French Program & SLO Assessment

with ePortfolio

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IUPUI & Program in French

- Housed in a setting that values assessment work
- IUPUI ePortfolio Grant opportunities (thank you!)
- Minor: 15 credits
- Major: additional 15 credits above Minor
- Starting a Graduate Certificate in Translation Studies
- 3-week summer study abroad

IUPUI Program in French

- 3 full-time faculty + 1 shared with another Department; adjuncts
- **Fall** enrollments holding steady ☺
  - 100-level (F131 & F132): 175
  - 200-level (F203 & F204): 60
  - 300- and 400-level: 55 total
- 24 declared Majors (roughly 4-5 graduate each year)
- about 75 Minors (hard to track in IUPUI system)
- drafting proposal to add a certificate in French for the Professions as a value add-on to other majors

Currently: limited reportable outcomes

We have grades for individual courses but no consistent measures of language proficiency progression or program effectiveness

image credit: http://www.sevenquotes.com/page/10/

Curricular Changes

- Graduate Certificate in Translation Studies (ramifications on degree map that impacts undergraduate curriculum because we are such a small Program)
- A Capstone requirement that increased from 1-credit to 3-credits
- changing demands of students and employment-readiness skills
  - program moving from a curriculum rooted in a more traditional language, literature, culture approach to one of French for the professions
- integration of on-line courses at 100- and 200-levels

Curricular Changes

With all those changes, a comprehensive look at the Program was needed to ensure that Learning Outcomes were defined in relation to these changes and are being reached if not exceeded.

Prime time to really engineer a program assessment and meaningful (better) Capstone experience

Create system that encourages student to "own" and document personal success.

Starting point: Current Published Student Learning Outcomes for BA in French

Students completing the French B.A. program will achieve the following:

Know

- the structural rules underlying the French language;
- the French sound system and the phonetic rules that govern oral performance;
- how to recognize and interpret major French literary, philosophical, historical, and artistic works, genres, periods, and topics; and
- how to recognize and appreciate ethnic, social, cultural, historical, and value-based diversity from examples provided by the Francophone world.

Understand

- the nature of language itself as well as one's own language as a socially and historically created system of communication;
- the importance of critical thinking when examining other cultures and comparing them to one's own;
- the value of different methods of study of languages and cultures; and
- the linguistic evolution of the French language and its regional and social variations.

Be able to

- **use French for conversational, professional, and academic purposes at the Advanced Low level of proficiency as defined by the American Council on the Teaching of Foreign Languages;**
- communicate in a culturally appropriate manner;
- read and understand texts written in French from a variety of genres and contexts, (e.g. newspapers, commercial materials, literature, etc);
- write in French in various contexts and for various audiences, using correct grammar;
- conduct research on the language, literature, and/or culture of France and the French-speaking world; and
- demonstrate familiarity with current events, traditional and popular culture, and structures of the society/societies in which French is spoken.

Starting point: Current SLO's

Do you know what is published for your program's SLO's?

Step A: Faculty Support/Buy-in for change

image credit: https://leadingstrategicinitiatives.com

Step A: Faculty Support/Buy-in for change

If you want to reach beyond a single course, can you?

Step 1: Points of assessment
(numbered steps inform each other back and forth)

Establish assessment milestone points (points of exit)

- end of first-year sequence
  (eventually compare on-line vs face-to-face)
- end of second-year sequence
  (eventually compare on-line vs face-to-face)
- end of Minor
- end of Major/Certificate

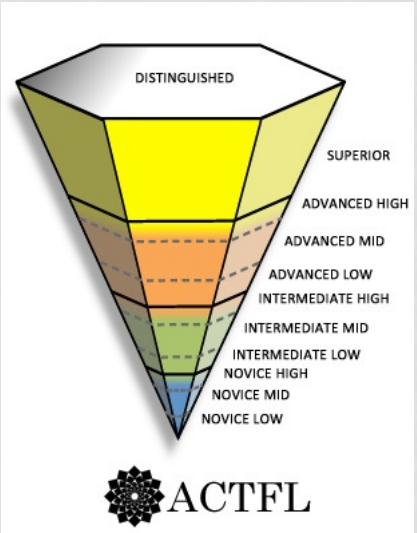
Step 1: Points of assessment

Where does it make sense in your program to "take stock" of student learning?

Step 2: Categories of assessment
ACTFL Guidelines
(or: yes we are lucky)

American Council on the Teaching of Foreign Languages (ACTFL)

- Presentational Speaking
- Presentational Writing
- Interpretive Listening
- Interpretive Reading
- Interpersonal Communication
- Intercultural Competence



Step 2: Categories of assessment

Moved from "chapter tests" in 1st and 2nd year language classes with reading, culture, grammar, listening, etc. to individual assessments that focus on individual skills following ACTFL proficiency and performance guidelines…

Step 2: Categories of assessment

Does your program have certification requirements?

Do national organizations have guidelines?

Are there specific skills in your discipline that help define goals?

Step 3: Determine Student Learning Outcomes at each milestone

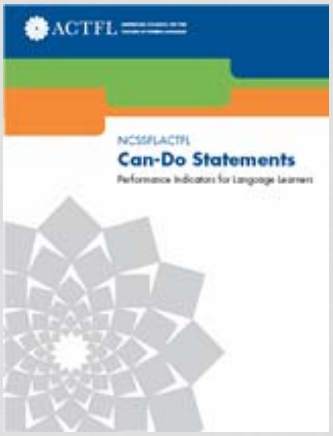
Moved from having SLO's for Major in French to having 4 sets of SLO's…

1. 100-level
2. 200-level
3. Minor
4. Major

Each with 6 subcategories:

- Presentational Speaking
- Presentational Writing
- Interpretive Listening
- Interpretive Reading
- Interpersonal Communication
- Intercultural Competence

Step 3: Determine Student Learning Outcomes at each milestone



Based on the National Council of State Supervisors (NCSSFL) and ACTFL Can-Do Statements

- can be used for both student self-assessment as well as external assessment

Step 3: Determine Student Learning Outcomes at each milestone

(based on NCSSFL-ACTFL Can-Do Statements)

100-level **Presentational Speaking** (Novice High/Intermediate Low):

The student can

- assemble a series of phrases and sentences to describe in simple terms themes on familiar topics learned focusing on daily life
- be generally understood by sympathetic interlocutors, although speaking is hesitant and filled with inaccuracies

200-level **Presentational Speaking** (Intermediate Mid/Intermediate High):

The student can

- manipulate learned phrases and structures to talk on a wide variety of topics using connected sentences in various time frames
- be generally understood by sympathetic interlocutors, although student may self-correct and reformulate talk

Step 3: Determine Student Learning Outcomes at each milestone

(based on NCSSFL-ACTFL Can-Do Statements)

Minor-level **Presentational Speaking** (Intermediate High/Advanced Low):

The student can

- develop and deliver spoken discourse on topics beyond just everyday life in all major tenses and moods using discourse of paragraph length
- be generally understood by native speakers unaccustomed to dealing with non-native speakers

Major-level **Presentational Speaking** (Advanced Low/Advances Mid):

The student can

- develop and deliver well-organized presentations on research topics
- support a thesis with detailed information and argument developed through critical thinking
- demonstrate the application of phonetic rules that govern oral performance
- be generally understood by native speakers unaccustomed to dealing with non-native speakers

Step 3: Determine Student Learning Outcomes at each milestone

Do the course goals on syllabi in your program lend themselves to SLO's for the program?

Are those course goals professor-specific or program generated?

Do courses naturally align with progressive milestones?

Is an end-point assessment enough?

Step 4: Determine "DOABLE" Signature Assignments for each SLO level & category

100-level & 200-level

- Presentational Speaking: VoiceThread for last Chapter
- Presentational Writing: Paragraph during final test
- Interpretive Listening: on-line listening activity for last Chapter
- Interpretive Reading: Reading during final test
- ***Interpersonal*** Communication: Zoom (but working with this)
- Intercultural Competence: Reflective Essay from "Cultural Awareness Assignments" (see next slide)

***Note**: We have also mapped each Signature Assignment to the IUPUI Principles of Undergraduate Learning*

Intercultural Competence Reflective Essay

Cultural Awareness Assignment: Synthèse Created by Prof. Didier Bertrand, IUPUI

In this paper in English (~600 words), express how the Cultural Awareness Assignments have helped you with Principle of Undergraduate Learning #5: Understanding Society and Culture (PUL #5)

Definition: The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

Outcomes: Understanding society and culture is demonstrated by the student's ability to:

compare and contrast the range of diversity and universality in human history, societies, and ways of life; analyze and understand the interconnectedness of global and local communities; and operate with civility in a complex world.

In order to get full points on this assignment, you need to

1. Re-read your and your classmates' CAAs from 1 to 3;
2. Re-read the comments your classmates may have left for you;
3. Show how PUL #5 applies to this set of assignments by connecting it with very specific examples drawn from your CAA1, CAA2 and CAA3 responses.

300- and 400-level classes

A signature assignment is identified by professors as courses are taught and added to assessment plan.

F315 Conversation & Diction
- Interpersonal Communication – video recording
- Presentational Speaking – audio recording

F328 Advanced Grammar and Composition
- Presentational Writing – drafts and final composition

F352 Culture, Société, Langue et Littérature au Québec
- Intercultural Competency – final paper
- Presentational Speaking – video recording of in-class presentation

Step 4: Determine "DOABLE" Signature Assignments for each SLO level & category

What is already in the curriculum that can be purposed for a larger assessment plan?

What are faculty willing/prepared to do?

Step 5: Create Rubrics

Pilot progression chart/rubric based on SLO's

Nov Mid > Nov High > Int Low > Int Mid > Int High > Adv Low > Adv Mid > Adv High

100-level **Presentational Speaking** (Novice High/Intermediate Low):

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- assemble a series of phrases and sentences to describe in simple terms themes on familiar topics learned focusing on daily life
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Step 5: Create Rubrics

Will these be the same or different from original "grading" of the assignment?

Can this be done at same time as original grading of assignment?

Step 6: Create Directed Response Folio (DRF)/Housing for artifacts and rubrics

4 sets of SLO's, each with 6 subcategories

for now keeping in Canvas

1. 100-level
2. 200-level

all 300-400 level student create an ePortfolio and add to it in **each** French class

3. Minor
4. Major

Each with 6 subcategories (300- and 400-level classes may individually only address one category):

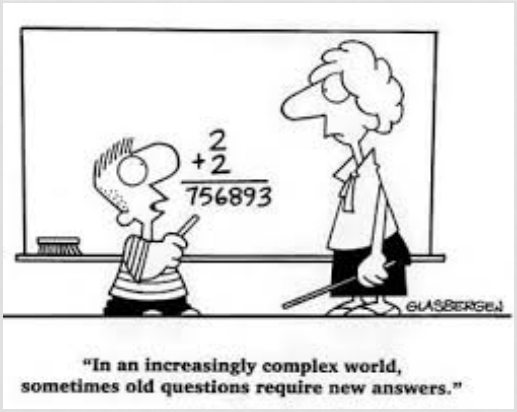
- Presentational Speaking
- Presentational Writing
- Interpretive Listening
- Interpretive Reading
- Interpersonal Communication
- Intercultural Competence

Step 6: Create Directed Response Folio (DRF)/Housing for artifacts and rubrics

Will everything go into the ePortfolio or will there be more than one collection point?

Will the DRF feed into an outward facing folio the student can use to present self? Understand different platforms and student preferences…

Step 7: Train Faculty and create supporting materials for students



Step 7: Train Faculty and create supporting materials for students

Good luck ;)

Step B: Outside Measure
(for us, also provides means for Personal Planning)

Avant STAMP 4s

https://avantassessment.com/stamp4s

Step B: Outside Measure
(for us, also provides means for Personal Planning)

Is there something in your discipline that would be value-added?
What do your students need to be able to show to their future possibilities?

Step C: ePortfolio-based Mentoring

Pilot mentoring prompts this spring (Minor/Major course planning, post-undergrad planning, reflecting on why French/why college) to culminate in Capstone project with choice of outward facing portfolio

Step C: ePortfolio-based Mentoring

What do the members of your Program know about the discipline, student success/failures, past student activities/employment that can be used to mentor your students?

Would this be a place to keep degree maps, course planning – hey, you never know what habits they might pick up ;)

Step D: ePortfolio-based Capstone Product

Students will have artifacts from classes, mentoring prompts, and of course can add in other assignments, internship & study abroad experiences etc.

- *Students* have means to understand and articulate their accomplishments; have planning tools; transparency of Program goals
- *Program in French* will see what assignments/experiences have high impact; will have proficiency data broken into skill categories for curriculum adjustments; will have data to look at retention trends (although not through DRF); data for on-line vs face-to-face class outcomes (although not primarily in DRF)

Step D: ePortfolio-based Capstone Product

Could this be an option or a requirement?

"Why do an ePortfolio?" asks the student…

Starting point: Current SLO's
Step A: Faculty Support/Buy-in for change
Step B: Outside Measure
Step C: ePortfolio-based Mentoring
Step D: ePortfolio Capstone or the student "so what"

Step 1: Points of assessment
Step 2: Categories of assessment
Step 3: Determine SLO's/milestones
Step 4: Determine Signature Assignments/artifacts
Step 5: Create Rubrics
Step 6: Create DRF/Housing for artifacts and rubrics
Step 7: Train Faculty and students

Just a wealth of information – but be thoughtful about what you collect; what is the purpose and how will it be used?

Things necessarily aren't linear ;)

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