

Completed by: Dr. Chris Picicci, Associate Professor of Italian

Assessment contributors (other faculty involved in this assessment): Dr. Alegría Ribadeneira, Associate Professor of Spanish

Please complete this form for each undergraduate minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department.

**** Please read the following background information before examining the data in the Foreign Language minor assessment report.**

Students minoring in Italian are required to demonstrate a level of proficiency sufficient to converse comfortably on everyday topics. They are encouraged to attain intermediate or higher levels of proficiency in speaking, writing, and reading in the target language according to the American Council on the Teaching of Foreign Languages (ACTFL) standards. Students are also encouraged to understand and appreciate Italy's rich and varied cultures. Study abroad is an essential component to the completion of the minor. The Italian program director coordinates short-term, intensive, and semester-long study abroad opportunities for CSU-Pueblo students.

These outcomes will be achieved by showing proficiency in what is referred to by the ACTFL as the 5 C's:

- 1) **Communication:** The communication standard stresses the use of the target language for communication (i.e. in real life situations and on a wide range of topics). It emphasizes what students can do with language rather than what they know about language. Students are asked to communicate in oral and written form, to interpret oral and written messages, to demonstrate cultural understanding when they communicate, and to present oral and written information to various types of audiences (formal & informal) for a variety of purposes.
- 2) **Cultures:** Cultural understanding is an important part of language education. CSU-Pueblo's Italian minor emphasizes the diverse cultural aspects of Italy in all courses on a daily basis. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. By studying another culture, students are able to better understand other people's points of view and ways of life, ultimately creating a more globally minded citizenry. Study abroad is fundamental for creating students who truly become citizens of the world.

- 3) **Connections:** Target-language instruction is intrinsically connected with other subject areas. Content from other subject areas is integrated with target language instruction through lessons or courses that are developed around themes common to other subject areas (e.g. history, politics, film, literature, art, etc.). For example, this year students celebrated the 500th Anniversary of Leonardo da Vinci's death with project-based learning activities. One of the activities was integrated in the SOCO Conference at the Rawlings Public Library in downtown Pueblo.
- 4) **Comparisons:** Students are encouraged to compare and contrast the target language and cultures with their own. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons. Some CSUP students of Italian are Spanish Heritage Speakers and make comparison between Italian and the language and cultures of the Spanish speaking world. In the past, colleagues of World Languages helped recruit Spanish majors to minor in Italian. Prof. Picicci believes there needs to be a consistent and concerted effort to encourage Spanish majors to minor in Italian. Please see the appendix "Why Should a Spanish Major Minor in Italian." An Independent Study translation project during spring 2019 was also another way to provide opportunities of comparisons for an Italian minor.
- 5) **Communities:** Extending learning experiences from the language classroom to multilingual and multicultural communities at home and abroad emphasize our global interconnectedness. Activities may include: field trips, use of e-mail and the Internet, participation in Italian organizations, attendance at the Italian Circles, participation in exchange or study-abroad programs, cultural activities and opportunities to listen to presentations on Italian language and culture on campus and in the classroom. Experiential and project based learning opportunities are encouraged to allow students to better understand Pueblo's rich Italian-American community. The *Amici d'Italia* Club was revived on campus and was recognized with an outstanding student organization advisor award. In conjunction with the History Club, the Italian Club traveled to Denver this spring to visit the *Leonardo da Vinci: 500 Years of Genius* exhibition at the Denver Museum of Nature and Science.

In order to assess learning outcomes, all graduating seniors minoring in Italian participate in the three assessment measures listed below:

1. A Written Proficiency Test (WPT) which determines students' written language level based on ACTFL proficiency guidelines. In addition, this short written exam measures students' knowledge of Cultures, Connections and Comparisons. (For the rubric see page 22 of this report; the grading rubric says "Italian" instead of "Spanish" for the ITL minor)

2. An Oral Proficiency Interview (OPI) which determines students' oral language communication level based on the ACTFL proficiency guidelines. (For the rubric used see page 23 of this report)
3. An exit survey which measures students' perceptions and knowledge of Italian when related to Communication, Cultures, Connections, Comparisons and Communities. (See page 25-27 of this report)

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO?	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
OUTCOME #1 Communication	Summer 2017 to Spring	Oral Proficiency Interview (OPI) as defined by	Graduating Seniors from summer 2018 to	OPI – 85% of students should reach Intermediate or	0-Superior 0-Advanced	CSU-Pueblo's Italian minor is a 21 credit (7 university 3	1.) Recruit American students to participate in one of CSU-Pueblo's programs in Italy and

<p>The communication outcome stresses the use of the target language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, to interpret oral and written messages, to show cultural understanding when they communicate, and to present</p>	<p>2018</p>	<p>the American Council on the Teaching of Foreign Languages (ACTFL). The exam has a specific format and concrete guidelines to measure language proficiency. I was trained and certified in this testing.</p>	<p>spring 2019</p>	<p>higher</p>	<p>High 0-Advanced Mid 0-Advanced Low -Intermediate High 2-Intermediate Mid 0-Intermediate Low 0-Novice High 0-Novice Mid 0-Novice Low 100% reached the goal</p>	<p>credit hour classes) program. Student learning outcomes adequately reflect the amount of time dedicated to the study of Italian language and culture. During this assessment, both students completing the Italian minor studied abroad. Study abroad significantly contributed to students' confidence and performance when</p>	<p>ultimately minor in the language. The one-month intensive Italian summer program in Bergamo, Italy at the Centro Italiano per Stranieri is an excellent short-term opportunity. In addition to our agreement with the Univ. of Bergamo, we also signed an exchange agreement and added a semester study at the Università degli Studi di Torino. Finally, our Education First (EF) College Study Tour partnership is solid.</p> <p>2.) In order to increase program enrollment, the Italian director will be adding online options in beginning and intermediate Italian to his teaching load. Prof. Picicci will continue Project Based Language Learning (PBLL)</p>
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<p>oral and written information to various audiences (i.e. formal and informal contexts) for a variety of purposes.</p>	<p>-----</p>	<p>Written Proficiency Test (WPT)</p>	<p>2 WPTs Graduating Seniors from summer 2018 to spring 2019</p> <p>-----</p> <p>Graduating Seniors from summer 2018 to spring 2019</p> <p>2 Surveys</p> <p>-----</p> <p>Foreign Language Program Questionnaire</p>	<p>----- WPT- 85% should reach Intermediate or higher</p> <p>-----</p> <p>100% reached the goal</p> <p>-----</p> <p>2 students "strongly agree" with Communication 1a. 1</p>	<p>WPT 0-Advanced Low 1-Intermediate High 1-Intermediate Mid 0-Intermediate Low 0-Novice High</p> <p>-----</p>	<p>communicating in Italian.</p> <p>The WPT is an excellent tool to assess a student's ability to write a short essay in the target language in a limited amount of time (30 minutes). This exam is a good indicator of the student's written proficiency without dictionaries, verb books, etc. More than a polished writing</p>	<p>Components in Intermediate and Advanced Italian courses.</p> <p>3.) Offer opportunities outside of class in which students can practice speaking Italian (Ciclo Italiano, Italian film nights, tutors, special events and guest lectures, etc.)</p> <p>4.) Continue attending professional development opportunities on campus and at conferences ((RM)MLA, ACTFL, AAIS, AATI, etc.)</p> <p>5.) Provide students with qualified tutors to help them progress in Italian. The Italian program director nominates tutors to work in the General Education Tutoring Center (251 LARC).</p>
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	Foreign Language Program Questionnaire for Graduating Italian Minors		for Graduating Italian Minors: 85% of Students should “strongly agree” or “agree” to all questions pertaining to Communication.	student “strongly agrees” with 1b and the other “agrees.” 100% of the students “strongly agree” or “agree” to the questions pertaining to Communication.	sample, the WPT effectively reflects a student’s actual written communicative abilities. *The WPT was on the similarities and differences between Italian and American cultures this year. Both students had the opportunity to study abroad and live and attend the classes in Bergamo,	Chad Pickering has been instrumental in organizing such opportunities for students. 6.) Help students develop communication skills in both every day & professional/academic settings with at least intermediate phonetic, syntactic and semantic accuracy. 7.) In order to generate more interest in Italian language and culture on campus, Prof. Piccicci reinstated the Italian Club on campus. 8.) For the 2019-2020 academic year, the Italian program director would like to increase the number of Italian minors on campus (currently 12) and generate enthusiasm for study abroad
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						Italy.	<p>opportunities in Italy. He will make an effort to highlight the scholarship opportunities available to all students for study in Italy.</p> <p>9.) The Italian minor director will continue to make connections between foreign language learning and other subjects. Also making sure that service learning and project-based learning activities are connected to SLOs.</p> <p>10.) During fall semester 2019 the Study Abroad Advocacy Committee will organize a study abroad fair for all students on campus.</p>
OUTCOME #2 Cultures All Italian		Written Proficiency	Graduating Seniors from	85% should do "well or very	100% did "well or very well"	Studying a foreign	1.) Continue offering a wide range of course

<p>courses taught at CSU-Pueblo address Italy's rich cultural heritage and regional customs. Cultural competency is an important part of foreign language education. Experiencing different aspects of Italian cultural occur every day in the classroom and help students develop a better understanding between their native culture and those of Italy.</p> <p>-Students studying abroad</p>	<p>Test (WPT)</p> <p>Foreign Language Program Questionnaire for Graduating Italian Minors</p>	<p>summer 2018 to spring 2019</p> <p>2 WPTs</p> <p>Graduating Seniors from summer 2018 to spring 2019</p> <p>2 Surveys</p>	<p>"well"</p> <p>85% of students should "strongly agree" or "agree"</p>	<p>according to grading criteria</p> <p>100% students "strongly agree" or "agree" with all questions pertaining to Culture.</p>	<p>language enhances students' cultural competency. Study abroad significantly contributed to students' confidence and knowledge when making cultural comparisons.</p> <p>In all Italian courses (from ITL 101 to ITL 495) students learn about Italian cultures and customs. Knowledge of Italian language and culture affords access to one of the</p>	<p>titles and course content that promote linguistic and cultural competency. Authentic didactic materials, songs, films, newspaper/magazine articles, etc. will continue to be incorporated in each Italian course.</p> <p>2.) Professor Picicci adopted a new second year Italian textbook during the 2018-2019 school year. He is currently creating an online ITL 102 class.</p> <p>3.) Recruit Italian minors with displays and a table in the LARC, at the majors fair, study abroad information sessions and advertising. Visits to local high school Italian classes have been well worth</p>
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<p>often return from Italy and say they have learned more about the world and its cultures (including the USA!) while in Italy. This is in part due to the people they meet while overseas.</p> <p>Encouraging all Italian minors to study abroad will be a top priority for the Italian minor director.</p>					<p>richest cultural legacies of Western civilization, as well as to one of the European Union's most dynamic and innovative contemporary societies.</p> <p>Knowledge of Italian is a useful skill and an understanding of Italy's cultures can be a life-changing, truly transformative experience.</p>	<p>his time. The Study Abroad Advocacy committee is organizing a fall and spring study abroad fair.</p> <p>4.) Promote the Bergamo, Torino and EF programs and encourage students to participate in one of these study abroad opportunities.</p> <p>5.) Continue to promote scholarship opportunities for students of Italian.</p> <p>6.) Dr. Picicci would like to propose making the Italian minor an Italian Studies minor and allowing students to incorporate more interdisciplinary work on Italian culture, history, art, politics, etc. toward the minor.</p>
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OUTCOME #3 Connections Target language instruction is constantly connected to other subjects. Content from other disciplines is continuously integrated within the target language instruction. Students are able to connect Italy's language and cultures to other subject areas (literature, art, film, history,	Summer 2017 Spring 2018	Written Proficiency Test (WPT) Foreign Language Program Questionnaire for Graduating Italian Minors	2 WPTs Graduating Seniors from summer 2017 to spring 2018 ----- Graduating Seniors from summer 2017 to spring 2018	WPT- 85% should do "well or very well" ----- 85% of students should "strongly agree" or "agree" to the question pertaining to Connections.	100% did "well or very well" according to grading criteria ----- Survey: 100% "agree" with the Connections question of the Italian minor questionnaire	Connections between students' native culture and the Italian cultures begin in Italian 101. Students are asked to always consider their own culture while studying Italian language, literature, art, music, film and everyday life in Italy. Italian-Americans are also	1.) Continue offering ITL/ENG cross-listed courses and ITL 494 Field Experience in order to connect Italian language and cultures to other subjects including the students' native culture(s). Teach courses to English majors and minors like The Age of Dante and Ariosto's <i>Orlando Furioso</i> to introduce students to medieval and Renaissance Italian literature. 2.) Continue to offer study abroad opportunities in Italy - an intensive one-month summer study abroad at the Center for Italian

<p>politics, music, etc.). Often times, students will make connections to the other languages and cultures with which they are familiar or studying.</p>				<p>considered a unique ethnic group in our community. Students sometimes discuss these cultural traditions. Pueblo has a rich Italian-American community that provides several opportunities to foster connections.</p> <p>Often times, my students have already taken Italian at a local high school in town.</p> <p>Recently, East High School eliminated</p>	<p>Studies at the Università degli Studi di Bergamo (UNIBG) and an academic semester or year-long program at the same institution. Students are encouraged to study and live abroad in order to make connections between their own culture and that of Italy.</p> <p>3.) Encourage CSU-Pueblo students to make connections on campus with Italian students that study in Colorado. The Italian program director encourages relationships between Italian minors and native Italian speakers.</p> <p>4.) Continue to offer yearly short-term study abroad opportunities (spring break and summer options) with Education First (EF)</p>
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						Italian from its curriculum. Prof. Picicci has been active in advocating for these high school programs. He is also hoping to increase enrollment in his own program by aggressively advertising the Italian courses, study abroad opportunities and events on campus.	College Study Tours. The Spring Break Italy and Greece Tour was a success. The next EF Tour is scheduled for June 2019. 5.) Continue the <i>Amici d'Italia</i> Italian Club on campus. Increase efforts to promote the Italian minor's visibility at CSU-Pueblo.
OUTCOME #4 Comparisons	Summer 2018 to Spring 2019	WPT (Written Proficiency Test)	2 WPTs Graduating Seniors from	WPT- 85% should do "well or very well" Graduating Seniors from	100% did "well or very well" according to grading criteria	In class students often compare their lifestyle to that of	1.) Promote comparing cultural similarities and differences in the foreign language classroom.

<p>Students are encouraged to compare and contrast the target language and its cultures to their own. Often times, they discover patterns, make predictions, and analyze similarities and differences across languages and cultures.</p> <p>Students gain insight into the mechanics & grammatical complexities of their native tongue when making comparisons with the foreign language.</p>	<p>Foreign Language Program Questionnaire for Graduating Italian Minors</p>	<p>summer 2018 to spring 2019</p> <p>Graduating Seniors from summer 2018 to spring 2019</p> <p>2 Surveys</p>	<p>85% of students should "strongly agree" or "agree" to the questions pertaining to Comparisons.</p>	<p>Survey: 100% "strongly agree" or "agree" with the Comparisons question of the Italian minor questionnaire</p>	<p>Italians. Such activities are encouraged and assigned throughout the semester. All textbooks selected for beginning, intermediate and advanced Italian include activities of comparison.</p> <p>Students who study Italy's cultures not only enhance the way they think about their own culture, but also their place in the world.</p>	<p>2.) Encourage CSU-Pueblo students to meet native Italians and other individuals from around the world. These encounters provide fruitful opportunities to compare cultural similarities and differences.</p> <p>3.) Create homework assignments/essays that require students to continuously carry out comparison activities between Italian and American cultures.</p>
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OUTCOME #5 Communities Extending learning experiences from the target language classroom to the home and community positively contributes to the multicultural diversity within our community, state and country. Students learn that Italian	Summer 2017 to Spring 2018	Written Proficiency Test (WPT) Foreign Language Program Questionnaire for Graduating Italian Minors	2 WPTs Graduating Seniors from summer 2017 to spring 2018 ----- Graduating Seniors from summer 2017 to spring 2018 ----- 2 Surveys	WPT- 85% should do "well or very well" ----- 85% of students should "strongly agree" or "agree" to the questions pertaining to Communities.	100% did "well or very well" according to grading criteria. ----- Survey: 100% "strongly agree" or "agree" with the Communities questions.	Students need additional opportunities to use the target language outside of the classroom and in the Pueblo community. In order to function comfortably in the target language, students should be exposed to a wide range of social situations. For this reason, study	1.) Promote Project Based Foreign Language activities for students in our community. Educators should help students understand how essential and rewarding service to their community can be. 2.) Continue engaging several different types of communities (i.e. campus community, Pueblo community, American-Italian community, Italian scholars in Colorado, etc.) to be involved in the Italian minor and/or share ideas. 3.) Encourage students to join the Italian Club

<p>exists outside of the classroom and use it to become part of a larger community. Activities may include: field trips; communication with Italians; participation in clubs, exchange or study-abroad programs, and cultural activities.</p>					<p>abroad is fundamental for increasing language and cultural competency.</p>	<p>on campus and other Italian organizations in Pueblo (e.g. Dante Alighieri Society of Pueblo & Sons of Italy.</p> <p>4.) Use my position as the Rocky Mountains and Far West regional representative of the American Association of Teachers of Italian (AATI) to enhance my students' access to information about Italian language and culture.</p>
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Comments:

The Written Proficiency Test (WPT) measures a student's ability to write within a framework of subject matter and a specific time constraint. The exam is a typed free write composition based on a few questions pertaining to the same argument. Students are given a minimal amount of time (30 minutes) to complete the evaluation. Students are graded on their written production, grammatical accuracy and logic/reason. Additionally, students have the option of including a polished sample paper of their writing in Italian to be photocopied and kept in their electronic record. This year, Dr. Picicci changed the topic of the essay question (please see Appendix 1). The reason for this is that some students are enrolled in more than one FL program (e.g. Spanish and Italian) and the questions are the same. The WPT reflects the actual written language competency of each individual student. The program director is committed to recruiting students of Italian and making sure that enrollments in his courses meet university standards. Over the 2017-2018 academic year, Dr. Picicci maintained contact with high school teachers to recruit students, and advertise the Italian minor at CSUP. He believes CSU-Pueblo needs to enhance its recruitment efforts in our local school districts. Despite the lower enrollments (currently 11 minors) in his second and third year courses, Dr. Picicci is convinced that an emphasis on all world languages taught in the Department of English and World Languages should help to attract new students and increase

enrollment. Students who successfully and diligently complete the Italian minor at CSU-Pueblo will have working knowledge of the language and its cultures. The graduating students this year achieved Intermediate competency according to ACTFL guidelines on their WPT and OPI. The Italian minor has been “life changing” for both of them.

AY 2017-2018	Senior Surveys WPT (Written Proficiency Test) OPI (Oral Proficiency Interview)
AY 2018-2019	Senior Surveys WPT (Written Proficiency Test with a new topic) OPI (Oral Proficiency Interview)

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
COMMUNICA-TION	2018	1. Implement a stronger oral component at all course levels. Continue to add oral tasks in class based on ACTFL suggestions. 2. Increase outside class	The Department of English and World Languages offered several opportunities for oral practice in Italian, including	The outcome was to be expected considering the nature of the 21 credit Italian minor program In 2017, I recommend varying the topic

		<p>opportunities for Oral Practice, Tutors, Italian Circles, Italian Movie Nights)</p> <p>3. Participate in professional development in order to learn new techniques on how to better teach oral proficiency, especially in stacked classes.</p> <p>4. For written communication students at 200 and 300 level need to work more on writing compositions in past, present and future time frames. The subjunctive mood and its various uses are discussed and practiced throughout the semester. Music and websites helped to increase student participation.</p> <p>5. Students were asked to write in paragraphs in the target language in the 200/300 level classes.</p>	<p>Italian conversations, film nights, special events, and free tutors.</p> <p>The Italian program director presented at the Rocky Mountain Modern Language Association (RMMLA) and American Council on the Teaching of Foreign Languages (ACTFL) in New Orleans and participated in various professional development opportunities during the 2018-2019 academic year.</p>	<p>for the WPT. I would like to encourage students to write about several different topics that are not similar to those asked on the Spanish WPT. Some other options for possible topics besides cinema include: a.) Compare and Contrast Italian and American families b.) Compare and Contrast Vacationing Habits between Italians and Americans</p>
CULTURES	2018	1. Provide a constant focus on Italy's many cultures through interdisciplinary	Dr. Picicci maintains a strong focus on Italy's rich cultural makeup in all his	The results of the changes were effective and had a positive impact on

		<p>classes.</p> <p>2. Provide more cultural opportunities in the target language inside and outside the classroom.</p> <p>3. Advertise study abroad opportunities in Italy to students. Continue to hold Information Sessions on Bergamo and Education First Study Abroad Options in Italy. Prof. Picicci has a major concern for the future of study abroad and CSU-Pueblo's commitment to study abroad with the dissolution of the Center for International programs. Head the Study Abroad Advisory Committee and Institutional Coordinator for exchanges in Italy.</p>	<p>classes.</p> <p>The program director constantly provided unique cultural activities for students including some exciting online, web-based language learning assignments.</p>	<p>students.</p> <p>Professor Picicci once again included authentic online materials, especially from Italian websites, newspapers and magazines to enhance students' cultural knowledge of Italy. The inclusion of these materials proved to be effective and will continue to be an important component of all course content.</p>
CONNECTIONS	2018	<p>1. Be explicit about the connections students can make through their interdisciplinary courses.</p>	<p>The Italian program director has created several content based cross-listed classes to</p>	<p>The results were consistently above average. Students of other languages (i.e. Spanish and French) made connections between Italian and the</p>

		2. Continue to offer our 300-level courses as interdisciplinary courses that touch on various subject areas where Italian can be practiced (Literature, Cinema, Translation Studies, etc.).	include Italian literature, cinema, art, history and politics.	other FL courses they are taking.
COMPARISONS	2018	1. Continue fostering comparisons in culture, language and other disciplines. 2. More role-play and experiential learning opportunities will be created for students.	During spring semester 2019, intermediate and advanced students studied cultural/athletic events in Italy like the festival of music at San Remo and cultural aspects of Italy's regions. Students are encouraged to make comparisons throughout the course of their studies in the Italian minor.	The results were above average. Students should continue working in this area during their upper-division coursework.
COMMUNITIES	2018	1. Continue extending learning experiences from the classroom to our multilingual and multicultural community. 2. Continue creating opportunities where students use Italian to become part of	Dr. Picicci collaborates with Pueblo's Italian-American community and local high school teachers of Italian. Participated in the Dante Alighieri of Pueblo as its Vice President and	Students of Italian are involved in the Pueblo community and promote the Italian language and culture. Study abroad options in Italy have been popular. Our Bergamo and Torino exchange programs provide a unique overseas experiences for CSU-Pueblo

	<p>a larger community. For example: clubs, study-abroad programs, school-to-work opportunities and listening to guest speakers of the target language.</p> <p>3. As recommended in the last assessment report, bolster students' performance in the classroom with events on campus and in the community to showcase their knowledge and skills in Italian.</p>	Educational Adviser.	<p>students. Additionally, Dr. Picicci has been working throughout the year to recruit, select, and monitor students studying abroad in Italy.</p> <p>Dr. Picicci promoted a short-term (10 day) study abroad opportunity in Europe for students with Education First College Study Tours in June 2019.</p>
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Comments:

Two sections of the student survey have not been mentioned in the Italian program assessment. The first is the evaluation of the Italian program faculty - all students "strongly agree" or "agree" with the five questions in this category. All surveys including additional student comments will be placed on the University I-drive. Students surveyed would advise a friend to minor in Italian at CSU-Pueblo. One student wrote, "Dr. Picicci is a one of a kind professor. He took special interest in his students. He is the best kind of person to teach a foreign language due to his patience and positive attitude."

The three measures used this year (OPI, WPT and the Italian program questionnaire), along with the optional writing sample, have all been helpful at assessing student proficiency in Italian according to ACTFL guidelines. The mandatory WPT for all students minoring in Italian has been an excellent requirement in the program assessment. This requirement provides an authentic sampling of a student's written abilities in the target language. The ACTFL grading rubrics are comprehensive and allow for an objective evaluation to be completed by the examiner.

The Italian program director is satisfied with the outcomes of the student assessment and believes that the Italian minor at CSU-Pueblo can have a significant impact on students' undergraduate experience. Students willing to work hard and successfully complete the seven required courses for the Italian minor will be able to read, write, understand and speak the language at the Intermediate level or higher according to the ACTFL standards. Moreover, these individuals will demonstrate a broad bicultural literacy and have an understanding of Italy's rich and complex history, cultures, languages and traditions. The program director believes study abroad in Italy is a major component of producing proficient and well-rounded Italian minors. This year, both students who completed the Italian minor, had the opportunity to study in Italy.

Both students graduating with the Italian minor performed written and oral proficiency at the intermediate level. Students who complete study abroad experiences, return from their overseas sojourn in Italy as more globally-minded citizens. Dr. Picicci would like to require all Italian minors to live and study in Italy. Although travel abroad cannot be a requisite for the minor, the director would like to use as many on campus and off-campus resources to help fund an overseas experience for students.

Previous reviews of the Italian minor have suggested that FL assessment forms and rubrics be as specific to each language program. This occurs for our students taking the surveys, but in order to simplify the FL assessment reports, the FL faculty decided to include only generic assessment forms for our reviewers.

Appendix 1

Why Should a Spanish Major Minor in Italian?

- Spanish majors often report that their exposure to additional foreign languages, especially Romance Languages, significantly enhances their professional and academic opportunities.

- Students of Spanish better understand grammatical concepts in their major when they minor in another Romance Language.
- All Spanish majors are required to declare at least one minor at CSU-Pueblo.
- CSU-Pueblo students have the opportunity to take courses in Spanish language and cultures (and receive credit toward their major) while living and studying abroad at an Italian university.
- There is a generous Italian Endowment through the CSU-Pueblo Foundation that supports Italian minors who travel to and study in Italy.
- More professional and international opportunities could arise by adding an Italian minor to your Spanish major.
- Future employers are seeking university graduates with foreign language proficiency and study abroad experience.
- When interviewing for a potential job, hiring committees are often impressed with soft skills gained while studying abroad, including independence, increased interpersonal communication skills, flexibility and open-mindedness.
- Students who have traveled abroad are more likely to be hired by potential employers when compared to university graduates who have not traveled overseas.
- Analytical reasoning and critical thinking skills are enhanced and often tested while abroad.
- A minor in Italian allows students to complement their Spanish major, enrich their personal life, and acquire practical skills that can be applied to professional objectives.
- A minor in Italian on your transcript shows potential employers that you are proficient in a third language.
- If you ever considered going to graduate school, you may find that knowledge of at least two foreign languages, in addition to English, are required for advanced degrees in fields that interest the majority of Spanish majors.
- Italy is considered the heart of Europe and the center of Western civilization. According to UNESCO, over 60% of the world's art treasures are in Italy. If you are passionate about culture, history, politics, food, fashion, cinema, architecture, etc., Italian is the language for you!

Appendix 2

Colorado State University – Pueblo

Graduating Italian Minor

Italian Writing Proficiency Test

(Note: This test is not to be copied, photographed, or otherwise reproduced or distributed for purposes other than that for which it was expressly created.)

Complete the following writing exercise in Italian. You have thirty minutes to complete the essay (the thirty minutes begin after you have read through the instructions and the exercises carefully in the presence of your proctor). Please write your essay on the computer and send the file to chris.picicci@csupueblo.edu. You may write on this sheet, if you need to, but do not copy or photograph it, and please return it to your proctor when you are finished. If there are English words in the exercises that you do not understand, please consult with your proctor. With the exception of clarifying the English vocabulary used in the exercises, no help or aids of any kind may be used during this exam, including, among others, dictionaries, search engines, grammar/spell checkers, etc.

Include the following information at the top of the exam (or in the "Subject" line if you are composing this in the body of an e-mail): your name, Minor WPT, your PID, the date.

The International Students at CSU-Pueblo are discussing the differences between American culture and other world cultures. You've been invited to participate in the discussion to talk about Italian culture. In a short essay,

- a. Briefly describe Italian culture and compare it to American culture. What are specific features (similarities and differences) of the production of each country's culture?
- b. Present one aspect of Italian culture with which you are familiar that is different from American culture. Write a convincing argument for this distinction.
- c. Give your opinion regarding the cultural value of travel in Italy; speculate how life/society would be impacted if individuals/societies did not learn one another's language or travel to one another's countries.
- d. If time permits, describe how Italian culture has influenced your life.
- e. Why do you think it is important to learn about another country's language and culture?

Note: The primary criterion for evaluation is your ability to write and express yourself in Italian.

Suggested length: 3-5 paragraphs Suggested time: 30 minute

Appendix 3

ASSESSMENT RUBRIC FOR ORAL PROFICIENCY INTERVIEWS – SUMMARY

(Full descriptors found at : <http://actflproficiencyguidelines2012.org/speaking>)

Proficiency Level	Global Tasks and Functions	Context / Content	Accuracy	Text Type
Superior	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings. Wide range of general interest topics and some special fields of interest and expertise.	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse.
Advanced	Narrate and describe in major time frames and deal effectively with an unanticipated complication	Most informal and some formal settings/Topics of general and personal interest.	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.	Paragraphs
Intermediate	Create with language. Initiate, maintain and bring to a close simple conversations. Asks questions. Describe and narrate in the present.	Some informal settings and limited transactional activities. Predictable familiar topics related to daily activities	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers	Discrete sentences.
Novice	Communicates minimally. Formulaic and rote utterances, Lists and phrases	Most common informal settings/ Most common aspects of daily life	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers	Individual words and phrases

Appendix 4

Foreign Language Program Questionnaire for Graduating Italian Minors

A. Please write the number that corresponds to your opinion in the box at the left of each statement.

- 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree 5. No basis to judge**

1. Communication:

	I have developed practical skills, such as the ability to communicate orally and in writing in everyday topics.
	I have attained a level of speaking and listening proficiency in Italian sufficient to allow me to satisfy basic work requirements in the language.

2. Cultures:

	My studies helped me develop the ability to see beyond my own culture.
	I have acquired a basic understanding of the history, culture, and literature of Italy and know how to update and enhance this knowledge.
	I am more able to better understand other people's point of view, ways of life and contributions to the world.

3. Connections:

	I was able to connect my Italian studies to other subject areas such as English, History, Business, Art, Cultural Studies, Literature, Sociology, Music, Political Science, etc.
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4. Comparisons:

	I now have the ability to analyze similarities and differences across languages and cultures
	I understand my own culture better after going through this program

5. Communities:

	I was able to take my Italian language and culture skills beyond the classroom by participating in campus activities, clubs, exchange programs, community activities, etc
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6. The Italian program faculty members:

	--demonstrate enthusiasm for and mastery of their areas of expertise.
	--facilitate the learning process in and out of the classroom.
	--encourage and stimulate students to be independent thinkers and lifetime learners.
	--provide adequate and effective support when advising students in matters related to the Italian program.

7. As a result of my efforts to obtain the Italian minor:

	--I feel adequately prepared to use the language in everyday situations
	--I would advise a friend with interests similar to mine to minor in Italian at CSU-Pueblo.

B. Please take a few moments to respond to the questions below. Your insights are valuable and appreciated. Grazie!

**1. What are some of the things you liked about the Italian program at CSU-Pueblo?
(Consider not only courses and faculty but also the Language Center, travel opportunities,
conferences, speakers, readings, clubs, etc.)**

2. What specific changes would you suggest to improve the Italian program?

3. Please add any further comments you would like to make.