**Academic Programs**

**Outcomes Assessment Report**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** | **College of Arts and Sciences** | **Department:** | Romance Studies |
|  |  |  |  |
| **Degree/Major:** | BA Romance Languages | **Contact:**  | **Dorothea Heitsch (dheitsch@unc.edu)** |

|  |
| --- |
| **Part 1: Current Assessment Plan** |
| The most recent assessment plan for this program has been submitted or is attached to this report. Yes  |

|  |
| --- |
| **Part 2: Report on Student Learning Outcomes Assessed in 2019-20: Methods, Findings, and Improvements Made or Planned in Response to Results** |
| ***Instructions:******For each student learning outcome assessed this year, copy the outcome statement from the assessment plan. List each method used to assess this outcome separately and report the performance target, results, and improvements or action plans made based on the findings. To add more outcomes or methods, copy and paste the outline as needed*.**  |

**Outcomes Assessment Plan & Report for the BA in Romance Languages 2020**

**A. Learning Outcomes for the BA in Romance Languages** 2

**B. Description and Rationale of ROMS Assessment Cycle 2019-2022** 3

B1. Description

B2. Rationale–Integrated Performance Assessment (IPA) 4

**C. IPA for the BA in Romance Languages – Phase 1** 5

C1. Cohort Building and Assessment for French 203 Fall 2019

C2. Cohort Building and Assessment for Italian 203 Fall 2019 6

C3. Cohort Building and Assessment for Portuguese 203 Fall 2019 7

C4. Cohort Building and Assessment for Spanish 204 Fall 2019 8

**D. IPA for the BA in Romance Languages – Phase 2**

D1. 300-level Assessment in French Fall 2020

D2. 300-level Assessment in Italian Fall 2020 9

D3. 300-level Assessment in Portuguese Fall 2020

D4. Assessment in Spanish Fall 2020–SPAN261 10

**E. IPA for the BA in Romance Languages – Phase 3**

E1. 2020 BA ROMS Major Satisfaction Survey 11

E2. BA Undergraduate Honors Theses 2019-2020

**F. Romance Studies Graduate Outcomes Assessment Report 2020** 12

**G. General Education FREN/ITAL/PORT/SPAN203** 14

**H. Other Services provided by the ROMS Programs Assessment Committee**

**A. Learning Outcomes for the BA in Romance Languages**

Within the Romance Languages BA, students may major in Italian, French & Francophone Studies, Portuguese, Hispanic Linguistics, or Hispanic Literatures & Cultures. In the undergraduate programs offered by the **Department of Romance Studies** (**ROMS**), students will acquire competence in the practice and analysis of Romance languages together with a critical knowledge of the written, oral, and visual traditions of their origin and diaspora. Our faculty promotes interdisciplinary connections and incorporates the study of literature, culture, theory, and history across the curriculum. Through coursework that emphasizes language acquisition, rhetoric, composition, and written and oral expression, our majors receive sustained personalized training in critical thinking and close reading. (See Undergraduate Bulletin at <https://catalog.unc.edu/undergraduate/departments/romance-studies/#programstext>.)

Upon completion of the BA program in Romance Languages, students should be able to:

• Participate in conversations on concrete, social, academic, and professional topics.

• Speak in detail about experiences and events in a variety of time frames and moods.

• Represent points of view in discussions, both oral and written.

• Deliver well-organized presentations on concrete, academic and professional topics.

• Write on a wide variety of general interest, professional, and academic topics.

• Follow narrative, informational, and descriptive speech on concrete, academic and professional topics.

• Understand and discuss texts representing a variety of topics and genres.

|  |
| --- |
| These competencies correspond to the Performance Indicators for Language Learners developed by the **American Council for the Teaching of Foreign Languages** (**ACTFL**), the so-called *Can-Do Statements*. See NCSSFL–ACTFL, Can-Do Statements. Performance Indicators for Languages Learners, <https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>. |

**B. Description and Rationale of ROMS Assessment Cycle 2019-2022**

**B1. Description**

The Department of Romance Studies has been undertaking regular outcomes assessment of its BA in Romance Languages since 2011. The current assessment cycle measures the progress of student learning from the second-year (intermediate) level through the upper-level undergraduate majors. The cycle began in Fall 2019, evaluated progress in Fall 2020, and will end with the Major Assessment & Satisfaction Survey at graduation in Spring 2021 and 2022.

To this purpose, the Programs Assessment Committee established a **cohort** of majors and potential majors in each of the four **language majors** in ROMS: French, Italian, Portuguese, and Spanish. The Spanish cohort consists of 9 randomly chosen sections of SPAN 204 offered in Fall 2019. The French cohort consists of all students in all the FREN 203 sections (9) taught in Fall 2019, the Italian cohort consists of all students in all ITAL 203 sections taught in Fall 2019 (5), and the Portuguese cohort consists of all students in all the PORT 203 sections taught in Fall 2019 (5).

The **instrument** was the end-of-semester diagnostic test in FREN/ITAL/PORT, which all language sections have set up electronically on Sakai. SPAN 204 used an end-of-semester writing sample. The oral assessment consisted in oral interviews / presentations given in FREN/ITAL/PORT 203 and SPAN 204.

The guidelines and **rubrics** used for the evaluations of the oral interview / presentations are similar across languages (see competencies below), although they do, of course, emerge from the course material and curriculum.

The main **competency** measured was the students’ comprehensibility, according to the World Readiness Standards for Learning Languages. At the Intermediate-Low Level, the students are expected to

• express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time;

• make themselves understood by those accustomed to interacting with language learners;

• use pronunciation and intonation patterns that can be understood by a native speaker accustomed to interacting with language learners;

• occasionally make false starts and pause to search for words when interacting with others.[[1]](#footnote-1)

|  |
| --- |
| For the ACTFL World-Readiness Standards for Language Learners, see <https://www.actfl.org/resources/world-readiness-standards-learning-languages>.  |

The **cohort**, **instrument**, **rubrics**, and **competencies** used in the **follow-up assessment** of FREN300, ITAL300, PORT310, and SPAN261 for Fall 2020 are described below. The **cohort** emerged from the initial cohort established at the intermediate level in Fall 2019. In Fall 2020, only those students who moved from FREN, ITAL, PORT 203 and SPAN 204 into FREN300, ITAL300, PORT310, and SPAN261 were assessed.[[2]](#footnote-2) The **instrument** was a writing assignment or an equivalent exercise, and the **rubrics**[[3]](#footnote-3) were those regularly used by all instructors of these classes.

The **competencies** assessed in FREN300, ITAL300, PORT310, and SPAN261 are as follows:

• Comprehensibility

• Comprehension

• Language Control

• Vocabulary Use

• Communication Strategies

• Cultural Awareness

The **competencies** assessed in the FREN300, ITAL300, PORT310, and SPAN261 correspond to the Advanced-Low Learner Range, according to the World Readiness Standards for Learning Languages developed by ACTFL.[[4]](#footnote-4)

|  |
| --- |
| These competencies tie in with the mission developed by the Department of Romance Studies, “a diverse, multicultural, and plurilingual academic unit that engages in research and instruction in French, Italian, Portuguese, Spanish, and the historical minority languages of Europe and the Americas. The principal aims of the department are to preserve, increase, and transmit knowledge and understanding of the Romance languages, literatures, and cultures within the global and regional contexts in which they have developed. Our course offerings present diverse approaches to the study, production, and appreciation of literary and nonliterary texts. The program offers a wide historical, literary, linguistic, social, and cultural emphasis that considers, among other topics, East-West, trans-Atlantic, and transcontinental discourses that have taken place among Europe, the Americas, Africa, and Asia; as well as North-South literary and cultural dialogues between Europe and Africa, and within the Americas.” (See the Undergraduate Bulletin <https://catalog.unc.edu/undergraduate/departments/romance-studies/#text>.)  |

The Fall 2019 and Fall 2020 assessments of one cohort are the second and third year assessment in a cyclical approach to performance assessment (i.e. **Integrated Performance Assessment**, **IPA**) during which an interpretive communication phase (1st year)[[5]](#footnote-5) is followed by an interpersonal communication phase (2nd year) which is then followed by a presentational communication phase (3d year).[[6]](#footnote-6) (*Note*: Assessment in this context means the assessment of what students do in the Romance Languages major programs, i.e. learning outcomes, not of what they should or could be doing under the best of circumstances or how well instructors should perform[[7]](#footnote-7)).

Once the Fall 2019 and Fall 2020 assessment is completed, each Assessment Coordinator writes a short report that is passed on to the Director of Programs Assessment. When the cohort goes through graduation, all students belonging to that cohort take the ROMS Major Assessment & Satisfaction Survey. The Director of Programs Assessment, with the help from the Programs Assessment committee, then finalizes the Assessment Report for undergraduate majors in Romance Languages.

**B2. Rationale–Integrated Performance Assessment (IPA)**

**Cohort:** In FREN, ITAL, and PORT the beginning intermediate level is the one where many students decide whether they will continue to pursue language study before they take at least one more preparatory course (204) prior to being permitted to enroll in 300/310, the foundational course for all majors. Many students declare their majors in these languages as they rise throughout the sequence. FREN, ITAL, and PORT 203 is also the last course of the sequence of three courses fulfilling the foreign language requirement for most majors at UNC.

Though students can study abroad at many stages of their program, and though SPAN 204 is the prerequisite for most of the study abroad programs in Spain and Latin America, FREN 300 and SPAN 261 are the courses required for “direct enroll” study abroad programs, where students take the same university classes as the regular undergraduates in the country.

In Spanish, we have assessed the progression from 204 to 261, rather than from 203 to 300 as in the other languages, because of the slightly different nature of the program: students completing SPAN 203 who are considering a major in Hispanic Linguistics or in Hispanic Literatures & Cultures must complete 204 and then a fifth-semester course: SPAN 261, the required course for the majors. After completing the appropriate fifth-semester course, the student then takes 300 Spanish Composition and Grammar Review or SPAN 301 Introduction to Literary and Cultural Analysis.

In addition, the majority of SPAN majors initially place into 204 or 255/260 via AP Language, SATII, IB or our UNC online placement exam. Students who score 4 or 5 on the AP Lit exam also receive credit for 260, thus placing them into 300—but this is a much smaller group.

**Instrument:** Throughout the languages in the Department of Romance Studies, the second- and third-year courses are four skills courses developing both the students’ more receptive abilities (listening, reading) and their productive skills (speaking, writing). The reason we began the outcomes assessment by testing speaking (and listening to some extent) in 203/204 is that all intermediate language classes in ROMS promote language proficiency through a communicative approach. Oral performance is therefore central to our BA program in Romance Languages and corresponds to the students’ desire for increased emphasis on oral proficiency. We then proceed to evaluate productive skills in writing on the 261/300/310-level which corresponds to the Advanced-Low Level according to ACTFL standards.

**Generic Peer-editing Rubric** for Advanced-Low Level (FREN/ ITAL/ PORT/ SPN 300-level):

*• Comprehensibility*: Control of tenses, detailed / depth of expressions.

*• Comprehension*: Details with inferences, cultural nuances, can clarify and transfer to another context.

*• Language Control*: Capable of complexity, still present-tense bound, more idiomatic usage.

*• Vocabulary*: Culturally authentic expressions, variety and use of idioms, use target language to define target language.

*• Cultural Awareness*: analyze perspectives, use idioms.

*• Communication Strategies*: sustain use of target language, degree of analysis, refining and detailed.[[8]](#footnote-8)

**C. IPA for the BA in Romance Languages – Phase 1**

**C1. Cohort Building and Assessment for French 203 Fall 2019**

In Fall 2019, the French section, in compliance with the revised Learning Outcomes Assessment Plan for the BA in Romance Languages, began the first phase of its assessment cycle. This consisted in establishing a cohort of (potential) majors that will enable the department to measure the progress of student learning from the second-year (intermediate) level through the upper-level undergraduate majors. The current French cohort consists of all students in all the FREN203 sections (9) taught in Fall, that is a total of 152 students.

In Fall 2019, the **instrument** to measure performance was an oral interview. This 10-15 min. pair interview was carried out according to current practice in all FREN203 sections, that is, students received a prompt in preparation, instructors received guidelines for listening and grading, and students brought the required rubrics to their appointments. All instructors then passed on their results to the Assessment Coordinator for French (individual rubrics/grade sheets, copy and electronic copy of a list of all students’ grades for each section).

The main **competency** measured was the students’ comprehensibility, according to the World Readiness Standards for Learning Languages: the students were expected to express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time; make themselves understood by those accustomed to interacting with language learners; use pronunciation and intonation patterns which can be understood by a native speaker accustomed to interacting with language learners; occasionally make false starts and pause to search for words when interacting with others.[[9]](#footnote-9)

The results of the 9 sections of FREN203 were the following:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sec.** | **class size** |  **A** | **B** | **C** | **D** | **F** | **high** | **low** |
| 1 | 18 | 12 | 6 | - | - | - | 100 | 80 |
| 2 | 18 | 11 | 7 | - | - | - | 100 | 85 |
| 3 | 17 | 2 | 12 | 2 | - | 1 | 94 | 0 |
| 4 | 18 | 6 | 12 | - | - | - | 92 | 80 |
| 5 | 17 | 7 | 10 | - | - | - | 95 | 84 |
| 6 | 16 | 3 | 12 | 1 | - | - | 94 | 71 |
| 7 | 17 | 10 | 6 | 1 | - | - | 98 | 72 |
| 8 | 15 | 4 | 9 | - | - | 2 | 94 | 0 |
| 9 | 16 | 12 | 3 | 1 | - | - | 95 | 71 |
| Total | 152 | 67 | 77 | 5 | - | 3 |  |  |

**C2. Cohort Building and Assessment for Italian 203 Fall 2019**

In Fall 2019, the Italian section, in compliance with the revised Outcomes Assessment Plan for the BA in Romance Languages, began the first phase of its assessment cycle. In this phase our goal was to establish a cohort of (potential) majors and minors that would allow us to measure the progress of student learning from the second-year (intermediate) language courses through the upper-level undergraduate courses typically populated by language majors (or minors). The Italian cohort documented in this report consists of all students enrolled in ITAL203 in Fall 2019. This includes 5 separate sections for a total of 87 students.

The **instrument** we used in Fall 2019 to measure performance was an oral interview. This 10-minute interview between instructor and student was carried out uniformly across all ITAL203 sections. In accordance with the thematic, lexical, and grammatical content of the current curriculum, the context used was a job interview. Prior to the interview, students wrote a resume and a cover letter identifying their professional interests and their experience. These prompts allowed them to prepare vocabulary relevant for the ensuing conversation. On the day of the interview, all instructors assessed and graded their students’ performance, using a standard rubric developed by the Department for this purpose. All instructors then passed on their results to the Assessment Coordinator for Italian (individual rubrics/grade sheets, copy and electronic copy of a list of all students’ grades for each section).

For the main **competency** measured, see above, under French. The results of the 5 sections of ITAL 203 were the following:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sec.** | **class size** |  **A** | **B** | **C** | **D** | **F** | **high** | **low** |
| 1 | 17 | 9 | 2 | 2 | 2 | 2 | 100 | 40 |
| 2 | 16 | 12 | 3 | - | - | 1 | 98 | 0 |
| 3 | 18 | 16 | 2 | - | - | - | 98 | 80 |
| 4 | 18 | 13 | 4 | 1 | - | - | 100 | 74 |
| 5 | 18 | 15 | 1 | 2 | - | - | 100 | 74 |
| Total | 87 | 65 | 12 | 5 | 2 | 3 |  |  |

**C3. Cohort Building and Assessment for Portuguese 203 Fall 2019**

In Fall 2019, the Portuguese section, in compliance with the revised Outcomes Assessment Plan for the BA in Romance Languages, began the first phase of its assessment cycle. In this phase our goal was to establish a cohort of (potential) majors and minors that would allow us to measure the progress of student learning from the second-year (intermediate) language courses through the upper-level undergraduate courses typically populated by language majors (or minors). The Portuguese cohort documented in this report consists of all students enrolled in PORT203 in Fall 2019. This includes 5 separate sections for a total of 84 students. However, one of the instructors failed to comply with instructions and for their three sections we have no data.

The **instrument** we used in Fall 2019 to measure performance was an oral interview. This 5-7-minute presentation in front of the class and was carried out uniformly across all PORT203 sections. There was no common theme for the interview across PORT203 sections. However, regardless of theme, each instructor provided students with a prompt and preparatory material.

These prompts allowed them to prepare vocabulary relevant for the ensuing conversation. On the day of the presentation, all instructors assessed and graded their students’ performance, using a standard rubric developed by the Portuguese section for this purpose. All instructors then passed on their results to the Assessment Coordinator for Portuguese (individual rubrics/grade sheets, copy and electronic copy of a list of all students’ grades for each section).

For the main **competency** measured, see above, under French. The results of the 5 sections of PORT203 were the following:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sec.** | **class size** |  **A** | **B** | **C** | **D** | **F** | **high** | **low** |
| 1\* | 17 | - | - | - | - | - |  |  |
| 2\* | 16 | - | - | - | - | - |  |  |
| 3 | 17 | 9 | 6 | 2 | - | - | 95 | 74 |
| 4 | 17 | 8 | 7 | 2 | - | - | 96 | 75 |
| 5\* | 17 | - | - | - | - | - |  |  |
| Total | 84 |  |  |  |  |  |  |  |

\* Instructors from these sections did not provide data.

**C4. Cohort Building and Assessment for Spanish 204 Fall 2019**

In Fall 2019, the Spanish section, in compliance with the revised Outcomes Assessment Plan for the BA in Romance Languages, began the first phase of its assessment cycle. This consisted in establishing a cohort of (potential) majors that will enable the department to measure the progress of student learning from the fourth semester (intermediate) level through the upper-level undergraduate majors. The current Spanish cohort consists of all students from 9 randomly selected sections of SPAN204, Intermediate Spanish II. There were 167 students total.

In Fall 2019, the **instruments** to measure performance were the second of two oral presentations that students gave during class. This two presentation was carried out according to current practice in all SPAN204 sections, that is, students received instructions in preparation, instructors received guidelines for grading, and students were all evaluated using the same rubric. All instructors then passed on their results to the Assessment Coordinator for Spanish (individual rubrics/grade sheets, and a hard copy of of all students’ grades for each section).

For the main **competency** measured, see above, under French. The results of the 9 sections of SPAN204 were the following:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sec.** | **class size** |  **A** | **B** | **C** | **D** | **F** | **high** | **low** |
| 1  | 19 | 11 | 8 | - | - | - | 95 | 86 |
| 3 | 14 | 12 | 2 | - | - | - | 96 | 86 |
| 4 | 19 | 14 | 5 | - | - | - | 96 | 82 |
| 5 | 20 | 10 | 8 | 1 | - | 1 | 94 | 0 |
| 8 | 17 | 8 | 6 | 2 | 1 | - | 94 | 64 |
| 10 | 21 | 11 | 9 | 1 | - | - | 96 | 76 |
| 12 | 19 | 10 | 8 | - | - | 1 | 94 | 0 |
| 14 | 20 | 11 | 8 | - | - | 1 | 95 | 0 |
| 15 | 18 | 14 | 4 | - | - | - | 96 | 98 |
| Total | 167 | 101 | 58 | 4 | 1 | 3 |  |  |

**D. IPA for the BA in Romance Languages – Phase 2**

**D1. 300-level Assessment in French Fall 2020**

The assessment **instrument** was an end-of semester writing sample. This is part of the academic writing goal for this course, guiding students in analyzing a film, one of the many analytic tasks they would be expected to do in literature, culture, and conversation classes, applying their critical skills to a visual genre and also building on what they usually know about film analysis from other courses and their personal experience in reading film critiques. Of course this also builds vocabulary skills and narrative as well as critical skills.

For the 300-level assessment, the assessment coordinator (*who was not the instructor*) had at her disposal the composition **prompts**, copies of each graded **composition**, and grading **rubrics**. She was able to compare the assessment results of the two sections FREN300 for consistency. She then had a brief follow-up meeting with the instructors of the two sections.

For the competency measured, see **Generic Peer-editing Rubric** for Advanced-Low Level, above.

The assessment coordinator determined a cohort of 7 students who moved from FREN203 Intermediate French I in the fall 2019 to FREN 300 Advanced Grammar and Composition in the fall 2020.

|  |  |  |
| --- | --- | --- |
|  | FREN 203 – Fall 2019 | FREN 300 – Fall 2020 |
|  | Interview / Speaking | Composition / Writing  |
| Batts, Claudia E | 91 | C+ |
| Batty, Anna | 94 | C- |
| Cohn, Emma | 90.5 | A |
| Lutz, Quinn  | 89 | C |
| Palmer, Isaiah | 91 | B+ (89) |
| Walker, Jordan | 93 | A (92) |
| Wood, Brianne | 91 | A |

**D2. 300-level Assessment in Italian Fall 2020**

The assessment **instrument** was a composition related to the theme of a unit emerging from the semester. Students had to use the specialized lexicon and the knowledge they had learned from the modules and from class discussions. Each student was assessed on the basis of the content of their observations (relevance, completeness, and lack of repetition), the organization of that content (including smooth transitions), a precise and well-chosen lexicon (including words and phrases relevant to the unit); and grammar (accuracy, specifically as it related to the grammar points under study in the current chapter, and fluency). For the 300-level assessment, the assessment coordinator was also the instructor, and she used a rubric that allowed evaluation of the constituent criteria mentioned above.

For the competency measured, see **Generic Peer-editing Rubric** for Advanced-Low Level, above.

A cohort of eight students moved from ITAL203 Intermediate Italian I in the fall 2019 to ITAL300 Communicating in Italian in the fall 2020.

|  |  |  |
| --- | --- | --- |
|   | ITAL 203 | ITAL 300 |
|  | Interview / Speaking | Writing |
| Conway, Lucy  | 100 | 88 |
| D’Amico, Jenna | 96 | 97 |
| Horak, Isabel | 98 | 99 |
| Nester, Cooper | 96 | 94 |
| Onasci, Ceren | 94 | 98 |
| Oni, Sola | 100 | 98 |
| Robbins, Alicia | 82 | 91 |
| Trollinger, Abbie  | 92 | 96 |

**D3. 300-level Assessment in Portuguese Fall 2020**

The assessment **instrument** was an end-of-semester essay in PORT310 Advanced Communication in Portuguese: Media & Entertainment.

For the competency measured, see **Generic Peer-editing Rubric** for Advanced-Low Level, above.

The cohort was assessed. Due to missing data, there was no overlap between PORT203 Intermediate Portuguese I in fall 2019 and PORT310 Advanced Communication in Portuguese: Media & Entertainment in all 2020.

**D4. Assessment in Spanish Fall 2020–SPAN261**

The assessment **instrument** was an end-of semester paper/peer-editing rubric for a research paper. Students in both tracks of SPAN261 were given a list of topics from which to choose. They were required to write 2-3 pages typed and cite a least three sources. Students submitted the first draft of their paper, and then peer-edited the work of a partner using a detailed peer-editing rubric. The criteria and responses on the rubric were all given in the target language. Students made revisions based on the peer feedback their received before submitting the final paper. Some variations in how the assignment was handled were left up to the discretion of the individual instructor.

For the 261-level assessment, the assessment coordinator (*who was not the instructor*) had at her disposal the peer editing rubrics used in the assignment, and the final grades for the research paper.

For the competency measured, see **Generic Peer-editing Rubric** for Advanced-Low Level, above.

The assessment coordinator determined a cohort of four students who moved from SPAN204 Intermediate II in fall 2019 to SPAN261 Advanced Grammar and Composition in fall 2020.

|  |  |  |
| --- | --- | --- |
| Name | SPAN 204, 2nd Oral Presentation Grade, Fall 2019 | SPAN 261, Final Writing Project Grade 1st draft, Fall 2020 |
| Caudill, Gabrielle | 92 | 93.3 |
| Dingfelder, David | 90 | 92 |
| Mulford, Clayton | 93 | 86 |
| Robinson, Khira | 76 | 80 |

**E. IPA for the BA in Romance Languages – Phase 3**

The Programs Assessment Committee will followed the cohort started in 2019 through graduation with the ROMS Major Assessment & Survey. In addition, this survey is taken once a year in the spring by *all* outgoing ROMS majors. Once the results come in, the committee will complete its report for this assessment cycle, check it against the World-Readiness Standards for Learning Languages developed by ACTFL, and will share it with the department, both at a department meeting to be determined and on faculty space. Suggestions for adjustment will then be incorporated before the start of a new assessment cycle.

|  |
| --- |
| ACTFL World-Readiness Standards for Learning Languages: <https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>  |

**E1. 2020 BA ROMS Major Satisfaction Survey.** The anonymous survey was conducted among all ROMS majors declared by 3-23-2020. 36 out of 77 graduating majors responded to the survey.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. What is your Major? | FREN 6/36 | ITAL5/36 | PORT1/36 | HL14/36 | HLC10/36 |  | In Spring 2020, ROMS graduated |
| Is this your primary major or a second major? | Primary 7/36 | Second29/36 |  |  |  |  | 77 majors, 15 first and 62 second. |
| 2. How would you rate the diversity of course offerings in the FREN/ITAL/SPAN major on a scale of 1-5 ? | Excellent 7  | Good14 | Fair11 | Poor1 | Very Poor | n/a | No answer3 |
| 3. How would you rate the quality of instruction in the FREN/ITAL/ SPAN major on a scale of 1-5 ? | Excellent 16 | Good13 | Fair4 | Poor | Very Poor | n/a | No answer3 |
| 4. How would you rate the quality of departmental advising in the FREN/ITAL/SPAN major on a scale 1-5 ? | Excellent 11 | Good 9 | Fair9 | Poor 2 | Very Poor | n/a2 | No answer3 |
| 5. What is your overall assessment of the FREN/ITAL/SPAN majoron a scale 1-5 ? | Excellent 12 | Good16 | Fair 5 | Poor  | Very Poor | n/a | No answer3 |
| 6. How would you rate your progress in overall proficiency in speaking, writing, listening, and reading gained through coursework on a scale 1-5? | Excellent 7 | Good24 | Fair2 | Poor | Very Poor | n/a | No answer3 |
| 7. Did you study abroad? | Yes22 |  |  | No11 |  |  | 3 |
| If yes, please indicate the length of your program: | 1 sem.16 | summer6 | Year |  |  |  | 14 |
| 8. How would you rate your progress toward developing proficiency in speaking, writing, listening and reading through your Study Abroad experience? | Excellent17 | Good5 | Fair | Poor | Very Poor | n/a | No answer14 |
| 9. Are you completing an Honors Thesis? | Yes4 |  |  | No29 |  | 3 | Why not?time constraints,lack of info |
| 10. Have you participated in any Extracurricular Activities or Initiatives related to your FREN/ITAL/SPAN studies? | Yes6 |  |  | No27 |  |  | No answer3 |
| How would you rate your progress toward developing proficiency in speaking, writing, listening and reading through Extracurricular Initiatives? | Excellent1 | Good2 | Fair2 | Poor | Very Poor | n/a | No answer31 |
| What was the best part of your experience in the major? | caringprofessors | interesting courses | studyabroad | small class size |  |  |  |
| What would improve your experience in the major? | more classes for HL | more connection and consistency across levels, esp. in Spanish |  | conversation events |  |  | *Note*: increase awareness among students that there are ROMS advisers, encourage advisers’ active involvement |

**E2. BA Undergraduate Honors Theses 2019-2020**

|  |  |
| --- | --- |
| *Students Name* | *Thesis Title* |
| Deol, Siarra(Spanish) | Analysis of the Spanish Language in Violent Situations from Specific Spanish Films |
| Sowers, Savannah(Italian) | La Dolce Vita: Imagining Escapism, Passion and Self-Growth in American Films set in Italy |

**F. Romance Studies Graduate Outcomes Assessment Report 2020**

**Responsibility for Assessing Outcomes and Reviewing Results.** The Graduate liaison reviews and discusses the program-level results from each assessment compiled and presented by the ROMS Programs Assessment Committee with the Graduate Advisory Committee (GAC) annually. They make note of strengths and weaknesses observed in the results, and use it as a basis for making recommendations to the faculty and chair regarding improvements to the curriculum, student support, and other aspects of the program to promote student completion.

**Assessment Plan for the PhD in Romance Languages offered by the Department of Romance Studies.** At the graduate level, advanced literary and interdisciplinary training–guided by a vibrant community of scholars representing the wide range and complexity of trends and schools that constitute the study of the humanities today–prepares new generations of researchers, teachers, and intellectuals. We offer a PhD in Romance Languages with concentrations in a. French & Francophone Studies, b. Italian, c. Literatures, Languages, and Cultures of the Iberian Peninsula and the Americas, d. Hispanic Linguistics.

**Evidence Collected 2019-2020.** Two students completed their Thesis Substitute Research paper during the reporting period. Writing the Thesis Substitute includes regular meetings with the graduate faculty member overseeing the paper, which goes through multiple drafts until the faculty member considers it worthy of publication in a top journal in the field. The paper represents original research and a significant contribution to the respective field. It must also be polished in terms of adherence to style and research methodology. All two students completed the paper satisfactorily.

Six students successfully defended their PhD Dissertation, four in Italian and two in Literatures, Languages, and Cultures of the Iberian Peninsula and the Americas.

**Changes implemented.** We have assessed the success rate of the Qualifying Exams and have improved it from 43% in 2017 to 90% in 2018 and 2019. This is due to an adjustment of the reading list in Spanish, which will be formalized in the coming semesters. The reading list for 2nd year qualifying exams was mostly shortened and reformatted for consistency. This was done by the whole Spanish tenure track faculty, with each faculty member proposing changes during meetings and offline, and then the Spanish Graduate Advisor combining all the changes and submitting it to the whole Spanish tenure-track faculty for approval. The goals were to make the list length and format comparable to those of other language sections: the Spanish reading list was over 20 pages. In addition, we separated clearly the primary reading list from the secondary reading list. The lists are now shorter and much more readable.

**Planned Outcomes Assessment.** A GTF working hour survey is planned for spring 2021 due to the instructional changes that were made necessary during COVID. The graduate faculty is also reassessing the PhD in Romance Languages with a view to the MLA Summit on the Future of Doctoral Education that explores ways to adapt PhD programs in order to face the realities of the current academic job market and to include a more diverse student body.

The department’s Outcomes Assessment Plan & Report 2020 summarizes the Graduate

Outcomes Assessment as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Expected Student Learning Outcomes  | Assessment Methods To Be Used | Performance Targets | Implementation Schedule  |
| 1. PhD students will demonstrate oral and written proficiency, and knowledge of the language, literature(s), and critical issues pertaining to their major field of study. | Analysis of a sample of 2nd-year research paper/thesis substitute or PhD thesis. a) Qualifying Exam b) Research Paperc) Doctoral Written Exam | Successful completion of paper / thesis. a) 90% pass on first attempt (up from 43% in 2017)b) 100% pass on first attemptc) 100% pass on first attempt | Annually  |
| 2. PhD students will demonstrate competence in teaching the target language. | Analysis of student evaluations and of evaluations of language coordinators. | An overall level of student evaluations equal to the departmental mean. | Annually  |
| 3. PhD students will demonstrate their ability to conduct an independent research project on a topic in their major field of study. | Pass rates on the Dissertation Prospectus Defense and the Dissertation Defense. | A “Pass” rating on 2nd-year research paper/thesis substitute or PhD thesis. 100% pass on first attempt100% pass on first attempt | Annually   |

Other Program Goals and Metrics Tracked, Results, and Improvements:

|  |  |  |  |
| --- | --- | --- | --- |
| Program Goals | Assessment Methods To Be Used | Performance Targets | Implementation Schedule  |
| 1. First-year PhD students report a level of satisfaction with their program | One-to-one interviews with the director of graduate studies. | Ensure every student’s progress | Annually  |
| 2. PhD students report an overall satisfaction with their program | Results of Graduate Student Survey (numerical and comments). | Measure and improve graduate student satisfaction. | Annually |
| 3. PhD students report on satisfaction with the department’s ability to prepare them professionally | Results of Graduate Student Survey (numerical and comments). | Measure and improve graduate student satisfaction. | TBD |
| 4. Job Placement. Obtain an appropriate academic or research position in this field or a post-doctoral appointment. | Analysis of database indicating the first job held by each graduate and their subsequent job placements, where available. | At least 80% obtain an academic or research position, or a post-doc appointment within 6 months of graduation. | Annually |

**MA Students 2019-2020**

|  |  |
| --- | --- |
| *Student’s Name*  | *Thesis/Thesis Substitute Title* |
| Valentina Graziuso | Emancipazione femminile e convenzioni matrimoniali in epoca medioevale: la voce della Compiuta Donzella di Firenze |
| Kyle Mcquillan | “Holy Be Not Thy Name”: Violence and Detective Fiction in Edmundo Paz Soldán’s Norte |

**PhD Students 2019-2020**

|  |  |
| --- | --- |
| *Student’s Name* | *Dissertation Title* |
| Martina Adani | Stifled Voices of the Resistenza: Women’s Stories on the Other Side of the Italian Civil War |
| Maria De Las Nieves Gonzalez-Fuentes | Érase Una Vez La Transición española: Un Nuevo Relato a través Del análisis fílmico Feminista Del Cine De Cecilia Bartolomé |
| Emiliano Guaraldo | Estrazione. The Anthropocene and the Emergence of Italian Petro-imagination |
| Rhiannon Rose Johnson | Water Women: Reclaiming Erotic Agency through Image in the Transatlantic Nineteenth Century |
| Alessia Martini | Modern Trajectories: American Urban Space in Italian Travel Narrative of the 1920s-30s |
| Martino Rabaioli | Sensibilità and Flesh: Emotions and Body in Giacomo Leopardi’s Zibaldone |

**G. General Education FREN/ITAL/PORT/SPAN203**

In the spring 2017, and prompted by Dean A. Panter, the Department of Romance Studies carried out a pilot assessment in French and Spanish that aims at evaluating whether students who have gone through the General Education sequence of three semesters have reached a level of Intermediate-Low, according to ACTFL standards. The successful pilot was then implemented for the 203-levels in all four languages with a view to providing data for SACS accreditation, among other requests.

The **instrument** is a beginning-of-semester diagnostic test that students take before the start of the semester. The test is ungraded. Students take the same test again as an end-of-semester diagnostic, this time for a grade. An oral interview administered throughout all 203-level classes serves as a supplementary assessment tool.

**H. Other Services provided by the ROMS Programs Assessment Committee**

In fall 2019, the Programs Assessment Committee held its second workshop, titled “Teaching Online in ROMS.”

In summer 2020, the Programs Assessment Committee, Language Program Directors, and Course Coordinators developed a list of “Suggestions for Fall 2020 first- and second-year Language Sequence” with a view to COVID-related changes in instructional mode. This list of suggestions intends to preserve consistency among all first-year and second-year language sections.

1. Adapted from Paul Sandrock, *The Keys to Assessing Language Performance*. Alexandria, VA: The American Council on the Teaching of Foreign Languages (ACTFL), 2010, 94. [↑](#footnote-ref-1)
2. For the respective course descriptions, see the following from the Undergraduate Bulletin:

**FREN300 French Composition and Grammar Review (3cr).** Prerequisite, FREN 204, 212, or 402. Recommended preparation, FREN 250, 255, or 260. Intensive grammar review and composition to improve accuracy and develop writing skills, using process and task-oriented approaches.

**ITAL300 Communicating in Italian: Media, Culture, and Society (3cr).** Prerequisite, ITAL 204 or 402. Intensive grammar review and composition designed to improve accuracy and develop writing skills, using process and task-oriented approaches.

**PORT310 Intensive Oral Communication in Portuguese (3cr).** Prerequisite, PORT 204 or 402. Development of speaking skills through discussion of media, popular music, and selected texts.

**SPAN261 Advanced Spanish in Context (3cr). Fifth semester Spanish course required for all majors and minors that uses literature, film, and culture as a basis for reviewing grammatical concepts, developing writing competency, and improving overall communication skills.** [↑](#footnote-ref-2)
3. Rubrics for all assessments are available upon request from the Director of Programs Assessment. [↑](#footnote-ref-3)
4. Sandrock, *The Keys to Assessing Language Performance* (ACTFL), 95-7. [↑](#footnote-ref-4)
5. We do not assess this phase following the CAS directives. [↑](#footnote-ref-5)
6. Adapted from Sandrock, *The Keys to Assessing Language Performance*, 7. [↑](#footnote-ref-6)
7. See Gerald Graff <https://www.mla.org/Membership/MLA-Newsletter/Newsletter-Archive/Newsletter-Tables-of-Contents/Newsletter-Column-Archive/Assessment-Changes-Everything>. [↑](#footnote-ref-7)
8. Students should be able to evaluate their peers according to these criteria. The criteria themselves can be changed, adapted, according to instructors’ preferences. The best way to grade such an assessment is in a scale from 1 to 3, with 1 = Not there yet/ Does not meet Expectations, 2 = Meets Expectations, and 3 = Exceeds Expectations. [↑](#footnote-ref-8)
9. Adapted from Sandrock, *The Keys to Assessing Language Performance*, 94. [↑](#footnote-ref-9)