

# Seaver College General Education (GE) Assessment – Foreign Language Academic Year 2011-2012

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## I. Program Learning Outcome

Students listen, speak, read, and write within the appropriate cultural context of French.

## II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Service*

Apply knowledge to real-world challenges.

#### *Leadership*

Think critically and creatively, communicate clearly and act with integrity.

### **Community & Global Understanding**

#### *Purpose*

Develop and enact a compelling personal and professional vision that values diversity.

## III. Student Learning Outcome(s)

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

<b>SLO #1</b>	Successfully handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations.
<b>SLO #2</b>	Demonstrate improved competence in core grammatical concepts, such as the control of verb tenses, adjective and noun gender agreement, use of prepositions and adverbs, and the correct use of interrogative forms.
<b>SLO #3</b>	Develop reading and writing skills at a commensurate level.
<b>SLO #4</b>	Understand how to interact and react in culturally-appropriate manners in a conversational context.
<b>SLO #5</b>	Recognize and speak about many of the cultures that comprise the French-speaking world.

## IV. Curriculum Map

For each SLO, indicate the course(s) where the outcome is **I**ntrouced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table

	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>	<b>SLO #4</b>	<b>SLO #5</b>
<b>FRE 151</b>	I	I	I	I	I
<b>FRE 152</b>	I/D	I/D	I/D	I/D	I/D
<b>FRE 251</b>	D/M	D/M	D/M	D/M	D/M

## V. Assessment Plan

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{Enter Date}

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO #1</b>	Oral exposé and final exam	Graduating Senior Survey
<b>SLO #2</b>	Final exam	Graduating Senior Survey
<b>SLO #3</b>	Final exam	Graduating Senior Survey
<b>SLO #4</b>	Group oral presentation and final exam	Graduating Senior Survey
<b>SLO #5</b>	Oral exposé and final exam	Graduating Senior Survey

Provide a copy of each assessment tool (or a detailed explanation) in Appendix A.

**SPECIAL NOTE:** During the Spring 2012 semester one of our long-time French professors was on medical leave. She would have taught one of the two FRE 251 sections offered. Instead a new Visiting Instructor filled in and Professor Langford taught the other section of FRE 251. Professor Langford was leading the assessment of the French Major this year as French Coordinator and the Visiting Instructor had to be trained with the French GE Program's assessment tools and rubrics. Also, she left the country immediately following final exams. It was also Professor Keating's first year at Pepperdine as a tenure track faculty member. Therefore undertaking an assessment was less than optimal for the Spring 2012 semester. For the 2012-2013 academic year our regular faculty will all be back and we will follow the model set forth in the Spanish GE assessment utilizing ACTFL criteria and collect direct evidence during both semesters.

## **VI. Rubrics**

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Place the rubrics in Appendix B. Additional information on rubrics is found [here](#).

## **VII. Criteria for Student Achievement / Success**

For each assessment SLO, list the criterion or criteria established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

	<b>Criterion (Criteria)</b>
<b>SLO #1</b>	Click here to enter text.
<b>SLO #2</b>	Click here to enter text.
<b>SLO #3</b>	Click here to enter text.
<b>SLO #4</b>	Click here to enter text.

## **VIII. Evidence / Data**

For each SLO, present in summary form the evidence/data gathered and indicate your findings based upon the evidence. If necessary, use Appendix C to report raw or original data necessary to support your findings. *Repeat the following section for each SLO.*

### **SLO #1**

#### **Evidence/Data**

Click here to enter text.

#### **Findings**

Click here to enter text.

## IX. Summary

Based on the evidence and findings reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions for this area of the GE program.

1. Are the goals being achieved?
2. Are the SLOs achieved at the established standard of achievement?
3. What are the strengths and weaknesses?
4. What areas need improvement?
5. What are the future one, three and five year goals for this component of the General Education program?

[Click here to enter text.](#)

## X. Closing the Loop & Quality Improvement Program

Based upon your analysis, what actions are necessary to correct weaknesses and improve this area of the General Education program? For each action item, provide the following information. *You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.*

- **Action Item #\_\_:** [Click here to enter text.](#)
- **Evidence to support this proposed action:** [Click here to enter text.](#)
- **Expected outcome (if the action item is implemented):**  
[Click here to enter text.](#)
- **Expected timeline:** [Click here to enter text.](#)
- **Type of Action:**  **Resource Neutral**  **Resources Required**
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*  
[Click here to enter text.](#)

## XI. Contributors

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
April D. Marshall	Associate Professor of Hispanic Studies and Chair	International Studies and Languages

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
Michele Langford	Professor of French, French Coordinator	International Studies and Languages
Kelle Keating	Assistant Professor of French	International Studies and Languages
Christine Peterson	Visiting Instructor of French	International Studies and Languages

**XV. Educational Effectiveness Indicators**

Upon completion of the program review, the committee chairperson is required to complete the form at <http://services.pepperdine.edu/oie/resources/educational-effectiveness-indicators.aspx> and submit the document to the Office of Institutional Effectiveness.

**APPENDICES****Appendix A - Assessment Details**

The following assessment was used to assess Student Learning Outcome #\_\_\_\_.  
Click here to enter text.

*{Repeat and edit the above text as necessary for each assessment tool.}*

**Appendix B - Rubrics**

The following rubric was used to analyze the evidence gathered in assessment of Student Learning Outcome(s) #\_\_\_\_.

*{Repeat and edit the above text as necessary for each rubric.}*

**Appendix C - Evidence /Data**

The following evidence was gathered in assessment of Student Learning Outcome #\_\_\_\_.

*{Repeat and edit the above text as necessary for each SLO.}*

**Appendix D - Chronology**

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

Date	Members Participating (Initials)	Action