

a. Program Learning Outcomes

The Liberal Arts and Sciences (LAS) program learning outcomes have recently been changed. These outcomes were not in effect when current students began their program of study. Please refer to the section on the LAS degrees for more information on the review process.

There are five overall learning outcomes for the Associate of Arts and Associate of Science degrees. The French 101-103 sequence supports the following:

Outcome I – Critical Thinking/Problem Solving

Students should have the ability to think logically and problem solve using analysis, synthesis and evaluation.

Outcome II – Global Awareness

Students should recognize and articulate an understanding of the increasing interdependence of world cultures and their consequences.

Outcome III – Group Participation/Social Interaction

Students should learn to achieve group goals in a variety of social contexts.

Outcome IV – Professional Effectiveness

Students should demonstrate responsibility and accountability in accomplishing goals.

Outcome V – Communication

Students should be able to communicate effectively in a variety of ways with varied audiences. Application of the LAS program outcomes for FRE 101-103 are:

- Use analysis/synthesis to form syntactically correct expressions.
- Recognize, through observation of idioms and vocabulary, that language is indeed a reflection of culture.
- Become aware of the creativity in humankind and appreciate its diversity.
- Demonstrate at the end of the sequence (through rigorous study and habitual critical thinking) an academic proficiency comparable to students completing the sequence within a baccalaureate degree program.

b. End-of-sequence Learning Outcomes

The end-of-sequence learning outcomes for FRE 101-103 are:

- Apply rules of pronunciation, grammar, and lexicon to unfamiliar material.
- Use basic spoken communications.
- Read and comprehend short passages.
- Use basic gesture and other linguistic features of the language.
- The content in the French 101, 102, and 103 sequence is identical to that at four-year institutions of higher education and textbooks used are similar.
- Specific learning outcomes (guided by content) are required of students for each course in the sequence.

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. Formative Assessment Method(s) and Description: a measurable indicator of student in-progress in attaining the stated learning outcome(s).

The assessment methods remain the same in the French sequence. Quizzes in diverse forms (i.e. listening comprehension, speaking, reading, writing...) are administered every two weeks throughout each French course in the sequence. Thus, there is continuous and on-going formative assessment occurring throughout the French 101, 102, and 103 sequence.

After taking the comprehensive final examination at the conclusion of the Elementary French sequence in French 103, students are invited to participate in the end-of-sequence assessment to assist the department in determining if students are achieving the overall objective in the French first year university parallel sequence. The objective of this assessment is to determine the proficiency or competency level of the students. It goes beyond testing the knowledge of syntax and vocabulary to assess the performance in a real life situation. Thus, the students are not given any specific study plans and are advised to view the experience as a proficiency test that could be administered for placement in a course in another institution or for filling a particular job requirement. Keeping in mind the level of competency that a student in French would attain after one year of study, the faculty tests the students in the four skills of language learning (i.e., listening, speaking, reading, and writing). The end-of-sequence assessment test was previously comprised of separate units.

- Listening comprehension of expressions with diverse vocabulary and verb tenses/modes.
- Reading out-loud (on tape) an unfamiliar passage in French.
- Answering questions in French in written and oral form.
- Writing simple sentences using free expression in correct form.

Since spring of 1998, the students in FRE 103 are tested in a more integrated, comprehensive/affective fashion. For example, the students read their own original sentences in French to the class who in turn showed their comprehension by writing them down in French while taking part in the critique of the presentation. The emphasis is not on "right" or "wrong;" participation is more important for the oral work in French. Determination of "right" and "wrong" is more important in the written work.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

This section is not applicable to end-of-sequence assessment in LAS. Refer to the section on summative assessment of the program learning outcomes for Liberal Arts and Sciences.

IV. **Results:** A description of the actual results of overall student performance gathered from the assessment(s). (see III.a.)

End-of-sequence assessment in French 103 began as a pilot in 1994. Based on the results of this experience the end-of-sequence assessment was formally included in French 103 in the spring of 1995 and again in 1996. In the spring of 1997, the assessment, although maintaining the same format and objectives, introduced new content and emphasized more speaking/pronunciation (weak in students who had not studied French in high school). In the spring of 1998, students were tested for speaking comprehension more rigorously within the course and with more concentrated material students did better at the end of the sequence. Students who use the new language lab show a positive difference in pronunciation. This is especially true with beginners.

Students continued to do very well in the reading comprehension. Writing data competency was average to good (correctness in writing seems to stem from individual behavior patterns, for the careful students nearly always did better in writing than the careless ones.)

Informal feedback indicates that students perform well after they transfer to four-year institutions. WSU faculty say that they see no difference between the native WSU students and those that started at Sinclair.

V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Student strengths with respect to the learning of a language continued to relate to the written and grammatical structures. Students continue to struggle when expected to speak in French. This is true of adults learning any language. More individual practice in the Language Lab will have to be emphasized as a means of improving the language skills of learners.

It is important to continue administering the assessment at the end of the sequence in French 103. It is also important that students continue to read and interpret unfamiliar passages and write impromptu in French so as to keep in mind that knowledge has to be applied and transferred to performance.

Emphasis should be placed on living and using the language with observation and critical thinking. Faculty should make the end-of-sequence assessment process a more integral part of French 103. The test should be based more on general competency.

Plans to use more collaborative learning experiences in the 200 series have been implemented. During class, students naturally pair up and share expertise by working in small groups in a friendly, informal manner. Efforts to utilize collaborative learning experiences in the 100 series were found to be problematic since

inadequate knowledge of correct punctuation and syntax could proliferate incorrect usage.

The language lab has been in use since fall of 1999. The new lab is an integral part of every French university parallel course making language learning more alive by providing an experience that takes the students beyond the classroom. French language and culture is seen as an integral part of the multicultural world through the use of multimedia and the worldwide web. Students can listen to tapes, complete exercises and experience French culture first-hand through access to real items like French cartoons. The worldwide web gives students access to view and read French materials exactly as the natives do. Students can immerse themselves into the French culture by reading newspapers, listening to French music and sending e-mail to a pen pal. This interactive experience appears to lead many students to an increasing level of interest and awareness

Students are encouraged to spend at least one hour a week utilizing resources available through the language lab. Julie Hatton the lab coordinator works with students to assist them in accessing appropriate materials.

A college-wide movement toward learner-centered instruction has moved the faculty to develop a wide variety of instructional exercises and lessons tailored for individual student learning preferences.

VI. General Education: Are you using any tool(s) to assess any of the three primary general education outcomes* (communication, thinking, and values/citizenship/community)? If so, describe.

a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written communication skills are reinforced throughout the French curriculum which focuses on language study that forms the basis of communication. Also, English communication skills are called upon when giving correct and exact interpretations and translations of French sentences and expressions. Students often say they know English better after taking French.

b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral communication skills are reinforced throughout the French curriculum through oral practice which focuses on language study that forms the basis of communication. Also, English communication skills are called upon when giving correct and exact interpretations and translations of French sentences and expressions.

c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing

assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Language is a reflection of culture, and many classroom activities and discussions use critical thinking and problem-solving skills to discover this relationship.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, and service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

As the students compare and contrast the values and ways of thinking found in French-speaking countries and in the U.S., they become aware of the oneness of the human race and learn to appreciate at the same time its diversity.

- e. Computer and information literacy:

Students are required to utilize resources through the Language lab in Building 2. These resources included print, audiotape, and multimedia based instructional tools. In addition, web-based materials including streaming audio and video are offered to augment in-class instruction. Students are expected to be able to locate information and complete assignments utilizing resources off the web. Basic computer skills are a must and some more advanced skills are also required. Additionally, students benefit from the services of a technically qualified lab coordinator contributing to their computer and information literacy.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.