

# 2017-2018 Assessment Cycle COLA\_Francophone Studies PhD

## Mission (due 12/4/17)

### University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

### University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

### University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

### College / VP and Program / Department Mission

#### Mission of College or VP-area

*Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."*

The College of Liberal Arts is dedicated to the advancement of knowledge through teaching, research, and service. The College teaches students to think critically, applying scientific principles and intellectual schema to understand human behavior and society in a diverse world, to express ideas and ideals in a variety of forms, and to understand themselves and others as members of regional and global communities. The intellectual and creative foundations of this enterprise are written and oral communication, analytical and reasoning skills, and the ability to solve problems creatively. Each departmental curriculum presents perspectives from the past, provides an understanding of the present and directs attention to the challenges of the future. As active researchers, faculty in the College work to advance the frontiers of knowledge and our understanding of humanity and the world we live in, and to use that knowledge and understanding to improve the human condition.

#### Mission of Program / Department

*Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."*

The French and Francophone Studies Program at the University of Louisiana at Lafayette, in accordance with the University's mission, is dedicated to achieving excellence in graduate education, in research, and in public service. Our graduate program seeks to develop scholars who will advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. Further, our program is committed to diversity and integration, and seeks to promote regional, economic, and cultural development. In addition, students are encouraged to explore solutions to national and world issues, as well as advance scholarship in French and Francophone Studies. Overall, the program strives to introduce and further expose students to the diversity of the Francophone world, through literary, cultural, and cinematographic approaches. The program aims to develop interdisciplinary perspectives on the variety of issues pertaining to the Francophone world, through broad exposure to different areas and theories. Our goal is to provide students with effective tools to succeed both within and without academia, as well as become global, critical citizens. For students admitted with an assistantship, the program also provides guidance in preparing them for their future teaching profession. We also aim to show the transferability of their newly acquired skills.

**Attachment (optional)**

Upload any documents which support the program / department assessment process.

**Assessment Plan (due 12/4/17)****Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)****Assessment List**

Goal/Objective	Students in the Ph.D. Program in Francophone Studies should demonstrate competence in three or four languages relevant to their research.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
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	Direct - Thesis (Other)	Each student will complete a written dissertation. A committee of at least three faculty members will evaluate the dissertation and, in a public meeting, will ask candidates questions to evaluate their understanding of the nature of the research. The committee will evaluate the dissertation using the Ph.D. Dissertation Rubric. The rubric will be implemented in Fall 2010. In Fall 2010, we will implement the Dissertation Evaluation Rubric, and we will consider successful attainment of this learning objective when 80% of Ph.D. students attain an average score of 3.10 or higher on the rubric.	PhD_Diss_Rubric_MODL.doc

### Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

## Assessment Process

- 1) The department uses specific rubrics to assess our different goals, such as dissertation rubrics, prospectus rubrics, etc. These are filled out by faculty after each exam, defense, etc. and the average is used to complete the assessment measures. In terms of mentoring, students are required to fill out a specific form twice a semester; this tool helps us keep track of their progress.
- 2) With our goals and objectives, the program expects to better supervise students (which helps with retention) and ensure that they meet our requirements while producing high-impact work. Further, we are committed to underrepresented students who can have access to graduate-level education in a supportive environment. All of our initiatives (annual colloquium, recruitment, retention efforts, mentoring, etc.) make the program more visible and more appealing.
- 3) Our mentoring initiative (Student SI.Student SI 3), for instance, has allowed us to better keep track of students' progress and interests to make sure they do well on their exams and research projects. In addition to our other initiatives which bring students and faculty closer, our new summer grant encourages students to produce higher quality work to be selected for the award.
- 4) In light of the results, we will identify what initiatives really work, which ones need to be re-tailored or developed further, and which ones are more time consuming than really effective. Results will be shared during a meeting with the Graduate Faculty to make sure everyone remains involved and active in making these initiatives successful.
- 5) Data will be shared via email and then discussed during a meeting.

## Results & Improvements (due 9/15/18)

### Results and Improvement Narratives

#### Assessment List Findings for the Assessment Measure level for Students in the Ph.D. Program in Francophone Studies should demonstrate competence in three or four languages relevant to their research.(Imported)

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**Assessment List Findings for the Assessment Measure level for Doctoral students should demonstrate both breadth and depth of knowledge in multiple areas of Francophone Studies.(Imported)**

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**Assessment List Findings for the Assessment Measure level for Doctoral students should demonstrate the ability to design a research project that has the potential to contribute new knowledge to the field.(Imported)**

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**Assessment List Findings for the Assessment Measure level for Doctoral students should demonstrate the ability to conduct original research.(Imported)**

Goal/Objective	Doctoral students should demonstrate the ability to conduct original research.(Imported)				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes	<b>Identifier</b>		<b>Description</b>		
	<b>Student SI.Student SI 1.KPI 1</b>		Implement and sustain student support to retain and graduate students.		
	<b>Student SI.Student SI 1.KPI 5</b>		Expand and enhance incentives for graduate students		
	<b>Student SI.Student SI 3.KPI 10</b>		Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.		
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>		
	Direct - Thesis (Other)		Each student will complete a written dissertation. A committee of at least three faculty members will evaluate the dissertation and, in a public meeting, will ask candidates questions to evaluate their understanding of the nature of the research. The committee will evaluate the dissertation using the Ph.D. Dissertation Rubric. The rubric will be implemented in Fall 2010. In Fall 2010, we will implement the Dissertation Evaluation Rubric, and we will consider successful attainment of this learning objective when 80% of Ph.D. students attain an average score of 3.10 or higher on the rubric.		
Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Direct - Thesis (Other)	Has the criterion Each student will complete a written dissertation. A committee of at least three faculty members will evaluate the dissertation and, in a public meeting, will	All students reached 3.10 or higher on the originality of their		

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**Reflection (Due 9/15/18)**

**Reflection**

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

**1) How were assessment results shared in the program / department?**

*Please select all that apply. If "other", please use the text box to elaborate.*

- Distributed via email (selected)
- Presented formally at staff / department / committee meetings (selected)
- Discussed informally
- Other (explain in text box below)

Results are shared at the end of each year when the Faculty meet to discuss the students' progress in the program. Official and individual letters are then written for the students. All faculty have access to them and can stay informed or even edit if necessary.

**2) How frequently were assessment results shared?**

- Frequently (>4 times per cycle)
- Periodically (2-4 times per cycle)
- Once per cycle (selected)
- Results were not shared this cycle

**3) With whom were assessment results shared?***Please select all that apply.*

Department Head (selected)

Dean / Asst. or Assoc. Dean

Departmental assessment committee (selected)

Other faculty / staff (selected)

**4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.**

The implementation of FREN 460G is really helping students' writing skills at the graduate level. As they take the class during their first semester of graduate studies, it is quite clear what our expectations are and how they should write in all classes. The mentoring program is also ensuring that we keep track of their progress and difficulties, if any, so that they reach degree completion without any issue. Previously, goals and student progress toward these goals was not communicated clearly to graduate students; with these changes standards and goals are clear and consistent. Anything that could interfere with the students' progress to graduation can now be identified and addressed in a timely way.

**5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.**

Thanks to our new initiatives, results on comprehensive exams have been stronger. Students are much more aware of the faculty's expectations and the overall methodology to succeed in Graduate school (and in French for that matter). They are required to participate in the mentoring program, which clarifies student goals and academic interests. At the PhD level, some students are not sure of their research, but these strategies are certainly helping them to identify these interests at an early stage, which in turn makes for stronger dissertations. Overall, better discussions between the faculty members and clearer guidelines have helped increase recruitment. This Fall 2018, 3 new PhD students (out of 7 total) joined the program. Our improvements have allowed us to have a better vision of what we can offer to prospective students and how we can make sure they finish on time and in a satisfactory manner. Now, faculty members know exactly what to expect on a yearly basis (observations, progress report meetings, mentoring, etc.).

**Attachments (optional)***Upload any documents which support the program / department assessment process.*