Fall 2014

French Discipline 3-Year Assessment Plan 2014-2017

French Discipline

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In the space below, list your Program Student Learning Outcomes (PSLOs):

1. Develop French language as well as cross-cultural and problem-solving skills
2. Communicate with people from throughout the French-speaking world
3. Expand research and career opportunities in a diverse and global market
4. Discover the traditions, literatures, arts, and histories of French-speaking peoples throughout the world
5. Explore the contributions of French-speaking peoples to fields as broad and diverse as music, art, linguistics, history, law, political science, anthropology, biology, chemistry, mathematics, and philosophy and engage in research, in French, in these fields
6. Prepare for a career in the sciences, commerce, diplomacy, economic development, healthcare, teaching, or community outreach serving French-speaking people in the U.S. and abroad
**Enter Academic Program Name:** French

<table>
<thead>
<tr>
<th>Program Student Learning Outcome(s) to be assessed</th>
<th>How will you measure the outcome?</th>
<th>Where will the data be collected and by whom?</th>
<th>When will the data be collected?</th>
<th>Overlap with CSLOs*? If yes, which CSLO?</th>
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| **2014-15**  
#1 - Develop French language as well as cross-cultural and problem-solving skills  
#4 - Discover the traditions, literatures, arts, and histories of French-speaking peoples throughout the world | *Annually,* students finishing 1002, 2002, and 3011 will retake the on-line placement exam to gauge how well students are making benchmarks at each level of proficiency, and whether the benchmarks we have set are reasonable. Administration will be overseen by the coordinator in French.  
Students in 1001 were asked to share their knowledge of French and the Francophone world on the first day of class by means of an inventory of their prior experiences: (Have you studied French before? If so, when/where? Did you take the placement exam? If so, when and into which class did you place? Do you have any experience traveling or studying abroad? Why did you decide to study French?)  
Throughout the semester, students will study and discuss Francophone cultural sections of the first-year textbook. They will be encouraged to compare cultural elements such as musicians and cuisine to that of their native country/culture. Cultural comparison competency is integral to an assigned presentation and formal, written exams. For the purposes of assessment 80% or better on these activities represents adequate competence. We will measure what % of students across two sections of 1001 and 1002 meet that benchmark, and with what frequency (i.e. on 60% of exams, for example). Data will be collected by Adrianne Barbo. | | | I, 1: core studies in the liberal arts (languages)  
III, 2: Intercultural knowledge and competence |
| **2015-16**  
#2 - Communicate with people from throughout the French-speaking world  
#5 - Explore the contributions of French-speaking peoples to fields as broad and diverse as music, art, linguistics, history, law, political science, anthropology, biology, chemistry, mathematics, and philosophy and engage in research, in French, in these fields | In 2001 and 2002, students give presentations on French and Francophone contributors to the world in many different professions. Each student will have a deep understanding of their own presentation, and the class will have a general understanding of each presentation. Assessment is based on performance on written exams throughout the semester.  
This year, we plan to work on developing pen pal and skype relationships with a cohort in France learning English, a project that would certainly enhance these outcomes but is preliminary at this point.  
Lisa Bevevino will be responsible for coordinating data collection with Sarah Buchanan (each will be teaching one section of the 2xxx sequence). | | | I, 1: core studies in the liberal arts (languages & conceivably all fields listed in I, 1)  
III, 1: Civic knowledge and engagement, global  
III, 2: Intercultural knowledge and competence (esp. if we can set up a communication exchange of some sort) |
| 2016-17 | French Capstone: French has completely reworked its capstone experience to enable students to research career opportunities using their French in combination with another major or sphere of professional interest. Having never taught the new, 2-cr. version of the course before, it’s difficult to predict/prescribe how we will assess competence in these areas. For now, here are the activities we plan to assign:  
- specialized lexicon related to professional aspirations  
- compilation of related professional journals and publications in French  
- lit review of research in the past x years, written in French  
- contacting a minimum of 5 people working in that field from a minimum of 2 different French-speaking countries  
- formal presentation of their findings, in French  
We’ll work on a standard rubric for assessing these various components but haven’t yet done so.  
Tammy Berberi is responsible for gathering and assessing data. | I, 1: core studies in the liberal arts (languages & conceivably all fields listed in I, 1) |  
| #3 - Expand research and career opportunities in a diverse and global market | III, 1: Civic knowledge and engagement, global |  
| #6 - Prepare for a career in the sciences, commerce, diplomacy, economic development, healthcare, teaching, or community outreach serving French-speaking people in the U.S. and abroad | III, 2: Intercultural knowledge and competence |  
| *Your PSLOs need not overlap with CSLOs, but if your PSLO does reinforce or overlap with a CSLO, please report that information.* | All three outcomes listed under category IV (advanced accomplishment, application, and lifelong learning and personal development) |
Please report any other planned assessment for your academic program in the space below: