

Colorado State University – Pueblo Academic Program Assessment Report for AY 2015-2016 Due: June 1, 2016

Program: Italian Minor 2015-2016

Date: June 1, 2016

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

Students minoring in Italian are required to demonstrate a level of proficiency sufficient to converse comfortably on everyday topics, to attain intermediate or higher levels of proficiency in speaking, writing and reading in the target language, and to understand and appreciate Italy's rich and varied cultures.

These outcomes will be achieved by showing proficiency in what is referred to by the American Council on the Teaching of Foreign Languages (ACTFL) as the 5 C's:

- 1) **Communication:** The communication standard stresses the use of the target language for communication (i.e. in real life situations and on a wide range of topics). 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 demonstrate cultural understanding when they communicate, and to present oral and written information to various types of audiences for a variety of purposes.
- 2) **Cultures:** Cultural understanding is an important part of language education. CSU-Pueblo's Italian minor emphasizes the diverse cultural aspects of Italy in all courses on a daily basis. 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. By studying a second culture, students are able to better understand other people's points of view and ways of life, ultimately creating a more globally minded citizenry.

- 3) **Connections:** Target-language instruction is intrinsically 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 (e.g. history, politics, film, literature, art, etc.).
- 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. Several CSUP students of Italian are Spanish Heritage Speakers and make comparison between Italian and the language and cultures of the Spanish speaking world.
- 5) **Communities:** Extending learning experiences from the language classroom to multilingual and multicultural communities at home and abroad emphasize our global interconnectedness. Activities may include: field trips, use of e-mail and the Internet, participation in Italian organizations, attendance at the Italian Circles, participation in exchange or study-abroad programs, cultural activities and opportunities to hear speakers of Italian on campus and in the classroom. Experiential learning opportunities are encouraged to allow students to better understand Pueblo's rich Italian-American culture.

In order to assess these outcomes all graduating seniors minoring in Italian participate in three assessment measures listed below:

1. A Written Proficiency Test (WPT) which determines students' written language level based on ACTFL proficiency guidelines. In addition, this short written exam measures students' knowledge of Cultures, Connections and Comparisons. (For the rubric see page 24 of this report; the grading rubric says "Italian" instead of "Spanish" for the ITL minor)
2. An Oral Proficiency Interview (OPI) which determines students' oral language communication level based on the ACTFL proficiency guidelines. (For the rubric used see page 25 of this report)
3. An exit survey which measures students' perceptions and knowledge of Communication, Cultures, Connections, Comparisons and Communities. (See page 26 of this report)

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 program are planned based on this assessment?
OUTCOME #1 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	Summer 2015	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.	Graduating Seniors 2016 Total: 4	OPI – 85% of students should reach Intermediate or higher	100% reached the goal 0-Superior 0-Advanced High 0-Advanced Mid 0-Advanced Low 0-Intermediate High 2-Intermediate Mid 2-Intermediate Low 0-Novice High 0-Novice Mid 0-Novice Low	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	1.) Recruit American students to participate in one of CSU-Pueblo's programs in Italy and ultimately minor in the language. We currently have a one-month study abroad in Perugia, Italy, a semester or year-long study at the Università degli Studi di Bergamo and an Education First College Study Tour option. 2016 enrollment was too low to justify a faculty-led organized trip 2.) Continue to include more oral components

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 (i.e. formal and informal contexts) for a variety of purposes.						assessment, four of the students completing the Italian minor had studied abroad. In the past, study abroad significantly contributed to students' confidence and performance when communicating in Italian.	in all courses. Adding role-play situations/presentations to beginning and intermediate courses. Also, creating more opportunities for student presentations in upper-level Italian courses. 3.) Continue to provide opportunities outside of class in which students can practice speaking Italian (<i>Cicolo Italiano</i> , Italian film nights, special events and guest lectures, etc.) 4.) Continue attending professional development opportunities on campus and at conferences (MLA, ACTFL, AAIS, AATI, CCFLT, etc.) 5.) Provide students with qualified tutors to help them progress in Italian. The Italian program director
		----- Written Proficiency Test (WPT)	----- Graduating Seniors 2016 Total: 4	----- WPT- 85% should reach Intermediate or higher	----- 100% reached the goal 0-Advanced Low 1-Intermediate High 2-Intermediate Mid 1-Intermediate Low 0-Novice High	----- The WPT is an excellent tool to assess a student's ability to write a short essay in the target language in a limited amount of time (30 minutes). This	

						<p>exam is a good indicator of the student's written proficiency without dictionaries, verb books, etc. More than a polished writing sample, the WPT effectively reflects a student's actual written communicative abilities.</p> <p>*Additionally, an optional writing sample from an upper-division Italian course was collected from Italian minors and placed in their files.</p>	<p>nominates tutors to work in the General Education Tutoring Center (251 LARC).</p> <p>6.) Help students develop communication skills in both every day and professional/academic settings with at least intermediate phonetic, syntactic and semantic accuracy.</p> <p>7.) In order to make further progress in this area, two additional writing assignments will be added to each intermediate and advanced course program. The assignments will require students to complete advanced functions according to ACTFL guidelines.</p> <p>8.) For the 2016-2017 academic year, the Italian program director would like to increase the number of Italian</p>
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		----- Foreign Language Program Questionnaire for Graduating Italian Minors	----- Graduating Seniors 2016 Total: 4	----- Foreign Language Program Questionnaire for Graduating Italian Minors: 85% of Students should “strongly agree” or “agree” to all questions pertaining to Communication.	----- 66% (or 2 out of 3) of the students “strongly agree” or “agree” to the questions pertaining to Communication. 1 students “strongly agrees” with Communica- tion 1a and 2 students “agree.” 1 student “strongly agrees” and 1 students “agrees” with 1b and another student “disagrees.”	-----	minors on campus and generate enthusiasm for study abroad opportunities in Italy. 9.) As mentioned by the reviewer in the 2014- 2015 report, the Italian minor director would like to work individually with students to increase their written and oral performances before the exit OPI and WPT. 10.) During spring semester 2017 Dr. Picicci would like to promote study abroad, further recruit students for the Praxair-SIAD scholarship and plan a 40 th Anniversary Celebration of the Dante Alighieri Society of Pueblo.
OUTCOME #2 Cultures	Summer 2015	Written Proficiency Test (WPT)	Graduating Seniors 2016 Total: 4	85% should do “well or very well”	100% did “well or very well” according to	Studying a foreign language	1.) Continue offering a wide range of course titles and course content

<p>-All Italian courses taught at CSU-Pueblo address Italy's rich cultural heritage and 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 those of Italy.</p> <p>-Students studying abroad often return from Italy and say they have</p>		<p>-----</p> <p>Foreign Language Program Questionnaire for Graduating Italian Minors</p>	<p>-----</p> <p>Graduating Seniors from summer 2015 to spring 2016</p> <p>3 Survey</p>	<p>-----</p> <p>85% of students should "strongly agree" or "agree"</p>	<p>-----</p> <p>grading criteria</p> <p>100% students "strongly agree" or "agree" with all questions pertaining to Culture.</p>	<p>enhanced students' cultural competency. Study abroad significantly contributed to students' confidence and knowledge when making cultural comparisons.</p> <p>In all Italian courses (from ITL 101 to ITL 495) students learn about Italian cultures and customs. Knowledge of Italian language and culture affords access to one of the richest cultural legacies of Western civilization, as</p>	<p>that promote linguistic and cultural competency. Authentic didactic materials, songs, films, newspaper/magazine articles, etc. will continue to be incorporated in each Italian course.</p> <p>2.) Schedule cultural opportunities to learn more about the Italian language and customs outside the classroom</p> <p>3.) Recruit Italian minors with displays and a table in the LARC, at the majors fair, study abroad information sessions and advertising, etc.</p> <p>4.) Promote the Perugia, Bergamo and EF programs and encourage students to participate in one of these study abroad opportunities.</p> <p>5.) Continue to promote scholarship</p>
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learned more about the world and its cultures while in Italy. This is in part due to the people they meet while overseas.						<p>well as to one of the European Union's most dynamic and innovative contemporary societies.</p> <p>Knowledge of Italian is a useful skill and an understanding of Italy's cultures can be a life-changing, truly transformative experience.</p>	<p>opportunities for students of Italian.</p> <p>6.) I would like to propose teaching a course on <i>Humanism and Italian Renaissance Literature</i> that includes students in the Honors College. I am hoping to include well-known and lesser-known authors.</p>
<p>OUTCOME #3</p> <p>Connections</p> <p>Target language instruction is constantly connected to other subjects.</p>	Summer 2015	Written Proficiency Test (WPT)	Graduating Seniors 2016 Total: 4 WPTs	WPT- 85% should do "well or very well"	100% did "well or very well" according to grading criteria	<p>Connections between students' native culture and the Italian cultures begin in Italian 101.</p> <p>Students are</p>	<p>1.) Continue offering ITL/ENG cross-listed courses and ITL 494 Field Experience in order to connect Italian language and cultures to other subjects including the students' native culture(s).</p>

Content from other disciplines is continuously integrated within the target language instruction. Students are able to connect Italy's language and cultures to other subject areas (literature, art, film, history, politics, etc.). Often times, students will make connections to the other languages and cultures with which they are familiar or studying.		----- Foreign Language Program Questionnaire for Graduating Italian Minors	----- Graduating Seniors 2016 Total: 4 surveys	----- 85% of students should "strongly agree" or "agree" to the question pertaining to Connections.	----- Survey: 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 everyday life in Italy. 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. Often times, my students have already taken Italian at a local high	2.) Continue to offer 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. The Dean of CHASS and I have decided to offer the Perugia program every other year. 3.) Encourage CSU-Pueblo students to make connections on campus with the UNIBG students that study in Colorado. The Italian program director encourages relationships between Italian minors and native Italian speakers.
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						school in town.	<p>4.) Continue to offer yearly short-term study abroad opportunities with Education First (EF) College Study Tours. The Grand Tour of Italy 2017 is already up on CSUP's Italian study abroad web page.</p> <p>5.) Promote scholarship initiative with Praxair/SIAD – (2 students successfully complete an internship with Praxair and spring semester 2016 at CSU-Pueblo. A CSU-Ft. Collins Engineering student, studied in Bergamo last summer and completed an internship with SIAD.</p>
<p>OUTCOME #4</p> <p>Comparisons</p> <p>Students are encouraged to compare and contrast the target language and its cultures</p>	<p>Summer 2015 to Summer 2016</p>	<p>WPT (Written Proficiency Test)</p>	<p>4 WPTs</p> <p>Graduating Seniors 2016</p> <p>Total: 4</p> <p>-----</p>	<p>WPT- 85% should do "well or very well"</p>	<p>100% did "well or very well" according to grading criteria</p>	<p>Students need to be asked to compare their lifestyle to that of Italians. Such activities are encouraged in and outside of the classroom.</p>	<p>1.) Promote comparing cultural similarities and differences in the foreign language classroom.</p> <p>2.) Encourage CSU-Pueblo students to meet native Italians and other individuals from around</p>

with their own. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often gain insight into the mechanics and grammatical complexities of their native tongue when making comparisons with the foreign language.		----- Foreign Language Program Questionnaire for Graduating Italian Minors	Graduating Seniors 2016 Total: 4 surveys	----- 85% of students should "strongly agree" or "agree" to the questions pertaining to Comparisons.	----- Survey: 100% "strongly agree" or "agree" with the Comparisons question of the Italian minor questionnaire	All textbooks selected for beginning, intermediate and advanced Italian include activities of comparison. Students who study Italy's cultures not only enhance the way they think about their own culture, but also their place in the world.	the world. These encounters provide fruitful opportunities to compare cultural similarities and differences 3.) Support assignments/essays that require students to continuously conduct comparisons in the classroom at CSU-Pueblo and while studying abroad.
OUTCOME #5 Communities Extending learning experiences from the target language	Summer 2015 to Summer 2016	Written Proficiency Test (WPT)	4 WPTs Graduating Seniors from summer 2014 to spring 2015	WPT- 85% should do "well or very well"	100% did "well or very well" according to grading criteria. Two students wrote there was "No basis to judge" for the	Students need additional opportunities to use the target language in the Pueblo community. In order to	1.) Promote service learning activities for students in our community. Educators should help students understand how essential and rewarding service to their community can be. For

<p>classroom to the home and community positively contributes to the multicultural diversity within our community, state and country. 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 cultural activities; school-to-work opportunities; and opportunities to</p>		<p>-----</p> <p>Foreign Language Program Questionnaire for Graduating Italian Minors</p>	<p>-----</p> <p>Graduating Seniors from summer 2014 to spring 2015</p> <p>3 Surveys</p>	<p>-----</p> <p>85% of students should "strongly agree" or "agree" to the questions pertaining to Comparisons.</p>	<p>question.</p> <p>-----</p> <p>Survey: 100% "strongly agree" or "agree" with the Communities question of the Italian minor survey. Two students wrote there was "No basis to judge" for the question.</p>	<p>function comfortably in the target language, students should be exposed to a wide range of social situations.</p>	<p>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.) An example of this during the spring 2016 semester, my Italian 202 students completed a translation of archival documents of <i>La Società Femminile di Mutuo Soccorso Principessa Iolanda di Pueblo</i> for the Rawlings Public Library. (For more information, see appendix 1)</p> <p>2.) Continue engaging several different types of communities (i.e. campus community, Pueblo community, American-Italian</p>
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hear speakers of the target language at CSU-Pueblo and in the classroom (e.g. Talks by Italian native speakers)							<p>community, Italian scholars in Colorado, etc.) to be involved in the Italian minor and/or share ideas.</p> <p>3.) Continue to encourage students 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).</p> <p>4.) Use my position as the Rocky Mountains and Far West regional representative of the American Association of Teachers of Italian (AATI) to enhance my students' access to information about Italian language and culture. (One of the Italian minors submitted her essay to the AATI 2015-2016 essay contest).</p>
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Comments:

The Written Proficiency Test (WPT) measures a student's ability to write within a framework of subject matter and a specific time constraint. The exam is a free write composition based on a few questions pertaining to the same argument. Students are given a minimal amount of time (30 minutes) to complete the evaluation. They are graded on their written production, grammatical accuracy and logic/reason. Additionally, students have the option of including a polished sample paper of their writing in Italian to be photocopied and kept in their electronic record. Next year, with permission from the FL Associate Chair, Dr. Picicci will change the topic of the essay question. The reason for this is that some students are enrolled in more than one FL program (e.g. Spanish and Italian) and the questions are the same. The WPT reflects the actual written language competency of each individual student. The program director is committed to recruiting students of Italian and making sure that enrollments in his courses meet university standards. Over the 2015-2016 academic year, Dr. Picicci visited local area high schools to recruit students, advertise Italian classes on campus and promote study abroad opportunities. He believes that his fall semester sabbatical did have a negative impact on overall enrollment figures and retention, especially with students completing ITL 102 spring semester 2016. Of the nine students enrolled, only two are scheduled to continue in ITL 201. Despite the lower enrollments in his courses, he is convinced that these numbers will increase in the near future. Students who successfully and diligently complete the Italian minor at CSU-Pueblo will have working knowledge of the language and its cultures. Students are expected to achieve Intermediate competency or higher according to ACTFL guidelines on their WPT and OPI.

AY 2016-2017	Senior Surveys WPT (Written Proficiency Test) OPI (Oral Proficiency Interview)
AY 2017-2018	Senior Surveys WPT (Written Proficiency Test with a new topic) OPI (Oral Proficiency Interview)

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	2015	<p>1. Implement a stronger oral component at all course levels. Continue to add oral tasks in class based on ACTFL suggestions.</p> <p>2. Increase outside class opportunities for Oral Practice, Tutors, Meet-ups with native Italians)</p> <p>3. Participate in professional development in order to learn new techniques on how to better teach oral proficiency.</p> <p>4. For written communication students at 200 and 300 level need to work more on writing</p>	<p>The Department of English and Foreign Languages offered several opportunities for oral practice in Italian, including Italian conversations, film nights, special events, and free tutors.</p> <p>The Italian program director participated in professional development opportunities during the 2015-2016 academic year.</p>	<p>The outcome was to be expected considering the nature of the 21 credit Italian minor program</p> <p>In 2017, I recommend selecting a different topic for the WPT. Students often select a holiday they are comfortable writing about (e.g. Christmas) when comparing and contrasting it to an Italian holiday. I would like to encourage students to write about several other festivals and traditions I present in my classes. Some other options for possible topics include: a.) Compare and Contrast Italian and American families b.) Compare and Contrast Vacationing</p>

		<p>compositions in past, present and future time frames. The subjunctive mood and its various uses are discussed and practiced.</p> <p>5. Students were asked to write in paragraphs in the target language in the 200/300 level classes. This is an advanced function according to ACTFL guidelines. Italian minors in my ITL 391 <i>Italian Neorealism and Its Influence</i> course, wrote their midterm and final papers in Italian.</p>		Habits between Italians and Americans
CULTURES	2015	<ol style="list-style-type: none"> 1. Provide a constant focus on Italy's cultures through interdisciplinary classes. 2. Provide more cultural opportunities in the target language inside and outside the classroom. 3. Advertise study abroad 	Dr. Picicci maintained a strong focus on Italy's rich cultural makeup in all his classes. Students noticed some major differences in the selection of Neorealist films by Rossellini, De Sica and Visconti.	<p>The results of the changes were effective and had a positive impact on students.</p> <p>Professor Picicci once again included authentic online materials, especially from Italian newspapers and magazines to enhance students' cultural</p>

		<p>opportunities in Italy to students. Hold Information Sessions about the Perugia, Bergamo and Education First Study Abroad Options in Italy. Continue to collaborate with CSUP's Center for International Programs, Praxair-SIAD and the Università degli Studi di Bergamo. Head the Study Abroad Advisory Committee and continue to place updated information on CSUP's Italian Study Abroad website.</p> <p>Provide Dean Folkestad with a list of duties of the Director of the Perugia Program completes. To turn in fall 2016.</p>	<p>The program director constantly provided unique cultural activities for students including some exciting online, web-based language learning assignments.</p>	<p>knowledge of Italy. The inclusion of these materials proved to be effective and will continue to be an important component of all course content.</p>
CONNECTIONS	2015	<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</p>	<p>The Italian program director has created several content based cross-listed courses to include Italian literature, cinema, art, history and politics.</p>	<p>The results were consistently above average. Students of other languages (i.e. Spanish and French) made connections between Italian and the other FL courses they are taking</p>

		interdisciplinary courses that touch on various subject areas where Italian can be practiced (Literature, Cinema, Translation Studies, etc.). Professor Picicci's spring 2016 course, "Neorealism and Its Influence," was a successful topic and students learned about Italy's most important cinematic movement and its impact on other world cinemas.	Students who traveled abroad were encouraged and required to make connections between Italian and American cultures via email and in their weekly compositions.	
COMPARISONS	2015	<p>1. Continue fostering comparisons in culture, language and other disciplines.</p> <p>2. ITL 201 & ITL 312 –These courses will be stacked fall semester 2016 – Students need to work on communicating in Italian and presenting information in a concise and logical manner in the target language. More</p>	<p>During spring semester 2016, intermediate and advanced students compared formal early twentieth-century Italian to twenty-first century spoken Italian.</p> <p>Students are encouraged to make comparisons throughout the course of their studies in the Italian</p>	<p>The results were above average. Students need to continue working in this area during their upper-division coursework.</p>

		role-play and experiential learning opportunities will be created for students.	minor.	
COMMUNITIES	2015	<p>1. Continue extending learning experiences from the classroom to our multilingual and multicultural community.</p> <p>2. Continue creating opportunities where students use Italian to become part of a larger community. For example: clubs, study-abroad programs, school-to-work opportunities and listening to guest speakers of the target language.</p> <p>3. As recommended in the last assessment report, bolster students' performance in the classroom with events on campus and in the community to showcase their knowledge and skills in Italian.</p>	<p>Dr. Picicci collaborates with Pueblo's Italian-American community and local high school teachers of Italian.</p> <p>Italian minors completed a translation project for the Rawlings Public Library in Pueblo.</p> <p>Participated in the Dante Alighieri of Pueblo as its Vice President and Educational Adviser.</p>	<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 popular. Our Perugia and Bergamo programs are unique overseas experiences for CSU-Pueblo students. Additionally, Dr. Picicci has been working throughout the year to recruit, select, evaluate and monitor students participating in the Praxair-SIAD scholarship.</p> <p>Dr. Picicci promoted a short-term (2 weeks) study abroad opportunity for students with Education First College Study Tours in June 2016. Unfortunately, due to poor student enrollment, the trip has been rescheduled for June 2017.</p>

Comments:

Two 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” or “agree” with the five questions in this category. All surveys including additional student comments are on the University I-drive. 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. The mandatory WPT for all students minoring in Italian has been an excellent requirement in the program assessment. This requirement provides an authentic sampling of a student’s written abilities in the target language. The ACTFL grading rubrics are comprehensive and allow for an objective evaluation to be completed by the examiner.

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 at the Intermediate level or higher according to the ACTFL standards. Moreover, these individuals will demonstrate a broad bicultural literacy and have an understanding of Italy’s rich and complex history, cultures, languages and traditions. The program director strongly believes study abroad in Italy is a major component of producing proficient and well-rounded Italian minors.

This year, the four students graduating with the Italian minor performed written and oral proficiency at the intermediate level and they all participated in CSU-Pueblo study abroad programs organized by the Italian director. Students returning from their overseas experience in Italy were cognizant of having become more globally-minded citizens of the world. The program assessment from the 2014-2015 academic year addressed the inability of the ACTFL grading rubrics to rate all kinds of student performance. This, however, is not the case since there is room for objective assessment within specific and well-defined parameters. Also, student performance is constantly considered with all types of assessment procedures and each individual student’s oral production, written abilities and opinions of the program are first considered individually and looked at more uniformly in the report of assessment data.

Appendix 1

La Società Femminile Di Mutuo Soccorso Principessa Iolanda of Pueblo, Colorado

During the spring semester of 2016, 3 advanced students of Italian participated in an experiential learning translation project for the Rawlings Public Library. The students were given access to an important collection of the Società Femminile Di Mutuo Soccorso Principessa Iolanda of Pueblo,

Colorado. These early twentieth-century Italian documents are currently held in the archives of the Pueblo City-County Library District. Students read several original letters and Memorandums of Agreement in Italian and then worked during a portion of the semester to translate them into English.

Founded by Italian women living in Pueblo, the Society was named after Princess Yolanda of Savoy and existed in Pueblo for 68 years (from 1920 to 1988). Its mission was to create a network of sisterhood for Italian-American women living in Southern Colorado. The Rawlings Library has a record of authenticity for the organization, verified by the Italian Consulate in Rome and its Ministry of Culture and Tourism.

Translating the documents was a unique challenge for CSU-Pueblo students because they are written in antiquated Italian using formal vocabulary. This interactive learning opportunity allowed students to use their knowledge of Italian to enrich our community while advancing their foreign language skills beyond the traditional classroom setting. Their contribution also provides a better understanding of the Italian-American experience for early twentieth-century Pueblo immigrants.

Students would like to thank Phyllis Gardner for suggesting the project and Tammi Moe, Rawlings Archivist, for granting access to the original documents. The project was completed in consultation with the director of the CSU-Pueblo Italian program, Professor Chris Picicci. The translations are now in the Società Femminile archive and are accessible to the general public via digital media.

Appendix 2

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		

Appendix 3

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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Continue on the other side please...