Departmental and Program Assessment
Annual Assessment Plan Report

Academic Year: 2009-2010
Academic Unit: French
Chair: Marylou Martin

Assessment Plan

• Is there an assessment plan for your department, program, or general education component? If not, provide a timeline that will produce a plan by the end of the next academic year.) Yes

•Does the assessment plan include stated student learning goals? (Goals should beable to stand alone as a list without pages of explanatory commentary. If not, provide a timeline that will produce goals by the end of the next academic year.) Yes

• Does the assessment plan include a list of assessment data that are collected each year? (Assessment data lists should be able to stand alone as a list without pages of explanatory commentary. If not, provide a timeline that will produce a list by the end of the next academic year. You do not need to submit any of your data, but it should be on file in your department.) Yes

• Has your department or program done an assessment audit of your courses to determine how course goals match overall student learning goals? (This has not been required of departments, but it is a recommended exercise. If you have done this, please report the results.) Yes; this was part of our self-study in Spring 2009.

• Are student learning goals available to students? Are student learning goals included in course syllabi in your department or program? Yes

Student Assessments

• Describe which direct assessments in your assessment plan have been collected for the year and which have not. ["Direct" refers to evaluated student work.] Exams, audio and video recordings of student presentations, and computer files/disks of student presentations have been collected.

• Describe which indirect assessments in your assessment plan have been collected for the year and which have not. ["Indirect" refers to student surveys or opinions.] Student evaluations have been collected for each course taught. Faculty and program reviews have recently been completed in 2009.

Assessment Planning

• How is information about student learning shared and used for department, program, or general education component decision making? (Each unit is to have discussions of at least two hours each academic year to discuss assessment. If you

have met, briefly summarize the meeting. If you have not met, when do you plan to meet?) The French department evaluates assessment regularly, considering such questions as student learning goals, student outcomes, and direct and indirect assessment instruments.

•Describe any curricular or other programmatic changes that have been made that were based (at least in part) on the availability of your assessment data. Course materials and assignments have been updated based on previous direct and indirect assessment data.

• Describe any changes in the Assessment Plan that have been made during this academic year. (If changes have been made, please submit an electronic copy of the revised plan to Amanda Hurd.) See attached revision.

• What are the plans for improving student learning in your unit? Courses will continue to be updated based on student outcomes.

• Report on this year's action item for your unit.
Course materials and assignments have been updated based on previous direct and indirect assessment data.

• Define at least one action item for your unit that will be a goal of your assessment discussions next year.
Course materials and assignments will be updated based on direct and indirect assessment data.