Part A
1. List of Program Learning Outcomes (PLOs)
   1. Improve ability to undertake graduate-level coursework by analyzing cultural productions from the following three perspectives: Historical and cultural, Linguistic and stylistic, Literary and literary theory.
   2. Improve ability to develop a thesis of a scholarly nature on a special topic.
   3. Become more proficient in making scholarly presentations at public venues.
   4. Become more proficient at using research tools for academic papers at graduate level and at processing collected data in compliance with academic standards.
   5. Improve ability to use interdisciplinary approaches and make connections between cultures and languages.
   6. Improve knowledge of the French-speaking world.
   7. Become proficient using technology for scholarly research and presentations.

The French faculty meet at least once per semester, typically near the end of the semester, to discuss the students' overall performance in the French M.A. Program based on the courses offered in a given semester. The wording of the French M.A. PLOs is periodically revised to make them more proactive in demonstrating what the students are able to accomplish and how they meet the various PLOs. At its Spring 2011 assessment meeting, the French faculty proposed two major changes aimed at making the students more aware of the competencies they are expected to demonstrate at various junctures of their coursework and with regard to the French MA PLOs. The changes were:

- to reword the PLOs descriptors as outcomes, emphasizing what the students will be able to accomplish and how they will meet the learning objectives;

- the adoption in all courses of a grading rubric according to the following four criteria – 25% each for 1. content, 2. organization, 3. academic standards, 4. grammar & spelling.

The positive effect on French M.A. student performance of these assessment strategies and
activities continues to be monitored and evaluated closely as to their long-term benefits. These strategies were put into place as a means of ensuring a more standardized level of proficiency, more clearly defined expectations with regard to the overall program and specific course learning objectives and greater fairness in grading. The adoption in all MA courses of a common grading rubric has been an effective, on-going means of assessing student proficiency in meeting the French MA PLOs and creating greater cohesion and accountability across the French MA curricula. In addition, more clearly defined criteria and guidelines for written assignments and oral presentations have been implemented and appear in all graduate green sheets and in Canvas (see also newly revised PLOs on Department and UGS website). For example, new assessment tools in the form of targeted exercises leading up to the end-of-semester research paper were specifically designed and implemented to evaluate the students’ ability to incorporate literary and critical theory in their writing assignments as well as utilize research tools and draft assignments in compliance with academic standards.

Data were collected during the AY 2012-2013 in three graduate seminars: French 250 and French 260 in Fall 2012 and French 240 in Spring 2013.

2. **Map of PLOs to University Learning Goals (ULGs)**

**Specialized Knowledge**

- Depth of knowledge required for a degree, as identified by its program learning outcomes.

**PLO 1** Improve ability to undertake graduate-level coursework by analyzing cultural productions from the following three perspectives: Historical and cultural, Linguistic and stylistic, Literary and literary theory.

**PLO 6** Improve knowledge of the French-speaking world.

**Broad Integrative Knowledge**

- Mastery in each step of an investigative, creative or practical project (e.g. brainstorming, planning, formulating hypotheses or complex questions, designing, creating, completing, and communicating).
- An understanding of the implications of results or findings from a particular work in a societal context (e.g. social or economic implications of a scientific finding).
- Students graduating with a baccalaureate degree will have demonstrated an understanding of critical components of broad academic areas, the arts, humanities, social sciences, and sciences and their integration.

**PLO 2** Improve ability to develop a thesis of a scholarly nature on a special topic.

**PLO 3** Become more proficient in making scholarly presentations at public venues.
** Intellectual Skills  
- Fluency in the use of specific theories, tools, technology and graphical representation.  
- Skills and abilities necessary for life-long learning: critical and creative thinking, effective communication, conscientious information gathering and processing, mastery of quantitative methodologies, and the ability to engage effectively in collaborative activities.

** PLO 7 **  
Become proficient using technology for scholarly research and presentations.

** Applied Knowledge  
- The ability to integrate theory, practice, and problem-solving to address practical issues.  
- The ability to apply their knowledge and skills to new settings or in addressing complex problems.  
- The ability to work productively as individuals and in groups

** PLO 4 **  
Become more proficient at using research tools for academic papers at graduate level and at processing collected data in compliance with academic standards.

** Social and Global Responsibilities  
- The ability to act intentionally and ethically to address a global or local problem in an informed manner with a multicultural and historical perspective and a clear understanding of societal and civic responsibilities.  
- Diverse and global perspectives through engagement with the multidimensional SJSU community.

** PLO 5 **  
Improve ability to use interdisciplinary approaches and make connections between cultures and languages.

Although some of the PLOs overlap in more than one ULG because of their interdependent and progressive nature, this is the most distinct and precise means of associating and assigning discreet French M.A. PLOs to University Learning Goals based on the specialized knowledge/skills criteria and the spirit of each ULG.

3. ** Alignment – Matrix of PLOs to Courses**

| PLO #1 | 201 | 202 | PLO #2 | 201 | 202 | PLO #3 | 201 | 202 | PLO #4 | 201 | 202 | PLO #5 | 201 | 202 |
4. Planning – Assessment Schedule

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<tbody>
<tr>
<td>PLO #1</td>
<td>140A</td>
<td>170</td>
<td>140B</td>
<td>202</td>
<td></td>
<td>220</td>
<td></td>
<td>260</td>
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<td>220</td>
<td>280</td>
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<td>270</td>
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</table>
There is an identifiable and highlighted need across the B.A. curricula to continue to focus more on vocabulary building exercises, more frequent reading and listening comprehension exercises and testing by incorporating more vocabulary, reading and listening comprehension questions into the classroom activities and tests along with the testing of their knowledge of French grammar. For example, in the 101 course sequence, the students’ weakness in the areas mentioned above is clearly observable and measurable. As a result of the need for a more clearly defined and objective means of determining their language proficiency, the internationally recognized TEF (Test d’Évaluation du français) used, for example, by Canadian Immigration, French Universities and for work to assess “comprehension and expression skills in French” by giving “a quantitative and qualitative measure of the level of candidate's linguistic and communication skills” and offering “a detailed and personalized analysis of the results.” This has been implemented as in the course curricula as early as the second-year intermediate level course sequence and is an effective assessment tool for the proficiency-based language courses and an important component of the students’ overall course grade. Given this is a long-term process, the determination of the effectiveness of this crucial assessment tool will be on-going effort.

Previous assessment data also points to the need at the program level for students to further develop their information literacy and to learn how to properly document sources using an appropriate style guide, such as MLA. Students need to become more proficient and savvy at using internet and non-internet sources for the purpose of scholarly research. This new focus is clearly articulated in a standardized grading rubric for research-based writing assignments and will continue to be closely monitored by the French faculty for its overall effectiveness and impact on the program learning objectives and adjusted, if necessary, in the longer term. For example, this is especially true when students are asked to articulate or demonstrate the interrelatedness of knowledge between French courses, such as in culture and literature, by building on the body of knowledge which they have acquired in previous French courses and other university courses for that matter and by making the appropriate connections and drawing the necessary conclusions (PLO 8).

5. Student Experience

As of Fall 2013, a statement about the Program Learning Outcomes of the French Program appears in all course syllabi calendars as a discussion item for the first day of instruction. Furthermore, course
activities are identified and tied closely to Program Learning Outcomes. PLOs are also clearly identified on the Department’s website under the French Program. Midterm course evaluations, informal surveys and SOTE results are taken into account when evaluating the effectiveness of on-going assessment strategies and the need for modifying and developing future assessment activities.

Part B

6. Graduation Rates for Total, Non URM and URM Students by Program

Note: URM = African-American, Hispanic, and Americam-Indians; Non-URM = White and Asian/Pacific Islander; Other = Other and Foreign

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>First-time Freshmen: 6 Year Graduation Rates</th>
<th>New UG Transfers: 3 Year Graduation Rates</th>
<th>Grads : 3 Year Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2007 Cohort</td>
<td>Fall 2010 Cohort</td>
<td>Fall 2010 Cohort</td>
</tr>
<tr>
<td></td>
<td>Entering % Grad</td>
<td>Entering % Grad</td>
<td>Entering % Grad</td>
</tr>
<tr>
<td>World Langs and Literatures</td>
<td>Total 18</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>URM 4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Non-URM 12</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Other 2</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

7. Headcount of Program Majors and New Students by Programs and Degree

Note: 1st Fr. = First-time Freshmen; Transf = Transfer Students; UGs = Undergraduate Students; Creds = Credential Students; Grads = Graduate Students

<table>
<thead>
<tr>
<th>World Languages and Literatures</th>
<th>Degree</th>
<th>1st Fr.</th>
<th>UG Transf</th>
<th>New Creds</th>
<th>1st Grads</th>
<th>UGs</th>
<th>Creds</th>
<th>Grads</th>
<th>UGs</th>
<th>Creds</th>
<th>Grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>9</td>
<td>18</td>
<td>0</td>
<td>10</td>
<td>114</td>
<td>0</td>
<td>32</td>
<td>141</td>
<td>0</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td>9</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>114</td>
<td>0</td>
<td>0</td>
<td>141</td>
<td>0</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>MA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td>42</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. SFR (Exhibit 3) and Average Headcount per Section (Exhibit 2) by Course Prefix

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Level</th>
<th>Student to Faculty Ratio (SFR)</th>
<th>Average Headcount per Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN - French</td>
<td>Total</td>
<td>13.5</td>
<td>10.9</td>
</tr>
<tr>
<td></td>
<td>Lower Division</td>
<td>14.5</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>Upper Division</td>
<td>13.7</td>
<td>16.8</td>
</tr>
<tr>
<td></td>
<td>Graduate Division</td>
<td>7.0</td>
<td>6.0</td>
</tr>
</tbody>
</table>
9. Percentage of Full-time Equivalent Faculty (FTEF) for tenured/tenure-track instructional faculty by Department

<table>
<thead>
<tr>
<th>World Languages &amp; Literatures</th>
<th>% Tenured/Prob</th>
<th>Tenured</th>
<th>Temp Lecturer</th>
<th>Probationary</th>
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</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>68.0%</td>
<td>9.354</td>
<td>4.88</td>
<td>1.001</td>
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</tbody>
</table>

Part C

Closing the Loop/Recommended Actions

As outlined above after the assessment schedule and as a means of assessing PLOs 1 through 4, especially in the grammar/composition foundation courses such as French 101A, French 101B and 101C, in addition to the analysis of computerized placement exam scores at the beginning and at the end of the respective semester, the most significant and beneficial modification has been the addition of TEF training exercises as class activities, mid-semester and final tests. Demonstration of listening comprehension at the advanced levels (ACTFL advanced low and superior, and CEFRL C1-C2) are routinely evaluated as part of the course grade. Specific listening comprehension tests/activities have been developed in order to evaluate various PLOs. Data is being collected in the form of oral test results conducted in class for further evaluation as to its long-term, overall program implications and benefits. Vocabulary building exercises, more frequent reading and listening comprehension exercises and testing by incorporating more vocabulary, reading and listening comprehension questions into the classroom activities and tests along with the testing of their knowledge of French grammar are being closely monitored as to their effectiveness in improving student success in more advanced courses and, likewise, in addressing perceived weaknesses in student performance in these courses. More emphasis is being placed on translation to compare English and French grammatical structures in support especially of PLO 1 and PLO 2. Preliminary data in the form of improved scores on exercises, quizzes, tests and writing assignments from prior semesters suggests that this renewed focus or emphasis has been successful.

6. Assessment Data

French 220: Fall 2013

PLO #1: Improve ability to undertake graduate-level coursework by analyzing cultural productions from the following three perspectives: Historical and cultural, Linguistic and stylistic, Literary and literary theory.

Assessment data highlights the need for students to better or more clearly articulate or demonstrate the interrelatedness of knowledge between French M.A. courses, such as in culture and literature, by building on the body of knowledge which they have acquired in previous French B.A. and M.A. courses and other university courses for that matter and by making the appropriate connections and drawing the necessary conclusions.
French 120B: (Students in the M.A. program were allowed to take this course but had additional work, such as the reading, analysis and presentation in class of two additional novels, a final research paper and an oral presentation).

French Literature of the XVIIth and XVIIIth Centuries (Spring 2014). This seminar is an advanced survey course taught in French; a cultural and literary introduction to major literary works, literary and artistic movements of the XVIIth and XVIIIth centuries with major historical and cultural events.

The following PLOs were assessed for this seminar:

PLO #1: Language & Communication. Written Expression. Develop advanced (ACTFL) skills in writing French.

Be able to read in the target language, analyze and comment classical texts and plays of the French Classical period and age of Enlightenment, as well as learn some specific playwright terminology to better describe works of art. Students enriched their literary and artistic vocabulary and acquired precise vocabulary for their literary essays, quizzes and group discussions in class. They also were more readily able to identify various stylistic devices and appreciate French versification rules and nuances of the language which, though evident, are not always clearly expressed.

PLO #5: Literacy: Ability to use appropriate terminology in linguistic, cultural, or literary analysis.

This course emphasized the historical, socio-economical, and cultural context of the French classical period and the Age of Enlightenment with special emphasis on the theater. Students studied and analyzed the connections and lasting impact on French literature and the arts (e.g. baroque, préciosité, classicism, rococo, the writings of the philosophers, the theater of Beaumarchais and its pre-revolutionary ideas the neo-classicism of J.L. David).

Students learned how to present on a weekly basis through quizzes or group discussions in class critical opinions and how to express more clearly and coherently ideas based on their readings using proper terminology at an advanced level of proficiency in French.

In addition, they practiced essay writing during the semester (3 essay assignments: a play of Corneille, Racine and Molière), analysis on various topics (4 quizzes, one midterm and a final exam) for the students in the French B.A. program. Students in the MA program had to design an outline for their research paper and oral presentation. Both groups had to use the methodology, technique and language of argumentation; quotations, bibliography, references, footnotes, etc.

Eight students (mainly graduate students) did well with PLO 5. As mentioned in previous assessment reports, students must take FORL 100W or FORL 200 beforehand and must apply what they have learned in their literature classes.
PLO#7: Literary and Cultural Texts and Traditions: Develop knowledge of major periods, genres, authors, movements of French and Francophone cultural history.

French 120B covered 200 years of history and culture and many different regimes (from Henri IV to Louis XIII, the Sun King, Louis XIV, the Regent, Duke of Orleans, Louis XV and finally Louis XVI and the rise of the French Revolution) until the French Revolution and the end of the absolute monarchy. Students learned about many historical, literary and artistic movements, such as préciosité, the baroque, the events of the Fronde, the rise of Louis XIV and the golden age of Classicism, the Libertine movement, the rococo, the age of the Philosophers, the Encyclopedia, the discontent and the rise of the bourgeoisie and the decadence of the aristocracy, the involvement of France in the American revolution, the loss of the French colonies in America. A lot of documentary films were shown to the students to complete what the students learned in class.

This PLO was tested through several quizzes. Numerous materials were posted on Canvas to help the students assimilate the complex period of the golden age and decline of the French monarchy. The students’ knowledge in that area was tested throughout the semester in several quizzes, a midterm and a final exam.

The majority of students were passionate about the historical and cultural aspects of the seminar; consequently, they did well with this PLO.

PLO#9: Technology: demonstrate information processing competency, use of appropriate technologies and tools for research, analysis, communication, and presentation.

Most students did very well with this PLO. Some students opted to present a pedagogical project instead of a research paper and created a teaching unit. They included a short XVIIth or XVIIIth century text, such as a fable by Jean de La Fontaine, cultural points related to the text (e.g. the class system at the time of Louis XIV), a biography of the author, a grammar point, exercises, etc.. Some of the projects were impressive.

Most of the students are able to use effectively technology and know how to use tools for research and presentations in class. For presentations in class, students are required to submit their PowerPoint presentation to the instructor at least one week before the assigned date and make all the corrections required by the instructor to be allowed to present. Students make an extra effort when they know it will be part of their final grade.

7. Analysis

As stated above, the most urgent need is to help the students be given more opportunities to develop further their analytical skills to the level expected in graduate studies. Students also need to better or more clearly articulate or demonstrate the interrelatedness of knowledge between French M.A. courses, such as in culture and literature, by building on the body of knowledge which they have acquired in
previous French B.A. and M.A. courses and other university courses for that matter and by making the appropriate connections and drawing the necessary conclusions.

8. Proposed changes and goals (if any)

In order to continue to make the students more aware of the outcomes they should be able to demonstrate at the end of their studies, we will continue to distribute the *Assessment of Learning Outcomes* chart that we developed, and we will ask all students to rate themselves on a scale from 0 to 5 in regard to each program learning objective. The faculty will also rate each student's ability based on the demonstration the students will make in their individual courses and summative assessment. All graduate course syllabi must state the projected outcomes or competencies and how the students will have to demonstrate that they have reached the objectives. Comprehensive exams are in the process of being redesigned in order to include more demonstration of abilities acquired during coursework.