

# Program-Level Assessment: Annual Report

Program Name (no acronyms): Masters in French

Department: Languages, Literatures, and Cultures

Degree or Certificate Level: M.A.

College/School: Arts and Sciences *Among the important student*

*Identify*

*"St*

*Identify* *to* *is* *written French*

*Identify* *It is* *school* *Identify* *Identify*

*Identify*

*Identify* A copy of the rubric can be found at the end of this report.

## 2. Assessment Methods: Artifacts of Student Learning

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What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

Both the selection of the materials that would serve as artifacts and their evaluation were integral to the outcomes identified for both the **Cinéma** course and the **French for the Professional** course. In the **French for the Professional** course, writing assignments were linked with the targeted outcomes. Interaction with native French speakers broadened access to the ultimate outcomes of **Language control (accuracy), Comprehensibility, and Language Fonction**. The rubric basically served as the internal organizer for the course in each case, while providing at the same time the groundwork for the evaluation of student learning.

#### 4. Data/Results

What were the results of the assessment of the learning outcome(s)? 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)?

The results of the assessment of the learning outcome(s) for the course were as follows: 100% of students achieved the learning outcome(s) for the course. The results of the assessment of the learning outcome(s) for the course were as follows: 100% of students achieved the learning outcome(s) for the course.

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?

Our program has been revamped and renewed as a result of assessment.

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

These changes are still in progress. They will start to be implemented next Fall (2023).

**C.** What were the findings of the assessment?

The findings are promising. It will be next Fall when we may start to see any potential findings.

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

We will be able to see how the information can be used in future months.

**IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.**

Please see copied attachments below:

**French M.A. Assessment 2021-2022**

**SLO 1: The M.A. Graduate in French will be able to “demonstrate a command of written and oral French.”**

This assessment concerns specifically the written component of SLO 1. Although we examined the written component in

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French M.A. Assessment Tool: Written Proficiency (10/7/2022)

SLO 1: The M.A. Graduate in French will be able to “demonstrate a command of written and oral French.”

This assessment concerns specifically the written component of the SLO 1. The Oral component will be measured in a future assessment. The direct

	<p>ease on familiar topics and able to handle lesser familiar topics.</p> <p>‰ Accuracy may break down when attempting to perform complex tasks over a variety of topics.</p>	<p>‰ Written fluency decreases in quality and quantity when attempting to perform advanced tasks.</p>		
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