3-Year Academic Assessment Plan Cover Sheet

Program Information:

<table>
<thead>
<tr>
<th>Programs Assessed</th>
<th>French Studies, German Studies, Romance Languages, Spanish</th>
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<tbody>
<tr>
<td>Department</td>
<td>World Languages &amp; Cultures</td>
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<tr>
<td>College</td>
<td>Liberal Arts</td>
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<tr>
<td>Department Chair</td>
<td>Dr. Ralph Buechler</td>
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<tr>
<td>Assessment Coordinators</td>
<td>Prof. Mary Ashcraft (German), Dr. Margaret Harp (French), Dr. Giuseppe Natale (Romance Languages), Dr. Alicia Rico (Spanish).</td>
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<tr>
<td>Date Submitted</td>
<td>27 February 2015</td>
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</tbody>
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Contact Person for This Plan

| Name              | Dr. Ralph Buechler                                        |
| Phone             | 702-895-3546                                              |
| Email             | Ralph.buechler@unlv.edu                                   |

Please address the following items:

- What are the student learning outcomes? Please provide a numbered list.
- Plans must include a curriculum map showing which courses will address which learning outcomes. Examples can be found here: http://provost.unlv.edu/Assessment/map.html
- Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?
- How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
This assessment plan applies to the four majors currently offered in the Department of World Languages & Cultures:

**French Studies, German Studies, Romance Languages, Spanish**

These learning outcomes were drafted by a committee of WLC faculty members: Prof. Mary Ashcraft (German), Dr. Margaret Harp (French), Dr. Giuseppe Natale (Romance Languages), Dr. Alicia Rico (Spanish).

### 1. Comprehension

**Listening in the Target Language**

Advanced level for the American Council of Teachers of Foreign Languages (ACTFL) / C-1 (Proficient User – Common European Framework (CEF))

At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse in the target language on a variety of general interest, literary and cultural topics.

Direct assessment: course embedded assignments at the Advanced level, exams and papers. Assignments, assessments and grading rubrics are materials developed to meet the requirements of the Advanced (C-1) level.

**Reading in the Target Language**

Advanced (ACTFL) / C-1 (Proficient User – Common European Framework)

At the Advanced level, readers can understand the main idea and supporting details of authentic literary and general informational texts in the target language.

Direct assessment: course embedded assignments at the Advanced level, exams and papers. Assignments, assessments and grading rubrics are materials developed to meet the requirements of the Advanced (C-1) level.

### 2. Production

**Speaking in the Target Language**

Advanced (ACTFL) / C-1 (Proficient User – Common European Framework)

Speakers at the Advanced level converse in a clearly participatory manner in order to communicate information, as well as literary and cultural topics. Speakers can express themselves easily in the major time frames of past, present and future of the target language.

Direct assessment: Speaking competency will be assessed by means of an oral interview.
Writing in the Target Language

Advanced (ACTFL) / C-1 (Proficient User – Common European Framework)

Writers can produce, clear, well-structured, detailed text in the target language on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

Direct assessment: course embedded assignments, exams, papers, at the Advanced level. Assignments, assessments and grading rubrics are materials developed to meet the requirements of the Advanced (C-1) level.

3. Critical Thinking in the Target Language

Students will be able to evaluate and interpret in the target language texts and other cultural phenomena including art, film and popular media and to decipher implicit meanings beyond the surface level of words, sentences, characters, and plots. (Source: http://romancelanguages.nd.edu/assessment/)

Direct assessment: course embedded assignments, research papers at the Advanced (C-1) level.

4. Cultural and Intercultural Knowledge in the Target Language

Texts and Movements

Students will be able to identify major literary, artistic, and cultural figures of the target-language-speaking world and their principal works. They will be able to distinguish the principal characteristics of major trends, periods, and movements in the culture’s literary traditions. (Source: http://romancelanguages.nd.edu/assessment/)

Direct assessment: course embedded assignments, research papers at the Advanced level.

Intercultural Competence

Students can identify and explain cultural differences between their own culture and that of the target culture(s). Students can conform linguistically and behaviorally in many social and work-related interactions. (Source: http://romancelanguages.nd.edu/assessment/)

Direct assessment: course embedded assignments, research papers at the Advanced level.
Curriculum Map

KEY
B-1 = Common European Framework (CEF), Intermediate / ACTFL Intermediate - Mid

B-2 = CEF Upper Intermediate / ACTFL Intermediate - High

C-1 = CEF Operational Proficiency or Advanced / ACTFL Advanced Low/Middle

<table>
<thead>
<tr>
<th>SLO #</th>
<th>UD courses in target language</th>
<th>UNLV UULO</th>
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<tbody>
<tr>
<td>#1</td>
<td>B-1 B-2 / C-1</td>
<td>Intellectual Breadth and Lifelong Learning</td>
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<tr>
<td>#2</td>
<td>B-1 B-2 / C-1</td>
<td>Inquiry and Critical Thinking</td>
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<tr>
<td>#3</td>
<td>B-1 B-2 / C-1</td>
<td>Communication</td>
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<tr>
<td>#4</td>
<td>B-1 B-2 / C-1</td>
<td>Global/Multicultural Knowledge and Awareness</td>
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Relationship to UNLV UULOs

<table>
<thead>
<tr>
<th>UNLV UULO</th>
<th>List the number (assigned in section 2) of the Student learning objective(s) aligned to each UULO</th>
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<td></td>
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<td>Citizenship and Ethics</td>
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Tentative Schedule

Year 1: SLO #1: Comprehension: Listening and Reading
    *Oral Proficiency Interview Training for Instructors in preparation for Year 2 SLO#2
Year 2: SLO #2: Production: Speaking and Writing
Year 3: SLO #3 & #4: Critical Thinking & Cultural and Intercultural Knowledge

Each semester, the assessment coordinator for each language will distribute the data from the previous semester to the faculty members teaching the 300-400 level courses in the target language. The faculty will then meet to discuss what the data reveals about student learning and determine what actions to take in order to help students better achieve the program learning outcomes.