

## ASSESSMENT PLAN: B.A. French

Date Updated: Spring 2020

PROGRAM LEARNING OUTCOMES (PLOs)	
Students graduating with a B.A. in French will be able to:	
<i>PLO 1</i>	Oral Communication: Students will be able to express themselves with sufficient accuracy and clarity to carry on conversations with native speakers and to give oral presentations appropriate to the undergraduate level. Students will be able to appreciate the various components of diverse cultures. Through in-class discussions and group work, students will also learn how to work collaboratively an open-minded and respectful way. This will prepare them for their future workplace.
<i>PLO 2</i>	Written Communication: Students will be able to express themselves with a fair amount of sophistication, integrating research information while giving adequate credit to the sources used. They will also have the ability to convey critical ideas in both academic and social contexts in a respectful way.
<i>PLO 3</i>	Critical Thinking: Students will be familiar with major creative texts, and other cultural productions such as art, music, cinema, and history. They will also learn critical thinking, critical and analytical methods that are reinforced by their language skills. They should be able to relate a variety of cultural productions to the socio-cultural contexts in which they developed.
<i>PLO 4</i>	Multicultural Diversity: Students will demonstrate that they have acquired the knowledge of ethnic cultural diversity, and other forms of diversity such as gender, while developing an appreciation of contributions to the body of diverse cultural productions, such as art, music, cinema, and history.
<i>PLO 5</i>	Social Justice and Sustainability: Students will be able to act responsibly and recognize the historical and individual perspectives vs. the global. Students will demonstrate knowledge of global barriers to equality and social justice, identify and critically assess social, cultural, historical, political, national and/or global inequalities while acquiring the knowledge of multicultural diversity in more than one area. Students will be able to use multiple forms (essay, research, creative expression) and mediums of communication (on the ground, social media, television, radio) to investigate, participate in, and/or critique social justice movements in an open-minded and respectful manner.

Year 1: 2018-2019	
1. Which PLO(s) to assess	PLO 1 and PLO 2
2. Is it aligned to an ILO?	yes
3. If yes, list ILO.	Critical thinking, creative thinking, oral communication.
4. Course name and number	MLL 211 – Multicultural Cinema
5. SLO from course	1. Oral Communication: Students will be taught to communicate with and listen to others by expressing their own ideas, listening, and responding to others' views and ideas in an open-minded and respectful way. 2. Written Communication: Students will be able to express themselves with a fair amount of sophistication, integrating research information while giving adequate credit to the sources used.

6. <i>Assessment activity</i>	Analysis of student course surveys, assignment completion rates, and final grades across sections.
7. <i>Assessment Instrument</i>	Surveys, analytic tools in Blackboard (course management tool)
8. <i>How data will be reported</i>	Qualitative and quantitative
9. <i>Responsible person(s)</i>	Chair and program coordinators
10. <i>Time (which semester(s))</i>	Fall and Spring
11. <i>Ways of closing the loop</i>	Make changes to department assessment approach and schedule.

### Year 2: 2019-2020

1. <i>Which PLO(s) to assess</i>	PLO 1 and PLO 3
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	ILOs 1,2 and 3
4. <i>Course name and number</i>	MLL 121 and MLL 122 Beginning French
5. <i>SLO from course</i>	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
6. <i>Assessment activity</i>	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.
7. <i>Assessment Instrument</i>	Oral presentations, and collaborative skits
8. <i>How data will be reported</i>	Quantitative and Qualitative
9. <i>Responsible person(s)</i>	Chair and program coordinator
10. <i>Time (which semester(s))</i>	Fall and Spring
11. <i>Ways of closing the loop</i>	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.

### Year 3: 2020-2021

1. <i>Which PLO(s) to assess</i>	PLOs 2 and 4
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	ILOS 2, 3,4,
4. <i>Course name and number</i>	MLL 324 French/ Francophone Literature
5. <i>SLO from course</i>	Students 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. Multicultural Diversity: Students will demonstrate that they have acquired the knowledge of ethnic cultural diversity, and

	other forms of diversity such as gender, while developing an appreciation of contributions to the body of diverse cultural productions, such as art, music, cinema, and history.
<i>6. Assessment activity</i>	Direct indicator: At the end of the semester, students will be tested for proficiency in written French Language, and in written communication as a whole. Indirect indicator: Students will be polled to see what they think their written proficiency level is.
<i>7. Assessment Instrument</i>	Analysis of student course surveys, assignment completion rates, and final grades across sections.
<i>8. How data will be reported</i>	Quantitative and Qualitative

9. <i>Responsible person(s)</i>	Chair and program coordinator
10. <i>Time (which semester(s))</i>	Fall 2020
11. <i>Ways of closing the loop</i>	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 convey critical and in-depth ideas.

#### Year 4: 2021-2022

1. <i>Which PLO(s) to assess</i>	PLOs 3, 4, 5,
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	ILOs 1, 3, 5, 6
4. <i>Course name and number</i>	MLL 425 Post-colonial Francophone Rap/Hip-hop
5. <i>SLO from course</i>	Students will be familiar with major creative texts, and other cultural productions such as art, music, cinema, and history. They will also learn critical thinking, critical and analytical methods that are reinforced by their language skills. They should be able to relate a variety of cultural productions to the socio-cultural contexts in which they developed.
6. <i>Assessment activity</i>	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.
7. <i>Assessment Instrument</i>	Surveys, analytic tools in Blackboard (course management tool)
8. <i>How data will be reported</i>	Quantitative and Qualitative
9. <i>Responsible person(s)</i>	Chair and program coordinator
10. <i>Time (which semester(s))</i>	Fall 2020 and Spring 2021
11. <i>Ways of closing the loop</i>	Professor will evaluate material to determine breadth of knowledge and critical competencies gained. Courses will be adjusted as needed.

#### Year 5: 2022-2023

1. <i>Which PLO(s) to assess</i>	PLOs 3, 4, 5
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	ILOS 1, 3, 5, 6
4. <i>Course name and number</i>	MLL 326 Sexuality and Feminism in Francophone Literature and Cinema
5. <i>SLO from course</i>	Students 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.
6. <i>Assessment activity</i>	Direct indicator: pre/post test format in MLL 326. Professor will assess responsiveness to Cultural Diversity such as gender diversity, ethnic diversity questions in essay format covered at the beginning and end of the semester. 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 semester.
7. <i>Assessment Instrument</i>	Surveys, analytic tools in Blackboard (course management tool)
8. <i>How data will be reported</i>	Quantitative and Qualitative
9. <i>Responsible person(s)</i>	Chair and program coordinator

10. <i>Time (which semester(s))</i>	Fall 2022
11. <i>Ways of closing the loop</i>	Look at types of diversity students understand. If different types of diversity are not mentioned, then it will be added to the course.