

Program-Level Assessment: Annual Report

Program: French M.A.	Department: Languages, Literatures, and Cultures
Degree or Certificate Level: M.A.	College/School: Arts and Sciences
Date (Month/Year): June 2020	Primary Assessment Contact: L. Cassandra Hamrick
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? 2016	

1. Student Learning Outcomes

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

Assessed was a component of the "curriculum mapping" in connection with the following student learning outcomes: "The student will demonstrate a command of written and oral French."

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.

Originally in the French M.A. program, it was assumed that student written and oral learning outcomes would be acquired in our graduate courses, but more specifically in FREN 5100, "Critical Writing, Oral Expression, and Research", a class that was required for the degree.

However, careful examination of "student artifacts" and more particularly, students' written papers and evaluation of their oral presentations in the French graduate courses showed that the goals of the FREN 5100 course were already being met in other courses.

None of the French graduate courses where this evaluation was done is an on-line offering. Moreover, there is no French M.A. program on the Madrid campus.

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.

As stated in part 2 above, the "artifacts" evaluated were the student's own research papers and other work, as well as their oral presentations in class. It was the professor of the class in each case who assessed the student's output. It was determined, in fact, that there was duplication with the goals and student outcomes in the case of FREN 5100.

This finding has had no effect on the method used in the final assessment of the student's ability to meet the stipulated written and oral outcomes. That process is done at the end of the French M.A. program through a final oral exam and a final written exam or written project. The Outcomes and the final assessment methods are unchanged.

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)?

As a result of the assessment of how this particular learning outcome is learned, we petitioned the BGS for a program change in order to remove the FREN 5100 course as a requirement for the M.A. in French degree. The petition was approved and the approval was endorsed by GAAC in February of this year. This change, which would not have come about had we not undertaken this assessment, will give more flexibility to our graduate students, many of whom have tight schedules due to their full-time jobs.

5. Findings: Interpretations & Conclusions

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

The information gained in this initiative will be valuable for getting a closer look at our assessment plan as a whole to determine whether it is fitting our needs in terms of evaluation and workability. This is a project that we will hopefully be able to take up in the coming year.

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?

The overlap of the FREN 5100 course with the other courses in the French graduate program had seemed apparent to French faculty for some time. The problem has been a part of discussions in French faculty meetings. Undertaking an investigation to find a viable solution has been a welcome move.

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:

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| Changes to the Curriculum or Pedagogies | <ul style="list-style-type: none">• Course content• Teaching techniques• Improvements in technology• Prerequisites | <ul style="list-style-type: none">• Course sequence• New courses• Deletion of courses• Changes in frequency or scheduling of course offerings |
| Changes to the Assessment Plan | <ul style="list-style-type: none">• Student learning outcomes• Student artifacts collected• Evaluation process | <ul style="list-style-type: none">• 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.

As indicated above, we have moved to eliminate the FREN 5100 course from the requirements for the M.A. in French, thus easing difficulties that can delay progress toward the degree.

If no changes are being made, please explain why.

n/a

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?

Assessment has been an incentive to consider modifications to enhance aspects of the French M.A. program.

One initiative that has benefited our program and could have a beneficial effect on graduate study in general is the establishment of the ABM options in both French and Spanish. From the point of view of overall assessment, these options could have a significant effect on education in the Saint Louis area.

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

n/a

C. What were the findings of the assessment?

n/a

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

n/a

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