**2013-2014 CLASS FACT Assessment Year End Report, May 2014**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **BA- French, BA-Spanish** | **Amy June Rowley** | **Amy June Rowley** |

**A. Program Student Learning Outcomes**

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| Students graduating with a B.A. in French or a B.A. in Spanish from Cal State East Bay will be able to: 1. express themselves with sufficient accuracy and clarity to carry on conversations in French or Spanish with native speakers and to give oral presentations appropriate to the Undergraduate level; 2. express themselves in the written language with a fair amount of sophistication, integrate research information into written assignments, giving adequate credit to the sources of information used, demonstrate critical and creative thinking while applying analytical and qualitative reasoning to address complex challenges and everyday problems; 3. be familiar with the major writers, periods, and genres of French literature (France and other French speaking regions throughout the world: Africa, The Caribbean, Canada, Belgium and Switzerland) or, Spanish and/or Spanish American literature (Spain, Mexico, Central America, the Caribbean, South America, and other Spanish speaking regions throughout the world). Students should be able to relate the works and genres to the socio-historical context in which they developed; and 4. demonstrate that they have acquired knowledge of the cultural diversity of literatures in the French or Spanish-speaking world while developing an appreciation of the French or Spanish (and/or Spanish American) cultural contributions to the body of universal culture such as literature, art, music, cinema, and history. |

**B. Program Student Learning Outcome(s) Assessed**

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| Students graduating with a B.A. in French or a B.A. in Spanish from Cal State East Bay will be able to express themselves in the written language with a fair amount of sophistication, integrate research information into written assignments, giving adequate credit to the sources of information used, demonstrate critical and creative thinking while applying analytical and qualitative reasoning to address complex challenges and everyday problems. This SLO is new based on analysis of our department SLO’s last year and identifying the need to incorporate critical thinking into the SLO’s. |

**C. Summary of Assessment Process**

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| For French the assessment was done in MLL 1102 during Winter 2014. Originally this SLO was targeted towards intermediate language users so we could identify growth and engage in more in-depth topics that would elicit critical thinking ability. However the intermediate course for French was cancelled due to insufficient enrollment. So the beginning level was evaluated without addressing critical thinking for this year. For 23 students enrolled the course focused on the expectations that students are able to carry a simple conversation in French, be able to manipulate several syntactical structures in writing and in conversations, know the difference between formal and informal oral and written speech, write short composition about themselves, their family, the immediate future, and the past, dates, the weather, what they like and dislike, and their activities and able to ask their classmates questions on the same topics. Through overall assessment using exams, quizzes, papers and oral presentation grades- %2% of students showed excellent proficiency, 8% showed above-average proficiency, and 30% showed average proficiency while 8% have failed. For Spanish, students were assigned to read current interdisciplinary newspaper and magazine articles enhancing critical thinking and new vocabulary. Topics consisted of Genetically Modified Foods; Megacities in Sao Paolo and Mexico City focusing on pollution health issues and infrastructure problems; Globalization, a world without borders, NAFTA, undocumented immigration issues; Global warming, renewable sources; Biotechnology, medicine for the 21st century and other issues. Students were assessed through discussions, oral debates in class, in personal journals, written compositions and final paper. At the end of the course, student oral proficiency in Spanish was tested through oral presentation and a final paper. At the beginning of the course, the class was queried regarding their knowledge on these topics and most showed little or no knowledge so the knowledge base and vocabulary development areas were exhaustive. |

**D. Summary of Assessment Results**

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| The French assessment showed to the French coordinator that her methodology is very successful since the students who failed did so because they did not do any homework and had a poor attendance record. Since attendance is crucial in learning a language it showed that those students lacked the necessary skills due to their lack of commitment.  The result of the oral debates and oral presentations, written compositions, and final paper for Spanish demonstrated significant oral development and enhanced critical thinking. It also reflected an ongoing interest in the topics discussed. Students achieved the goals (18 students in the class). The course should be offered yearly and there should be a cap (15 to 20 students maximum to give opportunity for oral participation). Larger numbers make it difficult to allocate time for oral conversation and presentations (In Winter 2011, this course was taught with more than 25 students). The catalog should reflect more clearly the content of this course. Furthermore, students were able to find interests with specific issues and it will be beneficial to see students become active in social issues outside of the classroom. Opportunities to link direct experience to the outside will be beneficial and more easier to accomplish with controlled enrollment. |

**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| * Continuing to offer support to the Departments in the College helps the Department take accountability for ensuring assessment is done and can be effectively utilized. * Continuing to offer ideas how assessment can be beneficial instead of “required” and “forced upon” continues to be a need for some Departments. * More support for development of clear and measurable outcomes will be appreciated for other faculty not involved with FACT. * Understanding and application of technical aspects which streamline assessment are continually appreciated especially with Blackboard pilots, etc. |