

## ASSESSMENT PLAN: B.A. French

Date Updated: Spring 2022

PROGRAM LEARNING OUTCOMES (PLOs)	
Students graduating with a B.A. in French will be able to:	
PLO 1	Oral Communication: Students will be able to express themselves with sufficient accuracy and clarity to carry on conversations with native speakers and to give oral presentations appropriate to the undergraduate level. Students will be able to appreciate the various components of diverse cultures. Through in-class discussions and group work, students will also learn how to work collaboratively in an open-minded and respectful way. This will prepare them for their future workplace.
PLO 2	Written Communication: Students will be able to express themselves with a fair amount of sophistication, integrating research information while giving adequate credit to the sources used. They will also have the ability to convey critical ideas in both academic and social contexts in a respectful way.
PLO 3	Critical Thinking: Students will be familiar with major creative texts, and other cultural productions such as art, music, cinema, and history. They will also learn critical thinking, critical and analytical methods that are reinforced by their language skills. They should be able to relate a variety of cultural productions to the socio-cultural contexts in which they developed.
PLO 4	Multicultural Diversity: Students will demonstrate that they have acquired the knowledge of ethnic cultural diversity, and other forms of diversity such as gender, while developing an appreciation of contributions to the body of diverse cultural productions, such as art, music, cinema, and history.
PLO 5	Social Justice and Sustainability: Students will be able to act responsibly and recognize the historical and individual perspectives vs. the global. Students will demonstrate knowledge of global barriers to equality and social justice, identify and critically assess social, cultural, historical, political, national and/or global inequalities while acquiring the knowledge of multicultural diversity in more than one area. Students will be able to use multiple forms (essay, research, creative expression) and mediums of communication (on the ground, social media, television, radio) to investigate, participate in, and/or critique social justice movements in an open-minded and respectful manner.

Year 1: 2021-22	
1. Which PLO(s) to assess	PLO 1
2. Is it aligned to an ILO?	yes
3. If yes, list ILO.	Oral communication
4. Course name and number	MLL 311
5. SLO from course	Oral Communication: Students will be taught to communicate with and listen to others by expressing their own ideas, listening, and responding to others' views and ideas in an open-minded and respectful way.

6. <i>Assessment activity</i>	Secondary Assessment of student assignments
7. <i>Assessment Instrument</i>	Faculty rating of student improvement and achievement
8. <i>How data will be reported</i>	Qualitative and quantitative
9. <i>Responsible person(s)</i>	Dr. Manopoulos
10. <i>Time (which semester(s))</i>	Fall
11. <i>Ways of closing the loop</i>	Consider assessment results to propose programmatic, curricular, and pedagogical changes

### Year 2: 2022

1. <i>Which PLO(s) to assess</i>	PLO 2
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	Communication
4. <i>Course name and number</i>	MLL 311
5. <i>SLO from course</i>	<b>Written Communication:</b> Students will be able to express themselves with a fair amount of sophistication, integrating research information while giving adequate credit to the sources used.
6. <i>Assessment activity</i>	Secondary assessment of language proficiency test
7. <i>Assessment Instrument</i>	Faculty rating of student improvement and achievement
8. <i>How data will be reported</i>	qualitative and quantitative assessment reported to the Department Chair
9. <i>Responsible person(s)</i>	Dr. Manopoulos
10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	Consider assessment results to propose programmatic, curricular, and pedagogical changes

### Year 3: 2023-2024

1. <i>Which PLO(s) to assess</i>	PLO 3
2. <i>Is it aligned to an ILO?</i>	Yes
3. <i>If yes, list ILO.</i>	Critical Thinking
4. <i>Course name and number</i>	MLL 221MLL 311

<i>5. SLO from course</i>	Students will be familiar with major creative texts and other cultural productions, learn critical and analytical methods that are reinforced by their language skills. They should be able to use critical thinking tools to analyze a variety of cultural productions.
<i>6. Assessment activity</i>	Secondary assessment of critical thinking compositions
<i>7. Assessment Instrument</i>	Faculty rating of student improvement and achievement
<i>8. How data will be reported</i>	qualitative and quantitative assessment reported to the Department Chair

9. Responsible person(s)	Dr. Manopoulos
10. Time (which semester(s))	Fall
11. Ways of closing the loop	Consider assessment results to propose programmatic, curricular, and pedagogical changes

#### Year 4: 2024-2025

1. Which PLO(s) to assess	PLO 4
2. Is it aligned to an ILO?	Yes
3. If yes, list ILO.	Diversity
4. Course name and number	MLL 311
5. SLO from course	Students will demonstrate that they have acquired the knowledge of Francophone cultural diversity, and other forms of diversity such as gender, while developing an appreciation of contributions to the body of diverse cultural productions, such as art, music, and cinema in their socio-cultural context
6. Assessment activity	Analysis of student course surveys, assignment completion rates, and final grades across sections.
7. Assessment Instrument	Faculty rating of student improvement and achievement
8. How data will be reported	quantitative and qualitative reports to the Department Chair
9. Responsible person(s)	Dr. Manopoulos
10. Time (which semester(s))	Spring
11. Ways of closing the loop	Make changes to department assessment approach and schedule.

#### Year 5: 2025-2026

1. Which PLO(s) to assess	PLO 5
2. Is it aligned to an ILO?	Yes
3. If yes, list ILO.	Social Justice
4. Course name and number	MLL 311
5. SLO from course	Students will be able to recognize the historical and individual perspectives vs the global. Students will demonstrate knowledge of barriers to equality and social justice, identify and critically assess social, cultural, historical, political, national and/or global inequalities while acquiring the knowledge of multicultural diversity expressed in a variety of cultural productions.
6. Assessment activity	Secondary assessment of student work
7. Assessment Instrument	Faculty rating of student improvement and achievement”
8. How data will be reported	quantitative and qualitative reports to the Department Chair
9. Responsible person(s)	Dr. Manopoulos

10. <i>Time (which semester(s))</i>	Spring
11. <i>Ways of closing the loop</i>	Consider assessment results to propose programmatic, curricular, and pedagogical changes