



		<b>2022 Academic Program Assessment Report</b>			<b>Program current assessment plan here:</b>	<a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/world-languages-assessment-plan-2019.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/world-languages-assessment-plan-2019.pdf</a>	
		<b>Italian Minor</b>			<b>Program prior assessment report</b>	<a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/italian-minor-2021-assessment">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/italian-minor-2021-assessment</a> <a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/world-languages-assessment-plan-2019.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/world-languages-assessment-plan-2019.pdf</a>	
<b>Report Completed By:</b>	Chris Picicci, Professor of Italian				Please see the attached rubrics for the Italian minor. They are very similar to those used in Spanish.		
<b>Date Report Completed:</b>	May 19, 2022						
<b>Faculty members involved in this Assessment:</b>	Alegria Ribadeneira, Professor of Spanish		Summary of Italian Minor Assessment 2022		<a href="https://docs.google.com/document/d/1B7SsueCIU_RU8b6jRydEgXO_EsfGgce6KQ4zM9ZlVzl/edit">https://docs.google.com/document/d/1B7SsueCIU_RU8b6jRydEgXO_EsfGgce6KQ4zM9ZlVzl/edit</a>		
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 are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.							
Italian minors completed a timed Written Proficiency Test (WPT), an exit Oral Proficiency Interview (OPI) and a program survey. The four Italian minors completed these assessment activities before the end of the semester. The written and oral exams are graded according to the American Council on the Teaching of Foreign Languages (ACTFL) standards and rubrics.							
<b>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.</b>							
<b>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>	<b>B. When was this SLO last reported on prior to this cycle? (semester and year)</b>	<b>C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.</b>	<b>D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).</b>	<b>E. What is the expected proficiency level and how many or what proportion of students should be at that level?</b>	<b>F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)</b>	<b>G. What were the department's conclusions about student performance?</b>	<b>H. What changes/improvements to the program are planned based on this assessment?</b>
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.	June 2021	Please see the attached rubrics. I am also including the evaluation rubrics	Four Italian minors were assessed in this survey. One student who is currently finishing her Italian minor at the University of Turin. Another student will be graduating this fall semester 2022. Since I will be on sabbatical this fall I thought it would be best to include him in this assessment. Another student graduated with her English degree and Italian minor in May 2022. The last student is still enrolled in the Creative Writing program and completed her 21 credit Italian minor this semester.	Intermediate - All students tested reached the Intermediate level of Italian in their written and oral production of the language. This scale differs widely from an intermediate low to an intermediate mid to an intermediate high scale.	100%	Good. See summary of Italian Assessment Report <a href="https://docs.google.com/document/d/1B7SsueCIU_RU8b6jRydEgXO_EsfGgce6KQ4zM9ZlVzl/edit">https://docs.google.com/document/d/1B7SsueCIU_RU8b6jRydEgXO_EsfGgce6KQ4zM9ZlVzl/edit</a>	See summary of Italian Assessment Report <a href="https://docs.google.com/document/d/1B7SsueCIU_RU8b6jRydEgXO_EsfGgce6KQ4zM9ZlVzl/edit">https://docs.google.com/document/d/1B7SsueCIU_RU8b6jRydEgXO_EsfGgce6KQ4zM9ZlVzl/edit</a>

<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>June 2021</p>	<p>The Written Proficiency Test specifically asks questions about cultural understanding of the Italian language and culture. Students of Italian are asked to compare and contrast aspects of their native culture with those of Italian culture. As the program director of Italian, I have consistently promoted study abroad opportunities (short-term, intensive summer programs and semester-long stays at the Università degli Studi di Bergamo and the Università degli Studi di Torino. I act as institutional coordinator for these exchange agreements. I am chair of the Study Abroad Advisory Committee and collaborate with the Center for International Programs and Inclusive Excellence. I currently finished designing an intensive faculty-led summer program in Torino with EF College Study Tours. Dr. David Volk and I designed a study abroad opportunity for CSU-Pueblo Music, Honors &amp; Leadership and Italian students.</p>	<p>A total of four Italian minors were assessed during April and May of 2022. All conversations were recorded and graded with an attached rubric. Students also completed a 30 minute composition in the target language that was graded according to metrics within the attached WPT rubric.</p>	<p>All students tested met the intermediate level of proficiency in the target language. Their performance is what is expected after completing 7 3-credit classes in Italian.</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 Italian language and cultures to other subject areas and use Italian to learn content and expand their critical thinking skills in the target language.</p>	<p>June 2021</p>	<p>Students were asked to make connections to Italian culture and their native culture(s) on both the written and oral assessments. Topics like art, politics, cuisine and history were all discussed using comparisons and contrasts. Students especially liked using the comparative when talking about Italian cities and American cities or Italian news and American news.</p>	<p>Four Italian minors were assessed for this review.</p>	<p>Students tend to perform higher on the WPT than on the OPI. Both assessments ask students to think about their own culture and cultural identity and to connect their studies in Italian with other subjects and fields of study. The results are usually fascinating and stimulating for my students and for me.</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>June 2021</p>	<p>Focusing on proverbs and maxims from Italy helped students to think about our own sayings and expressions for certain situations and philosophies of life. I found that comparing some Italian expressions to American expressions was a good learning experience for students. For example, when something is expensive, Italians say that it costs an eye out of your head (Un occhio dalla testa) the English equivalent is something costs an arm and a leg.</p>	<p>Four Italian minors were assessed for this review. The Italian Americans in the class were happy to learn more about the language and culture of their ancestors.</p>	<p>Some of the students are heritage Italian speakers. Although they have not had formal instruction in Italian, they've grown up listening to an Italian dialect or words in Italian. They have also had a lot of exposure to Italian customs and cultures.</p>				
<p>5. Extending learning experiences from the target language classroom to the home and to multilingual and multicultural communities emphasizes living in a global society. Students learn that Italian exists outside of the classroom and use it to become part of a larger community. Activities may include: Italian Club, Dante Alighieri Society events, study abroad programs, and cultural activities like Italian movie nights, game night, etc. It is also important to have tutoring opportunities, school-to-work opportunities, and speakers of Italian on campus.</p>	<p>June 2021</p>	<p>The Student Survey allowed students to share ways in which they have used Italian outside of the classroom. The students mentioned the Italian Club, Italian movie nights and the Italian-American organizations in town that support the Italian program at CSU-Pueblo. I think the biggest highlight for Italian minors is the study abroad experience. Students mentioned the life-changing experience that studying and living in Italy afforded them. They spoke very highly of their time abroad and the impact of CSU-Pueblo's programs in Italy.</p>	<p>Students had several opportunities, in person and online, to help them improve their communication skills in Italian. The Italian Club, language tutors, and Italian movie nights contributed to offering students opportunities to listen and learn more about the language outside the formal classroom setting. I would like to actively seek (paid!) internships for students of Italian. There are several experiential learning opportunities in the US and in Italy. This will be a priority of mine in the future.</p>	<p>One student mentioned that she would like to see a major in Italian at CSU-Pueblo. I don't think that this suggestion is likely in the near future, however, I do believe there could be an International Studies BA for students. This degree program will require students to obtain at least a minor in their target language.</p>				
<p><b>Comments on part I:</b></p>	<p>I have tried to create more opportunities for students to use Italian inside and outside the classroom. One specific change I made to my ITL 200/300 syllabus was to include students watch one hour of Italian news each week throughout the semester. This helped students gain a cultural understanding of the detailed and complicated issues that impact Italian society and the world each day. Students commented on Italian mannerisms, style and presentation. They also noticed the critical role that the Pope, government, Mafia and immigration play on contemporary Italian society.</p>							

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.								
A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?				
Reviewers suggested that I promote the Italian minor program more on campus. They wanted to see more students studying the language and going to Italy. I too believe this is an essential suggestion. A graduating senior recently recommended that all CSU-Pueblo students have some sort of domestic or international study experience before graduating.	Spring 2021	In order to recruit more students of Italian, I've reached out to local high school teachers of Italian. I've also talked to Mr. Sandoval and his team of academic advisors about the opportunities and benefits of study abroad for our students. I encouraged advisors to promote Italian to incoming Freshman, transfer students and those interested in learning about new languages and cultures. I also attended three Discovery Days and evening event in the OSC for students attending CSUP this coming fall semester.	I made a concerted effort to incorporate recommendations made by reviewers of my program. Since I am the only one teaching Italian on campus, all program changes are my responsibility.	The results of the changes were positive. I am happy with the recommendations and hope that the current reviewers can offer me constructive criticism with additional ideas.				
<b>Comments on part II:</b>								
Written Proficiency Test	Oral Proficiency Interview	Student Survey						
Intermediate low	intermediate low 1 student	All students strongly agree or agree with the questions asked. Students also left additional comments about their pleasure with the Italian minor program. One student said she enjoyed tutoring in Italian and being involved in the ITAL						the Italian Club.
Intermediate mid 3 students	Intermediate mid 3 students	Another student commented on the enjoyable events held by Italian Club during her studies.						
Intermediate high 1 student	Intermediate high	Hard copies of the WPT results and the student surveys will be on the University iDrive						