

Learning Goal: Second Language, French Writing

Date: Fall 2011

What was assessed: 73 student work products from FRH 102 and 201 (out-of-class writing assignments)

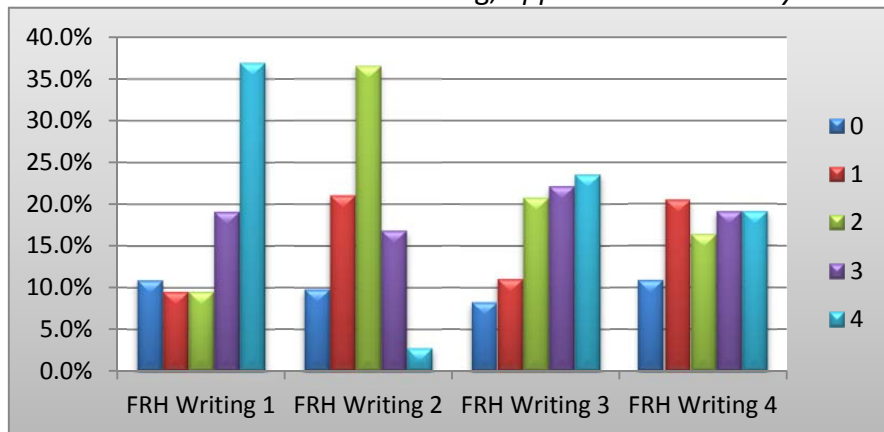
How it was assessed: UNCW-developed rubric, by 3 faculty scorers

Results:

French Writing Score Results

	Benchmark					
	0	1	Milestones		Capstone	
			2	3	4	BLANK
FRH-W1 Mechanics and Spelling	13 (17.8%)	8 (11.0%)	8 (11.0%)	15 (20.5%)	29 (39.7%)	0 (0%)
FRH-W2 Grammar	8 (11.0%)	18 (24.7%)	28 (38.4%)	15 (20.5%)	2 (2.7%)	2 (2.7%)
FRH-W3 Following Instructions	6 (8.2%)	10 (13.7%)	17 (23.3%)	22 (31.1%)	17 (23.3%)	1 (1.4%)
FRH-W4 Content, Vocabulary & Style	8 (11.0%)	17 (23.3%)	16 (21.9%)	15 (20.5%)	17 (23.3%)	0 (0.0%)

Distribution of Scores for French Writing, *Applicable Scores Only*



Strength:

FRH-W1 Mechanics and Spelling

Weakness:

FRH-W2 Grammar

Other findings:

- All dimension scores were correlated with each other at the .01 level of significance. The strongest correlation was between FRH-W3 Following Instructions and FRH-W4 Sophistication of Writing.
- There were no statistically significant differences between genders and transfer vs. freshman-start students.
- The number of credit hours completed was correlated with FRH-W1.

Discussion:

The percent of students meeting the level 2 benchmark for general education courses was: W1 71.0%, W2 63.3%, W3 77.8%, and W4 65.7%, showing that approximately two of three students choosing to study French demonstrate at least the expected level of writing ability in a second language upon completing the university second language requirement.

Recommendations:

Recommendations from the Learning Assessment Council will be made in Fall 2012.