

Program-Level Assessment: Annual Report

Program: French	Department: Languages, Literatures & Cultures
Degree or Certificate Level: BA	College/School: A&S
Date (Month/Year): Aug 2020	Primary Assessment Contact : Jean-Louis Pautrot
In what year was the data upon which this report is based collected? 2019-2020	
In what year was the program's assessment plan most recently reviewed/updated? 2019	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Oral and Written Proficiency in French
Literary and Intercultural Proficiency
Analytical Proficiency
Original essay writing ability

2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Written exams, presentations, essays and projects in various upper courses
Class discussions in various upper courses
Interviews with outgoing seniors

3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

Writing: Exceeds expectation – Meets expectations strongly – Meets expectations minimally
Oral Communication, Literary and Cultural proficiency, Analytical Proficiency, original essay proficiency: same rubrics

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Of the outgoing seniors assessed (5 out of 8),
Written Proficiency: 60 % exceeded expectations, 20 % met expectations strongly, 20% met expectations minimally
Oral Proficiency: 40 % exceeded expectations, 40 % met expectations strongly, 20% met expectations minimally
Literary and Cultural Proficiency: 40 % exceeded expectations, 40 % met expectations strongly, 20% met expectations minimally
Analytical Proficiency: 30 % exceeded expectations, 50 % met expectations strongly, 20% met expectations minimally

Original essay proficiency: 30 % exceeded expectations, 50 % met expectations strongly, 20% met expectations minimally
Madrid Program: N/A

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The data tells us the French program works and meets its goals for a majority of students. However, there is always room for improvement. For example, it is more difficult for students who do not have an opportunity to go study abroad in France for 1 or 2 semesters to develop solid oral proficiency and cultural proficiency.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

In faculty meetings throughout 2019-2020, and in a final assessment meeting on Aug 21, 2020.

B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Student artifacts collected
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of the findings.

The French program is currently contemplating modifying the requirements to the French major. A more flexible core should encourage students to go abroad. Also, we have set up a yearly program of cultural activities so as to palliate for the lack of intercultural opportunities for students who do not go abroad.

If no changes are being made, please explain why.

See above.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

Adopting several new textbooks for several courses. Adding an online, asynchronous component in several courses. Reviewing the requirements for the major (in process).

B. How has this change/have these changes been assessed?

They are being assessed this year 2020-2021, but will not produce results immediately.

C. What were the findings of the assessment?

D. How do you plan to (continue to) use this information moving forward?

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.