

M.A. in French Studies
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

- 1. College: Arts and Sciences
- 2. Department: Foreign Languages and Literatures
- 3. Date: October, 2017

B. Academic Program of Study*

M.A. in French Studies

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Students will provide nuanced and sophisticated discussions of literary and cultural works in French and in English.
- B. Students will conduct independent research in their field.
- C. Students will be knowledgeable about the literary and cultural productions of French-speaking communities in the past and present.
- D. Students will be familiar with several major tendencies in critical and theoretical analysis.
- E. Students will find and evaluate career and post-graduate opportunities that their degree makes possible.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

[Your program should have at least 3 and these should be aligned with the program Goals (as indicated by A, B, C, etc.) and UNM's broad learning goals]

Program SLOs	Knowledge	Skills	Responsibility
A.1 Students can analyze literary and cultural texts through the lens of a theoretical paradigm	xx	xx	
A.2. Students can incorporate theoretical frameworks into their written and oral discussions of literary	xx		

works.			
A.3. Students communicate in writing and in conversation on an advanced level in French.		XX	
B.1. Students can develop and delimit a research question and conduct a systematic investigation of the question.	XX	XX	
B.2 Students can evaluate their findings.	XX	XX	
C.1 Students can identify the significant literary and cultural productions of several French and Francophone communities in the past and present.	XX		
C.2. Students can situate works within their historical, cultural and discursive context.	XX		
C.3. Students can distinguish the characteristics of different schools and movements within a community's production and in relation to neighboring communities or trends.	XX		
D.1. Students can demonstrate familiarity with several major movements and schools of critical theory and identify their principle theorists.	XX		
D.2 Students can read and understand works that engage with contemporary theory and cultural artifacts.	XX		
E.1 Students know how to search and apply for jobs in professions related to the M.A. in French Studies			XX
E.2. Students participate in professional activities such as colloquia, conferences and meetings.		XX	XX

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year cycle.

1. Timeline for Assessment

In the table below, briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. List when outcomes will be assessed and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)

Year/Semester	Assessment reports	Assessment Activities
Year 1, Fall		All SLOs will be assessed every semester for French MA students undergoing their oral exam and written paper/thesis. But we will report assessments on a 3-year rotation. French MA
Year 1, Spring	A.1, 2, 3	
Year 2, Fall		
Year 2, Spring	B.1, 2 C.1, 2, 3	
Year 3, Fall		
Year 3, Spring	D.1, 2	

	E.1, 2	assessment meetings will occur annually to discuss the data.
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2. How will learning outcomes be assessed?

A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?*

At the end of their course of study, M.A. students under plan I complete an oral exam, a thesis and an oral presentation of the thesis project. At the end of their course of study, M.A. students under plan II complete an oral exam, a written exam, and a research paper. The majority of students in the program choose Plan I. Assessment of A.2, A.3, C.1, C.2, C.3, D.1, and D.2 will occur in the oral exams. Assessment of A.1, A.2, B.1, B.2, C.2, C.3 and D.1 will be conducted on written thesis projects and research papers. Faculty will assess oral and written performance using evaluative questionnaires focused on skills A.2, B.1, C.2, C.3 and D.1 and ranking performance of skills on a 1-5 scale where 5 corresponds to excellence (see addenda 1-2 for questionnaires).

Assessment of E.1 and E.2 will occur through collection and evaluation of student curriculum vitae at the time of graduation. In addition, graduates will be asked to respond to a questionnaire about their current professional status every five years.

- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, contact assessments@unm.edu for clarification. You should have both direct and indirect measures and at least half of the assessment methods/measures program wide will be direct measures of student learning.*

A.1, A.2, A.3, B.1, B.2, C.1, C.2, C.3, D.1, D.2: Direct measurement through evaluation of oral exam and evaluation of written thesis (Plan I) and written (Plan II) research papers.

E.1, E.2: Indirect measure through student reporting on curriculum vitae of professional activity. The periodic questionnaire on current professional status is an indirect measure as well.

- iii. *Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*

A.1, A.2, A.3, B.1, B.2, C.1, C.2, C.3, D.1, D.2: In overall averaging of scores on skills (in a range of 1-5), 100% of graduating M.A. students will receive an average of "3" or above and 80% of graduating M.A. students will receive an average of "4.5" or above.

E.2. 80% of students will have participated in professional activities.

- B. **Who:** State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students. Please note that you are recommended to sample all students in your program; however, sampling approx. 20% of the student population is acceptable if the course's total student population (or student enrollment) exceeds 99 in an academic year. A valid explanation should be provided for samples that are less than 20% of the total student population.

The French M.A. program typically has one to four graduates per year. All graduating M.A. students will undergo assessment at the time of their oral exams and completion of research papers or master's theses. All faculty on French M.A. committees on studies will participate in scoring A.1, A.2, A.3, B.1, B.2, C.1, C.2, C.3, D.1, and D.2. The French program graduate director will assess the graduates' job application process for E.1, as well as collected curriculum vitae for E.2.

2. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*
2. *the process for consideration of the implications of assessment for change:*
 - a. *to assessment mechanisms themselves,*
 - b. *to curriculum design,*
 - c. *to pedagogy**...in the interest of improving student learning.*
3. *How, when, and to whom will recommendations be communicated?*

Assessment will be conducted on every graduating M.A. student at the time of oral exams and submission of research papers and theses. These assessments will be kept with one copy in the student's file and one copy in a general French graduate program file. Evaluation of assessments will be conducted at the beginning of alternate Fall semesters, relying on the data from the prior four semesters, and beginning in Fall 2010. Collation of results and initial analysis is the responsibility of the French program graduate director. This timeline will ensure that enough student performances will have been evaluated for the outcomes assessment to be meaningful (data on approximately 3 to 8 students will accrue over the period described).

Results will be discussed in a meeting of the French faculty immediately after collation and initial analysis. The French faculty will formulate a response to findings focused on adjustment of course offerings and coverage of knowledge and skill areas in the program as a whole. It will also consider adjustment of assessment plan, when necessary.

3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

1. Members of a student's committee on studies will score performance of SLOs. The French graduate director will be responsible for collating and analyzing data resulting from

scoring. The French faculty will meet as a whole to interpret results and formulate curricular, course content and professional training modifications to the program, as well as to evaluate the outcomes assessment tools.

2. A report will be submitted by the French faculty to the departmental Committee on Graduate Studies, composed of faculty representing each of the graduate programs in the department. The report will contain the raw data of results for SLOs, discussion of areas of achievement and areas of weakness, and a plan for modifications of the program or assessment tools, where needed. The Committee on Graduate Studies will consider the report in connection with the reports of the other graduate programs in the department (M.A. in German, M.A. in Comparative Literature/Cultural Studies, Ph.D. in French Studies) and provide an overall evaluation of graduate learning outcomes to the FLL faculty in a regularly scheduled faculty meeting.

Addendum 1:

I. Outcomes Assessment Scoring Sheet for Oral Examination

Name of M.A. candidate _____

Date of assessment _____

Semester/Year _____

Circle an evaluation of student's performance of designated skill, where 1 is poor and 5 is excellent.

(A.2.) Student incorporates a theoretical framework into oral discussions of a literary work:

1 2 3 4 5

(A.3.) Student communicates in conversation on an advanced level in French.

1 2 3 4 5

(C.1) Student can identify the significant literary and cultural productions of several French and Francophone communities in the past and present.

1 2 3 4 5

(C.2.) Students can situate works within their historical, cultural and discursive context:

1 2 3 4 5

(C.3.) Student distinguishes the characteristics of different schools and movements within a community's production and in relation to neighboring communities or trends:

1 2 3 4 5

(D.1.) Student demonstrates familiarity with several major movements and schools of critical theory and identifies their principle theorists:

1 2 3 4 5

(D.2) Student can read and understand works that engage with contemporary theory and cultural artifacts.

1 2 3 4 5

Addendum 2

II. Outcomes Assessment Scoring Sheet for M.A. Thesis or Research Paper

Name of M.A. candidate _____

Date of assessment _____

Semester/Year _____

Circle an evaluation of student's performance of designated skill, where 1 is poor and 5 is excellent.

(A.1) Student can analyze literary and cultural texts through the lens of a theoretical paradigm

1 2 3 4 5

(A.2.) Student incorporates a theoretical framework into oral discussions of a literary work:

1 2 3 4 5

(B.1.) Students can develop and delimit a research question and conduct a systematic investigation of the question.

1 2 3 4 5

(B.2) Students can evaluate her/his findings

1 2 3 4 5

(C.2.) Students can situate works within their historical, cultural and discursive context:

1 2 3 4 5

(C.3.) Students distinguishes the characteristics of different schools and movements within a community's production and in relation to neighboring communities or trends:

1 2 3 4 5

(D.1.) Student demonstrates familiarity with several major movements and schools of critical theory and identifies their principle theorists:

1 2 3 4 5