

2012-2013 M.A. in French and Francophone Studies Academic Assessment Plan

College of Liberal Arts and Sciences
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Office of the Provost

*University of
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*Institutional
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Enhancement*

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Academic Assessment Plan for M.A. in French and Francophone Studies

College of Liberal Arts and Sciences

A. Mission

Graduate program in French and Francophone Studies (M.A.) seeks to advance knowledge of the field of French and Francophone Studies in the areas of literature, linguistics, and other social and cultural fields and we aim to create graduates who can contribute to this understanding. Our graduates learn how to advance the body of knowledge in French and Francophone Studies by critically evaluating and investigating written and oral language, textual and cultural objects, and scholarly research in the field. As such, we prepare professionals, educators, and scholars, who can provide leadership and service to their fields both nationally and internationally.

The graduate program in French and Francophone Studies (M.A.) contributes to the mission of the **College of Liberal Arts and Sciences** in its effort to further our understanding of a complex world. We provide our students with tools to contribute to global knowledge networks both through advanced foreign language training but also through cultivating deeper cultural knowledge. We also stress critical thinking skills needed to work at high levels in scholarship and teaching and various other professional activities.

The graduate program in French and Francophone Studies (M.A.) contributes to the mission of the **University of Florida** to offer high quality education to the citizens of Florida, the nation and the world. Consistent with UF's mission statement, our activities strongly contribute "to serve the citizens of Florida and educate students so they are prepared to make significant contributions within an increasingly global community."

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Identify, define and describe core areas of French and Francophone literary/cultural or linguistic studies, as agreed upon by the faculty of the department.	Comprehensive exam developed and graded by a committee of faculty members	Campus
Skills	Literary/Cultural Studies: Analyze and interpret French and Francophone literary and cultural products.	Non-thesis M.A.: Comprehensive exam developed and graded by a committee of faculty members. Thesis M.A.: Comprehensive Exam and thesis approved by chair and committee member	Campus
Skills	French and Francophone Linguistics: Analyze and interpret French and Francophone language and language-related data.	Non-thesis M.A.: Comprehensive exam developed and graded by a committee of faculty members. Thesis MA: Comprehensive examination and thesis approved by chair and committee member	Campus
Professional Behavior	Display knowledge of ethical human data collection, professional conduct and ethical academic writing skills (as established by Linguistic Society of America Ethics Statement and/or Modern Language Association).	All students: Successful completion of a graduate course, including completion of a paper that represents a significant piece of independent research. Also, annual discussion and evaluation of student's ethical behavior done by the faculty at the meeting of graduate student assessment.	Campus

C. Research

We expect our students to produce research papers in several of their courses. Most of our students are also encouraged to write an M.A. thesis under the supervision of a faculty director.

We urge our students to present either successful research papers or sections of their M.A. thesis at national or international graduate student conferences, to submit their work to graduate student journals, and in some cases to present at professional venues and/or submit to professional journals.

Preparation M.A. students in our program wishing to do a thesis must identify a faculty director before the end of their second semester, and a second committee member is added at that time or in the third semester. In the course of the second semester, we encourage students to write research proposals to compete for fellowships to fund summer research and host a research skills workshop as well as offer individual consultations with faculty and graduate coordinator to improve proposal writing. We also inform students of the grant writing workshops and other workshops sponsored by the Center for the Humanities and the Graduate School. We encourage students to attend scholarly conferences on campus and off in order to better understand professional scholarly research. We require students to submit annual activities reports in the spring (which we review at the annual graduate student assessment meeting) to remind them to document their involvement in submitting conference abstracts, manuscripts and research proposals as well as their attendance at or participation in workshops or scholarly conferences. We review these reports and indicate level of progress in the program. The graduate coordinator meets with students who have unsatisfactory progress and suggests means to improve.

D. Assessment Timeline

Use this Assessment Timeline template for your plan. Add or delete rows and columns to accommodate your SLOs and assessments.

Program M.A. in French and Francophone Studies College of Liberal Arts and Sciences

Assessment	Assessment 1	Assessment 2
SLOs		
Knowledge		
Identify, define and describe core areas of French and Francophone literary/cultural or linguistic studies, as agreed upon by the faculty of the department.	Comprehensive exam	
Skills		
Literary/Cultural Studies: Analyze and interpret French and Francophone literary and cultural products.	Comprehensive exam for non-thesis M.A.	M.A. thesis for thesis M.A.
French and Francophone Linguistics: Analyze and interpret French and Francophone language and language-related data.	Comprehensive exam for non-thesis M.A.	M.A. thesis for thesis M.A.
Professional Behavior		
Display knowledge of ethical human data collection, professional conduct and ethical academic writing skills (as established by Linguistic Society of America Ethics Statement and/or Modern Language Association).	All students: Successful completion of a graduate course, including completion of a paper that represents a significant piece of independent research.	Annual evaluation of student by the faculty at a meeting .

E. Assessment Cycle

Assessment Cycle for:

Program M.A. in French and Francophone Studies College of Liberal Arts and Sciences

Analysis and Interpretation: April-May

Program Modifications: Completed by August 15

Dissemination: Completed by September 15

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
SLO 1			X	X	X	X	X
Skills							
SLO 2			X	X	X	X	X
SLO 3			X	X	X	X	X
Professional Behavior							
SLO 4			X	X	X	X	X

F. Measurement Tools

In order to discuss content knowledge as well as skills in analyzing literary texts and language data, we use a comprehensive M.A. exam. Students have access to a set reading list (available on department website) of books and articles to read for the exam upon entry into the program and even before. The exam takes place in the student's fourth semester over two days and is composed of 4 sections of ninety minutes each. Questions based on the reading list are written by faculty members in the weeks preceding the exam which is administered by the graduate coordinator, and essay-length answers are graded by faculty members who have submitted an answered question. One of the four questions must be written in French, the others in French or English. If a student fails one or two questions, he or she may be reexamined orally by the faculty member who authored the question. A student passes if 3 questions are answered successfully. A sample question for the section on sixteenth-century French literature could be as follows: Discuss the major themes and motifs in Renaissance love poetry.

To further demonstrate their ability to use skills to analyze literary/cultural products or language-related data, many of our students opt to write an M.A. thesis under the supervision of a research director. The topic is identified in the second semester, reading and research begun in the summer after the second semester or in the third (usually fall) semester) while writing and defense are accomplished in the fourth semester. The thesis is evaluated and the defense is supervised by the director and one committee member.

To assess professional behavior, faculty in all courses where research papers are required explain policies in their syllabi and verify that ethical behavior has been followed in evaluating the final paper.

To assess other professional behavior, faculty evaluate students' annual activities report submitted each spring semester at an evaluator meeting. Students should document on the report their

participation in activities related to professional development and are contacted by the graduate coordinator if their performance does not meet expectations.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Rori Bloom	Languages, Literatures and Cultures	ribloom@ufl.edu	273-3769

Appendix A:

GRADUATE STUDENT EVALUATION / M.A. in French and Francophone Studies

Date: _____ Name of Student: _____

Degree/Program: _____ Current status: _____

A. Teaching:

The job performance of each employee is to be evaluated in writing once per appointment as directed by the Board of Education and the University of Florida. You have worked as a Graduate Assistant-Teaching or as a Teaching assistant in AY 11-12. Your Supervisor(s) have evaluated your performance as follows:

Satisfactory Progress: _____

Some Progress: _____

No Progress: _____

Noteworthy: _____

Needs work: _____

Teaching Supervisor's Signature

B. Academic:

Each year all French faculty meet to assess the global academic performance and progress toward degree of each graduate student in the program. A summary of your assessment follows:

1. Progress toward degree:

Satisfactory Progress: _____

Some Progress: _____

No Progress: _____

2. Pending Incompletes:

Course and Term: _____

Noteworthy: _____

Needs work: _____

I attest to the accuracy of this collective evaluation.

Mary Watt, Chair-LLC

*Terms defined on the back of this form

I have been informed of my right to respond to the above evaluation and the fact that my response will be in my employment file.

Date: _____

Signature of the Student: _____

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				