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 (Reception): Listening in the Target Language

B-2: “Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.” C-1: “Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions.”

At the B-2 level the student can understand extended speech and lectures and follow complex lines of argument provided the topic is reasonably familiar, can understand most TV news and current affairs programs, and can understand the majority of films in standard language (non-dialect). At the C-1 level the student can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly; can understand television programs and films without too much effort.

Comprehension (Reception): Reading in the Target Language

B-2: “Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.” C-1: “Can understand a wide range of demanding, longer texts, and recognize implicit meaning.”
At the B-2 level the student can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints, and can understand contemporary literary prose. At the C-1 level students can understand long and complex factual and literary texts, appreciating distinctions of style, can understand specialized articles and longer technical instructions, even when they do not relate to his/her field.

2. Production: Speaking in the Target Language

B-2: “Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.” C-1: “Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes.”

At the B-2 level the student can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest, can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. At the C-1 level the student can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Production: Writing in the Target Language

B-2: “Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.” C-1: “Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.”

At the B-2 level the student can write clear, detailed text on a wide range of subjects related to his/her interests, can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. At the C-1 level the student can express himself/herself in clear, well-structured text, expressing points of view at some length, can write detailed expositions of complex subjects in an essay or a report, underlining what he/she considers to be the salient issues, can write different kinds of texts in a style appropriate to the reader in mind.

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/).

4. Cultural and Intercultural Knowledge in the Target Language

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/).

5. 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/).
Latin was recently added as a Secondary Language. Being a classical language normally used for written communication only, its Learning Outcomes partly differ from those of the other three Romance Languages. Proficiency in Latin is defined in accordance with the guidelines set by the College Board Achievement Test in Latin/AP:

1. To write a literal English translation of a Latin passage on the syllabus.
2. To explicate specific words or phrases in context.
3. To identify the context and significance of short excerpts from texts listed in the chosen syllabus.
4. To identify and analyze characteristic or noteworthy features of the authors’ modes of expression, including their use of imagery, figures of speech, sound effects, and metrical effects (in poetry only), as seen in specific passages.
5. To discuss particular motifs or general themes not only suggested by passages but also relevant to other selections.
6. To analyze and discuss structure and to demonstrate an awareness of the features used in the construction of a poem or an argument.
7. To scan the meters specified in the syllabus.

• Which learning outcomes were assessed?

A. Primary Language: ITALIAN
   4. Cultural and Intercultural Knowledge in the Target Language

B. Secondary Language: LATIN
   1. Comprehension (Reception): Reading in the Target Language
   2. Production: Writing in the Target Language

   Assessment covered points 1, 2, 3 of AP Achievement Test.

• How were they assessed? (Programs must use at least one direct assessment of student learning.)

The 2017 assessment of the UNLV Romance Languages degree program highlighted ITALIAN / LATIN as Primary and Secondary language pair. The courses selected for assessment were ITAL 490 and LAT 113 – a culture class and a language class respectively. For both classes the proficiency score was set at 60%. In the case of ITAL 490, however, given the inherent nature of the course assessment was more qualitative than quantitative.

A. ITAL 490 (The Italian Renaissance) - FALL 2017 (15 students)
   Evaluation of 9 online assignments and related class presentations, 2 in-class tests containing 8 essay questions, and final research paper.

B. LAT 113 (Latin I) - SPRING 2017 (37 students)
   Embedded questions in the final exam testing proficiency in grammar, translation, and comprehension. Students were tested on their ability to interpret grammatical structures and read Latin as embedded in translation of select passages.
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 Romance Languages program as a whole addresses the following UULOs:

1. Intellectual Breadth and Lifelong Learning
2. Inquiry and Critical Thinking
3. Communication
4. Global/Multicultural Knowledge and Awareness

(A) ITAL490 assessment addressed the Communication UULO. ITAL 490 students were asked:
- To write 8 essay questions at the advanced level on a number of topics;
- To write a 10-page research paper;
- To complete 9 written assignments on Renaissance art and society and post them on a Web Board Discussion site specifically set-up for the class.

Additionally, students were asked to complement their written posts on assigned readings and web searches with visual aids, and to give in-class presentations on their findings. Students were thus able to develop critical, analytical, rhetorical, and writing skills by using readings and artworks as a springboard. This aspect of the course is consistent with the Communication general outcome: “to write and speak effectively to both general and specialized audiences, create effective visuals that support written or spoken communication, and use electronic media common to one’s field or profession.” More specifically, outcomes included:

- “Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.”
- “Prepare and deliver effective oral presentations.”
- “Produce effective visuals using different media.”
- “To give in-class oral presentations.”

(B) LATIN assessment addressed the Inquiry and Critical Thinking UULO. Students were asked to parse and translate a number of sentences and passages having either English or Latin as Target Language. Parsing requires reading through each sentence in a paragraph, identify the grammatical category and characteristics of each word (such as noun, verb, adjective, adverb, etc.), and to describe its function and syntactic relation(s) with other parts of speech. Parsing exercises the mind in a disciplined way through the required analytical thinking and step-by-step logical reasoning. Critical thinking is also required for the interpretation and translation of a wide range of texts from the Source Language and for the correct construction of logical sentences in the Target Language. Such activity is consistent with the Inquiry and Critical Thinking UULO, that is, the ability “to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems.”
What was learned from the assessment results?

(A) ITALIAN.

Assignments addressed the following areas:


The average score for posts and related class presentations was 8/10 (80%).

Essay questions 1 covered the following areas:


The average score for essay questions 1 was 86/100 (86%).

Essay questions 2 covered the following areas:

1. Iconography; 2. Architecture; 3. Music and literature; 4. Theater

The average score for essay questions 2 was 86.5/100 (86.5%).

The Feedback Survey featured a total of 17 questions on new knowledge acquired through the class: 1 question referred to general Italian culture, 16 questions on specific topics covered in the course, specifically:


The rating for all survey questions was determined on a scale of 1 to 5, from unsatisfactory to excellent.

The average score for increased knowledge of general Italian culture was 4.6/5.0 (92%).

The average score for the 16 questions was 3.9/5.0 (78.3%). All areas rated above 3 (Good). The lowest scores were for music, mathematics and geometry (3.3 at 65.9%); the highest scores were for historical background, humanism, courts and patrons, artists’ workshops and paintings, iconography (4.2 at 84%). These results were consistent with the essay questions scores.

The final search paper covered a topic chosen by the students. The average score was 85.4 (85.4%).

In all assessed areas no score fell below the Fail/Pass threshold (60%).

(B) LATIN. Students completing LAT 113 were asked:

1. To answer a multiple-choice test, consisting of 50 questions of varying degrees of difficulty on vocabulary, grammar, and reading comprehension. Questions were evenly distributed from each textbook chapter covered.

2. To translate a set of sentences and expressions to/from Latin.

3. To translate a literary passage (Catullus), consistent with work done during the semester.
Across the two sections of LAT 113, the average student scored 82%, over a range from 62 to 96, with no student scoring below 60 (0%).

In section 1 (Multiple Choice - grammar, parsing, and vocabulary), students averaged 74.5, over a range from 50 to 100, with 4 students scoring below 60.

In section 2 (Sentences Translation), 71.0% of students scored above 60 in the English to Latin translation, 94% of students scored above 60 in the Latin to English translation.

In section 1 the lowest score came from questions regarding:

1. Pluperfect verbs (correct answers 72%)
2. Third declension nouns (correct answers 75%)
3. Perfect verbs (correct answers 73%)
4. Demonstratives (correct answers 70%)

In section 2 most mistakes stemmed from vocabulary (42%), case endings (52%), and prepositions (5%). For the most part mistakes regarded indefinites, third declension nouns (genitive case), accusative and ablative cases.

In section 3 (passage translation) students averaged 76.4, over a range from 50 to 100, with 10% scoring below 60. No single sentence was below the 60% mark. Most mistakes stemmed from case endings (63.9%), verb conjugations (24.6%). Mistakes from prepositions and nouns/adjectives were below decimals. As a whole, translations revealed good knowledge of the semantic meaning of nouns and verbs, but lesser knowledge of grammatical function (cases and verb endings).

• How did the program respond to what was learned?

ITAL490 showed extremely satisfying results in general culture proficiency. Within the realm of the Romance Languages program, the purpose of a course like this is precisely that of providing students with the widest exposure to the Primary or Secondary Language culture. Data interpretation and analysis also confirmed the validity of the intermedia approach employed, which facilitated acquisition and retention of the vast amount of material covered throughout the course. Analysis of the Feedback Survey, however, also showed some unevenness in individual categories, thus suggesting the necessity to adjust the course syllabus in order to devote more time to complex topics such as Renaissance music and the use of mathematics and geometry in art and architecture.

LAT 113 scores might seem modestly disappointing at face value but are in fact satisfactory when considering the inherent difficulty of Latin. The average student scored 81.2%, which is within expected parameters when compared with the average scores of previous years. A way to improve the students’ proficiency level would be to reduce the number of chapters covered per semester. Moreover, attrition, even though low, is always an area of concern with Latin. The Assessment Coordinator will discuss this report with the Classical Studies instructor(s) to determine if changes might be necessary, and will evaluate the opportunity of modifying course content, testing, and grade distribution.