Department of Modern Languages and Lit, CLASS

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# **ASSESSMENT PLAN: B.A. in French**

### Updated Date: Winter, 2013, By Amy June Rowley

| PROGRAM MISSION |
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| [CSUEB Missions, Commitments, and ILOs, 2012](http://www20.csueastbay.edu/about/strategic-planning/files/pdf/CSUEB%20Mission,%20Commitments%20and%20ILOs,%202012%20June%2019.pdf)  To enable students to communicate in French; to prepare future teachers of French with proficiency in French with a deeper understanding of the cultures and literatures represented by Francophone countries. Students will also be able to do research in French about issues that are important for the international world we live in and prepare them with academic knowledge and cultural understanding of the diverse world and issues and allow for future pursuits in a variety of career options. Our program will provide an educational foundation in critical thinking and global understanding and communication in French with the opportunity to get a first hand experience with Francophone language, culture, attitudes, habits, and customs. |

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| PROGRAM STUDENT LEARNING OUTCOMES (SLOs) | |
| Students graduating with a BA in French will be able to: | |
| SLO 1 | Students of French will be able to express themselves with sufficient accuracy and clarity to carry on conversations in French with native speakers and to give oral presentations appropriate to the Undergraduate level. |
| SLO 2 | Students of French will be able to express themselves in the written language with a fair amount of sophistication, integrating research information into written assignments while giving adequate credit to the sources of information used. |
| SLO 3 | Students of French will be familiar with the major writers, periods, and genres of French literature (France and other French speaking regions throughout the world: Africa, The Caribbean, Canada, Belgium and Switzerland). The students should be able to relate the works and genres to the socio-historical context in which they developed. |
| SLO 4 | Students of French will demonstrate that they have acquired knowledge of the cultural diversity of literatures in the French-speaking world while developing an appreciation of the French cultural contributions to the body of universal culture such as literature, art, music, cinema, and history. |
| SLO 5 |  |
| SLO 6 |  |

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| Year 1: 2012-2013 |  | |
| 1. Which SLO(s) to assess | | Students of French will demonstrate that they have acquired knowledge of the cultural diversity of literatures in the French-speaking world while developing an appreciation of the French cultural contributions to the body of universal culture such as literature, art, music, cinema, and history. | |
| 1. Assessment indicators | | Direct indictor: pre/post test format in MLL 3130. Teacher will assess responsive ness to Cultural Diversity such as gender diversity, ethnic diversity questions in essay format covered at the beginning and end of the quarter. Indirect indicator: In the essays students have an opportunity to write about their understanding of diversity and what it includes at the beginning and end of the quarter. | |
| 1. Sample (courses/# of students) | | MLL 3130- Spring 2013. Entire class (currently 12 students who are finishing up their French Major). | |
| 1. Time (which quarter(s)) | | Spring 2013 | |
| 1. Responsible person(s) | | Professor Manopoulos | |
| 1. Ways of reporting (how, to who) | | Email to Professor Rowley to be inserted in Annual Report. | |
| 1. Ways of closing the loop | | Look at types of diversity students understand. If different types of diversity are not mentioned, then it will be added to the course. Currently Professor Manopoulos is looking to see how much students understand gender differences and accept them as diverse populations. | |

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| Year 2: 2013-2014 |  | |
| 1. Which SLO(s) to assess | | Students of French will be able to express themselves with sufficient accuracy and clarity to carry on conversations in French with native speakers and to give oral presentations appropriate to the Undergraduate level. | |
| 1. Assessment indicators | | Direct indicator: At the end of the language series, students will be tested for proficiency in oral French Language. Indirect Indicator: Students will be polled to see what they think their oral proficiency level is. | |
| 1. Sample (courses/# of students) | | All students in 2103 or 2110 (depends on which is offered next Spring) will be tested for oral proficiency. | |
| 1. Time (which quarter(s)) | | Spring 2014 | |
| 1. Responsible person(s) | | Professor Manopoulos | |
| 1. Ways of reporting (how, to who) | | Email to Professor Rowley to be added to the Annual Report. | |
| 1. Ways of closing the loop | | Oral proficiency not only deals with conversational ability but also ability to convey critical ideas in both academic and social contexts. This assessment will make sure students have learned to use all the necessary tools converse critical and in-depth ideas. | |

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| Year 3: 2014-2015 |  | |
| 1. Which SLO(s) to assess | | Students of French will be able to express themselves in the written language with a fair amount of sophistication, integrating research information into written assignments while giving adequate credit to the sources of information used. | |
| 1. Assessment indicators | | Direct Indicator: At the end of the language series, students will be tested for proficiency in written French Language. Indirect indicator: Students will be polled to see what they think their written proficiency level is. | |
| 1. Sample (courses/# of students) | | All students in 2103 or 2110 (depends on which is offered at that time) will be tested for oral proficiency. | |
| 1. Time (which quarter(s)) | | Spring 2015 | |
| 1. Responsible person(s) | | Professor Manopoulos | |
| 1. Ways of reporting (how, to who) | | Email to Department Assessment Coordinator or to Department Chair to have included in the annual report. | |
| 1. Ways of closing the loop | | Written proficiency not only deals with conversational ability but also ability to convey critical ideas in both academic and social contexts. This assessment will make sure students have learned to use all the necessary tools converse critical and in-depth ideas. | |

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| Year 4: 2015-2016 |  | |
| 1. Which SLO(s) to assess | | Students of French will be familiar with the major writers, periods, and genres of French literature (France and other French speaking regions throughout the world: Africa, The Caribbean, Canada, Belgium and Switzerland). The students should be able to relate the works and genres to the socio-historical context in which they developed. | |
| 1. Assessment indicators | | Direct indicator: Pre/post test collection of essays. Indirect indicator: Students will reflect on their understanding and critical analysis of French/Francophone literature over the years of coursework. | |
| 1. Sample (courses/# of students) | | *This assessment occurs over a few years. Students entering MLL 3101: Cinema for French Composition will participate in an essay which serves as a pretest and will do another essay in MLL 4100: French Literary Themes and Figures which will be the posttest to assess the above SLO.* | |
| 1. Time (which quarter(s)) | | MLL 3101, Fall 2014 MLL 4100, Fall 2015 | |
| 1. Responsible person(s) | | Professor Manopoulos | |
| 1. Ways of reporting (how, to who) | | Email to Department Assessment Coordinator or to Department Chair to have included in the annual report. | |
| 1. Ways of closing the loop | | Professor will evaluate material to determine breadth of knowledge and critical competencies gained. Courses will be adjusted as needed. | |

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| Year 5: 2016-2017 |  | |
| 1. Which SLO(s) to assess | | Students of French will demonstrate that they have acquired knowledge of the cultural diversity of literatures in the French-speaking world while developing an appreciation of the French cultural contributions to the body of universal culture such as literature, art, music, cinema, and history. | |
| 1. Assessment indicators | | Direct indictor: pre/post test format in MLL 3130 or MLL 4100. Teacher will assess responsive ness to Cultural Diversity such as gender diversity, ethnic diversity questions in essay format covered at the beginning and end of the quarter. Indirect indicator: In the essays students have an opportunity to write about their understanding of diversity and what it includes at the beginning and end of the quarter. | |
| 1. Sample (courses/# of students) | | MLL 3130 or MLL 4100. Entire class. | |
| 1. Time (which quarter(s)) | | Winter or Spring 2017 | |
| 1. Responsible person(s) | | Professor Manopoulos | |
| 1. Ways of reporting (how, to who) | | Email to Department Assessment Coordinator or to Department Chair to have included in the annual report. | |
| 1. Ways of closing the loop | | Look at types of diversity students understand. If different types of diversity are not mentioned, then it will be added to the course. | |