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?  
  1. **Comprehension**
Listening in the Target Language
Reading in the Target Language

- How were they assessed? (Programs must use at least one direct assessment of student learning.)
  All FREN 300-400 level courses included embedded assignments which evaluate listening and reading comprehension. In 2018, there was offered a total of nine upper-division FREN courses:
  **SP 2018:**
  FREN 302 Composition and Conversation II (20 students)
  FREN 313 Phonetics II (11 students)
  FREN 342 Survey of French Literature (prose) (16 students)
  FREN 402 Advanced Composition and Conversation II (7 students)
  FREN 416 Business French (13 students)
  **SUM 2018:**
  FREN 300 Grammar Review (13 students)
  **F 2018:**
  FREN 301 Composition and Conversation I (14 students)
  FREN 312 Phonetics I (16 students)
  FREN 341 History of French Literature (poetry & drama) (16 students)
  FREN 401 Advanced Composition and Conversation I (8 students)
  FREN 441 Topics in French Literature (10 students)

Each of these courses is taught entirely in French and all assigned readings are in French so students must be sufficiently proficient in order to comprehend the texts and the subsequent discussions of them.

FREN 301, 302, 312, 313, 401, and 416 all have extended literary and/or cultural readings to be analyzed at the end of the semester, either for research papers or on final examinations. FREN 341/342, 401/402 and 441 all have significant cultural and literary reading assignments. It is the review of these completed exams and papers and of the grades they earned which was considered for reading comprehension assessment. Class presentation discussions in all literature sections and oral recitation sections in FREN 301/302, 312/313 and 401/402 final examinations were highlighted for oral comprehension 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 Comprehension Outcome (Listening and Reading in the Target Language) 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?
Students are particularly accomplished when listening to native and proficient speakers in film and dialogues. They can understand the majority of the information as well as reuse the same expressions in their own summaries or discussions. This is a reflection of the program’s lower-division program which integrates speaking and listening exercises and videos. FREN 301 further reinforces this skill by using tv5monde cultural videos.

Comprehension of texts has stabilized since the previous comprehension assessment. Students in 300- and 400-level courses read approximately 50 pages of advanced literary text per week per class and were able to understand vocabulary and themes at the time of initial class discussions.

As noted in previous assessments, students who had taken FREN 312 and/or FREN 313 (Phonetics I and II), courses that focus on the pronunciation but also the use of a higher - often literary - register of vocabulary, demonstrated better reading comprehension in the literature courses.
Taking a phonetics course simultaneously with a 300- or 400-level literature class did not indicate the same influence.

Students in non-literary advanced courses - Business and Advanced Composition & Conversation courses - demonstrated an equal level of reading comprehension.

Students of FREN 341 and 342, history of literature classes, who had already taken FREN 301/302, demonstrated markedly higher reading and oral comprehension. FREN 301/302 provides essential grammatical review for reading comprehension.

How did the program respond to what was learned?

The program concluded the following:

1) The current array of course offerings provides sufficient exposure to readings and dialogues for students to attain and maintain an Advanced/C-1 level of comprehension in their 400-level classes. The 300-level Phonetics courses offer fundamental reinforcement for further upper-division courses.

2) Students need continued, sustained extended exposure to close readings. The FREN 301/302 sequence's new textbook (Grammaire Progressive) in combination with the online tv5monde video series and transcripts prepare students well for advanced textual and oral comprehension.

3) The program will now require FREN 301 or FREN 302 as a prerequisite for FREN 341 or FREN 342. The department has begun the curricular change process through Curriculog.