2017-2018 Assessment Cycle COLA_French MA

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 variously 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 M.A. Program in French should demonstrate competence in at least three languages relevant to their research.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Academic Direct Measure (Other)	(a) Competency in written French will be evaluated by a committee (either comprehensive exam committee or thesis committee) using the student's completed but not yet defended thesis or a portfolio of three term papers and will be based on ACTFL guidelines. (b) Competency in oral French will be determined by the oral examination committee during comprehensive exams and based on ACTFL guidelines. (c) Competency in English for non-native speakers will be determined during an exit interview and based on ACTFL guidelines. (d) Language competency will be measured either through an exam administered by faculty with expertise in the language or through coursework in the language. Beginning in Fall 2010, we will consider the following as successful attainment of results: (a) 75% of our M.A. students will attain a rating of Superior in written French, according to ACTFL guidelines on their comprehensive examinations. (b) 75% of our M.A. students will attain a rating of Superior in spoken French, according to ACTFL guidelines on their comprehensive examinations. (c) 75% of our M.A. students who are non-native speakers of English will attain a rating of Advanced High in spoken English, according to ACTFL guidelines, during an exit interview. (d) 100% of our M.A. students will pass a written exam proving advanced competency in a third language, will successfully complete 202 in a third language, or will prove advanced or 202-level competency through prior coursework as attested on a transcript.	

Goal/Objective	M.A. students should demonstrate both breadth and depth of knowledge in multiple areas of French and Francophone Studies.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);

Standards/Outcomes		
	Identifier	**Description**
	Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.
	Student SI.Student SI 1.KPI 5	Expand and enhance incentives for graduate students
	Student SI.Student SI 3.KPI 10	Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.

Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Direct - Comprehensive Exam (graduate level) (Other)	Students will take comprehensive exams in three areas of French and Francophone Studies which include a written exam on each area and an oral exam with the examination committee consisting of members of ULL graduate faculty. All members of the examination committee rate the students' performance on the exams using the M.A. in French Comprehensive Exam Rubric. Beginning in Fall 2010, we will consider successful attainment of results when 75% of our M.A. students achieve an average score of 3.10 or higher on the M.A. in French Comprehensive Examination Rubric.	MA_Comps_Rubric_MODL_1_.doc

Goal/Objective	M.A. students should demonstrate the ability to conduct original research.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
	Identifier	**Description**	
	Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.	
	Student SI.Student SI 1.KPI 5	Expand and enhance incentives for graduate students	
	Student SI.Student SI 3.KPI 10	Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.	

Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Direct - Thesis (Other)	Ability to conduct original research will be measured through the completion and defense of a Masters thesis, written and revised under the direction of a three-member committee of professors holding graduate faculty status, and evaluated using the M.A. Thesis Rubric, or through the submission of a research portfolio containing three research papers written for courses while in the M.A. program, using the M.A. Portfolio Rubric. We consider successful attainment of results when 75% of M.A. students achieve an average score of 3.10 or higher on the Masters Thesis Evaluation Rubric. We consider successful attainment of results when 75% of M.A. students achieve an average score of 3.10 or higher on the Masters Portfolio Evaluation Rubric.	MA_Thesis_Rubric_MODL_1_.doc

Goal/Objective	M.A. students should demonstrate proper use of citation and bibliographic style.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Identifier	Description
Student SI.Student SI 3.KPI 10	Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.

Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Direct - Academic Direct Measure (Other)	Proper citation and bibliographic style will be measured in assignments in FREN 500 and in the Masters thesis or M.A. Portfolio. We will consider successful attainment of results when 75% of M.A. students achieve an average score of "Very Good" (i.e. 3/4 points) in Technical Skill on the Masters Thesis Evaluation Rubric or the Masters Portfolio Evaluation Rubric OR when 80% of M.A. students achieve a grade of A in FREN 500.	

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) Date 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 M.A. Program in French should demonstrate competence in at least three languages relevant to their research.(Imported)

Goal/Objective	Students in the M.A. Program in French should demonstrate competence in at least three languages relevant to their research.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion
Direct - Academic Direct Measure (Other)	(a) Competency in written French will be evaluated by a committee (either comprehensive exam committee or thesis committee) using the student's completed but not yet defended thesis or a portfolio of three term papers and will be based on ACTFL guidelines. (b) Competency in oral French will be determined by the oral examination committee during comprehensive exams and based on ACTFL guidelines. (c) Competency in English for non-native speakers will be determined during an exit interview and based on ACTFL guidelines. (d) Language competency will be measured either through an exam administered by faculty with expertise in the language or through coursework in the language. Beginning in Fall 2010, we will consider the following as successful attainment of results: (a) 75% of our M.A. students will attain a rating of Superior in written French, according to ACTFL guidelines on their comprehensive examinations. (b) 75% of our M.A. students will attain a rating of Superior in spoken French, according to ACTFL guidelines on their comprehensive examinations. (c) 75% of our M.A. students who are non-native speakers of English will attain a rating of Advanced High in spoken English, according to ACTFL guidelines, during an exit interview. (d) 100% of our M.A. students will pass a written exam proving advanced competency in a third language, will successfully complete 202 in a third language, or will prove advanced or 202-level competency through prior coursework as attested on a transcript.

Assessment Findings					
	Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Direct - Academic Direct Measure (Other)	Has the criterion (a) Competency in written French will be evaluated by a committee (either comprehensive exam committee or thesis committee) using the student's completed but not yet defended thesis or a portfolio of three term papers and will be based on ACTFL guidelines. (b) Competency in oral French will be determined by the oral examination committee during comprehensive exams and based on ACTFL guidelines. (c) Competency in English for non-native speakers will be determined during an exit interview and based on ACTFL guidelines. (d) Language competency will	All students mets the requirement.		

		be measured either through an exam administered by faculty with expertise in the language or through coursework in the language. Beginning in Fall 2010, we will consider the following as successful attainment of results: (a) 75% of our M.A. students will attain a rating of Superior in written French, according to ACTFL guidelines on their comprehensive examinations. (b) 75% of our M.A. students will attain a rating of Superior in spoken French, according to ACTFL guidelines on their comprehensive examinations. (c) 75% of our M.A. students who are non-native speakers of English will attain a rating of Advanced High in spoken English, according to ACTFL guidelines, during an exit interview. (d) 100% of our M.A. students will pass a written exam proving advanced competency in a third language, will successfully complete 202 in a third language, or will prove advanced or 202-level competency through prior coursework as attested on a transcript. been met yet? Met			

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

Goal/Objective	M.A. students should demonstrate both breadth and depth of knowledge in multiple areas of French and Francophone Studies.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Identifier	Description
Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.

	Student SI.Student SI 1.KPI 5	Expand and enhance incentives for graduate students
	Student SI.Student SI 3.KPI 10	Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.

Assessment Measures		

Assessment Measure	**Criterion**
Direct - Comprehensive Exam (graduate level) (Other)	Students will take comprehensive exams in three areas of French and Francophone Studies which include a written exam on each area and an oral exam with the examination committee consisting of members of ULL graduate faculty. All members of the examination committee rate the students' performance on the exams using the M.A. in French Comprehensive Exam Rubric. Beginning in Fall 2010, we will consider successful attainment of results when 75% of our M.A. students achieve an average score of 3.10 or higher on the M.A. in French Comprehensive Examination Rubric.

Assessment Findings		

Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Comprehensive Exam (graduate level) (Other)	Has the criterion Students will take comprehensive exams in three areas of French and Francophone Studies which include a written exam on each area and an oral exam with the examination committee consisting of members of ULL graduate faculty. All members of the examination committee rate the students' performance on the exams using the M.A. in French Comprehensive Exam Rubric. Beginning in Fall 2010, we will consider successful attainment of results when 75% of our M.A. students achieve an	All students received 3.10 or higher on their comprehensive exams.		

		average score of 3.10 or higher on the M.A. in French Comprehensive Examination Rubric. been met yet? Met			

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

Goal/Objective	M.A. students should demonstrate the ability to conduct original research.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Identifier	Description
Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.
Student SI.Student SI 1.KPI 5	Expand and enhance incentives for graduate students
Student SI.Student SI 3.KPI 10	Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.

Assessment Measures

Assessment Measure	Criterion
Direct - Thesis (Other)	Ability to conduct original research will be measured through the completion and defense of a Masters thesis, written and revised under the direction of a three-member committee of professors holding graduate faculty status, and evaluated using the M.A. Thesis Rubric, or through the submission of a research portfolio containing three research papers written for courses while in the M.A. program, using the M.A. Portfolio Rubric. We consider successful attainment of results when 75% of M.A. students achieve an average score of 3.10 or higher on the Masters Thesis Evaluation Rubric. We consider successful attainment of results when 75% of M.A. students achieve an average score of 3.10 or higher on the Masters Portfolio Evaluation Rubric.

Assessment Findings

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Thesis (Other)	Has the criterion Ability to conduct original research will be measured through	Not Applicable / no student		

		the completion and defense of a Masters thesis, written and revised under the direction of a three-member committee of professors holding graduate faculty status, and evaluated using the M.A. Thesis Rubric, or through the submission of a research portfolio containing three research papers written for courses while in the M.A. program, using the M.A. Portfolio Rubric. We consider successful attainment of results when 75% of M.A. students achieve an average score of 3.10 or higher on the Masters Thesis Evaluation Rubric. We consider successful attainment of results when 75% of M.A. students achieve an average score of 3.10 or higher on the Masters Portfolio Evaluation Rubric. been met yet? Met	elected to write a thesis for their MA degree.		

Assessment List Findings for the Assessment Measure level for M.A. students should demonstrate proper use of citation and bibliographic style.(Imported)

Goal/Objective	M.A. students should demonstrate proper use of citation and bibliographic style.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Identifier	Description
Student SI.Student SI 3.KPI 10	Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.

Assessment Measures	

Assessment Measure	Criterion
Direct - Academic Direct Measure (Other)	Proper citation and bibliographic style will be measured in assignments in FREN 500 and in the Masters thesis or M.A. Portfolio. We will consider successful attainment of results when 75% of M.A. students achieve an average score of "Very Good" (i.e. 3/4 points) in Technical Skill on the

	Masters Thesis Evaluation Rubric or the Masters Portfolio Evaluation Rubric OR when 80% of M.A. students achieve a grade of A in FREN 500.			

Assessment Findings					
	Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Direct - Academic Direct Measure (Other)	Has the criterion Proper citation and bibliographic style will be measured in assignments in FREN 500 and in the Masters thesis or M.A. Portfolio. We will consider successful attainment of results when 75% of M.A. students achieve an average score of "Very Good" (i.e. 3/4 points) in Technical Skill on the Masters Thesis Evaluation Rubric or the Masters Portfolio Evaluation Rubric OR when 80% of M.A. students achieve a grade of A in FREN 500. been met yet? Met	All students met this requirement. The new writing class (FREN 460G) focuses, among other things, on proper citation and bibliographic style.		

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 insuring that we keep track of their progress and difficulties, if any, so that they reach degree completion without any issue.

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 follow and making the most of the mentoring program, which results in clearer goals and academic interests. At the MA level, most are not sure what they like to research but these strategies are certainly helping them to identify these interests. Overall, better discussions between the faculty members and clearer guidelines have helped increase recruitment. This Fall 2018, 7 new students joined the program and will receive an MA or an MA en route. 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.