

OHIO NORTHERN UNIVERSITY
2007 ANNUAL REPORT ON THE ASSESSMENT OF STUDENT LEARNING

Academic Program: French
Department: Modern Languages
College: Arts and Sciences
Submitted by/Date: Roseanna Dufault / 12-3-07

The Annual Report on the Assessment of Student Learning consists of three parts.

Part I provides the learning objectives and measures as previously identified.

Part II requests information about assessment activities for the previous academic year.

Part III requests information about programmatic or operational changes occurring or being proposed as a result of assessment activities.

Reports must be submitted by department chairs to the Office of Institutional Research by **December 3, 2007**. Each annual report will be evaluated by the University Assessment Committee and returned to the department chair and the respective Dean by **March 3, 2008**.

I. ASSESSMENT PROGRAM COMPONENTS

Instructions: Please review the following and make changes as needed.

A. Learning Objectives

1. Ability to speak French in a way understandable to native speakers in everyday situations and routine work requirements
2. Ability to understand the main ideas of spoken French in a standard dialect in everyday situations
3. Ability to read with almost complete comprehension French texts encountered in everyday situations as well as a variety of literary texts
4. Ability to write routine social correspondence, narratives and descriptions in French with a minimum of errors
5. General knowledge of French and Francophone cultural traditions and informed attitudes toward cultural differences

B. Measurements

Near the end of the quarter before the student plans to graduate, the student shall give an oral presentation ("recital"), lasting approximately 5 minutes, entirely in French, on a topic of the student's choice, approved beforehand by Dr. Finn and/or Dr. Dufault. The faculty members of the Department as well as other presenting students form the audience. After the presentation, audience members possessing sufficient skills in French will ask general questions of the presenter. Following the presentation and question/answer session, the student's performance will be evaluated with Pass, High Pass, Pass with Distinction, or No Pass.

Criteria for performance are 1) ability in French at least at a High Intermediate level (as put forward by the ACTFL), 2) content of reasonable interest and sufficient complexity to demonstrate the student's skills, and 3) comprehension and reasonably coherent responses to questions.

Near the end of the quarter before the student plans to graduate, the student shall submit a writing sample, such as an essay or report turned in for a recent class. Members of the department faculty with sufficient knowledge of French will evaluate the sample and rate it as Pass, High Pass, Pass with Distinction, or No Pass. Criteria are 1) ability to write coherently in French with a minimum of errors, and 2) content of reasonable interest and sufficient complexity to demonstrate the student's skills.

II. ASSESSMENT ACTIVITIES FOR 2006-07 (ACADEMIC YEAR)

Instructions: Please complete the following sections.

A. Describe the *measures* used to collect the data?

(Which measures did you use during the past year? Which learning objectives does each measure address? How and when did you administer the measures?)

Oral Presentation

Pronunciation	Almost entirely incomprehensible to a native or a near native speaker	Mostly incomprehensible	Many errors; difficult to comprehend	Many errors but comprehensible to a trained speaker	Occasional words mispronounced; moderate accent	Entirely comprehensible; non-native accent is not strong
	1	2	3	4	5	6
Vocabulary	Inadequate and inaccurate	Often lacks basic words	Occasionally lacks basic words	Generally accurate usage but uses wrong cognates at times	Rich and extensive vocabulary, idiomatic expressions	Very accurate usage, use of transitional phrases, idiomatic expressions
	1	2	3	4	5	6
Grammatical structure	No correct utterances	Very few correct utterances	Major structural problems	Mostly correct, but definite structural problems	Largely correct, minor structural problems	Utterances almost always correct
	1	2	3	4	5	6
Fluency	Halting and fragmentary; long pauses	Slow and uneven except for routine sentences	Hesitant, jerky, incomplete sentences	Stumbling speech, but can rephrase or continue	Generally natural, continuous; slight pauses	Speech natural and continuous; no odd pauses
	1	2	3	4	5	6

Scoring: 20-24 = Pass with distinction
 15-19 = High pass
 10-14 = Pass
 Below 10 = No pass

Objectives 1, 2, and 5 were measured on April 25, 2006.

Writing Sample

Name _____ Date _____ Score _____

	1	2	3	4
Introduction	Dull, uninteresting	Rather banal	Good, reasonably interesting, appealing	Interesting, inviting
Structure/organization	Poorly organized	Not particularly well organized	Good, relatively well organized	Excellent organization
Examples/support	Very few examples; not convincing	Insufficient number of convincing examples	Well chosen, sufficient examples	Several interesting, convincing examples
Transitions	Very few or none	Few expressions, poorly chosen	Some expressions used	Several expressions, well-chosen
Conclusion	No particular conclusion	Dull, banal	Good, satisfying	Excellent, very satisfying
Grammar/expression	Many errors, very simple structures	Many errors; insufficient number of complex sentences	Relatively few errors, rather good structure	Very few errors; excellent sentence structure

Scoring: 20-24 = Pass with distinction
 15-19 = High pass
 10-14 = Pass
 Below 10 = No pass

Objectives 4 and 5 were measured in May 2006.

B. Present the *results* of the data collection and analysis for each measure listed above.

(Present the data resulting from 2006-07 assessment activities. What are the standards and expectations for performance? Did the students meet the standards? What gaps were found between the standards for student learning and the actual results? *Please do not include any students' names.*)

Student 1 : Oral presentation = Pass with distinction
 Student 2 : Writing sample = Pass

III. PROGRAMMATIC /OPERATIONAL ADJUSTMENTS

Instructions: Please complete the following sections.

A. Describe the *adjustments*, if any, to the program or the program's operations (including budgetary) which are either being proposed or have already been made in order to narrow the gaps identified between learning objectives and actual outcomes.

(What changes in curriculum, instructional strategies, course content, personnel, facilities, equipment, resource allocation, etc. are recommended to address the gaps between expected performance and actual results?)

No adjustments are warranted at this time.

B. Describe the *changes* that need to be made to the assessment plan and practices for the future?

(Have questions been raised about the effectiveness of the assessment plan? If so, what changes are needed? Are different objectives, measures, analysis, etc. needed?)

The writing sample was added this year in order to measure more of the objectives.

In order to ensure more student participation in the assessment process, we might consider tying the measurement to specific classes and/or conducting the measurement earlier in the program. Waiting until the end of the quarter before students plan to graduate means that some students are unavailable.