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Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2013. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

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

Students minoring in French, Italian, and Spanish will be required to demonstrate a level of proficiency sufficient to converse comfortably on everyday topics, to attain intermediate levels of proficiency in writing and reading the target language, and to understand and appreciate the target language cultures.

These outcomes will be achieved by showing proficiency in the 5 C's:

- 1) Communication: The communication standard 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.
- 2) Cultures: Cultural understanding is an important part of 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.

- 3) Connections: Target-language instruction must be 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.
- 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.
- 5) Communities: Extending learning experiences from the language classroom to the home and multilingual and multicultural community emphasizes living in a global society. 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 Spanish at the University and in the classroom.

In order to assess these outcomes all graduating seniors minoring in Italian participate in three assessment measures and a fourth optional measure which consists of a writing sample from an upper division Italian course completed at CSU-Pueblo or abroad in Italy:

1. An Oral Proficiency Interview (OPI) which determines students' oral language communication level based on the ACTFL proficiency guidelines. (For the rubric used for the OPT please refer to the American Council of Foreign Language Teaching guidelines: <http://actflproficiencyguidelines2012.org/speaking>)
2. A Written Proficiency Test (WPT) which determines students' written language level based on ACTFL proficiency guidelines. In addition, this short written exam measures the students' knowledge of Cultures, Connections and Comparisons. (For the rubric used for the WPT please see attachment)
3. An exit survey which measures their perceptions and knowledge of Communication, Cultures, Connections, Comparisons and Communities. (Please see attachment)
4. A sample of a student's best writing in the target language. This item measures Communication, Cultures, Connections and Comparisons. (For rubric please refer to the same attached rubric used to assess the WPT)

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 <u>program</u> are planned based on this assessment?
Communication 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	Summer 2012	OPI (Oral Proficiency Interview)	Graduating Seniors from summer 2012 to spring 2013 7 OPIs	OPI – 85% of students should reach Intermediate or higher	0-Superior 0-Advanced High 0-Advanced Mid 1-Advanced Low 1-Intermediate High 4-Intermediate Mid 0-Intermediate Low 1-Novice High 85.7% reached the goal	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. Study abroad significantly contributed	Program improvements suggested in the last SLO report were implemented during the 2012-2013 academic year. More class time was devoted to speaking and using Italian in specific contexts. Students also did more presentations and role play scenarios. The results of these improvements are directly reflected in the assessment results. For the upcoming 2013-2014 academic year, the Italian program director is working to create

		Foreign Language Program Questionnaire for Graduating Italian Minors	Graduating Seniors from summer 2012 to spring 2013 7 Surveys	Foreign Language Program Questionnaire for Graduating Italian Minors: 85% of Students should "strongly agree" or "agree" to all questions pertaining to Communication.	6 students "Strongly agree" with Communication 1a and 1 student "agrees." 4 students "Strongly agree" with 1b and 3 students "agree." 100% of the students "strongly agreed" or "agreed" to all questions pertaining to Communication.	polished writing sample, the WPT effectively reflects a student's actual communicative abilities in writing. *Additionally, a writing sample from an upper-division Italian course was collected from Italian minors and placed in their files. To make progress in this area, stronger oral components will be implemented in all Italian classes.	2.) Continue to provide opportunities outside of class in which students can practice speaking Italian (Ciccolo Italiano, Italian film nights, special events and guest lectures, etc.) 3.) Continue attending professional development opportunities on campus and at conferences (MLA, ACTFL, AAIS, AATI, CCFLT, etc.) 4.) 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). 5.) Help students develop communication skills in both everyday and professional/academic settings with at least intermediate phonetic, syntactic and semantic accuracy.
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Cultures Target language instruction is always presenting Italy's rich cultural history and fiercely 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 that of Italy.	Summer 2012	WPT (Written Proficiency Test) -----	Graduating Seniors from summer 2012 to spring 2013 6 WPTs -----	85% should do "well or very well" -----	85.7% did "well or very well" according to grading criteria -----	Studying a foreign language enhanced students' cultural competency. Study abroad significantly contributed to students' confidence and knowledge when making cultural comparisons. In all Italian courses (from ITL 101 to ITL 495) students learn about Italian culture and customs. Knowledge of Italian language and culture affords access to one of the richest	The Italian program director would like to continue offering a wide range of course titles and course content that promote linguistic and cultural competency. Authentic didactic materials, songs, films, etc. will be incorporated in each Italian course. Cultural opportunities to learn more about the Italian language and customs outside the classroom are scheduled for next year. Students are encouraged to join Italian organizations in Pueblo and to get involved in the Italian-American community (e.g. Dante Alighieri Society of Pueblo, Sons of Italy, Cabrini Lodge).
		Foreign Language Program Questionnaire for Graduating Italian Minors	Graduating Seniors from summer 2012 to spring 2013 7 Surveys	85% of students should "agree" or "strongly agree"	100% students "Strongly agree" with all questions pertaining to Culture.		

						<p>cultural legacies of Western civilization, as well as to one of the European Union's most dynamic and innovative contemporary societies.</p> <p>To make progress in this area, additional up-to-date materials on Italian culture will be implemented in all Italian classes.</p>	
<p>Connections</p> <p>Target language instruction is always connected to other subjects. Content from</p>	<p>Summer 2012</p>	<p>WPT (Written Proficiency Test)</p> <p>-----</p>	<p>6 WPTs Graduating Seniors from summer 2012 to spring 2013</p> <p>-----</p>	<p>WPT- 85% should do "well or very well"</p> <p>-----</p>	<p>85.7% did "well or very well" according to grading criteria</p> <p>-----</p>	<p>Connections between students' native culture and the Italian culture begin in Italian 101.</p> <p>Students are</p>	<p>The Italian program director will continue offering ITL/ENG cross-listed courses, FL 270 as service learning and field experience in order to connect Italian language and culture to other</p>

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 Italian language and culture(s) to other subject areas and use Italian to learn content.		Foreign Language Program Questionnaire for Graduating Italian Minors	Graduating Seniors from summer 2012 to spring 2017 Surveys	85% of students should “strongly agree” or “agree” to the question pertaining to Connections.	100% “strongly agree” or “agree” with the “Connections” question of the Italian minor questionnaire	asked to examine their own culture while studying Italian language, literature, art, music, film and lifestyle. 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 connections.	subjects and the students’ native culture(s). Over the past five years, CSU-Pueblo has offered students two study abroad opportunities in Italy - an intensive one-month summer study abroad in Perugia, Italy at the Università Italiana per Stranieri (UIPS) and an academic semester or year-long program with the Università degli Studi di Bergamo (UNIBG). Students are encouraged to study and live abroad in order to make connections between their own culture and that of Italy. CSU-Pueblo students can also make connections on campus with the UNIBG students that study in Colorado. The Italian program director tries to foster relationships between Italian minors and native Italian speakers.
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Comparisons 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.	Summer 2012	WPT (Written Proficiency Test)	6 WPTs Graduating Seniors from summer 2012 to spring 2013	WPT- 85% should do “well or very well”	85.7% did “well or very well” according to grading criteria	Students need to be asked to compare their lifestyle to that of Italians. Such activities are encouraged in and outside of the classroom. All textbooks selected for beginning, intermediate and advanced Italian include activities of comparison.	Comparing cultural similarities and differences is an inherent part of studying a foreign language. CSU-Pueblo students studying in Pueblo or in Italy have occasion to meet native Italians and other individuals from around the world. These encounters provide fruitful opportunities to compare cultural similarities and differences. The relationships formed abroad are often life-altering and sometimes lifelong. The Italian program director will work on making sure students are able to continuously conduct these comparisons in the classroom at CSU-Pueblo and abroad.
		----- Foreign Language Program Questionnaire for Graduating Italian Minors	----- Graduating Seniors from summer 2012 to spring 2013 7 Surveys	----- 85% of students should “strongly agree” or “agree” to the questions pertaining to Comparisons.	----- Survey: 85.7% “strongly agree” or “agree” with the “Comparisons” question of the Italian minor questionnaire		

Communities 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 Italian 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	Summer 2012	WPT (Written Proficiency Test)	6 WPTs Graduating Seniors from summer 2012 to spring 2013	WPT- 85% should do “well or very well”	85.7% did “well or very well” according to grading criteria	Students need additional opportunities to use the target language in the Pueblo community. In order to function comfortably in the target language, students need exposure to a wide range of social situations.	Educators should help students understand how essential and rewarding service to their community can be. For this reason, faculty must teach by example, committing to sustained involvement in civic life. Academics have a responsibility to publish in their field of specialization but should also apportion time to volunteering, participating and bettering their communities and encouraging students to do the same. The Italian program director constantly thinks of creative ways to engage several different types of communities (i.e. campus community, Pueblo community, American-Italian community, Italian scholars in Colorado, etc.) to be involved
		----- Foreign Language Program Questionnaire for Graduating Italian Minors	----- Graduating Seniors from summer 2012 to spring 2013 7 Surveys	----- 85% of students should “strongly agree” or “agree” to the questions pertaining to Comparisons.	----- Survey: 100% “strongly agree” or “agree” with the “Communities” question of the Italian minor survey.		

cultural activities; school-to-work opportunities; and opportunities to hear speakers of the target language at the University and in the classroom.							and/or share ideas.
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Comments:

The biggest change in the Italian minor program was implementing the Written Proficiency Test as a measure of writing ability instead of a polished sample paper. This reflected the actual written language competency of the students. The program director will continue to recruit students to participate in the Italian minor and work with them to gain Intermediate competency or higher according to ACTFL guidelines.

AY 2013-14	Senior Surveys WPT (Written Proficiency Test) OPI (Oral Proficiency Test)
AY 2014-15	Senior Surveys WPT (Written Proficiency Test) OPI (Oral Proficiency Test)

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	2012	<p>1. Implement a stronger oral component at all course levels. Add oral tasks in class based on ACTFL suggestions.</p> <p>2. Increase outside class opportunities for Oral Practice (e.g. Circolo Italiano)</p> <p>3. Have instructor participate in professional development so they teach for oral proficiency.</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.</p>	<p>The Department of English and Foreign Languages offered several opportunities for oral practice in Italian, including the Circolo Italiano, film nights, special events, guest speakers and free tutors.</p> <p>The Italian program director participated in professional development</p>	<p>The outcome was to be expected considering the nature of the 21 credit Italian minor program</p> <p>The implementation of the WPT was extremely effective. Students have the option of submitting an example of their best written Italian to be placed in their file.</p>
CULTURES	2012	<p>1. Provide a constant focus on Italian culture(s) through interdisciplinary classes.</p> <p>2. Provide more cultural</p>	<p>We maintained a strong focus on Italian culture(s) in all classes.</p> <p>The program director</p>	The results were consistently above average.

		opportunities in the target language inside and outside the classroom.	constantly provides cultural activities for students.	
CONNECTIONS	2012	<p>1. Be explicit about the connections students can make through their interdisciplinary courses.</p> <p>2. Continue to offer our 300-level courses as interdisciplinary courses that touch on various subject areas where Italian can be practiced.</p>	<p>The Italian program director has created several content based cross-listed courses to include Italian literature, art, history and cinema.</p> <p>Students who travel abroad are encouraged and required to make connections between Italian and American cultures.</p>	The results were consistently above average.
COMPARISONS	2012	<p>1. Continue fostering comparisons in culture, language, etc.</p> <p>2. ITL 301 –Advanced Grammar needs to require at least one paper in which students write a comparison/contrast between Italian and American cultures.</p>	<p>These issues were presented in professional development workshops and included in the Italian minor program.</p> <p>Students are prepared in this area throughout the course of their studies in the Italian minor.</p>	The results were above average. Students need to continue working in this area during their upper-division coursework.
COMMUNITIES	2012	<p>1. Continue extending learning experiences from the classroom to our multilingual and multicultural community.</p> <p>2. Continue creating</p>	The Italian program director has included all suggestions made in the 2012 Italian Program Assessment in this area.	<p>Students of Italian are involved in the Pueblo community and promote the Italian language and culture.</p> <p>Study abroad options in Italy have been</p>

		opportunities where students use Italian to become part of a larger community. Field trips; Internet; clubs, study-abroad programs, school-to-work opportunities, speakers of the target language		popular among students. Our Perugia and Bergamo programs are unique overseas experiences for CSU-Pueblo students.
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Comments:

A couple of 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” with the five questions in this category. All surveys including additional student comments are on the University I-drive. 5 students strongly agree and 2 students agree that they are adequately prepared to use Italian in every day situations. All students strongly agree that they would advise a friend to minor in Italian at CSU-Pueblo.

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. Based on last year’s Italian program assessment, the Department of English and Foreign Languages decided to implement a mandatory WPT for all students minoring in a foreign language. This requirement provides an authentic example of a student’s written abilities in the target language.

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 major 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. Moreover, these individuals will demonstrate a broad bicultural literacy and have an understanding of Italy’s rich and complex culture(s). Study abroad in Italy is a major component of producing proficient and well-rounded Italian minors.

The only student that underperformed in the program assessment was considering dropping out of the Italian minor program. She had completed six courses of Italian in Pueblo and in Perugia. During her final semester, she was discouraged by her ability to communicate in Italian. I encouraged her to complete the last class for her minor. Her exposure to Italian language and culture, along with her overseas

experience in Italy, all contributed to an irreplaceable cultural understanding of Italy and its people, language and customs. My decision to encourage a struggling student may have brought down the overall average of the SLOs but it included an additional minor in the program.

ASSESSMENT RUBRIC FOR WRITTEN PROFICIENCY TESTS AND GRADUATE PORTFOLIOS

Student name _____ Grad year _____ WPT _____ Portfolio _____

1. Does the student show an understanding of cultures of the Hispanic world?

1. Yes, very well 2. Yes, well 3. Some 4. No 5. N/A

2. Is the student able to use the Spanish Language to connect to other subject areas?

1. Yes, very well 2. Yes, well 3. Some 4. No 5. N/A

3. Is the student able to compare and contrast Spanish Language and cultures with their own?

1. Yes, very well 2. Yes, well 3. Some 4. No 5. N/A

4. Language Proficiency: After reading the students writing mark what the student can do by each box:

1. Can do it 2. Can do most of it 3. Can do some of it 4. Cannot do it 4. N/A

	Global Tasks		Content	Accuracy		Text Type
Int	Create with language		Write about predictable familiar topics related to daily activities	Understood, by those accustomed to dealing with non-native speakers		Write discrete sentences
	Describe and narrate in the present					
Adv	Narrate and describe in major time frames		Write about topics of general and personal interest.	Understood without difficulty by those unaccustomed to dealing with non-native speakers.		Write paragraphs
Sup	Discuss topics extensively		Express him/herself in a formal setting	Shows no pattern of errors in basic structures.		Use extended discourse
	Support opinions and hypothesize		Write about a wide range of general interest topics.	Errors virtually never interfere with communication or distract the native speaker from the message.		
	Speak in the abstract		Write about some special fields of interest and expertise			

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

CSU-Pueblo – FL Program Questionnaire for Graduating Seniors

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 “real life” situations.
	I have attained a level of speaking and listening proficiency in the language sufficient to allow me to satisfy basic work requirements in the language.
	I have developed the ability to think critically: to analyze, to think abstractly, to support and defend opinions, and to hypothesize in spoken and written form.

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 the target language and know how to update and enhance this knowledge.
	I am more able to understand other people’s point of view, ways of life and contributions to the world.

3. Connections:

	I was able to connect my language 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 language and culture skills beyond the classroom by participating in campus activities, clubs, exchange programs, community activities, school to work opportunities, internships, work situations, etc
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