

Program-Level Assessment Plan

Program: Italian Studies - B.A. in Italian Studies	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): UG major
Department: Languages, Literatures & Cultures	College/School: Arts & Sciences
Date (Month/Year): September 2021	Primary Assessment Contact: Dr. Claudia Karagoz claudia.karagoz@slu.edu (as of 1/2021)

Narrative

In **A.Y. 2018-2019**, the Italian Studies program decided to revise and update outcomes assessment strategies and procedures based on feedback received from the Dean's office and the University Assessment Coordinator. We decided that assessing all five outcomes (interpersonal communication, presentational communication, interpretive communication; intercultural competence and connections) was unnecessary. So, since fall 2018, the two active-productive skills in foreign language acquisition, Speaking and Writing, are assessed focusing on two outcomes, **interpersonal communication (Oral)** and **presentational communication (Written)**, plus **intercultural competence** [as it emerges from both: Intercultural competence is now assessed not as a separate entity, but specifically as connected to/emerging from Interpersonal communication (Oral) and Presentational Communication (Written) and inserted in each corresponding rubric. It is, in fact, by communicating (orally and/or in writing) that students demonstrate acquisition of intercultural competence]. See the attached templates and rubrics.

We also decided to perform outcomes assessment as follows:

- In ITAL 2010, third semester Italian (last semester of the A&S Foreign Language Core Requirement), as the starting point of the Italian B.A. – Students are assessed at the **Intermediate-Low** level on the ACTFL scale.
- In ITAL 3020, fifth semester Italian, as the mid-point of the Italian B.A. – Students are assessed at the **Intermediate-Mid** level on the ACTFL scale
- In the last semester of coursework at SLU (what used to be ITAL 4950, for zero credits, eliminated once LLC removed all courses for zero credits) students are required to attend two mandatory assessment sessions, a final **oral interview** and a discussion of a brief **writing portfolio**. Students are assessed at the **Intermediate-High** level on the ACTFL scale.

Since the Italian Studies program is inter/multidisciplinary in nature, and the focus of the Italian Studies Major is the development of linguistic and cultural proficiency within a multidisciplinary/interdisciplinary context, assessing the last semester allows us to measure the impact of the variety of ITAL 3XXX and 4XXX courses (not limited to ITAL 3010/3020 and 4010/4020, which students may take abroad) that students may be taking.

Outcomes (interpersonal communication, presentational communication and intercultural competence) were assessed through **direct measures** (testing and oral interview/presentation in ITAL 2010 and 3020; oral interview and short writing portfolio in the last semester of coursework) and **indirect measures** (an exit survey).

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (What)	Evaluation Process (How)
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).</p>	<p>1. What artifacts of student learning will be used to determine if students have achieved this outcome?</p> <p>2. In which courses will these artifacts be collected?</p>	<p>1. What process will be used to evaluate the artifacts, and by whom?</p> <p>2. What tool(s) (e.g., a rubric) will be used in the process?</p> <p>Note: Please include any rubrics as part of the submitted plan documents.</p>
1	<p>Graduates will be able to communicate in spoken Italian at least at the level of Intermediate- High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages [ACTFL - Interpersonal communication (Oral)].</p>	<p>- ITAL 2010, third semester Italian (last semester of the A&S Foreign Language Core Requirement), as the starting point of the Italian B.A. – Students are assessed at the Intermediate-Low level on the ACTFL scale.</p> <p>- ITAL 3020, fifth semester Italian, as the mid-point of the Italian B.A. – Students are assessed at the Intermediate-Mid level on the ACTFL scale</p> <p>- In the last semester of B.A. coursework at SLU (what used to be ITAL 4950, for zero credits, eliminated once LLC removed all courses for zero credits) - Students are assessed at the Intermediate-High level on the ACTFL scale.</p> <p>See above, Narrative.</p>	<p>- ITAL 2010 - Direct measures: testing (final oral interview/presentation). Indirect measures: exit survey. Proficiency level assessed: Intermediate-Low level on the ACTFL scale.</p> <p>- ITAL 3020 - Direct measures: testing (final oral interview/presentation). Indirect measures: exit survey. Proficiency level assessed: Intermediate-Mid level on the ACTFL scale.</p> <p>- Last semester of B.A. coursework at SLU (formerly ITAL 4950, for zero credits, which was eliminated in 2017). Direct measures: testing (oral interview). Indirect measures: exit survey. Proficiency level assessed: Intermediate-High level on the ACTFL scale.</p> <p>Madrid: Italian is not taught at the Madrid campus.</p>	<p>The Italian Studies faculty program coordinator meets with the Italian faculty members as a group several times during each semester to discuss the development of each course, and of the program as a whole. At the end of each semester, the Italian Studies faculty member who is responsible for teaching the course where assessment is performed first assesses each artifact of student learning, individually, using the appropriate assessment rubric. Then, the Italian Studies faculty meet as a group to discuss the overall assessment for each course that is part of the assessment, and for the program as a whole. Since fall 2018, we have in place a Program-Level Assessment Plan that allows us to check the final point of all levels throughout the curriculum (see Narrative, above).</p> <p>2. We developed our rubrics based on ACTFL proficiency levels for each level and determined the expected proficiency level for each course/artifact used for assessment and our rubrics reflect the appropriate proficiency level (does not meet/meets/exceeds expectations). The rubrics for each assessment artifact used are attached to</p>

				the email that included this document.
2	<p>Graduates will be able to communicate in written Italian at least at the level of Intermediate-High proficiency according to the standards set by the American Council for the Teaching of Foreign Languages [ACTFL - Presentational communication (Written)].</p>	<p>- ITAL 2010, third semester Italian (last semester of the A&S Foreign Language Core Requirement), as the starting point of the Italian B.A. – Students are assessed at the Intermediate-Low level on the ACTFL scale.</p> <p>- ITAL 3020, fifth semester Italian, as the mid-point of the Italian B.A. – Students are assessed at the Intermediate-Mid level on the ACTFL scale</p> <p>- In the last semester of B.A. coursework at SLU (what used to be ITAL 4950, for zero credits, eliminated once LLC removed all courses for zero credits) - Students are assessed at the Intermediate-High level on the ACTFL scale.</p> <p>See above, Narrative.</p>	<p>- ITAL 2010 - Direct measures: testing (final written exam). Indirect measures: exit survey.</p> <p>Proficiency level assessed: Intermediate-Low level on the ACTFL scale.</p> <p>- ITAL 3020 - Direct measures: testing (final written exam). Indirect measures: exit survey.</p> <p>Proficiency level assessed: Intermediate-Mid level on the ACTFL scale.</p> <p>- Last semester of B.A. coursework at SLU (formerly ITAL 4950, for zero credits, which was eliminated in 2017). Direct measures: testing (short writing portfolio). Indirect measures: exit survey.</p> <p>Proficiency level assessed: Intermediate-High level on the ACTFL scale.</p> <p>Madrid: Italian is not taught at the Madrid campus.</p>	See above.
3	<p>Graduates will be able to investigate the culture of Italian-speaking countries from a variety of cross-cultural perspectives [ACTFL – Intercultural Competence Intercultural competence, as it emerges from 1 and 2. See above, Narrative (Oral and Written)].</p>	<p>- ITAL 2010, third semester Italian (last semester of the A&S Foreign Language Core Requirement), as the starting point of the Italian B.A. – Students are assessed at the Intermediate-Low level on the ACTFL scale.</p> <p>- ITAL 3020, fifth semester Italian, as the mid-point of the Italian B.A. – Students are assessed at the Intermediate-Mid level on the ACTFL scale</p> <p>- In the last semester of B.A. coursework at SLU (what used to be ITAL 4950, for zero credits, eliminated once LLC removed all courses for zero credits) - Students are assessed at the Intermediate-High level on the ACTFL scale.</p>	<p>- ITAL 2010 - Direct measures: testing (final oral interview/presentation & final written exam). Indirect measures: exit survey.</p> <p>Proficiency level assessed: Intermediate-Low level on the ACTFL scale.</p> <p>- ITAL 3020 - Direct measures: testing (final oral interview/presentation & final written exam). Indirect measures: exit survey.</p> <p>Proficiency level assessed: Intermediate-Mid level on the ACTFL scale.</p> <p>- Last semester of B.A. coursework at</p>	See above.

		See above, Narrative.	<p>SLU (formerly ITAL 4950, for zero credits, which was eliminated in 2017). Direct measures: testing (oral interview and short writing portfolio). Indirect measures: exit survey. Proficiency level assessed: Intermediate-High level on the ACTFL scale.</p> <p>Madrid: Italian is not taught at the Madrid campus.</p>	
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Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

At the end of each spring semester the Italian Studies Coordinator analyzes assessment data collected throughout the year and meets to discuss assessment findings. We re-examine our curriculum, assessment tools and if students are meeting goals in each course and in the program. Our conversation focuses on how to improve the program in terms of textbook choices, course and content development and assessment artifacts. Based on these conversations in A.Y. 2019 and 2020 we revised the content of ITAL 3010 and 3020 and adopted new, improved textbooks and connected Online Learning Systems (OLS); we have selected a new textbook and connected OLS for the Core sequence for A.Y. 2020-2021 that has a heightened focus on culture, so as to further develop intercultural competence skills; and we have decided to develop in A.Y. 2020-2021 a new intermediate course, to respond to program needs (since ITAL 3010 and 3020 cannot be both offered in each semester).

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

As described above, the Italian Studies faculty program coordinator meets with the Italian faculty members, as a group, several times during each semester to discuss the development of each course, and of the program as a whole. Then, the Italian Studies faculty meet as a group to discuss the overall assessment for each course that is part of the assessment, and for the program as a whole. The discussion is therefore ongoing and open throughout the academic year.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

We consider best practices, manageable, and responding to the nature of foreign language & culture acquisition to assess all three above-noted program learning outcomes each year. This is part of the reason why we decided to focus on three essential outcomes rather than all five as identified by ACTFL. Data are collected, analyzed and discussed at the end of each year. Changes, if necessary, are implemented each year, as needed. A report is created at the end of each academic year. A more thorough analysis will be performed at the end of the second year as the midpoint in the assessment cycle.* A final analysis is performed at the end of the fourth year as the final point of the four-year cycle.

Data will be collected, analyzed and discussed in a four-year cycle.

A.Y. 2019-2020 year marks the start of a new four-year cycle, as follows:

A.Y. 2019-2020 was the first year.

A.Y. 2020-2021 will be the mid-point.*

A.Y. 2021-2022 will be the third year.

A.Y. 2022-2023 will conclude the four-year cycle.

Data is collected, analyzed and discussed at the end of each year. Changes, if necessary, will be implemented each year, as needed. A report will be created at the end of each academic year. A more thorough analysis will be performed at the end of spring 2021* as the midpoint in the assessment cycle. A final analysis will be performed in spring 2023 as the final point of the four-year cycle.

*Note: due to the disruptions caused by the COVID-19 health emergency (Spring 2020-Spring 2021), this discussion has been postponed to the end of AY 21-22.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

All faculty in Italian Studies are involved. The Program Coordinator compile, analyze and discuss data. Adjuncts also collect data, as per training/instructions. All full-time faculty propose and discuss changes. The program coordinator implements said changes. Adjuncts provide feedback on students and receive feedback as instructors.

The Italian Studies Program Coordinator regularly compiles the results of both the direct and indirect measures across the program in order to gain insight into the progress made by students, the success of instruction and needs for improvement. The Coordinator reports to, and consults with, the Italian faculty at the end of each academic year with recommendations for changes or improvements to the curriculum, implementation and assessment plan. Any recommendations for improvements to the culture component of the course are reported at the end of the academic year to the Department Chair and the program. The faculty also regularly liaises with community partners who provide opportunities for community engagement and cultural experiences to students (e.g. the cultural and community engagement activities of the Italian Club of St. Louis, the Saint Louis International Film Festival, etc.).

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Rubrics (6 total, created in A.Y. 2018-2019) will be submitted as attachments to the same email that included this plan and yearly report.

