand this person's language? Can a native speaker unaccustomed to non-native speech understand this speaker?	❑ Spoken language and visuals are readily understood by native audiences unaccustomed to interacting with non-natives.	• Spoken language and visuals are understood by native audiences, even if this may require some repetition or restatement.	❑ Spoken language and visuals are generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	❑ Demonstrates full control of aspect in narration on prepared topic. ❑ Uses precise vocabulary and intonation, great fluency, and ease of speech. ❑ Accuracy may break down when attempting to perform complex tasks over a variety of topics.	• Demonstrates control of aspect in narration on prepared topic. • Demonstrates fluency and a breadth of varied vocabulary • Fluency decreases in quality and quantity when attempting to perform advanced tasks.	❑ There is significant breakdown in communication in one or more of the following areas: the ability to narrate and describe, use of paragraph length discourse, fluency, breadth of vocabulary.

Assessment Tool: Oral Presentation FREN 4xxx: Claire Calhoun (evaluated by Kathleen Llewellyn)

SLO 1: Graduates will be able to interact in French.

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Categories	**Exceeds Expectations**	**Meets Expectations**	**Does Not Meet Expectations**

Language Function Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and prepared manner	❑ Extensively narrates and describes accurately and appropriately across major time frames on prepared topic. ❑ Provides a structured argument to support opinions and may construct hypotheses. ❑ Can discuss related topics abstractly, especially those germane to presentation.	• Consistently narrates and describes across major time frames by providing a full account on prepared topic. • Can participate coherently in formal exchanges on a range of concrete topics, including events of current, public, and personal interest. • Can handle successfully and with clarity questions related to the presented topic.	❑ Narrates and describes on prepared topic, but often not consistently. ❑ Provides only an uncomplicated presentation of basic information. ❑ Can only exchange on topics related to personal work, school, recreation, particular interests, and areas of competence.
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Comprehensibility Who can understand this person's language? Can a native speaker unaccustomed to non-native speech understand this speaker?	❑ Spoken language and visuals are readily understood by native audiences unaccustomed to interacting with non-natives.	• Spoken language and visuals are understood by native audiences, even if this may require some repetition or restatement.	❑ Spoken language and visuals are generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	❑ Demonstrates full control of aspect in narration on prepared topic. ❑ Uses precise vocabulary and intonation, great fluency, and ease of speech.	• Demonstrates control of aspect in narration on prepared topic. • Demonstrates fluency and a breadth of varied vocabulary	❑ There is significant breakdown in communication in one or more of the following areas: the ability to narrate and describe, use of paragraph length discourse,

			fluency, breadth of vocabulary.
	❑ Accuracy may break down when attempting to perform complex tasks over a variety of topics.	• Fluency decreases in quality and quantity when attempting to perform advanced tasks.	

Assessment Tool: Oral Presentation FREN 4xxx: Arina Martin (evaluated by Kathleen Llewellyn)

SLO 1: Graduates will be able to interact in French.

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Comprehensibility Who can understand this person's language? Can a native speaker unaccustomed to non-native speech understand this speaker?	❑ Spoken language and visuals are readily understood by native audiences unaccustomed to interacting with non-natives.	• Spoken language and visuals are understood by native audiences, even if this may require some repetition or restatement.	❑ Spoken language and visuals are generally understood by those unaccustomed to interacting with non-natives, although interference from another language may be evident and gaps in communication may occur.
Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency	❑ Demonstrates full control of aspect in narration on prepared topic. ❑ Uses precise vocabulary and intonation, great fluency, and ease of speech. ❑ Accuracy may break down when attempting to perform complex tasks over a variety of topics.	• Demonstrates control of aspect in narration on prepared topic. • Demonstrates fluency and a breadth of varied vocabulary • Fluency decreases in quality and quantity when attempting to perform advanced tasks.	❑ There is significant breakdown in communication in one or more of the following areas: the ability to narrate and describe, use of paragraph length discourse, fluency, breadth of vocabulary.