University Assessment Committee
Outcomes Assessment Summary Form

This form is to be completed by a representative from each designated program/department. The information provided in this form will be used by the University of San Diego to inform stakeholder groups about USD's commitment to the intellectual, spiritual, and overall development of students. A pdf version of this form will be posted on the University's Student Outcomes Website in the Evidence of Student Learning section.

Program Information
Program Name (e.g. BA Computer Science, PhD Nursing)

College/School Name (e.g. CAS, KSPS, SB, SMSOE)

Assessment Overview
Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment). See example below.

SLO 3 and SLO 4 were evaluated at the end of Spring 2018 in the three majors offered in the Department of Languages, Cultures and Literatures (LCL).

SLO 3: Knowledge and Understanding: Majors can contextualize and cogently explain the significance of a representative selection of figures, texts, and tendencies in the literature and other forms of cultural production from the target-language-speaking world.

SLO 4: Critical thinking: Majors can critically analyze a text, define a position, and substantiate it using thorough research techniques, the integration of disparate areas of knowledge, and innovative thinking.

A total of 12 students in French were evaluated. Students were either seniors, juniors or sophomores whether majors or advanced minors.

Results and Actions Taken
Assessment Cycle

[2017-2018]

Briefly summarize your assessment results and how you are using these results to enhance student learning and improve program quality. See example below.

In our overall assessment of the French section, it has been determined that students' primary challenges are not related to the level of mastery of content, but to the organization of the argument in their analyses. This finding is consistent among all of the works assessed, although in the 400-level class, one weaker student in a class of four made a large impact on the results. It is difficult to have accurate results with such a small number of students.

The French section's data, along with faculty observations in our classes, point to a need for more adequate skills in expository and analytical writing. Whereas the gathering and comprehension of cultural content was very good, the weak point is creating a solid leading thought within the papers. Our efforts in the future will concentrate on reinforcing students' abilities to create a coherent argument in their written work in 300-level courses. We have developed a five-step process to improve this and it will be adopted by all faculty in the section.

The students will be asked to:
• Compile an outline and a bibliography for their project. Turn it in and discuss it with faculty member. Discuss possible future leading ideas.
• Prepare their project for an oral presentation and submit it ahead to faculty member for comments.
• Present their project orally and obtain feedback from class and faculty. Discuss leading idea. Rework outline.
• Write a first draft paper according to advice from peers and faculty.
• Meet with instructor to discuss the organization of the material contained in the paper. Make appropriate changes in the final draft.

The French section will be teaching two cross-listed upper-division courses in the next academic year in order to give minors an opportunity to take more advanced classes and to ensure that both minors and majors develop proper analytic and synthetic skills.