

**Assessment of Program in French Student Learning
through Signature Assignments and ePortfolios**

**PRAC Assessment Grant Proposal
October 22, 2018**

Cover Sheet

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Project title	Assessment of Program in French Student Learning through Signature Assignments and ePortfolios
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Statement of Support submitted by Rosa Tezanos-Pinto, Chair, Dept. of World Languages and Cultures

Abstract

Dr. Kathryn Lauten has developed and implemented an ePortfolio system for *French Minors and Majors* that includes an integral assessment component of student learning. In parallel, she has defined a means to assess student learning in the *lower-level language classes* through Signature Assignments. This proposed project will bring those two pieces of assessment together, in a comprehensive, on-going, and sustainable approach for the Program. The activities include:

- Implement and fine-tune rubrics and evaluation guidelines
- Ensure inter-rater reliability
- Collect and analyze data for the first time from three years of student submissions
- Compare data of online versus face-to-face classes
- Present findings

Purpose of Project

The purpose of this project is to put into practice a sustainable and on-going system to assess student learning in the Program in French according to statewide standards as well as Student Learning Outcomes (SLOs) based on both national standards of foreign language acquisition and the IUPUI Profiles of Learning for Undergraduate Success (IUPUI+). (Please note that *as part of* this project everything currently developed in line with PULs will be adjusted to match the IUPUI+ system, but the term “PULs” will be used in the proposal because that is what currently is in place.) Critical to this project is also the commitment to assess student learning in both face-to-face and online classes as well as to use the results to continually improve the curriculum in French.

The Department of World Languages and Cultures (WLAC) underwent an External Review in 2015 and the review committee found that assessment efforts were neither systematic nor consistent among the Programs in the Department. The Program in French responded to this by outlining a plan for comprehensive program assessment. One track of that plan is the integration of an ePortfolio initiative in the *upper-level courses* and the other track is the assessment of student learning through tracked Signature Assignments in the *lower-level language classes* (that include multiple sections of the same course each semester). This project will bring to fruition, and bring together, results of both of those tracks.

This overall drive for program assessment falls at a time when the Program in French is undergoing curriculum changes with the recent addition of the Graduate Certificate in Translation Studies, the addition of the Certificate in Intercultural Health (a collaboration between the IU School of Nursing, the IU School of Liberal Arts Department of World Languages and Cultures, and the Fairbanks School of Public Health), and the expected undergraduate certificate in French for the Professions. The Program is transitioning from a curriculum rooted in a more traditional language, literature, linguistics and culture approach to one that articulates its coursework and goals in terms of professional applications of skills and abilities. This also comes at a time when the program has a few years of data from its inclusion of several online classes in the lower-level language sequence to further enhance the assessment goals. As part of two ePortfolio grants, the faculty in French revised SLOs in light of these curricular changes and agreed on Signature Assignments for all levels of the undergraduate program: 1st year, 2nd year, the Minor and the Major. This work has been presented at both a PRAC meeting, at the Assessment Institute in Indianapolis, and at the Annual AAC&U Conference in January, 2018.

While the ePortfolio grants allowed for design work for assessment and completion of upper-level ePortfolio integration, it did not include lower-level assessment structures or analysis at any level. This proposed project would provide the resources for the completion of this massive undertaking and culminate in quantitative and qualitative results to evaluate student learning and comprehensive program effectiveness. Most importantly, these results would be structured in such a way that systematic and targeted program improvements could be made where necessary, and the process would become part of on-going program activities.

Intended Outcome of Project

The outcome of the project is a functioning system for continual assessment of student learning and program effectiveness with clear actionable areas for improvement based on national, state and campus standards and outcomes. Logistically this will include 1) a database in Excel for lower-level language courses, 2) a Canvas site that feeds the ePortfolio initiative for the upper-level students, and 3) rubrics, guidelines and student samples for instructor's rating implementation.

Assessment Methods and Data Analysis Approach

As part of the previously mentioned re-alignment of assessments to SLOs and national/state/campus standards, all assignments in French classes are individually categorized based on national proficiency standards set forth by the American Council on the Teaching of Foreign Language (ACTFL). Whether the class is a first semester language class or a 400-level literature class, assignments fall under the categories of six distinct areas of communication (*presentational speaking, interpretive listening, interpretive reading, presentational writing, interpersonal communication and intercultural competence*). Also embedded in each assignment and the course structure are content-driven evaluations tied to the relevant IUPUI Principles of Undergraduate Learning (PULs), state standards for the course and to SLOs for the course and major. Therefore, student work is assessed on the language proficiency scale from ACTFL **as well as** rubrics specific to the content of the class and program goals for critical thinking, cultural understanding, content, etc. Appendix 1 includes a chart based on these mappings of Signature Assignments. Because the nature of lower-level language courses is different from that of upper-level courses, there are two corresponding tracks for implementing the assessment project.

Lower-level French language classes

Faculty in French have identified signature assignments for each of the six areas of communication as articulated by (ACTFL) for the 4-semester language sequence (French 131, 132, 203 and 204). These include culture-infused assignments in these skill areas: writing-based quizzes, tests and compositions; listening-based comprehension activities; speaking-based communication activities, including presentational and interpersonal; reading-based activities; explicitly cultural understanding-based activities

These assessment methods are currently graded and figured into a student's average, but the next step, as proposed for this project, is to rate these according to the ACTFL national scale that would place the student work on a proficiency scale that runs from Novice to Superior with 10 levels. Faculty in French have defined four assessment levels (end of first-year language, end of second-year language, end of Minor, end of Major) and assigned to each a target proficiency level (noted also in the chart in Appendix 1). Through the rubrics, guidelines and student samples Dr. Lauten will create during this proposed project, faculty will have the framework to assign ACTFL ratings to student work *in those six distinct areas*

as articulated by ACTFL. Faculty will input these ratings into a column for each signature assignment in Canvas in the column next to the grade, and then export those gradebooks for inclusion by Dr. Lauten in a master Excel spreadsheet (previously developed with design advice from Michele Hanson, Assistant Vice Chancellor of Institutional Research and Decision Support, IUPUI) . The faculty will thus be able to track individual students through their coursework via student ID's, analyze which *skill areas* (speaking, writing, listening, etc) are stronger or weaker *for each student and across the program*, as well as compare results in face-to-face sections with results from online sections.

Upper-level French classes

Dr. Lauten has already developed a system of assessment of student learning at the Minor and Major level in the Directed Response Folio part of her ePortfolio work in Taskstream. For each upper-level class, Signature Assignments have been identified and mapped to learning outcomes and PULs. These also can be seen in the chart in Appendix 1. However, data have not yet been collected or analyzed for submissions to date. In addition, because IUPUI has announced its plan to no longer purchase and support Taskstream, this platform needs to be replaced to ensure longitudinal data and consistency. Dr. Lauten has met with Lynn Ward, Business Analyst and Product Owner, eLearning Services, UITS and Kim Murday, Principal Digital Learning Consultant, IUPUI Center for Teaching and Learning to discuss moving the system from Taskstream to Canvas, and a plan has been created. Dr. Lauten will create the Canvas system during this project and move the material already submitted in Taskstream to the Canvas site. She will also input the ratings assigned by instructors. Because these assignments are also mapped to one of the six skill areas, Dr. Lauten will use these results to see which areas need curricular changes.

Rating scale

At all levels of courses (100-level through 400-level), instructors assign a number on a scale from 1-10; one being 'Low Novice' and 10 being 'Superior' as based on the national ACTFL scale. This consistency of rating categories and rating scale across the complete Program in French allows the faculty to track individual students across all of their courses in the program in different skill areas as well as results across our program in different skill areas. Dr. Lauten will share the analysis of these results with the faculty in French who will together use the analysis to identify areas for improvement and curriculum reform. As just one basic example, if students are not reaching a defined goal of an

Intermediate Mid/Intermediate High rating at the end of French 204 in Interpersonal Communication, the faculty will increase attention in the curriculum to this skill. Specific activities and a timeline are included in Appendix 2.

Evaluation and Dissemination of the Results

In addition to submitting the final report, Dr. Lauten intends to present and receive feedback of the comprehensive assessment system at the national ACTFL conference after results are analyzed. She will also present the system to the other language programs in the Department of World Languages and Cultures for potential adoption across the department and feedback as the work progresses.

Intended Use of Findings for Program Improvement

As a measure to compare our internal rating to a nationally-recognized assessment, all French majors are required to take the external Avant STAMP 4s test in French during their Capstone semester. Because these tests are scored on the same ACTFL ratings as our scoring system, the scope of this project also includes comparing those scores to our internal scores as part of feedback loop to ensure consistency and validity of own internal scoring. Dr. Lauten will use results of that comparison, as well as analysis of ratings by instructors of Signature Assignments at all levels of French classes, to propose areas for improvement to the French faculty. The French faculty are already invested in the ePortfolio project and the assessment initiative. They already work well together, support each other, and coordinate efforts for program improvement. Having an established system for collecting and rating student Signature Assignments will provide solid and substantiated data and artifacts on which they will base future curriculum adjustments. There is agreement that the plan is sustainable as it will be implemented in Canvas and Excel, which are common programs used by faculty already, and that it has been designed to require very little additional effort than what is already part of our classes and program. In addition, the mapping of all assignments to the different skill areas allows faculty *and* students to see which areas are strengths and weaknesses to facilitate mentoring and advising at the individual level in addition to finding areas of improvement at the program level.

Budget: \$5,000

Summer II 2019: \$2500 (including fringe rate) faculty stipend to Kathryn Lauten for time spent on project

Summer I 2020: \$2500 (including fringe rate) faculty stipend to Kathryn Lauten for time spent on project

French course level	ACTL Proficiency Level Goal	SLO's based on ACTFL Proficiency Level through NCSSFL-ACTFL Global Can-Do Benchmarks; below outcomes will be reached <i>in French unless otherwise noted</i> http://www.actfl.org/	Signature Assignment for Assessment (note performance vs proficiency)	Relationship to PUL's for level
100-level	Novice High/Intermediate Low	<p>Presentational Speaking The student can</p> <ul style="list-style-type: none"> • assemble a series of phrases and sentences to describe in simple terms themes on familiar topics they have learned focusing on daily life • be generally understood by sympathetic interlocutors, although their speaking is hesitant and filled with inaccuracies <p>Presentational Writing The student can</p> <ul style="list-style-type: none"> • write short, simple sentences with basic word order relating to highly predictable matter of daily life • be understood by sympathetic native speakers but with effort <p>Interpretive Listening The student can</p> <ul style="list-style-type: none"> • demonstrate global understanding of sentence-length speech and the highest frequency vocabulary related to familiar and everyday topics one utterance at a time • extract the main point of short, clear, simple messages and announcements <p>Interpretive Reading The student can</p> <ul style="list-style-type: none"> • read very short, simple texts • demonstrate understanding of predictable information if the format and the context of the text are familiar <p>Interpersonal Communication The student can</p> <ul style="list-style-type: none"> • exchange information about familiar everyday topics using phrases and simple sentences • be generally understood by sympathetic interlocutors, although their speaking is hesitant and filled with inaccuracies 	<p>Presentational Speaking</p> <ul style="list-style-type: none"> • VoiceThread Chapter 12 <p>Presentational Writing</p> <ul style="list-style-type: none"> • Paragraph during Chapter 12 test <p>Interpretive Listening</p> <ul style="list-style-type: none"> • Chapter 12 adapted VHL listening activity put into Canvas <p>Interpretive Reading</p> <ul style="list-style-type: none"> • Reading during Chapter 12 test <p>Interpersonal Communication</p> <ul style="list-style-type: none"> • Zoom Chapter 12 	<p>PUL 1:</p> <ul style="list-style-type: none"> • Acquire competency in speaking, listening, reading and writing French • Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than your own • Respond to native and near-native speech in familiar situations and on familiar topics • Read from comprehension materials written in French on familiar topics <p>PUL 1, 3 and 5:</p> <ul style="list-style-type: none"> • Resolve everyday problems by asking pertinent, contextually appropriate questions and making suggestions

		<p>Intercultural Competence¹ Primarily in English, the student can</p> <ul style="list-style-type: none"> • explain the practices and perspectives of the cultures studied • reflect on the concept of culture through comparisons of the cultures studied and their own 	<p>Intercultural Competence</p> <ul style="list-style-type: none"> • Cultural Awareness Assignment Reflective Essay in English 	<p>PUL 5:</p> <ul style="list-style-type: none"> • Acquire intercultural awareness and sensitivity to francophone cultures through the study of important issues in France, the francophone world, and the United States
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¹ Adopted from ACTFL World-Readiness Standards for Learning Languages "5 C's" <http://www.actfl.org/> and the University of Kentucky's Global Learning Outcomes http://www.uky.edu/international/global_learning_outcomes

200-level	Intermediate Mid/ Intermediate High	<p>Presentational Speaking The student can</p> <ul style="list-style-type: none"> 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 they may self-correct and reformulate their talk <p>Presentational Writing The student can</p> <ul style="list-style-type: none"> write short communications including compositions in simple paragraphs in various time frames in an organized manner be understood by native speakers but sometimes with effort <p>Interpretive Listening The student can</p> <ul style="list-style-type: none"> demonstrate global understanding of sentence-length speech on a variety of familiar personal and social contexts extract the main point of short, clear, simple messages and announcements <p>Interpretive Reading The student can</p> <ul style="list-style-type: none"> demonstrate understanding of texts on personal and social topics to which they bring personal interest or knowledge, including texts featuring description and narration <p>Interpersonal Communication The student can</p> <ul style="list-style-type: none"> participate in conversations about familiar daily topics in various time frames and consisting of sentences and series of sentences <p>Intercultural Competence² Primarily in English, the student can</p> <ul style="list-style-type: none"> explain the practices and perspectives of the cultures studied reflect on the concept of culture through comparisons of the cultures studied and their own 	<p>Presentational Speaking</p> <ul style="list-style-type: none"> VoiceThread <i>Imaginez</i> Chapter 10 <p>Presentational Writing</p> <ul style="list-style-type: none"> Paragraph during <i>Imaginez</i> Chapter 10 test <p>Interpretive Listening</p> <ul style="list-style-type: none"> <i>Imaginez</i> Chapter 10 adapted VHL listening activity put into Canvas <p>Interpretive Reading</p> <ul style="list-style-type: none"> Reading during <i>Imaginez</i> Chapter 10 test <p>Interpersonal Communication</p> <ul style="list-style-type: none"> Zoom <i>Imaginez</i> Chapter 10 <p>Intercultural Competence</p> <ul style="list-style-type: none"> Cultural Awareness Assignment Reflective Essay in English 	<p>PUL 1:</p> <ul style="list-style-type: none"> Acquire competency in speaking, listening, reading and writing French Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than your own Respond to native and near-native speech in familiar situations and on familiar topics Read from materials written in French on familiar topics <p>PUL 1, 3 and 5:</p> <ul style="list-style-type: none"> Resolve everyday problems by asking pertinent, contextually appropriate questions and making suggestions <p>PUL 5:</p> <ul style="list-style-type: none"> Acquire intercultural awareness and sensitivity to francophone cultures through the study of important issues in France, the francophone world, and the United States
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² Adopted from ACTFL World-Readiness Standards for Learning Languages "5 C's" <http://www.actfl.org/> and the University of Kentucky's Global Learning Outcomes http://www.uky.edu/international/Global_Learning_Outcomes

<p>Minor</p>	<p>Intermediate High/ Advanced Low</p>	<p>Presentational Speaking The student can</p> <ul style="list-style-type: none"> • develop and deliver spoken discourse on topics beyond just everyday life in all major tenses and moods using discourse of paragraph length • demonstrate the application of phonetic rules that govern oral performance • be generally understood by native speakers unaccustomed to dealing with non-native speakers <p>Presentational Writing The student can</p> <ul style="list-style-type: none"> • write for basic work and academic needs such as narratives, descriptions and summaries in the major tenses and moods • link sentences into paragraph length using cohesive devices and some elaboration • apply structural rules underlying the French language • be understood by native speakers <p>Interpretive Listening The student can</p> <ul style="list-style-type: none"> • demonstrate understanding of main facts and supportive details of conventional narrative and descriptive discourse in most genres including those in various time frames, even when something unexpected is expressed, in many familiar social, academic and professional contexts <p>Interpretive Reading The student can</p> <ul style="list-style-type: none"> • demonstrate understanding of conventional narrative and descriptive texts in major tenses and moods on a variety of familiar topics of personal and general interest (e.g. newspapers, commercial materials, literature, etc.) <p>Interpersonal Communication The student can</p> <ul style="list-style-type: none"> • converse on most topics related to school, home and leisure activities as well as some topics related to employment, current events and matters of public and community interest in an organized way with appropriate detail using paragraph-length discourse in various time frames 	<p>Presentational Speaking Signature Assignment from</p> <ul style="list-style-type: none"> • F331/F3380/F315/F316 • F396 • F352 • F326 <p>Presentational Writing Signature Assignment from</p> <ul style="list-style-type: none"> • F328 • F300 • F330 • F360 • F352 <p>Interpretive Listening Signature Assignment from</p> <ul style="list-style-type: none"> • F331 • F380 • F396 <p>Interpretive Reading Signature Assignment from</p> <ul style="list-style-type: none"> • F300 • F360 • F326 <p>Interpersonal Communication Signature Assignment from</p> <ul style="list-style-type: none"> • F331 • F380 • F331 • F380 	<p>In the upper-level classes, PUL's are course-specific so do not appear in this chart</p>
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		<p>Intercultural Competence³ The student can, with French as the primary language,</p> <ul style="list-style-type: none"> • investigate and explain the relationship between the practices and perspectives of the cultures studied and their own • reflect on the concept of culture through comparisons of the cultures studied and their own • communicate in a culturally appropriate manner 	<p>Intercultural Competence Signature Assignment from</p> <ul style="list-style-type: none"> • F300 • F326 • F360 • F352 	
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³ Adopted from ACTFL World-Readiness Standards for Learning Languages "5 C's" <http://www.actfl.org/> and the University of Kentucky's Global Learning Outcomes http://www.uky.edu/international/global_learning_outcomes

Major	Advanced Low/ Advanced Mild		
		<p>Presentational Speaking The student can</p> <ul style="list-style-type: none"> • develop and deliver well-organized presentations on research topics • support a thesis with detailed information and argument developed through critical thinking • be generally understood by native speakers unaccustomed to dealing with non-native speakers <p>Presentational Writing The student can</p> <ul style="list-style-type: none"> • write for basic work and academic needs such as narratives, descriptions and summaries in the major tenses and moods linking paragraphs into composition length products • support a thesis with detailed information and argument developed through critical thinking • apply structural rules underlying the French language • be understood by native speakers <p>Interpretive Listening The student can</p> <ul style="list-style-type: none"> • demonstrate understanding of main facts and supportive details of conventional narrative and descriptive discourse in most genres including those in various time frames, even when something unexpected is expressed, in many familiar and unfamiliar social, academic and professional contexts <p>Interpretive Reading The student can</p> <ul style="list-style-type: none"> • demonstrate understanding of conventional narrative and descriptive texts in major tenses and moods on a variety of familiar and unfamiliar topics of personal, general interest as well as some professional interest <p>Interpersonal Communication The student can</p> <ul style="list-style-type: none"> • converse fully on most topics related to personal daily topics as well as business and matters of public and community interest in an organized way with appropriate detail using paragraph-length discourse in various time frames • present and support their point of view on some complex issues 	<p>Presentational Speaking Signature Assignment from</p> <ul style="list-style-type: none"> • F331/F380/F315/F316/F480 • F396 • F352/F452 • F326/F451 <p>Presentational Writing Signature Assignment from</p> <ul style="list-style-type: none"> • F328 • F300 • F330/F423 • F360 • F352/F452 <p>Interpretive Listening Signature Assignment from</p> <ul style="list-style-type: none"> • F331/F380/F315/F316/F480 • F380/F315/F316/F480 • F396 <p>Interpretive Reading Signature Assignment from</p> <ul style="list-style-type: none"> • F300 • F360/F423 • F326/F451 <p>Interpersonal Communication Signature Assignment from</p> <ul style="list-style-type: none"> • F331/F315/F316/F480

	<p>Intercultural Competence⁴ The student can, with French as the primary language,</p> <ul style="list-style-type: none"> • investigate and explain the relationship between the practices and perspectives of the cultures studied and their own • reflect on the concept of culture through comparisons of the cultures studied and their own • communicate in a culturally appropriate manner 	<p>Intercultural Competence Signature Assignment from</p> <ul style="list-style-type: none"> • F.300 • F.326/F.451 • F.360 • F.352/F.452
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⁴ Adopted from ACTFL World-Readiness Standards for Learning Languages "5 C's" <http://www.actfl.org/> and the University of Kentucky's Global Learning Outcomes http://www.uky.edu/international/global_learning_outcomes

Appendix 2

Activities and Timeline

Semester	Activity
Summer II 2019	<p>Dr. Lauten will</p> <ul style="list-style-type: none">• (attain required IRB approvals during spring 2019)• Complete Excel spreadsheet with all Canvas grade exports for all sections of French 131-204 by course and student ID from Fall 2017 through spring 2019 (grades are subtotaled according to the ACTFL skill areas; courses are identified as face-to-face or online)• Complete and assemble rubrics, scoring guidelines and student samples for ratings in each of the skill areas; use Signature Assignments from 2018-2019 as examples and scoring references; pull sample submissions as pilot samples for ACTFL scoring• Create the Canvas site for upper-level courses• Migrate Taskstream DRF to Canvas site• Train French faculty on the systems and scoring at the annual teaching meeting before the start of Fall semester
Fall 2019 and Spring 2020	<p>Dr. Lauten will</p> <ul style="list-style-type: none">• Work with all French faculty to be sure ratings of signature assignments are completed and the created system is user-friendly with minimal extra work
Summer I 2020	<p>Dr. Lauten will</p> <ul style="list-style-type: none">• Update the Excel spreadsheet to include grade exports for French 131-204 from 2019-2020 year• Adjust the spreadsheet to show the newly added ACTFL ratings for the Signature Assignments from 2019-2020 and pilot results from 2018-2019• Analyze ratings, grades and test scores across semesters (per student), across sections (per course), across face-to-face vs on-line sections (per course), across skill areas• Write report for grant as well as for French faculty to be used for program improvement