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/).
N.B. Latin was added as a Secondary Language in 2017. As a classical language, it is normally used for written communication only; therefore, 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
     3. Critical Thinking in the Target Language; 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 2018 assessment of the UNLV Romance Languages degree program highlighted ITALIAN / LATIN as Primary and Secondary language pair. The courses selected for assessment were ITAL 463 and LAT 114 – a culture class and a language class respectively. For both classes the proficiency score was set at 60%. In the case of ITAL 463, however, given the inherent nature of the course assessment was more qualitative than quantitative.

  A. ITAL 463 (Boccaccio’s *Decameron*) – SPRING 2018 (7 students)
     Evaluation of 2 short-term papers, 10 class presentations, and final research paper.

  B. LAT 114 (Latin II) - SPRING 2018 and FALL 2018 (8 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) ITAL463 assessment addressed the Inquiry and Critical Thinking and Communication UULOs. ITAL 463 students were asked:

- To write 2 essays at the advanced level on select themes and topics;
- To write a 10-page research paper;
- To analyze 10 Boccaccio’s novellas and deliver related oral presentations.

Students were able to develop critical, analytical, rhetorical, oral, and writing skills by using literary readings 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 on Boccaccio’s novellas addressed the following themes and topics from the Decameron and medieval literature:


The average score for novellas’ analysis and related class presentations was 8.81/10 (88.1%)

**Essay 1** covered Decameron’s Day 1 to Day 5:

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

**Essay 2** covered Day 6 to Day 10.

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

The **Feedback Survey** featured a total of 6 questions on new knowledge acquired through the class: 1 question referred to general medieval Italian culture, and 5 questions on more specific topics: 1. Historical background; 2. Politics and Communes; 3. Religion; 4. Society; 5. Gender roles.

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 4.3/5.0 (86.5%)

All areas rated above 3 (Good). The lowest score was for Politics and Italian Communes (3.7/5.0 at 74%); the highest score was for medieval culture at large and society (4.7 at 94%). These results were consistent with the essay questions scores.

The final search paper covered a topic chosen by the students. The average score was 88 (88%).

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

(B) LATIN. Students completing LAT 114 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.

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

2. To translate a literary passage (Phaedrus), and answer comprehension questions in Latin, consistent with work done during the semester.

Across the two sections of LAT 114, the average student scored 80.1%, over a range from 64 to 98, with no student scoring below 60 (0%).

In section 1 (Multiple Choice - grammar, parsing, and vocabulary), students averaged 76, over a range from 65 to 89, with 0 students scoring below 60.

In section 2 (Sentences Translation), 80% of students scored above 60 in the English to Latin translation, 92% of students scored above 60 in the Latin to English translation.
In section 1 the lowest score came from questions regarding:

1. Relative pronouns (correct answers 71.2%)
2. Perfect passive system (correct answers 73.7%)
3. Passive voice (correct answers 75%)

In section 2 most mistakes stemmed from verb endings (30%), 4th and 5th declensions case endings (36%), misidentified passive tenses and conjugations (28%), participles endings (20).

In section 3 (passage translation) students averaged 82.6, over a range from 62 to 96, with 0% scoring below 60. No single sentence was below the 60% mark. Most mistakes stemmed from ablative absolute (60%) and verb conjugations (24.6%). As a whole, translation and related questions revealed very good to excellent understanding of the semantic meaning of nouns and verbs.

- How did the program respond to what was learned?

ITAL 463 showed very satisfying results in terms of general culture proficiency. Within the realm of the Romance Languages program, the purpose of a content 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 showed some unevenness in individual categories, thus suggesting the necessity to devote more time to a complex topic such as the medieval political environment.

LAT 114 are to be considered very satisfactory when considering the inherent difficulty of Latin. The average student scored 84%, 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. 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.

**N.B.** The WLC Department is in the process of modifying the structure of the Romance Languages major. Changes will affect the number and distribution of required credits and place additional emphasis on Italian and Latin.