

Program:ITALIAN MINOR

Date:MAY 30, 2012

2012Completed by CHRIS PICICCI

Please complete this form for each undergraduate program (e.g., B.A., B.S.) in your department and return it to Erin Frew, erin.frew@colostate-pueblo.edu 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 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?	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 are planned based on this assessment?
COMMUNICATION	SUM 12	OPI (Oral Proficiency Interview) Graduate Survey	GRAD. SENIORS 2011/12 2 OPIs 2 surveys	OPI: Intermediate or higher SENIOR SURVEY: Students should "agree" or "strongly agree" to all questions pertaining to Communication. Minimum percentage of students reaching this goal should be 85%	0 – S 0 – AH 0 – AM 0 – AL 0 – IH 1 – IM 1 – IL SURVEY: 100% strongly agreed 0 – S 0 – AH 0 – AM	The director of the Italian program believes that the student performance is adequate and to be expected for the amount of time the students studied the language. Study abroad was an obvious factor that contributed to the students' communication skills.	The Italian professor would like to dedicate more class time to simple conversations about several topics. Having students act out various role play situations may help to increase OPI performance. Some excellent examples of level appropriate scenarios can come from ACTFL.

		WRITTEN SAMPLE	2 written samples	<p>WRITTEN SAMPLE: Intermediate High or higher</p> <p>Minimum percentage of students reaching this goal should be 85%</p>	<p>0 – AL 2 – IH 0 – IM 0 – IL</p> <p>100% reached the goal.</p>	<p>Preliminary conclusions from the program director:</p> <p>All students submitting a writing sample must have it proof- read 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.</p>	<p>Preliminary proposal:</p> <ol style="list-style-type: none"> 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 (<i>Circolo Italiano</i>) 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.
CULTURES	SUM 12	Graduate Survey	GRAD. SENIORS	SENIOR SURVEY: Students should	SURVEY: 100%		

		WRITTEN SAMPLE	<p>2011/12 2 surveys</p> <p>2 written samples</p>	<p>“agree” or “strongly agree” to all questions pertaining to cultures.</p> <p>WRITTEN SAMPLE: Students should do “Yes, well” or “Yes, very well” in assessment of Cultures.</p> <p>Minimum percentage of students reaching this goal should be 85%</p>	<p>strongly agreed</p> <p>100% did well or very well</p>	<p>Preliminary conclusions from the program director:</p> <p>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 this topic.</p>	<p>Preliminary proposal:</p> <p>Providing students with cultural materials appropriate to all levels of language learning (novice, intermediate and advanced)</p> <p>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.</p>
CONNECTIONS	SUM 12	GRAD SURV	<p>GRAD. SENIORS 2011/12</p> <p>2 surveys</p>	<p>SENIOR SURVEY: Students should “agree” or “strongly agree” to all questions pertaining to Connections.</p>	<p>100% strongly agreed</p>	<p>Connections between students’ native culture and the Italian culture begin at the very start of Italian language learning.</p> <p>Students are asked to examine their own culture while</p>	<p>Preliminary proposal:</p> <p>Offer a wide range of course titles and course content that promote linguistic and cultural competency.</p> <p>Promote FL 270 as service learning and field</p>

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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.