

Colorado State University – Pueblo Academic Program Assessment Report for AY 2015-2016 Due: June 1, 2017

Program: Italian Minor 2016-2017

Date: May 25, 2017

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Assessment contributors (other faculty involved in this assessment): Dr. Alegría Ribadeneira, Associate Professor of Spanish

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 culture on campus and in the classroom. Experiential learning opportunities are encouraged to allow students to better understand Pueblo's rich Italian-American community.

In order to assess learning outcomes, all graduating seniors minoring in Italian participate in the 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 26 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 27 of this report)
3. An exit survey which measures students' perceptions and knowledge of Communication, Cultures, Connections, Comparisons and Communities. (See page 28 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? |
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| OUTCOME #1 Communication The communication outcome stresses the use of the target language for communication in "real life" situations. It | Summer 2016 to Spring 2017 | 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 | Graduating Seniors from summer 2016 to spring 2017 Total: 2 students Total: 2 OPIs Kristi Bartolo, | OPI – 85% of students should reach Intermediate or higher | 0-Superior 0-Advanced High 0-Advanced Mid 0-Advanced Low 0-Intermediate High | CSU-Pueblo's Italian minor is a 21 credit (7 university 3 credit hour classes) program. Student learning outcomes adequately reflect the amount of | 1.) Recruit American students to participate in one of CSU-Pueblo's programs in Italy and ultimately minor in the language. This year, I switched our one-month intensive Italian summer program from Perugia to Bergamo, Italy. We also have a semester or year-long study at the Università degli Studi di |

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| 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 (i.e. formal and informal contexts) for a variety of | | guidelines to measure language proficiency. I was trained and certified in this testing. | completed the Italian minor in addition to graduating in with a major in Biology. The other student, Cassidy Nemick, completed the minor over a series of years and graduated with a degree in History. ----- 2 WPTs Graduating Seniors from summer 2016 to | | 1-Intermediate Mid 1-Intermediate Low 0-Novice High 0-Novice Mid 0-Novice Low 100% reached the goal ----- 0-Advanced Low 0-Intermediate High 1-Intermediate | time dedicated to the study of Italian language and culture. During this assessment, the students completing the Italian minor had not studied abroad. In the past, study abroad significantly contributed to students' confidence and performance when communicating in Italian. The WPT is an excellent tool | Bergamo and an Education First College Study Tour option in Italy scheduled for the summer 2017 and spring break 2018. 2.) Continue to include more oral components in all courses. Adding role-play situations/presentations to beginning and intermediate courses. Also, including more Project Based Language Learning (PBLL) Components in Intermediate and Advanced Italian courses. 3.) Continue to provide opportunities outside of class in which students can practice speaking Italian (Ciccolo Italiano, Italian film nights, tutors, special events and guest lectures, etc.) |
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| purposes. | | (WPT) | spring 2017 ----- Graduating Seniors from summer 2016 to spring 2017 2 Surveys | ----- Foreign Language Program Questionnaire for Graduating Italian Minors: 85% of Students should "strongly agree" or "agree" to all questions pertaining to | Mid 1-Intermediate Low 0-Novice High 100% reached the goal ----- 1 students "strongly agrees" with Communication 1a and 1 student "agrees." 2 students "agree" with 1b. | to assess a student's ability to write a short essay in the target language in a limited amount of time (30 minutes). This 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 communi- | 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 nominates tutors to work in the General Education Tutoring Center (251 LARC). Chad Pickering has been instrumental in organizing such opportunities for students. This year, thanks to Dr. Ribadeneira, our Italian exchange student, Leonardo Ronchetti, was a tutor of Italian. 6.) Help students |
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| | | | | Communication. | 100% of the students "strongly agree" or "agree" to the questions pertaining to Communication. | cative abilities. *The WPT was on Italian cinema this year since both graduating seniors took a course on Italian cinema and discussed it in detail both last year and this year. | develop communication skills in both every day & professional/academic settings with at least intermediate phonetic, syntactic and semantic accuracy. 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. 8.) For the 2017-2018 academic year, the Italian program director would like to increase the number of Italian minors on campus and generate enthusiasm for study abroad |
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| | | | | | | | <p>opportunities in Italy. He will make an effort to highlight the scholarship opportunities available to students for study in Italy.</p> <p>9.) The Italian minor director will continue to make connections between foreign language learning and other subjects. Also making sure that service learning and project based learning activities are connected to SLOs.</p> <p>10.) During fall semester 2017 Dr. Picicci would like to promote study abroad, recruit one CSUP student for the \$19,000 Praxair-SIAD Engineering scholarship in Italy and plan the 40th Anniversary Celebration of the Dante Alighieri Society of Pueblo.</p> |
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| <p>native culture and those of Italy.</p> <p>-Students studying abroad often return from Italy and say they have learned more about the world and its cultures (including the USA!) while in Italy. This is in part due to the people they meet while overseas. Encouraging all Italian minors to study abroad will be a top priority for the Italian minor director.</p> | | | | | | <p>customs. Knowledge of Italian language and culture affords access to one of the richest cultural legacies of Western civilization, as 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</p> | <p>abroad information sessions and advertising. Visits to local high school Italian classes are also worthwhile.</p> <p>4.) Promote the Bergamo and EF programs and encourage students to participate in one of these study abroad opportunities.</p> <p>5.) Continue to promote scholarship opportunities for students of Italian.</p> <p>6.) I would like to propose teaching a course on <i>Italian Literature in translation</i> for the MA English program or the Honors program on campus.</p> |
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| | | | | | | be a life-changing, truly transformative experience. | |
| <p>OUTCOME #3</p> <p>Connections</p> <p>Target language instruction is constantly connected to other subjects. Content from other disciplines is continuously integrated within the target language instruction.</p> | <p>Summer 2016-Spring 2017</p> | <p>Written Proficiency Test (WPT)</p> <p>-----</p> <p>Foreign Language Program Questionnaire for Graduating</p> | <p>2 WPTs</p> <p>Graduating Seniors from summer 2016 to spring 2017</p> <p>-----</p> <p>Graduating Seniors from summer 2016 to spring 2017</p> | <p>WPT- 85% should do "well or very well"</p> <p>-----</p> <p>85% of students should "strongly agree" or "agree" to the question</p> | <p>50% did "well or very well" according to grading criteria</p> <p>-----</p> <p>Survey: 50% "agree" with the Connections question of the</p> | <p>Connections between students' native culture and the Italian cultures begin in Italian 101.</p> <p>Students are asked to examine their own culture while studying Italian language, literature, art, music, film</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). Teach courses to English majors and minors like The Age of Dante to introduce students to medieval Italian and Latin literature in translation.</p> |

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| 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. | | Italian Minors | | pertaining to Connections. | Italian minor questionnaire One student selected "5" No basis to judge as a response to this question | 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. See appendices 2 & 3 on pages 25 & 26 of this report for examples. Often times, | 2.) Continue to offer study abroad opportunities in Italy - an intensive one-month summer study abroad at the Center for Italian Studies at the Università degli Studi di Bergamo (UNIBG) and an academic semester or year-long program at the same institution. Students are encouraged to study and live abroad in order to make connections between their own culture and that of Italy. 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 |
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| | | | | | | <p>my students have already taken Italian at a local high school in town.</p> | <p>Italian speakers.</p> <p>4.) Continue to offer yearly short-term study abroad opportunities (spring break and summer options) with Education First (EF) College Study Tours. The Grand Tour of Italy 2017 will take 11 travelers this June.</p> <p>5.) Promote scholarship initiative with Praxair/SIAD - (The Engineering students from Italy, Paolo Ferrucci successfully completed a semester of study at CSU-Pueblo fall semester of 2016.</p> <p>CSU-Ft. Collins Engineering student, Jordyn Dahlke, is currently in Bergamo completing coursework at the UNIBG along with a summer internship with SIAD in Italy. These</p> |
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| | | | | | | | study abroad experiences were funded by Praxair-SIAD scholarship. This scholarship demonstrates how CSU-Pueblo's Italian program created an opportunity for an Engineering student at CSU-Ft. Collins. |
| <p>OUTCOME #4</p> <p>Comparisons</p> <p>Students are encouraged to compare and contrast the target language and its cultures with their own. They discover patterns, make predictions, and analyze</p> | <p>Summer 2016 to Spring 2017</p> | <p>WPT (Written Proficiency Test)</p> <p>-----</p> <p>Foreign</p> | <p>2 WPTs</p> <p>Graduating Seniors from summer 2016 to spring 2017</p> <p>-----</p> <p>Graduating</p> | <p>WPT- 85% should do "well or very well"</p> <p>-----</p> <p>85% of students</p> | <p>100% did "well or very well" according to grading criteria</p> <p>-----</p> <p>Survey: 100% "strongly</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>All textbooks selected for beginning, intermediate and advanced Italian include</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 the world. These encounters provide fruitful opportunities to compare cultural similarities and differences</p> |

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| 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. | | Language Program Questionnaire for Graduating Italian Minors | Seniors from summer 2016 to spring 2017 2 Surveys | should “strongly agree” or “agree” to the questions pertaining to Comparisons. | “agree” or “agree” with the Comparisons question of the Italian minor questionnaire | 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. | 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 | Summer 2016 to Spring 2017 | Written Proficiency Test (WPT) | 2 WPTs Graduating Seniors from | WPT- 85% should do “well or very well” | 100% did “well or very well” | Students need additional opportunities to use the target | 1.) Promote Project Based Foreign Language activities for students in our community. Educators should help |

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| learning experiences from the target language 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; communication with Italians; participation in clubs, exchange | | | summer 2016 to spring 2017 | ----- | according to grading criteria. | language in the Pueblo community. In order to function comfortably in the target language, students should be exposed to a wide range of social situations. | 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.) An example of this during the spring 2017 semester, my Italian 381 students completed a project on Dante Alighieri for the SOCO Conference and the Dante Alighieri Society of Pueblo. (For more information, see |
| | | ----- | ----- | 85% of students should "strongly agree" or "agree" to the questions pertaining to Communities. | ----- | | |
| | | Foreign Language Program Questionnaire for Graduating Italian Minors | Graduating Seniors from summer 2016 to spring 2017 | | Survey: 50% "strongly agree" with the Communities question of the Italian minor questionnaire. | | |
| | | | 2 Surveys | | One student selected "5" No basis to judge as a response to this question | | |

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| or study-abroad programs, and cultural activities. | | | | | | | <p>appendix 2).</p> <p>2.) Continue engaging several different types of communities (i.e. campus community, Pueblo community, American-Italian 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</p> |
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| | | | | | | | Teachers of Italian (AATI) to enhance my students' access to information about Italian language and culture. |
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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. This year, Dr. Picicci changed the topic of the essay question (please see Appendix 1). 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 2016-2017 academic year, Dr. Picicci maintained contact with high school teachers to recruit students, and advertise the Italian minor at CSUP. Despite the lower enrollments in his second and third year 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. The graduating students this year achieved Intermediate competency or higher according to ACTFL guidelines on their WPT and OPI.

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| 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? |
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| COMMUNICA-TION | 2016 | <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 several professional development opportunities and conferences during the 2016-2017 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 varying the topic for the WPT. I would like to encourage students to write about several different topics that are not similar to those asked on the Spanish or French WPT. Some other options for possible topics besides cinema include: a.) Compare and Contrast Italian and American families b.) Compare and Contrast Vacationing Habits between Italians and Americans</p> |

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| | | <p>compositions in past, present and future time frames. The subjunctive mood and its various uses are discussed and practiced throughout the semester.</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.</p> | | |
| CULTURES | 2016 | <ol style="list-style-type: none"> 1. Provide a constant focus on Italy's many cultures through interdisciplinary classes. 2. Provide more cultural opportunities in the target language inside and outside the classroom. 3. Advertise study abroad opportunities in Italy to students. Hold Information Sessions on Bergamo and | <p>Dr. Picicci maintained a strong focus on Italy's rich cultural makeup in all his classes.</p> <p>The program director constantly provided unique cultural activities for students including some exciting online, web-based language learning assignments.</p> | <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 websites, newspapers and magazines to enhance students' cultural knowledge of Italy. The inclusion of these materials proved to be effective and will continue to be an important component of all course</p> |

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| | | 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. | | content. |
| CONNECTIONS | 2016 | <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 (Literature, Cinema, Translation Studies, etc.).</p> | The Italian program director has created several content based cross-listed classes to include Italian literature, cinema, art, history and politics. | 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 |
| COMPARISONS | 2016 | 1. Continue fostering comparisons in culture, language and other | During spring semester 2017, intermediate and advanced students | The results were above average. Students need to continue working in this area during their upper-division |

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| | | <p>disciplines.</p> <p>2. More role-play and experiential learning opportunities will be created for students.</p> | <p>researched the life, literary works and biography of Dante Alighieri.</p> <p>Students are encouraged to make comparisons throughout the course of their studies in the Italian minor.</p> | <p>coursework.</p> |
| COMMUNITIES | 2016 | <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</p> | <p>Dr. Picicci collaborates with Pueblo's Italian-American community and local high school teachers of Italian.</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 Bergamo exchange is a 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 2017.</p> |

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| | | with events on campus and in the community to showcase their knowledge and skills in Italian. | | |
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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 will be placed on the University I-drive. 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, both students graduating with the Italian minor performed written and oral proficiency at the intermediate level; they **did not** participate in CSU-Pueblo study abroad programs organized by the Italian director. Students who complete study abroad experiences, return from their overseas sojourn in Italy as more globally-minded citizens of the world. I’ve decide to concentrate my efforts on sending as many Italian minors to Italy as possible. Although travel abroad cannot be a requisite for the minor, I would like to use as many on campus and off-campus resources to help fund such an experience for our students.

One reviewer of the 2015-2016 program assessment suggested that justification of service learning be more clearly connected to student learning outcomes. I hope the example of the Project Based Language Learning (PBLL) activity on Dante Alighieri in the appendices will demonstrate how it contributes to Italian minor learning outcomes. The same review asked that FL assessment forms and rubrics be specific to each of our language programs. This occurs for our students taking the surveys, but in order to simplify the FL assessment reports, the FL faculty decided to include only examples of Spanish assessment forms for our reviewers.

Colorado State University – Pueblo

Graduating Italian Minor

Italian Writing Proficiency Test

(Note: This test is not to be copied, photographed, or otherwise reproduced or distributed for purposes other than that for which it was expressly created.)

Complete the following writing exercise in Italian. You have thirty minutes to complete the essay (the thirty minutes begin after you have read through the instructions and the exercises carefully in the presence of your proctor). Please write your essay on the computer and send the file to chris.picicci@csupueblo.edu. You may write on this sheet, if you need to, but do not copy or photograph it, and please return it to your proctor when you are finished. If there are English words in the exercises that you do not understand, please consult with your proctor. With the exception of clarifying the English vocabulary used in the exercises, no help or aids of any kind may be used during this exam, including, among others, dictionaries, search engines, grammar/spell checkers, etc.

Include the following information at the top of the exam (or in the “Subject” line if you are composing this in the body of an e-mail): your name, Minor WPT, your PID, the date.

The International Students at CSU-Pueblo are discussing the differences between American cinema and other world cinemas. You’ve been invited to participate in the discussion to talk about Italian cinema. In a short essay,

- a. Briefly describe Italian cinema and compare it to American cinema. What are specific features (similarities and differences) of the cinematic production of each country’s culture?
- b. Present one film from Italian cinema with which you are familiar. You can discuss a recent film or any film from the twentieth century.
- c. Give your opinion regarding the cultural value of cinema; speculate how life/society would be impacted if individuals/societies did not have the medium of cinema.
- d. If time permits, describe how Italian films represent Italian culture and if you have noticed an “evolution” of Italy’s cinema.

Note: The primary criterion for evaluation is your ability to write and express yourself in Italian.

Suggested length: 3-5 paragraphs

Suggested time: 30 minutes

Students of Italian 318 – Italian Civilization and Culture presented their research (poster presentations) on Dante Alighieri (1265-1321), the father of Italian language, at the 2017 SOCO Conference and Dante Scholarship luncheon. In the words of Erich Auerbach, “if we start from his predecessors, Dante’s language is a well-nigh incomprehensible miracle” (*Mimesis*). Dante’s encyclopedic knowledge and elegant lyrical style make him the greatest poet of the European Middle Ages. The students’ presentations, in Italian with an English translation, will cover a wide range of issues dealing with Dante’s biography, autobiography, and his revolutionary implementation of the Tuscan vernacular instead of the more commonly accepted Latin of his time. Some students will concentrate on Dante’s masterpiece, *The Divine Comedy*. Others will discuss his poetry and the influence of the Florentine and Bolognese *dolce stil novo* (sweet new style) along with the Sicilian school and Provençal troubadour literary traditions, both excessively artificial and intended for distinguished audiences. There will also be a presentation on Dante’s minor works like his *Vita Nova* which describes in prose and verse his first encounter with the Florentine woman Beatrice (Bice di Folco Portinari), Dante’s lifelong muse. Other students will examine the impact Dante’s writing had on the visual arts; from the Renaissance master artist, Sandro Botticelli, to the twentieth-century Spanish surrealist, Salvador Dalí, the influence of Dante’s poetry is immortalized in the fine arts. Finally, another poster will depict the influence that Dante’s literary production has had on Italian and other world literatures over the centuries. For Italians, no other poet in this history of Italian literature is more revered and remembered than Dante. It is for this reason that his image is on the 2 Euro coin that circulates as currency throughout Italy and the rest of the European Union. In fact, it is safe to say that the Italian language spoken today is a direct inheritance of Dante - according to statistics, roughly 90% of the vocabulary currently in use in Italy already appeared in the *Divine Comedy*.

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

Appendix 5

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. |
|--|---|

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 |
|--|---|

Continue on the other side please...