

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
French (new)	122	FRN 122 08/16/2019-First Year French II
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities, Languages & the Arts	Juan Redondo
Date of Last Filed Assessment Report		

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Comprehend, write and speak French with increased proficiency at the elementary level.

- Assessment Plan
  - Assessment Tool: Departmentally-developed test.
  - Assessment Date: Winter 2013
  - Course section(s)/other population: ALL SECTIONS.
  - Number students to be assessed: ALL STUDENTS WILL BE ASSESSED.
  - How the assessment will be scored: Departmentally-developed rubric. See attached file.

- Standard of success to be used for this assessment: 70% of more of students receive 70% or higher.
- Who will score and analyze the data: Full time instructor in FRENCH.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
	20

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Enrollment data is not available due to the reorganization of departments.  
The difference in number of students is due to absences.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

There were only two sections of FRN122.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

There were three items to be assessed:

Comprehension [3,2,1,0].

Spelling and diacritics [2,1,0].

Grammar, vocabulary and word choice [3,2,1,0].

A total of 20 students took the WINTER 2019-FRN122 Assessment test:

7 students scored over 90%.

15 students scored over 80%.

17 students scored over 70%.

3 students scored below 70%

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students did reasonably well in oral comprehension (Section I), which consisted of present subjunctive and contrast of past tenses and double negative adverbs.

Two students answered the questions with perfect grammar, spelling, accents and object replacements. Eleven other students reached almost perfection having some minor errors in spelling or tense. Seventeen students surpassed the goal of 70%.

Students had more difficulty in recognizing the contrast between the Indicative vs the Subjunctive moods [modes] (Section II). Only fourteen students reached the goal of 70% here.

Students did exceedingly well in the always arduous task of differentiating the Imperfect vs the Simple past tenses of Indicative [Section III]. Sixteen students went over the mark of 70% in this section, a very unusual occurrence/phenomenon.

Sixteen students scored over 70% in section IV: answering affirmative questions with double or multiple negative adverbs.

Remarkably, all twenty students passed a very difficult topic at this level: Conditional clauses in the past (Section V). Nineteen students reached well over 70%. Just one of the total of twenty students went barely over the 70% score.

Summary:

As 17/20 (85%) met the standard of success, students met the Outcome 1 expectations set for FRN122, in spite of most of them coming to this level with no confidence at all in their oral/aural and grammatical skills area.

More emphasis needs to be placed on oral exposure and authentic personal practice in the classroom. Students have to be challenged to generate their own written and oral expressions through creativity tasks as well as intensive experimentation, with genuine daily life language and fundamental French structures, both as home activities as well as their implementation in the classroom time.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Outcome 1 met the expectations set for FRN122. Most of the students came to FRN122 with no confidence at all in their oral/aural and grammatical skills. There were two silent classes, just spectators. In spite of that fact, students became more vocal and assertive as the semester progressed.

Students created/made up their own questions at home making use of the structures learned every single day in class. Their strength in this area was well demonstrated in the Assessment tests results.

7 students scored over 90%

15 students scored over 80%

17 students scored over 70%

3 students scored below 70%

Students did reasonably well in oral communication (section I) which consisted of Present Subjunctive and contrast of Past tenses Indicative and Double Negative. Two students answered the questions with perfect grammar, spelling, accents and object replacements. Eleven other students reached almost perfection, having some minor errors in spelling/tense. Seventeen students surpass the goal of 70% grade

Students had more difficulty in recognizing the contrast between Indicative and Subjunctive moods-modes (Section II). Only fourteen students reached the goal of 70%.

Students did exceedingly well in the always very arduous task of differentiating the imperfect vs the simple past tenses of indicative (Section III). Sixteen students went over the mark of 70% in this section, a very unusual occurrence/phenomenon.

Sixteen students scored over the mark of 70% in this section of answering written affirmative questions with double or triple negative adverbs [Section IV).

Remarkably, all twenty students passed a very difficult subject at this level: conditional clauses in the past (Section V). Just one of these students went barely over the 70% score.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

More emphasis should be put on oral exposure and on authentic idiosyncratic [personal] practice in the classroom. Students need to practice constantly to generate their own written and oral expressions through creativity tasks and experimentation. Fundamental language structures and recreation of genuine daily life language are imperative as tasks for home and then to be implemented in the classroom time.

Outcome 2: Express information, thoughts and feelings by using a variety of verb forms, vocabulary and grammatical structures.

- Assessment Plan
  - Assessment Tool: Departmentally-developed test.
  - Assessment Date: Winter 2013
  - Course section(s)/other population: ALL SECTIONS.
  - Number students to be assessed: ALL STUDENTS WILL BE ASSESSED.
  - How the assessment will be scored: Departmentally-developed rubric.
  - Standard of success to be used for this assessment: 70% of more of students receive 70% or higher
  - Who will score and analyze the data: Full time instructor in FRENCH.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
	20

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Enrollment data is not available due to the reorganization of departments.

The difference in number of students is due to absences.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students in both sections of FRN122.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Sections I, IV and V were used to test Outcome 2:

Command of sentence structure	[10,9,8,7,6,5,4,3,2,1,0]
Command of vocabulary and word choice	[10,9,8,7,6,5,4,3,2,1,0]
Effective communication	[10,9,8,7,6,5,4,3,2,1,0]

These three sections forced students to show their command of sentence structure, vocabulary and word choice, since there are five object pronouns in French and plenty of negative adverbs.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Answering questions in a logical manner requires the use of multiple object pronouns and a rich variety of negative adverbs, which is wonderful proof of efficient communication.

Paradoxically enough, this outcome proved itself to be the most successful one of the two. Out of twenty students tested, nineteen (95%) passed the mark of 70%.

10 students got a score higher than 90%.

9 students got a score higher than 80%.

Only one student 'failed' to reach the minimum goal of 70%.

Our WCC students need to be exposed to the real French language apart from the traditional methodologies of textbooks. Exposure to different geographical

versions of the French language as well as its cultural dimensions will enrich their knowledge of the language and raise their consciousness of the people who speak it.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Sections I, IV and V were used to test Outcome 2:

Command of sentence structure, command of vocabulary and word choice and effective communication.

These three sections forced students to give proof of their command of sentence structure, of vocab and word choice. There are five object pronouns in French to replace each corresponding object, and many affirmative adverbs to be turned into double and multiple negative ones therefore perfect answers made the point[s]. Answering questions allowed students to demonstrate their skills as effective communicators and show their skills at the time of expressing themselves with perfect sentence structures and correct word choice.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students were challenged to generate their own speech in the target language from the very beginning. They had to create/make up questions at home expressing their own feelings and thoughts (daily life language), applying the grammar learned at that stage in the classroom. Students were constantly bombarded with oral French as they had to answer questions asked to them by both the instructors and their classmates. Creating their own language and implementing it in the classroom allowed them to grasp the essentials of the topic, consolidate it and enlarge their knowledge and self-confidence in the target language, thus creating familiarity and a sense of comfort.

Students will continued to be exposed to different geographical variations of the language as well as to different registers according to the environment and circumstances the native speakers in which they find themselves.

I always strive for improvement. I search constantly for new teaching techniques and methodologies, to approach the learning experience from different angles. I try to encompass all aspects that a language conveys: its history as reflected in its idiomatic expressions/selective lexicon, the cultures of their speakers and their world vision, Weltanschauung, as the three of them are intimately intertwined.

My goal is to impart among my students not only the fundamentals of the language but also the multifarious aspects of the cultural life of the speakers of

French. Students need to not only be exposed to the different geographical variations of the language but also to the way they approach all the aspects of material and spiritual life, so our students can communicate better with them.

### III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

No previous assessment report.

Based on this report, students will improve their oral skills every day by answering grammatically complex questions about daily life experiences to each other, as well as to the instructor in the classroom. We are planning to have a French language club which will meet once or twice a week from next semester on.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

My overall impression is that students did very well and that when they transfer, they are very successful in their placement tests. Some of them they even skip one or two levels at the University of Michigan and at EMU.

A couple of students who did well in the class did not do so well on the Assessment test. Two other students impressed me positively by their results in the tests.

I always strive for improvement and innovation in my teaching methodologies. I will continue to do so throughout my professional experience by teaching the foreign language from different perspectives, using multiple methodologies and constantly searching for new ways and angles from which to teach. I will also continue to adjust the pedagogy to each specific person according to their idiosyncrasy.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

As soon as possible.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
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Outcome Language	Outcome 2 Express information, thoughts and feelings by using a variety of verb forms, vocabulary and grammar structures.	More accurate and to the point.	2020
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Outcome 3 More emphasis on oral exposure and personal practice in the classroom.	Students need to practice constantly to generate their own written and oral expressions through creativity tasks and experimentation.	2020

5. Is there anything that you would like to mention that was not already captured?

6.
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### III. Attached Files

- [RUBRIC 1. SECTION 1](#)
- [RUBRIC 1. SECTION 2](#)
- [RUBRIC 1. SECTION 3](#)
- [FRENCH 122. RUBRIC 2](#)
- [FRENCH 122. RUBRIC 1](#)
- [RUBRIC 1. SECTION 5](#)
- [FRENCH122 RUBRIC 1](#)
- [TOTAL RUBRIC 1](#)
- [RUBRIC 2. SECTION 1](#)
- [RUBRIC 2. SECTION 5](#)
- [TOTAL RUBRIC 2](#)
- [RUBRIC 1. SECTION 4](#)
- [FRENCH122 RUBRIC 2](#)
- [RUBRIC 2. SECTION 4](#)

**Faculty/Preparer:** Juan Redondo **Date:** 09/09/2019

**Department Chair:** Jill Jepsen **Date:** 09/23/2019

**Dean:** Scott Britten **Date:** 09/25/2019

**Assessment Committee Chair:** Shawn Deron **Date:** 12/04/2019