2015-2016 CLASS FACT Assessment Year End Report, June, 2016

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<th>Program Name(s)</th>
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[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

A. Program Student Learning Outcomes

Students of Spanish will be able to express themselves with sufficient accuracy and clarity to carry on conversations in Spanish with native speakers and to give oral presentations appropriate to the Undergraduate level.

Students of Spanish will be able to express themselves in the written language with a fair amount of sophistication, integrating research information into written assignments while giving adequate credit to the sources of information used.

Students of Spanish will be familiar with the major writers, periods, and genres of Spanish and Spanish American literature (Spain, Mexico, Central America, the Caribbean, South America, and other Spanish speaking regions throughout the world). The students should be able to relate the works and genres to the socio-historical context in which they developed.

Students of Spanish will demonstrate that they have acquired knowledge of the cultural diversity of literatures in the Spanish-speaking world while developing an appreciation of the Spanish and Spanish American cultural contributions to the body of universal culture such as literature, art, music, cinema, and history.

Students of French will be able to express themselves with sufficient accuracy and clarity to carry on conversations in French with native speakers and to give oral presentations appropriate to the Undergraduate level.

Students of French will be able to express themselves in the written language with a fair amount of sophistication, integrating research information into written assignments while giving adequate credit to the sources of information used.

Students of French will be familiar with the major writers, periods,
Students of French will demonstrate that they have acquired knowledge of the cultural diversity of literatures in the French-speaking world while developing an appreciation of the French cultural contributions to the body of universal culture such as literature, art, music, cinema, and history.

B. Program Student Learning Outcome(s) Assessed

Students of Spanish will be familiar with the major writers, periods, and genres of Spanish and/or Spanish American literature (Spain, Mexico, Central America, the Caribbean, South America, and other Spanish speaking regions throughout the world). The students should be able to relate the works and genres to the socio-historical context in which they developed.

Students of French will be familiar with the major writers, periods, and genres of French literature (France and other French speaking regions throughout the world: Africa, The Caribbean, Canada, Belgium and Switzerland). The students should be able to relate the works and genres to the socio-historical context in which they developed.

C. Summary of Assessment Process

Spanish- Using these assessment tools: Literary journals, academic genres (outline, summary, answers to midterm question, and research papers, students produced a literary journal and discussed their entries in class. They also produced examples of the types of writing required in an academic context (outline, summary, and midterm questions/answers). Finally the research paper required an abstract and a revised, and edited final version.

French- In 3101(Fall ’15) students took an assessment test which reflected their understanding and critical analysis of French/Francophone films. In MLL 4110 (Winter ’16), students wrote an assessment essay about lyrics of their choice and how they related to socio-historical contexts such as slavery, colonialism, immigration, alter-globalization, and social justice. In MLL 3130 (Spring ’16), students had to write an assessment essay relating a film and/or films studied in class to the socio-cultural and historical contexts of various decades of the 20th century.
D. **Summary of Assessment Results**

Spanish - 30% scored above the 90th percentile, 50% scored above the 80th percentile, and 20% scored above the 70th percentile. The results show a considerable improvement in argumentative and critical thinking in the area of literary studies and analysis.

French - In MLL 3101, two thirds of the class (6 out 9) had a very good grasp, and one third had a good grasp of the socio-cultural context and critical thinking skills. In MLL 4110, 47 percent of the students (15 out of 32) scored above 90 percentile, 12.5 percent (4 out of 32) scored above 85 percentile, 28 percent (9 out of 32) scored above 80 percentile, and 12.5 percent (4 out of 32) failed. In MLL 3130, 60 percent of the students (6 out of 10), scored above 90 percentile, and 40 percent (4 students out of 10) scored above 80 percentile.

E. **Suggestions and Recommendations for the CLASS FACT Project in the Future**

For this particular task, it would have been helpful to see exactly which components of success students achieved. A rubric format would be recommended to see if students are achieving particular critical milestones such as applications from writings to social justice ideology or immigration or colonialism and so on, instead of assessing socio-historical contexts as a whole. This will give more concrete data to programs on which topics are more readily understood and applied while others need more support.