Date:MAY 30, 2012

Program:ITALIAN MINOR 2012Completed by CHRIS PICICCI

Please complete this form for <u>each undergraduate program</u> (e.g., B.A., B.S.) in your department and return it to Erin Frew, <u>erin.frew@colostate-pueblo.edu</u> as an email attachment before June 1, 2012. You'll also find the form at the assessment website at http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx. Thank you.

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

A. Which of the	B. When	C. What	D. Who was	E. What is the	F. What	G. What were the	H. What
program SLOs	was this	method	assessed?	expected	were	department's	changes/improvements
were assessed	SLO last	was used		achievement level	the	conclusions about	are planned based on
during this cycle?	assessed?	for		and how many	results	student	this assessment?
		assessing		students should	of the	performance?	
		the SLO?		be at it?	assessm		
					ent?		
COMMUNICATION	SUM 12	OPI (Oral	GRAD.	OPI: Intermediate	0 - S	The director of the	
		Proficiency	SENIORS	or higher	0 – AH	Italian program	
		Interview)	2011/12		0 – AM	believes that the	The Italian professor
				SENIOR SURVEY:	0 – AL	student	would like to dedicate
			2 OPIs	Students should	0 – IH	performance is	more class time to simple
				"agree" or	1 – IM	adequate and to be	conversations about
				"strongly agree"	1 – IL	expected for the	several topics. Having
				to all questions		amount of time the	students act out various
		Graduate		pertaining to	SURVEY:	students studied	role play situations may
		Survey	2 surveys	Communication.	100%	the language.	help to increase OPI
					strongly	Study abroad was	performance. Some
				Minimum	agreed	an obvious factor	excellent examples of
				percentage of		that contributed to	level appropriate
				students reaching	0 - S	the students'	scenarios can come from
				this goal should	0 – AH	communication	ACTFL.
				be 85%	0 – AM	skills.	

CULTURES	SUM 12	WRITTEN SAMPLE	2 written samples	WRITTEN SAMPLE: Intermediate High or higher Minimum percentage of students reaching this goal should be 85% SENIOR SURVEY: Students should	0 – AL 2 – IH 0 – IM 0 – IL 100% reached the goal.	Preliminary conclusions from the program director: All students submitting a writing sample must have it proofread by the Italian professor before the end of the academic year. The final version should be polished and an example of the student's best possible writing in the language. All sources must be cited and plagiarism will not be tolerated.	Preliminary proposal: 1. Stronger Oral Component at all course levels. Add more role-play situations to course program. Refer to ACTFL literature and website for ideas. 2. Increase outside class opportunities for Oral Practice. During the professor's office hours and at the weekly gatherings of Italian conversation (Circolo Italiano) 3. Support professional development opportunities for Italian faculty (MLA, ACTFL, CCFLT). 4. Require at least one rough draft before submission of the final writing sample. 5. Give students the information on working with free Italian tutors in LARC.
		Survey	SENIORS	Students should	100%		

		WRITTEN SAMPLE	2011/12 2 surveys 2 written samples	"agree" or "strongly agree" to all questions pertaining to cultures. WRITTEN SAMPLE: Students should do "Yes, well" or "Yes, very well" in assessment of Cultures. Minimum percentage of students reaching	strongly agreed 100% did well or very well	Preliminary conclusions from the program director: Italy's rich cultural heritage and wealth of artistic, literary, musical treasures makes it a destination for tourists and immigrants. The professor would like to explore present-day changes in Italian society relevant to	Preliminary proposal: Providing students with cultural materials appropriate to all levels of language learning (novice, intermediate and advanced) Continue to offer cultural activities outside of the classroom. Encourage students to join Italian organizations in town and be active in the Italian-American community.
				this goal should be 85%		this topic.	
CONNECTIONS	SUM 12	GRAD SURV	GRAD. SENIORS 2011/12 2 surveys	SENIOR SURVEY: Students should "agree" or "strongly agree" to all questions	100% strongly agreed	Connections between students' native culture and the Italian culture begin at the very	Preliminary proposal: Offer a wide range of course titles and course
				pertaining to Connections.		start of Italian language learning. Students are asked to examine their own culture while	content that promote linguistic and cultural competency. Promote FL 270 as service learning and field

						studying Italian linguistic and cultural customs. Italian-Americans are also considered a unique ethnic group with their own cultural traditions. Pueblo has a rich Italian-American community that provides several opportunities to foster such connections.	experience that connect Italian language and culture with students' native culture, and if possible, other subject areas.
COMPARISONS	SUM 12	GRAD SURV WRITTEN SAMPLE	GRAD. SENIORS 2011/12 2 surveys 2 written samples	SENIOR SURVEY: Students should "agree" or "strongly agree" to all questions pertaining to Comparisons. WRITTEN SAMPLE: Students should do "Yes, well" or "Yes, very well" in assessment of Comparisons. Minimum percentage of	100% strongly agreed 100% did well or very well	Students need to be asked to compare their lifestyle and way of life to that of Italians. Such activities are encouraged and can be found in the ITL program's first year, second year and third year Italian texts.	Students studying in Italy meet others from around the world. They are also inspired to meet native Italians while studying abroad in order to compare cultural similarities and differences. The relationships formed abroad are often lifealtering and sometimes lifelong.

2 surveys to the question that pertains to Communities. WRITTEN SAMPLE Samples Students should do "Yes, well" or "Yes, very well" in assessment of Communities. Minimum percentage of students reaching this goal should be 85% With agree" or "strongly agree" to the question that pertains to Communities. SAMPLE Surviten Samples Students Should do "Yes, well" or "Yes, very well" in assessment of Communities. Minimum percentage of students reaching this goal should be 85% WRITTEN SAMPLE: Students should do "Yes, well" or "Yes, very well" in assessment of Communities. Minimum percentage of students reaching this goal should be 85% WRITTEN SAMPLE: Students SAMPLE: Students should do "Yes, well" or "Yes, very well" in assessment of Communities. The program direct would like to maintai opportunities of the classroom in order to practice and continue learning and using the language. The program drev would like to maintai opportunities of the classroom in order to practice and continue learning and using the language. The program Continue to promote 270 as service learning and field experience in connects Italian with community service and other subject areas. Italian, foreign film nights and cultural events for CSU-Pueblo students and community members.					students reaching this goal should be 85%			
seniors who have alre	COMMUNITIES	SUM 12	SURV	SENIORS 2011/12 2 surveys 2 written	SURVEY: Students should "agree" or "strongly agree" to the question that pertains to Communities. WRITTEN SAMPLE: Students should do "Yes, well" or "Yes, very well" in assessment of Communities. Minimum percentage of students reaching this goal should	agreed or agreed	to have opportunities outside of the classroom in order to practice and continue learning and using the language. The program director will continue promoting study abroad, weekly conversations in Italian, foreign film nights and cultural events for CSU-Pueblo students and community	students to use ITL outside the classroom. (e.g. field trips, language circles, study-abroad programs, school-to-work opportunities, etc.) Continue to promote FL 270 as service learning and field experience that connects Italian with community service and other subject areas. Eventually encourage students to tutor local high school students of Italian. Contact local high school seniors who have already

			to continue studying and
			possibly minoring in the
			language.

Comments: The three measures used this year (OPI, Writing Sample and Graduate Survey) are extremely helpful in assessing the students' proficiency in the target language. In the future, students completing an Italian minor may be asked to complete a written exit exam similar to the one given to Spanish majors. The ITL program director is happy with the outcomes of the student assessment and believes that the Italian minor at CSU-Pueblo can have a major impact on the students' academic career. Students willing to work hard and complete the seven required courses for the Italian minor will be able to read, write and speak the language. Study abroad has proven to be a major factor in producing proficient and well-rounded Italian minors.