

**Degree/Certificate: Master of Education in French**

**Major/Option: French**

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### **Part I – Program SLO Assessment Report for 2013-14**

**Part I – for the 2013-14 academic year:** Except for the formatting, this section is **nearly identical** to previous years' templates for the Program SLO Assessment reports. Because we have begun asking Deans to create College-Level Summary Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

Objective 10 Pedagogy. Knowledge of language teaching techniques, methods and materials.

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.  
\_\_\_\_ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;  
\_\_\_\_ SLO is met, but with changes forthcoming;  
\_x\_ SLO met without change required
3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

Students in this program take 16 credits of Education courses at EWU, many of which focus on pedagogy and on theories of Education. They also write research papers which often focus on recent developments in the area of pedagogy in the foreign language classroom.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.
  - a. Findings:

Since the French faculty do not teach the Education courses I cannot specifically speak to student learning and performance in these classes - beyond noting that our students receive consistently good grades and are often praised by the Education faculty - but comments from students indicate that they find the courses challenging, useful, and rewarding.

The French component of this degree includes classes taken at the University of Nice in the summer. Some of these classes are seminars organized around a theme such as French poetry, current events, cinema, Provençal culture, etc. The offer changes from year to year, and on a given summer students have several classes to choose from. Occasionally the University of Nice also offers coursework specifically oriented toward pedagogy, such as using songs, games or films as teaching tools.

The French component of this M Ed degree also includes two research papers. These research papers often focus on a cultural, historical or literary subject of the student's choosing. Many students prefer writing on pedagogy since they find this topic most closely related to their work and interests. This year the two students who graduated both wrote papers related to pedagogy, one on the most current uses of technology in the foreign language classroom, and the other to the use of songs as a teaching tool.

b. Analysis of findings:

90 % of the candidates for this degree are high school teachers of French looking for professional development. This program is tailored to them: they improve their competencies in the area of education, and improve their speaking and writing skills in French while acquiring some knowledge in culture and literature. Improving their teaching is one of their primary concerns, and we believe the degree offers a good mix of coursework which addresses both needs of language teachers: pedagogy and cultural and linguistic competence.

**5. What program changes will be made based on the assessment results?**

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

No change needed at this time.

- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

No change needed.

**6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.**

No revision necessary.

**NEW: PART II – CLOSING THE LOOP**  
**FOLLOW-UP FROM THE 2012-13 PROGRAM ASSESSMENT REPORT**

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2012-13, and then describe actions taken during 2012-13 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

**Working definition for closing the loop:** *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.” Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.*

**1. Student Learning Outcome(s)** assessed for 2012-13

Demonstrate knowledge of major themes, genres, movements in the history of the literature of the language culture under study

**2. Strategies implemented** during 2013-14 to improve student learning, based on findings of the 2012-13 assessment activities.

We discussed with Dr. Aleccia from the Education program a reorganization of the structure of the program so that students take the research methods class (EDUC 520 or equivalent) earlier in their studies and can apply the techniques acquired in his class to their French papers. The best solution would be to develop an on-line course which would permit out-of-state students to do the coursework from home as they develop and research their papers. However, so far complications in Education, such as overload teaching, have prevented the development of this course.

**3. Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

Since these changes have not yet been implemented we cannot measure their effectiveness.

**4. What further changes to curriculum, pedagogy, mode of delivery, etc.** are projected based on closing-the-loop data, findings and analysis?

None at this point beyond continuing to attempt to reorganize the structure of the program to better meet student needs.