



## Saint Louis University Program Assessment Annual Reporting

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It is recommended program assessment results be used to *celebrate achievements of student learning as well as to identify potential areas for future curriculum improvement.*

Please email this completed form as an attachment to [thatcherk@slu.edu](mailto:thatcherk@slu.edu)

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1. **Degree Program(s) included in this report:** MA degree in French
  2. **Department:** Languages, Literatures and Cultures
  3. **School/Center/College:** Arts & Sciences
  4. **Name(s):** Jean-Louis Pautrot, PhD
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**Instructions:** Please answer the following **five** questions to the best of your ability for each degree program offered within your department.

1. Summarize your **assessment activities** during the past year for each degree program and how this work relates to the established assessment plan (*e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.*). Please include how Madrid courses/program were involved.

Assessment methods are the Oral Examination at the end of the MA in French program, as well as the Final Written Exam or Written Final Project.

Program outcomes assessed were the four categories identified in the MA in French Program Assessment Plan: 1. mastery of 3 areas of French and Francophone cultures; 2. command of written and oral French; 3. ability to analyze and formulate concepts clearly in French; 4. Evidence of skill in conducting literary research, performing literary analysis, and writing in a convincing and well-organized fashion.

Faculty involved in data collection: all French faculty members, at one point or another, evaluated final projects or were members of final examination juries. The Graduate Program Director also produces an Annual Report on each student, reviewed by all Graduate Faculty in the program

There were no French MA students in Madrid to assess (there is no French MA program there)

2. Describe specific **assessment findings** related to the **learning outcomes** assessed for each degree program, including any pertinent context surrounding the findings. Please include the **learning outcomes themselves**. (*e.g. Our goal was that 75% of students performed at the "proficient" level of competency in problem solving, using a new scoring rubric. 81% of students performed at the*

“proficient” level in problem solving, exceeding our expectations.) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

This year no students took the final exams (oral AND written). However, most of our graduate students participated in the Departmental Symposium, held on April 6, and their presentations demonstrated a high level of competency as described in section #1. Also, their final grades for both semesters confirm that all students perform at or above the level of competency described in our learning outcomes goals. Although we have not defined a specific percentage of outcomes achievement yet, we present this data as evidence that our program is meeting its outcomes goals.

Based on the success of our recent graduates in meeting program objectives, no major changes to the program are anticipated at this time. However, assessment will continue to be conducted annually, and results will be discussed among program graduate faculty.

*\*Please attach any tables, graphics, or charts to the end of this report.*

3. Describe how assessment **feedback** has been provided to students, faculty, and staff. (*e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.*)

Students receive an annual progress report listing their performance as satisfactory or unsatisfactory in several areas. They have to acknowledge reception of that document. The areas are: Oral communication in French, Written communication in French, Research skills, Professional skills. The progress report is completed by the GPD in consultation with the graduate faculty.

French faculty has been kept up-to-date on graduate student outcomes. The departmental newsletter has also relayed the information. This newsletter is read by students, staff, French faculty and faculty other than French in our department. The info is also passed on to the College newsletter. Also, graduate students' achievements are relayed on the departmental FaceBook page.

4. In what ways have you **used assessment findings** to celebrate student achievements and/or to improve the curriculum this past year? (*e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.*)

We have celebrated student achievement by congratulating them individually and as a group. We have encouraged students to submit some of their projects for publication in scholarly venues. We do not currently have any prize in our program, although we have a modest Roach scholarship that we can use to reward student achievement.

We have discussed changes to the curriculum in the form of adding courses and minors, such as translation.

Learning goals and assessment strategies have not been reexamined in the spring 2019, as the assessment plan is recent (June 2016).

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the **assessment process** this past year that you would like to share.

As the assessment plan is recent (June 2016), we have not made any changes to it yet, although we have received feedback on it. We plan to address the feedback in 2019-20.

*Please submit any **revised/updated assessment plans** to the University Assessment Coordinator along with this report.*