

# College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

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[https://myusf.usfca.edu/sites/default/files/2017\\_Yearly\\_Assessment\\_Report\\_preview.pdf](https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

## NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
- Reports, including Curriculum Map(s) should be submitted to the Program Assistant; he/she will upload documents to Gnosis.
  - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
  - Graduate programs must include one curricular map showing how courses map onto PLOs.
  - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or [ceschwabenland@usfca.edu](mailto:ceschwabenland@usfca.edu)

Identifying Information 

**Name of Program \***French Studies

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**Type of Program \***

Major ▼

**College of Arts and Sciences Division \***

Humanities ▼

**Name/Title/E-mail Address of Submitter \***

Matthew Motyka/mjmotyka@usfca.edu, Anne Mairesse and Karen Bouwer

**Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback**mairesse@usfca.edu, bouwerk@usfca.edu

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Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

 Yes No

## Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at [https://myusf.usfca.edu/sites/default/files/2017\\_Yearly\\_Assessment\\_Report\\_preview.pdf](https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf))

Please upload your program's curriculum maps here (all file types allowed) \*

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### Mission Statement

Please type and/or copy-and-paste directly into the space below:

\*

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.

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## Program Learning Outcomes (PLOs)



Please type and/or copy-and-paste directly into the space below:

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PLOs French Studies  
October 2017

For the 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.

For the advanced certificate:

Same as above, minus PLO 5

For the minor:


Same as above, minus PLOs 4 & 5

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## Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

\*

 PLOs Map FRENC...

**WARNING: This form currently cannot be saved once it is in-progress.  
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## Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? \*

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

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. \*

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations
-

Other: .....


**Brief description of student work products used to assess PLOs: \***

Essay on final exam (in FREN 332)

**What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? \***

Rubric  
.....

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

 French Studies PL...

**Who evaluated the student work product? Check all that apply. \***

- FT faculty members who were not instructor(s) of the course(s)
- FT faculty members who were instructor(s) of the course(s)
- PT faculty members who were not instructor(s) of the course(s)
- PT faculty members who were instructor(s) of the course(s)
- Other: .....

**Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):**

Assessed essay together  
.....

## What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other: .....

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

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## Results

What were the direct data results? \*

Eight out of nine exam questions answered met the outcome adequately or very well.

What were the indirect data results? (If applicable)

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How do you interpret these results? What do they mean? \*

Overall, the results are satisfactory. Students were working under time duress; more time on the question may have yielded even better results. Since this PLO is also covered in other classes, students have other opportunities to develop these competencies.

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## Closing the Loop

Which of the following actions did you take as a result of the assessment results? Pick one or more and briefly describe below. \*

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other: .....

Please elaborate on your potential course(s) of action, related to any/all items you checked above. \*

We need to be more mindful of time allocated so that students can demonstrate their knowledge and skills in greater detail.

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Google Forms

French Studies  
AY 2016-2017  
PLO 5 assessed

Jointly assessed by Karen Bouwer and Matthew Motyka based on exam given in FREN 332  
Rencontres: Le monde francophone

Identify major artistic and cultural figures of the French-speaking world in the context of their historical, cultural, and/or aesthetic traditions.

PLO assessed by using exam question (translated from the French):

Explain what you understand by “Francophone literature.” Give historical and political examples in order to explain diverse attitudes toward writing in French. Give examples from at least three regions and at least five authors or texts that we studied in class in order to illustrate your position.

1. Identify major artistic and cultural figures of the French-speaking world...

| Student | Inadequate achievement of outcome<br>Fewer than five authors from fewer than three regions | Adequate achievement of outcome<br>Five authors from three regions |
|---------|--|--|
| 1       |  | X  |
| 2       |  | X  |
| 3       |  | X  |
| 4       | X  |  |
| 5       |  | X  |
| 6       |  | X  |
| 7       |  | X  |
| 8       |  | X  |
| 9       |  | X  |

2. ... in the context of their historical, cultural and/or aesthetic traditions.

| Student | Inadequate achievement of outcome<br>No mention of historical or political circumstances shaping attitudes toward writing in French | Average achievement of outcome<br>Basic inclusion of historical or political circumstances shaping attitudes toward writing in French | Very good achievement of outcome<br>Developed understanding of historical or political circumstances shaping attitudes toward writing in French |
|---------|---|---|---|
| 1       |   |   | X   |
| 2       |   |   | X   |
| 3       |   | X   |   |
| 4       |   | X   |   |
| 5       |   |   | X   |
| 6       |   | X   |   |
| 7       |   |   | X   |
| 8       |   |   | X   |
| 9       | X   |   |   |

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

| 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) |                       |                                      |                           | I                          | I                                    |                                      |
| FREN 195 (Congo)   |                       |                                      |                           | I                          | I                                    | I                                    |
| FREN 250           |                       |                                      |                           | I                          | I                                    | I                                    |
| FREN 260           |                       |                                      |                           | I                          | I                                    | I                                    |
| FREN 340           |                       |                                      |                           | D                          | D                                    | D                                    |
| 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                                    |