



Evangel University Due: July 29, 2019
Academic Program Assessment Report

Instructions: Please complete a separate Report for every academic program/major.

Department: Humanities

Term: SP-19

Academic Program Evaluated: French Major (w/o Education component)

Faculty members involved in this assessment process:

Name	Title	Assessment Role
1. Nathan Nelson	Professor	Department Chair
2. Jennifer Morrison	Assistant Professor	Education Adviser
3. Diane Awbrey	Professor	Departmental Assessment Coordinator

Number of students in program: 0, as of SU-19 (new program approved in April 2019)

Instrument(s) used in assessment:

At the beginning of a student's career in our French Major Program, we will use the *WebCAPE French Placement Exam* to establish placement if no supersessive qualification is available. Testing in individual classes will provide some data indicative of individual and collective student performance, but we intend to identify at least one reliable, well-established instrument to be used as an exit exam for students completing their work in the French program. Currently we are looking at the suite of ACTFL-approved and -licensed tests offered by **Language Testing International** and moving toward a decision to be reached in Fall 2019. The following instruments, whose descriptions below are quoted from the LTI website (<https://www.languagetesting.com/lti-information/general-test-descriptions>), seem the most likely to be helpful for our purposes:

- **Oral Proficiency Interview (OPI)** The Oral Proficiency Interview is a live, 15–30 minute telephonic interview between an ACTFL-Certified Tester and a candidate that is adapted to the interests, experience, and level of the candidate. The OPI resembles a conversation between two people but in fact follows a standard structure and protocol. The tester rates the speech produced during the interview according to either the ACTFL, ILR, or CEFR scales. The ACTFL OPI has been favorably reviewed for college credit. ACTFL provides these college credit recommendations to institutions of higher education for their consideration in awarding college credit for demonstrated oral proficiency in world languages.
- **Reading Proficiency Test (RPT)** The reading assessment is delivered over the web and requires that the candidate read a number of passages and review associated multiple choice questions, selecting the most appropriate answers. Answers are auto-graded, with results made available almost instantaneously, referencing the ACTFL, ILR, or CEFR scale. The standard form of the test takes 50–125 minutes to complete. The ACTFL RPT has been favorably reviewed for college credit. ACTFL provides these college credit recommendations to institutions of higher education for their consideration in awarding college credit for demonstrated reading proficiency in world languages.
- **Writing Proficiency Test (WPT)** The Writing Proficiency Test is delivered via the internet. It consists of a number of prompts customized to reflect the interests and experience of the test-taker which are gathered through survey questions at the beginning of the assessment. The candidate is presented with four to five prompts dealing with practical, social, and professional topics that are familiar to the individual and of general and/or cultural relevance, encountered in both formal and informal contexts. The candidate must write a written response to all the prompts. The written responses are assessed by certified ACTFL raters, and results are provided against the ACTFL, ILR, or CEFR scale. The test takes 20–80 minutes, depending on the range of proficiency being assessed. The ACTFL WPT has been favorably reviewed for college credit. ACTFL provides these college credit recommendations to institutions of higher education for their consideration in awarding college credit for demonstrated written proficiency in world languages.

We may select two of those tests for our exit testing. Perhaps the RPT and the WPT may be the most practical for our French Program and its students.

Methodology and Results:

Students will take the French Program’s established exit exam(s) in a proctored setting at the end of their last course in their respective French programs. All exam results generated during a given academic year (December and April testing) will be collected and analyzed by Humanities Department faculty for assessment reporting. Eventually, year-to-year performance comparisons will provide helpful indications of needs for program improvement that will help us to make changes at the course level.

Strengths:

- Long-standing and recently enriched consortium relationship with the Chez Vous Summer Program at the Jacque Lefevre Institute in Normandy, France
 - New courses available
 - New alternating-years schedule of courses to facilitate program-customization for French students
- Multiple opportunities for study abroad
 - Within International Study Abroad (ISA) consortium listings
 - Within AG World Missions (AGWM) internship placements
- Recent enrollment increases in French (e.g., 10 students currently enrolled in FREN 115 for FA-19; 3 students enrolled in FREN 215 for FA-19; 3 students enrolled in FREN 325 for FA-18; 3 students enrolled in FREN 326 for SP-19)
- Two strong adjuncts with master’s degrees and much teaching experience currently available to help with the program (Both would probably be interested in applying for a full-time faculty position if the administration were to replace the retired Dr. Turnbull.)

Areas in need of improvement:

- Program has no full-time faculty member (retired professor not replaced) even though an attractive new French Major has been approved by the Academic Council (in April 2019)
- Program needs alignment review between course outcomes and program outcomes

Plans for improvement:

Plan for Improvement	Timeline	Responsible Person(s)
Conduct review of course outcomes and program outcomes	December 2019, Summer 2020	Nelson, Friesen

Promote the French Education Major, the new French Major, the French Concentration, and the French Minor in course offerings and by means of updates delivered to the Admissions Department	Ongoing	Nelson, Friesen, adjunct professors
Continue to petition the administration for a full-time French professor	Ongoing	Nelson, Friesen

Improvements made:

- We now have two capable, energetic adjuncts who provide multiple perspectives on French culture and the language for our students.
- Both of our adjuncts have current Missouri DESE certification to teach French. One has a lifetime public-school teaching certification.
- Both of our adjuncts have their own experience with study-abroad French programs, and one of them has been a Chez Vous Summer Program student herself. As a result, both can enthusiastically and effectively advise students about international foreign-language and -culture study.
- Although it is difficult to recruit students and build a thriving program using only adjunct professors who are employed elsewhere, this year we have the distinct advantage of offering the new French Major, which should be especially attractive to students who come to Evangel with several years of high-school French study. Such students are likely to be among the increasing numbers of Founders Scholars and other high-performing students whom we are attracting to Evangel these days.