



2021 Academic Program  
Assessment Report

Italian Minor

Report Completed By:	Chris Picicci
Date Report Completed:	June 1, 2021
Faculty members involved in this Assessment:	Chris Picicci

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which

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. Before the pandemic, the Italian program director coordinated short-term, intensive one-month, and semester-long study abroad opportunities for CSU-Pueblo students. Plans to reinstate these overseas experiences in 2022 are already in the works.

**I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.**

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
---	--	---	---	--	---	--	---

<p>1. 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 oral and written information to various audiences for a variety of purposes.</p>	<p>Summer 2019 to Spring 2020</p>	<p>Oral Proficiency Interview (OPI) as defined by 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>Graduating Seniors from summer 2020 to spring 2021. Total=3 students. #1, completed the Italian minor in addition to graduating with a major in Engineering and another minor in Mathematics. #2, completed the Italian minor in addition to graduating with a major in Social Work. #3, completed the Italian minor in addition to graduating with a MBA.</p>	<p>OPI – 85% of students should reach Intermediate or higher</p>	<p>1-Intermediate High, 2-Intermediate Mid, 100% reached the goal</p>	<p>CSU-Pueblo's Italian minor is a 21 credit (7 university 3 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 communicating in Italian.</p>	<p>1.) Recruit American students to participate in one of CSU-Pueblo's programs in Italy and 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 now online (due to COVID). In addition to our agreement with the Univ. of Bergamo, we also have one with the Università degli Studi di Torino. Finally, our Education First (EF) College Study Tour partnership is solid. 2.) In order to increase program enrollment, the Italian director taught hybrid and online options in beginning, intermediate and advanced classes. Prof. Picicci will continue developing his intermediate Italian OER project. 3.) Offer opportunities outside of class in which students can practice speaking Italian (Ciccolo Italiano, Italian film nights, tutors, special events and guest lectures, etc.) 4.) Continue attending and presenting at conferences ((RM)MLA, ACTFL, AAIS, AATI, etc.) 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). Chad Pickering has been instrumental in organizing such opportunities for students. 6.) Help students develop communication skills in both every day &amp; 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. Picicci visited local high schools students of Italian. 8.) For the 2021-2022 academic year, the Italian program director would like to increase the number of Italian minors on campus and generate enthusiasm for study abroad opportunities in Italy. He will make an effort to highlight the scholarship opportunities available to all students for study in Italy. 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. 10.) During fall semester 2021 the Study Abroad Advocacy Committee will organize a study abroad fair for all students on campus.</p>
<p>2. Cultural understanding is an important part of the target language education. 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. Students become better able to understand other people's points of view, ways of life, and contributions to the world.</p>	<p>Summer 2019- Spring 2020</p>						
<p>3. Target language instruction must be connected with other subject areas. Content from other subject areas is integrated with the target language instruction through lessons or courses that are developed around various themes. Students are then able to connect the Spanish language to other subject areas and use Spanish to learn content.</p>	<p>Summer 2019- Spring 2020</p>						
<p>4. Students are encouraged to compare and contrast the target language and its 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.</p>	<p>Summer 2019- Spring 2020</p>						

<p>5. Extending learning experiences from the target language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Students learn that Spanish exists outside of the classroom and use it to become part of a larger community. Activities may include: field trips; use of e-mail and the Internet; participation in clubs, exchange or study-abroad programs, and cultural activities; school-to-work opportunities; and opportunities to hear speakers of the target language at the University and in the classroom.</p>	<p>Summer 2019- Spring 2020</p>						
<p><b>Comments on part I:</b></p>							
<p><b>II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.</b></p>							
<p><b>A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.</b></p>	<p><b>B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.</b></p>	<p><b>C. What were the recommendations for change from the previous assessment column H and/or feedback?</b></p>	<p><b>D. How were the recommendations for change acted upon?</b></p>	<p><b>E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?</b></p>			
<p><b>Comments on part II:</b></p>		<p>Please access the Italian Program Assessment Report here: <a href="https://docs.google.com/document/d/1T8OOuDCmz_CkO_YA26FwV40ZV8iTiEWH48issVXO/WBq/edit?usp=sharing">https://docs.google.com/document/d/1T8OOuDCmz_CkO_YA26FwV40ZV8iTiEWH48issVXO/WBq/edit?usp=sharing</a></p>					