

Assessment Report
Academic Year 2018-2019
French Studies
Major/Minor Aggregate Report

I. Logistics

1. The feedback should be sent to Matthew Motyka, Program Director, mjmotyka@usfca.edu, /Karen Bouwer, French Studies Faculty Member, bouwerk@usfca.edu, Anne Mairesse, French Studies Faculty Member, mairesse@usfca.edu.
2. We file an aggregate report for the major and minor. We have evaluated the first PLO which is common to both the major and the minor.

PLOs	1	2	3	4	5	6
	Express info verbally	Write using disciplinary conventions	Comprehend oral discourse	Analyze cultural phenomena	Identify artistic & cultural figures	Appreciate social cultural diversity
FREN 133	D		D		I	I
FREN 195 (Cuisine)						
FREN 195 (Congo)						
FREN 250						
FREN 260						
FREN 340						
FREN 202	D	D	D	I	I	D
FREN 255	D	I	D	D	I	D
FREN 265	D	I	D	I	I	D
FREN 275	D	I	D	I	D	D
FREN 312	D	D	D			I
FREN 313	D	D	D			I
FREN 315	D	D	D	D	D	D
FREN 320	D	D	D	D	D	D
FREN 322	D	D	D	D	D	D
FREN 324	D	D	D	D	D	D
FREN 330	D	D	D	D	D	D
FREN 332	D	D	D	D	D	D
FREN 440	M	M	M	M	M	M
FREN 450	M	M	M	M	M	M

3. Curricular Map (no changes from the past year).

CURRICULUM MAP, FRENCH STUDIES: MAJOR
(I=introductory, D=developing, M=mastery).
CURRICULUM MAP, FRENCH STUDIES: MINOR

(I=introductory, D=developing, M=mastery).

PLOs	1	2	3	6
	Express info verbally	Write using disciplinary conventions	Comprehend oral discourse	Appreciate social cultural diversity
FREN 133	D		D	I
FREN 195 (Cuisine)				
FREN 195 (Congo)				
FREN 250				
FREN 260				
FREN 340				
FREN 202	D	I	D	D
FREN 255	D	I	D	D
FREN 265	D	I	D	D
FREN 275	D	I	D	D
FREN 312	D	D	D	I
FREN 313	D	D	D	I
FREN 315	D	D	D	D
FREN 320	D	D	D	D
FREN 322	D	D	D	D
FREN 324	D	D	D	D
FREN 330	D	D	D	D
FREN 332	D	D	D	D
FREN 440	M	M	M	M
FREN 450	M	M	M	M

II. Mission Statement & Program Learning Outcomes

1. French Studies' mission statement derives directly from that of MCL. There has been **no** change in the mission statement since the last assessment. The major and the minor don't have a separate mission statement.

Mission Statement (MCL)

Inspired by the Statement of Mission of the University of San Francisco, a Jesuit and Catholic university, the Department of Modern and Classical Languages states as its essential objective to "offers students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others." The Department promotes language acquisition for academic and professional needs and promotes the multidisciplinary study of cultures and societies within our increasingly multicultural communities in order to foster sensitivity and openness to be of service to others.

The objective of the French Studies major is to provide oral and written competence in the language and a solid background in the literature and culture of the countries of the French-speaking world.

2. PLOs (**No** changes in the PLOs since the last report in October 2018)

Major:

1. Express information and opinions verbally in consistent, effective and clear French.
2. Write in French using the disciplinary conventions and methodologies of literary and cultural analysis.
3. Comprehend oral discourse produced by native speakers of French.
4. Analyze the main ideas of various cultural phenomena, such as literature, art, music, film and popular media.
5. Identify major artistic and cultural figures of the French-speaking world in the context of their historical, cultural, and/or aesthetic traditions.

6. Appreciate the linguistic, ethnic, racial, religious, cultural and social diversity of the French-speaking world.

Minor:

1. Express information and opinions verbally in consistent, effective and clear French.
2. Write in French using the disciplinary conventions and methodologies of literary and cultural analysis.
3. Comprehend oral discourse produced by native speakers of French.
4. Appreciate the linguistic, ethnic, racial, religious, cultural and social diversity of the French-speaking world. (#6 for the major)

FRENCH STUDIES ASSESSMENT FALL 2019

This Fall we used final exam questions from FREN 255 Diplomatie sans frontières, a class that had a mix of majors and minors, in order to assess PLO 1:

Express information and opinions verbally in consistent, effective and clear French... *in writing*. (We will assess speaking separately.)

The questions asked students to analyze a text that they were seeing for the first time.

III. Methodology

The method of assessment was direct. Professors Motyka and Bower met to draw up the rubrics and to evaluate the student responses.

	Communicate clearly			Expresses information and opinions		
	Sup.	Adeq.	Inadeq.	Sup.	Adeq.	Inadeq.
MAJORS						
1		X			x	
2	x			x		
3	x				X	

4	x			x		
MINORS						
5	x			x		
6	x			x		
7		x				X
8	x			x		
9	x			x		
OTHER						
10		X			X	
11	X			X		
TOTAL	8 73%	3 27%	0	7 63%	3 27%	1 10%

Communicate clearly

Superior: The reader can understand the text with no interference; good diction and grammar

Adequate: The reader can understand most of what is being conveyed; diction mostly appropriate; little interference from grammatical errors

Inadequate: The reader has difficulty following the ideas expressed; grammar and diction interfere with communication

Express information and opinions

(for this assignment comprehension of the text and identification of pertinent information to support analysis)

Superior: Pertinent information; complete comprehension of text

Adequate: Information mostly pertinent; student mostly understands the text

Inadequate: Student fails to choose pertinent information; weak comprehension of the text

IV. Results and Major Findings

The majority of the students were accorded the evaluation of “Superior” on both questions, indicating that the learning outcome is being met. It should be noted, that given the small number of classes that we are able to offer, the students come with mixed levels of proficiency. Nevertheless, it is clear from the results that even students with less preparation than others were able to perform well. All our classes require extensive writing so this is an outcome that gets addressed across our curriculum.

V. Closing the Loop

Our assessment efforts have consistently shown that both our major and minor students are meeting the PLOs. This despite the fact that enrollments impose constraints on the number of courses we can offer. The small number of classes also means that students sometimes have to take courses out of the ideal, gradated order (i.e., students will sometimes take a 200-level course after having completed a 300-level course). We work with students individually in order

to provide extra support or extra challenges, depending on what is required, thereby mitigating the effects of the modest offerings of our program.