Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term

Email to: assessment@unlv.edu

Program Information:

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<th>Program Assessed</th>
<th>B.A. in French</th>
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<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>Susan Byrne</td>
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<tr>
<td>Assessment Coordinator</td>
<td>Margaret Harp</td>
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<td>Date Submitted</td>
<td>20 December 2017</td>
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Contact Person for This Report

<table>
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<tr>
<th>Name</th>
<th>Margaret Harp</th>
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<tbody>
<tr>
<td>Phone</td>
<td>702-895-4227</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:margaret.harp@unlv.edu">margaret.harp@unlv.edu</a></td>
</tr>
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Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.

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.

- Which learning outcomes were assessed?
- 4. Cultural and Intercultural Knowledge in the Target Language (French) Texts and Movements
How were they assessed? (Programs must use at least one direct assessment of student learning.) While all FREN courses include assignments evaluating knowledge of Francophone culture (s), WLC's 2017 offerings of:
FREN 342 History of French Literature II (emphasis on literary prose) (SP 2017) (19 students) and
FREN 324 (Survey of French Culture) (F 2017) (18 students)
provide the best opportunity for assessing cumulative cultural expertise, as it is the targeted subject matter of these courses.

These courses are taught in French, with all assignments and readings in French, so students must be sufficiently proficient in order to follow and to participate in the discussions. Both courses present overviews of the principal French and Francophone cultural events and literary movements which continue to resonate in contemporary culture. Each course also includes a cumulative research assignment on a subject of the student's choice, to be approved by the professor. The final exams include several response questions to given readings or literary excerpts and several short answer questions. It is the review of these completed research projects and tests and of the grades they earned which was considered for assessment.

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.

The WLC Cultural and Intercultural Knowledge in the Target Language (French) addresses the following UULOs:

- Intellectual Breadth and Lifelong Learning
- Inquiry and Critical Thinking
- Communication
- Global/Multicultural Knowledge and Awareness

What was learned from the assessment results?

This cohort of UNLV FREN 342 students demonstrated thorough recognition of the authors and their texts read and discussed in class. The final exam sections on texts' genres and on literary terms earned the highest scores. Apart from two students, all student exams demonstrated a clear understanding of chronology and the principal thematic motifs and formal genres associated with each. A requisite comparative thematic analysis between works in their research project was more difficult for students: while they were articulate and used effectively the French literary terms emphasized daily in class, the comparisons were at times superficial and based more on personal preference rather than on textual proof.
Responses to final exam questions for FREN 324 were particularly well written and demonstrated a depth of understanding of more recent cultural events and motifs. Geographical knowledge of Francophone Africa and historical aspects of earlier periods in France were less well articulated.

In both courses there was general preoccupation with grammar and written expression, rather than with the literary and cultural arguments to be presented.

- How did the program respond to what was learned?

The program concluded the following:

1) FREN 324 and FREN 342, both survey classes, present and reinforce the basic elements for proficiency in French culture and literature for majors in French. They also provide an adequate foundation for advanced literature and culture courses (FREN 425, 441, 443, 449).

2) In future FREN 324 and 342 courses, research papers, requisite at the fourth-year level, will be but one of several possible cumulative assignments. They may be replaced with structured response papers to readings.

3) Geographical aspects of France and the francophone world will be emphasized in 100- and 200-level courses.