Expected Outcomes: Written communication

By the time students complete this program, they will be able to communicate coherently in writing.

Related typical general education outcomes:

7 Written Communication

Assessment methods

Method: Writing samples

Students will submit a minimum of six typed pages of their written work. During the 2011-2012 academic year, students submitted their written work to the on-line Blackboard course site for the Senior Capstone project. All French professors have access to this site where they can find the students' submissions and independently evaluate them according to a rubric of standards that is also posted on this site. These writing samples are evaluated on a scale of 0 to 4. The results are tabulated, summarized and reported to the French faculty and to OIRA.

Findings:

During the Fall 2011 semester there were no students who enrolled in the Senior Capstone course; in Spring 2012, one student was enrolled. This student received an overall evaluation score of 2.53 on a scale of 0-4. In comparison with the students majoring in FLFR (thus, pursuing a degree in French rather than French for International Trade), this student performed lower. This finding remains the same for the previous academic year (2010-2011), at which time the three graduating FLFT students received an overall evaluation score of 2.89 on a scale of 0-4. This average was again lower than the graduating FLFR students during the 2010-2011 academic year. The sole FLFT student who was evaluated during the 2011-2012 received a 2.8 in written communication.

How did you use findings for improvement?

Based on these findings, the French faculty will need to continue (and perhaps increase) regular written assignments in all French courses. For example, faculty will continue to require essays and, in some courses, research papers.

Additional comments:

The undergraduate director of French will also encourage the other professorial faculty to implement other writing activities in their courses such as weekly journals and/or weekly news summaries that focus on aspects of business or trade in France or other francophone countries.

Expected Outcomes: Oral communication

At the time of completion of this program, students will be able to communicate orally by speaking French that is understandable to native speakers of French and by responding appropriately in spoken French.
Related typical general education outcomes:

8 Oral Communication

Assessment methods

Method: Oral samples

Students submit two five-minute voice recordings. During the 2011-2012 academic year, students created a Voice Board in the Senior Capstone Blackboard course site. For the first recording, students read from a selected business or cultural text. For the second recording, students speak extemporaneously, without the use of notes or a written script, on a topic of their choosing. For instance, students may speak about their experiences living or working abroad, their courses at Auburn or about their plans for the future. All professorial French faculty have access to these recordings and independently listen to and evaluate each student’s recordings. The evaluations are made according to a rubric of standards that is also posted to this site. The oral samples are evaluated on a scale of 0 to 4. The results are tabulated, summarized and reported both to the French faculty and to OIRA.

Findings:

During the Fall 2011 semester there were no students who enrolled in the Senior Capstone course; in Spring 2012, one student was enrolled. This student received an overall evaluation score of 2.53 on a scale of 0-4. In comparison with the students majoring in FLFR (thus, pursuing a degree in French rather than French for International Trade), this student performed lower. This finding remains the same for the previous academic year (2010-2011), at which time the three graduating FLFT students received an overall evaluation score of 2.89 on a scale of 0-4. This average was again lower than the graduating FLFR students during the 2010-2011 academic year. The sole FLFT student who was evaluated during the 2011-2012 received a 2.4 in oral communication.

How did you use findings for improvement?

Based on these findings, the French faculty will need to continue (and perhaps increase) student-produced oral expression in all French courses. The undergraduate director of French will encourage French faculty to create projects and/or other oral assignments that would encourage students to communicate orally in class with more frequency. Some of these oral activities should include: an oral presentation and oral recordings in all classes (instead of just at the elementary and intermediate levels and in the classes that focus on oral communication, namely French Conversation and Phonetics and Diction).

Additional comments:

Faculty will continue to encourage students to attend the weekly French conversation table and the monthly free screenings of French films offered by the Department of Foreign Languages and Literatures. Faculty will continue to encourage students to participate in the month-long summer study abroad program in Paris led by French professorial faculty.

Expected Outcomes: Reading comprehension

Upon completing this program, students will be able to read and demonstrate comprehension of business texts/documents and cultural texts.
Related typical general education outcomes:
1. Information Literacy
7. Written Communication
10. Intercultural Knowledge and Diversity Awareness
12. Aesthetic Appreciation and Engagement

Assessment methods

**Method**: Cultural and Business Knowledge

Students demonstrate their capacity to read, comprehend and appreciate literary and cultural texts by submitting samples of their writing on various topics that were covered during the course of their studies for the French degree and by addressing some of these topics during their voice recordings. French faculty access these submissions and evaluate them independently according to a rubric of standards that is also posted on this site. Reading comprehension is assessed on a scale of 0 to 4. The results are tabulated, summarized and reported to the French faculty and to OIRA.

**Findings**:

During the Fall 2011 semester there were no students who enrolled in the Senior Capstone course; in Spring 2012, one student was enrolled. This student received an overall evaluation score of 2.53 on a scale of 0-4. In comparison with the students majoring in FLFR (thus, pursuing a degree in French rather than French for International Trade), this student performed lower. This finding remains the same for the previous academic year (2010-2011), at which time the three graduating FLFT students received an overall evaluation score of 2.89 on a scale of 0-4. This average was again lower than the graduating FLFR students during the 2010-2011 academic year. The sole FLFT student who was evaluated during the 2011-2012 received a 2.4 in reading and understanding cultural and business texts.

**How did you use findings for improvement?**

French professors will continue to require reading activities in all French courses and will create assignments (both written and oral) that will focus on these readings and will allow for more regular assessment of individual student’s reading abilities. Special topics courses are offered at least once per academic year. These topics courses allow professors to introduce focused cultural topics to students to broaden their understanding of French culture in general and, as appropriate, of French business attitudes and practices. Efforts are made at all levels to integrate knowledge of French culture into French courses at all levels.

**Additional comments**:

It is our understanding the the Spanish section will be implementing a cultural test that consists of 50 questions selected at random from a bank of 100 questions. Based on these findings, the French faculty would be interested in creating a similar set of cultural questions that could be used next year to assess our graduating students. Specifically regarding the FLFT major, some of these questions would need to apply to the business courses these students have taken at Auburn: Business French and French for International Trade. The French faculty might also consider writing these questions in French in order to assess the students’ reading knowledge of French in addition to cultural knowledge.