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| **California State University, Fresno****CAH****Modern and Classical Languages and Literature – BA in French****Department/Program Assessment Coordinator: Dr. Tara Hashemi** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| It is the mission of the French Section of the Department of Modern and Classical Languages and Literatures to create, foster and perpetuate an academic environment and community that provides a common space from which to communicate and transcend the lessons of the classrooms. The objective of teaching the philosophical vision of a literary text is to foster in students a critical perspective of the world in order to deepen their understanding of the complexities of different cultures. The mission of the Bachelor’s Degree Program in French is to prepare students to participate appropriately in oral and written communication in French at the advanced level, gain knowledge and understanding of the cultures of the French-speaking world, appreciate literature in French, and understand the structure of the French language.[[1]](#footnote-1) |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>
	2. Program Learning Outcomes (Also known as Goals) and related SLO’s

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| 1. Students will demonstrate oral and reading proficiency of the French language at the advanced level, including knowledge of grammar and vocabulary.

Upon completion of this program students will be able to: |
| 1. Appropriately communicate orally, and orally express ideas, both academic and every day, coherently and critically in French.
2. Narrate and describe with paragraph-length connected discourse.
3. Demonstrate their fluency in French through study of advanced grammar structures and specialized vocabulary and idiomatic expressions.
4. Use several strategies for vocabulary expansion/acquisition in topical/semantic areas.
5. Demonstrate accurate reading comprehension of material of a cultural and/or literary nature.
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| 1. Students will demonstrate written proficiency of the French language at the advanced level, including good control of French grammar, syntax and vocabulary, and will apply effectively this knowledge in writing activities and literary analysis.

Upon completion of this program students will be able to:1. Express their ideas coherently and critically in written French.
2. Demonstrate their competency in written French through study of advanced grammar structures and specialized vocabulary and idiomatic expressions. Also, demonstrate that they can conjugate verbs correctly, and use the accent rules appropriately.
3. Formulate a thesis in an essay and support it with evidence.
4. Employ of the language style appropriate for research papers, formal letter writing, description, narration, exposition, and persuasion.

Analyze literary texts within the major literary movements in France and the Francophone world, and formulate a thesis in relation to these texts |

## Curriculum Map: Courses in which SLO’s are addressed and evaluated

1. FREN 103 Advanced Grammar and Composition FREN 113 French Poetry
2. FREN 109 French Literature, Culture and Society FREN 120T Topics in French Civilization
3. FREN 132 French Phonology and
Structural Analysis
4. FREN 110 French Theater FREN 149 Voices of Africa
5. FREN 111 The French Novel FREN 150 Advanced Conversation
6. FREN 112 French Prose: Essay and Short Story

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|  | OutcomeA.1. | OutcomeA.2. | OutcomeA.3. | OutcomeA.4. | OutcomeA.5. | OutcomeB.1. | OutcomeB.2. | OutcomeB.3. | OutcomeB.4. | OutcomeB.5. |
| FREN 103 | I | I | I | I | I | I | I | I |  |  |
| FREN 109 | R | R | I | I | I | I | I | I |  |  |
| FREN 110 | R | M | R | R | R | R | R | R | I | I |
| FREN 111 | R | M | R | R | R | R | R | R | R | I |
| FREN 112 | R | M | R | R | R | R | R | R | R | I |
| FREN 113 | R | M | R | R | R | R | R | R | R | I |
| FREN 120T | R | M | M | M | M | M | M | M | M | I |
| FREN132 | R | M | M | M | M | M | M | M | M |  |
| FREN 149 |  |  |  |  |  |  |  |  |  | R |
| FREN 150 | M |  |  | M | M |  |  |  |  |  |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

| **I = Introduced** | **D = Developed** | **M=Mastered** |  |
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## SLO’s Mapped to Assessment Measures and Methods [e]

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|  | OutcomeA.1. | OutcomeA.2. | OutcomeA.3. | OutcomeA.4. | OutcomeA.5. | OutcomeB.1. | OutcomeB.2. | OutcomeB.3. | OutcomeB.4. | OutcomeB.5. |
| Rubric for essays |  |  |  |  |  |  |  | X | X | X |
| Diagnostic test |  |  |  |  | X |  | X |  |  |  |
| Rubric for presentations | X |  |  |  |  |  |  |  |  |  |
| Final exam for FREN 103 |  |  |  |  |  |  | X |  |  |  |
| Undergraduate survey | X | X | X | X | X | X | X | X | X | X |
| Alumni survey | X |  | X |  | X | X |  | X | X | X |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)

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| 1. In order to assess how well French majors develop oral skills to communicate appropriately and express their ideas coherently and critically (Goal A. 1), a standard rubric for presentations will be used in FREN 150 and FREN 120T to assess such progress. Results will be reported to the faculty along with suggestions for improvement in the curriculum.
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| 1. The French BA strongly emphasizes reading as a means to develop oral and written analytical skills. Therefore, analyzing a literary text by written means is introduced in FREN 103, reviewed in upper-division literary courses, and mastered in FREN 120T. Students write essays that are scored by the faculty teaching these courses using rubrics prepared for this purpose. In order to assess how well French majors develop writing skills to formulate a thesis and analyze literature (Goals B.3, B.4 and B.5) **a standard rubric for essays** will be used in FREN 103 and FREN 120T to assess such progress. Results will be reported to the faculty along with suggestions for improvement in the curriculum.
 |
| 1. **A diagnostic test** in FREN 120T will assess accurate reading comprehension (Goal A.5), previously reviewed in FREN 103, and also will assess competency in written French through advanced grammar structures and specialized vocabulary (Goal B.2), reviewed in FREN 109-113. Results will be reported to the faculty along with suggestions for improvement in the curriculum.
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* 1. Indirect Measures (Department/Program must use a minimum of one indirect measure)
		+ 1. **A survey** will be conducted among the graduating BA candidates in French concerning the undergraduate program. Their input will be reported to faculty for discussion about improvement in the curriculum.
			2. The undergraduate program in French will conduct **a survey** of its alumni concerning the undergraduate curriculum. Their input will be reported to faculty for discussion.

## Assessment Schedule/Timeline [g]

| AcademicYear | Measure | SLO | SLO |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2021-2022 | Employ Rubric for Essay writing in FREN 103 and FREN 120TSurvey of Graduating Seniors | A.2, A.3, A.4, A.5, B.1, B.2, B.3, and B.4) |  |  |  |  |  |  |  |  |
| 2022-2023 | Employ Rubric for Listening and Oral proficiency in FREN 150Assess how well students are applying writing techniques and language proficiency in one of the following: FREN 110, 111, 112, 113. Have these as a base in order to compare these to those taking FREN 120T | A.1, A.3, and A.4A.1, A.2, A.3, A.4, A.5, B.1, B.2, B.3, B.4 and B.5 |  |  |  |  |  |  |  |  |
| 2023-2024 | Diagnostic test in FREN 120TAlumni Survey | Goals A.5 and B.2 |  |  |  |  |  |  |  |  |

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| Closing the Loop [h,j,k]  |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| As of 2021 and in a “post” pandemic world where interests, focus and teaching modalities have shifted and evolved, the French BA along with its faculty members is working on updating and revising its program goals and Student Outcomes Assessment Plan (SOAP). The ones presented in this document were developed by the former Chair of the MCLL department and was implemented from fall 2005 until fall 2010. The present SOAP has been developed in spring 2013 by Rose Marie Kuhn, the French Coordinator at the time, Saúl Jiménez-Sandoval, the Department Chair, and Debbie Ávila, Acting Chair (Spring 2013), with the collaboration of the French faculty. The assessment activities included in the schedule for the previous SOAP and the new one consider, among other things, assessing written and spoken language proficiency, literary competency and instructional methods as evidenced by student writing assignments, oral presentations and exams from undergraduate courses. Here is a brief description of the activities carried out from 2005 until 2011:1) 2006-07 – Rubric for Presentations (Goal A.1.)In Spring 2007, the oral language proficiency of French 150 students was evaluated in several oral presentations by the current instructor. For assessment and grading purposes a rubric was used which included score ranges for different categories. The total score ranged from 5 to 1. The rubric for grading oral presentations was based on a blend of ACTFL guidelines and criteria based on the Instructor’s Textbook Manual.Outcomes: Seven majors and minors in French 150 were assessed in oral language proficiency: one scored excellent, three very good one and one good. At the end of the semester four students earned an A and three a B. Conclusions: Since the students’ oral performance was videotaped, some students felt uncomfortable talking at first. However, their one-on-one discussion with the instructor following their assessment helped both, the instructor and students, readjust the evaluation of their performances. Additionally, the video support helped the instructor and students identify elements of the students’ oral performances that needed improvement and which some were not aware of.2) 2009-10 – Composition Course (Goals B.1., B.2., B.3.)In Fall 2009, the writing proficiency of French 103 students was evaluated at the very beginning of the semester, especially in terms of sentence structure and grammar proficiency. For assessment and grading purposes a rubric was used which include score ranges for different categories. The rubric for grading written compositions was based on a blend of ACTFL guidelines and criteria based on the Instructor’s Textbook Manual. Outcomes: Seventeen majors and minors in French 103 were assessed: seven scored excellent, five very good, three good, two fair. At the end of the semester eleven students earned an A, four a B, one a C and one a D. Conclusions: None of the students were distinguished speakers. However, several had spent a summer, a semester or a year in France in an academic or in an informal environment. Most of the students were encouraged in their one-on-one discussion with the instructor to use the services of the French tutor available to them in the Learning Resource Center. Two students acknowledged that they also had serious writing issues in English and were encouraged to be evaluated by Student Support Services as to what additional assistance could be offered to them. The assessment made students aware of their deficiencies and encouraged them to focus on those especially. The instructor adapted her teaching to address these and made her teaching much more personalized by transforming the course into an intensive writing workshop with students working at their own personal writing weaknesses.3) Curriculum Adjustment: **Senior Seminar in French Studies** As an all rounding encompassing and culminating experience is needed in the French major that includes summative assessment of language, linguistic, cultural, and literary proficiency. This would allow the students majoring in French to demonstrate that they have mastered the skills defined in Section II of this document, namely in “Goals & Student Learning Outcomes”. Such a senior seminar was developed in the past at the same time as the senior seminar in Spanish Studies but was never implemented and eventually temporarily suspended due to the lack of available faculty in French.  |

1. "Advanced level" is equivalent to level three on the scale developed by the American Council on the Teaching of Foreign Languages (ACTFL). The scale consists of five levels: novice, intermediate, advanced, superior and native. For the purposes of the portion of this document concerning undergraduate program assessment, lengthy ACTFL descriptions of advanced level skills have been abbreviated, summarized, or paraphrased. It should be noted that the ACTFL description of the superior standard has in some areas been strengthened to accurately describe the Department’s objectives in speaking and writing. [↑](#footnote-ref-1)