



2023 Academic Program Assessment Report

Italian Minor

Program current assessment plan here:

[https://www.csupueblo.edu/assessment-and-student-learning/\\_doc/2019/report/world-languages-assessment-plan-2019.pdf](https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/world-languages-assessment-plan-2019.pdf)

Program prior assessment report here:

[https://www.csupueblo.edu/assessment-and-student-learning/\\_doc/2022/italian-minor-assessment-report-2022.pdf](https://www.csupueblo.edu/assessment-and-student-learning/_doc/2022/italian-minor-assessment-report-2022.pdf)

Report Completed By:	Alegria Ribadeneira
Date Report Completed:	6/31/2023
Faculty members involved in this Assessment:	Alegria Ribadeneira, Martin Otto

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

**Brief Statement of Program Mission and Goals:**  
The Italian minor complements a wide variety of majors in other disciplines to enhance the students' ability to compete for jobs where knowledge of a world language is desirable. The minor helps students attain sufficient proficiency to converse comfortably on everyday topics, write and read at intermediate level, and understand and appreciate the target language cultures.

**I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.**

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
<b>1. COMMUNICATION:</b> 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 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.	Summer 22	OPI (Oral Proficiency Interview)	Graduating seniors (3 speech samples)	OPI: 85% of students should be Intermediate or higher	1 – Adv. Low 2– Int High  100% were Intermediate Mid or above	All three students performed well	Dr. Chris Picicci is on sabbatical. Once he is back, he can analyze these results and make recommendations.
	Summer 22	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (3 writing samples)	WRITTEN SAMPLE: 85% of students should be Intermediate Mid or higher	1 – Adv Mid 2 – Adv Low  100% reached the goal.	All three students performed well	
	Summer 22	EXIT SURVEY	Graduating seniors (3 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Communication.	66% agreed or strongly agreed	One of the three students felt they had not attained enough proficiency to function in a work environment	
<b>2. CULTURE:</b> Cultural understanding is an important part of the target language education. Experiencing other cultures develops a better understanding and	Summer 22	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (3 writing samples)	WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Cultures.	100% did very well	Goal was met	Dr. Chris Picicci is on sabbatical. Once he is back, he can analyze these results and make recommendations.

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.	Summer 22	EXIT SURVEY	Graduating seniors (3 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Cultures.	100% agreed or strongly agreed	Goal was met	
3. <b>CONNECTIONS:</b> Target language instruction must be connected with other subject areas. Content from 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 the Spanish language to other subject areas and use Spanish to learn content.	Summer 22	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (3 writing samples)	WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Connections.	100% did very well	Goal was met	Dr. Chris Picicci is on sabbatical. Once he is back, he can analyze these results and make recommendations.
	Summer 22	EXIT SURVEY	Graduating seniors (3 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Connections.	100% agreed or strongly agreed	Goal was met	
4. <b>COMPARISONS:</b> 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 22	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (3 writing samples)	WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Comparisons.	100% did very well	Goal was met	
	Summer 22	EXIT SURVEY	Graduating seniors (3 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Comparisons.	100% agreed or strongly agreed	Goal was met	
5. <b>COMMUNITIES:</b> 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 Spanish 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 hear speakers of the target language at the University and in the classroom.	Summer 22	EXIT SURVEY	Graduating seniors (3 surveys)	GRADUATE SURVEY: 85% of students should "agree" or "strongly agree" to the question that pertains to Communities.	100% agreed or strongly agreed	Glad to see students feel we are creting and exploring community effectively	Dr. Chris Picicci is on sabbatical. Once he is back, he can analyze these results and make recommendations.
<b>Comments on part I:</b>	All but one goal were met						

<b>II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.</b>							
<b>A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.</b>	<b>B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.</b>	<b>C. What were the recommendations for change from the previous assessment column H and/or feedback?</b>	<b>D. How were the recommendations for change acted upon?</b>	<b>E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?</b>			
<p>We were not able to assess any issues from the last review as Prof. Picicci went on a one year sabbatical. During his absence we covered classes with adjunct instruction given that numbers were too low to justify a full time visiting professor. Beginning classes were taught by an adjunct, Martin Otto, and advanced classes were taught as independent studies as there were only three students. Those classes were designed by Dr. Alegria Ribadeneira and assessed by the adjunct, Martin Otto.</p>	n/a	n/a	n/a	n/a			
<b>Comments on part II:</b>							
<p>In last year's program assessment, Prof. Picicci addressed the need to recruit more aggressively. So far this recruiting did not yield results in this AY. Continuing low numbers are concerning.</p> <p>Survey comments for this year:</p> <p>Italian is such a unique course and it is something I didn't think I would have the opportunity to study. Chris is an amazing educator and he loves the Italian language and culture and is able to share his passion with his students. He has created great resources to take our education further by creating the Italian club and by hosting movie nights. The study abroad opportunities were super interesting.</p> <p>The professors were great! They were always enthusiastic and have fun activities planned to engage us and give us some experience with practical uses for the language.</p> <p>I was a big fan of moving away from traditional textbooks. They were expensive and when we started doing our online content that Chris made, it was much more relevant and helpful in my learning</p> <p>I don't think any changes are necessary.</p> <p>I enjoyed the Italian program a lot and will definitely recommend it to anyone interested!</p>							