ITALIAN 1B

Foreign Languages Department

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The Assessment Committee is formed by Professors Kevin Elstob, Barbara Carle, Kazue Masuyama, and María Mayberry. *The report for ITALIAN 1B has been compiled by Professor Barbara Carle.*

This is the second consecutive year such assessment has been conducted.

What follows is the report for the ITALIAN 1B:

Option 1: Narrative Submission: please address the following questions.
1. What goals or learning objectives/outcomes were assessed in AYs 2014-2015.
2. In AY 2014-2015, the department assessed the following learning objective:
- Learning objective: Students demonstrate knowledge of everyday or "popular" foreign, i.e., ITALIAN culture, such as ordering at a restaurant, travel, lodging, basis for Italian cultural identity, and regional differences within Italy.

2. How did you assess these learning outcomes?

a. Describe the measures you used and the information gathered? (Description, date administered, results)
The learning outcome was assessed with a Pre-Assessment (Appendix A) and Post-Assessment tests (Appendix B) piloted in two Italian1B sections. There were 20 students who took **both** tests. Using the rubric (seen Appendix C), each test was evaluated for task completion, accuracy, vocabulary and cultural appropriateness.

Data analysis of the **tests** yielded the following results. *Please note that percentages are rounded off:*

Pre-test
- Average score (Total: 12 points)   6
- Students scoring 9-12 (competent-4)   10% (2 learners)
- Students scoring 5-8 (good-3)   30 % (5 learners)
- Students scoring 1-4 (developing-2)   60% (13 learners)

Post-test
- Average score (Total: 12 points)   12
- Students scoring 9-12 (competent-4)   70 % (9 learners)
- Students scoring 5-8 (good-3)   20 % (7 learners)
- Students scoring 1-4 (developing-2)   10 % (4 learners)

Analysis of the data shows an improvement in the average score from 6 in the Pre-Test to 11 in the Post-Test. The results of a paired T-test show the difference of mean weight improvement **within subjects** (e.g., the change of means observed between the Pre and Post-Test) was statistically significant, providing evidence that the learning outcomes of the 1B courses were achieved at the end of the semester.

Moreover, a majority of students (around 70%) obtained a score at the 'competent' level in the Post-Test, comparing to 10 % of learners in the Pre-Test.

b. As a result of these assessments what did you learn about the program's success in helping its students achieve these learning outcomes?

The results of assessment have shown that the structure of the 1B courses is successful in helping students achieve the learning outcomes despite the fact that many learners are not ready to continue with 1B courses after having waited too long before attempting to fulfill their language requirement (the second semester of a Foreign Language).

Furthermore, the data from assessment have helped identify those areas of grammar and vocabulary that learners have forgotten since they first took the 1A course or an equivalent course (in High School or at a community college). This, in turn, has helped instructors to adapt the content of the1B sections in order to address any weak areas indicated by the Pre-Test.

c. In what areas are students doing well and achieving expectations?

Overall, analysis of the tests indicates that most students in the 1B courses achieve a general knowledge of everyday or "popular" culture (such as eating and expressing ideas related to habitual activities), a consistent use of vocabulary in context as well as a consistent use of register and style appropriate to diverse cultural situations (for instance, making the appropriate distinctions between formal and informal ways to address people in the context of greetings). Learners are also achieving expectations with respect to control of grammar and basic syntactic structures.

d. What areas are seen as needing improvement within your program?

Some of the areas that need improvement are those that are difficult even for more advanced language learners: gender agreement between nouns, articles and adjectives; verbal declension; vocabulary acquisition, conversation practice.

3. As a result of faculty reflection on these results, are there any program changes anticipated?
a) If so, what are those changes?

There are not changes anticipated at the moment in the curriculum of the 1B courses; as demonstrated by the data, most students improved their performance after completing the 1B course. However, instructors will continue to use activities in class and online resources in order to reinforce vocabulary acquisition and to provide practice of the structures that have proven to be more challenging to learners such as those mentioned earlier (noun gender-agreement; verbal agreement).

b) How will you know if these changes achieve the anticipated results?

Although there are not changes anticipated, the Department will continue to administer the Pre-test and Post-test for program assessment purposes.

4. Did your department engage in any other assessment activities such as the development of rubrics, course alignment? No

5. What assessment activities are planned for the upcoming academic year?

1. The Department is planning to adapt the assessment tools used for this report in order to use them to assess other areas of the Minor programs in all of the languages.
2. The following is a tentative Assessment Plan for the Minor programs:

Year 2014-2015. Learning Outcomes:
1. **Students can engage in oral communications as evidenced by their ability to present an oral report on a given topic under testing conditions; or**
2. **Students engage in conversations in the target language in a variety of topics under testing conditions.**

Year 2015-2016. Learning Outcome: **Students describe and/ or discuss linguistic similarities and differences between the target language and their own.**

Foreign Language Diagnostic PRE Assessment Tool   (Appendix A)

Name: _____ Date: _____

NOTE: The purpose of this instrucment is to help your professor better understand where your language proficiency is at the <u>beginning of this course</u>. Your instructor will tell you which of the questions to answer. Each items gives suggestive hints that yu migh want to use in your response. Use the space provided and the back if necessary.

GREETINGS:

1. Greet in a culturally appropriate manner in _____(insert specific language).
a) You meet your elderly neighbor on the street in the afternoon. How would you greet him/her?
_____

b) You meet a friend on campus. How would you greet him/her?
_____

TALKING ABOUT SELF:

2. Today is the first day of your. Introduce yourself in front of the class in a culturally appropriate manner. You need to include at least five (5) elements from the followings: for example – your name, your nationality, your hometown, your home university, year in school, age, your major and/or your hobby.
_____
_____

3. Your friend asks you about your friends and family members. Describe one member of your family (your mother, father, a sibling, a cousin, etc.) Describe his/her physical appearence (for example, height, hair, wearing a pair of glasses, clothing, personality, occupation, and likes and dislikes.)
_____
_____

HABITUAL ACTIVITIES:

4. Describe what you do during a typical day. Include the descriptions of activities. Suggestions: At what time do you wake up? When do you get up? When do you go to school/work? What time do you eat dinner? Whenever possible, include place and time expressions.
_____
_____

FOOD AND DRINK PREFERENCES:

5. What foods and drink do you like?
_____
_____
_____

TALKING ABOUT PAST EVENTS:

6. Describe your last trip. Suggestions: Where did you go? What did you eat? What did you like the best? What did you like the least?
_____
_____
_____

7. Describe your childhood. Suggestions: What did you use to do in your free time? Where you a good student? What was you favorite food?
_____
_____
_____

BACKGROUND:
Answer the following questions in English regarding your previous experience taking _____ (insert language).

1. List the language course(s) you took before taking this 1B?
_____
_____
_____
_____

2. How long ago did you take the course(s) listed in item one above?
_____
_____
_____
_____

3. What is your status at school?
____ Freshman
____ Sophomore
____ Junior
____ Senior
____ Graduating Senior
____ Other (Specify) _____

4. If you are a **senior or graduating senior**, why are you taking 1B now?
_____
_____
_____
_____

Foreign Language Diagnostic POST-Assessment Tool   (Appendix B)

Name: _____ Date: _____

NOTE: The purpose of this instrucment is to help your professor better understand where your language proficiency is at the <u>end of this course</u>. Your instructor will tell you which of the questions to answer. Each items gives suggestive hints that yu migh want to use in your response. Use the space provided and the back if necessary.

GREETINGS:
1 Greet in a culturally appropriate manner in _____(insert specific language).
a) You meet your elderly neighbor on the street in the afternoon. How would you greet him/her?
_____

b) You meet a friend on campus. How would you greet him/her?
_____

TALKING ABOUT SELF:
2. Today is the first day of your. Introduce yourself in front of the class in a culturally appropriate manner. You need to include at least five (5) elements from the followings: for example – your name, your nationality, your hometown, your home university, year in school, age, your major and/or your hobby.
_____

3. Your friend asks you about your friends and family members. Describe one member of your family (your mother, father, a sibling, a cousin, etc.) Describe his/her physical appearence (for example, height, hair, wearing a pair of glasses, clothing, personality, occupation, and likes and dislikes.)
_____

HABITUAL ACTIVITIES:
4. Describe what you do during a typical day. Include the descriptions of activities. Suggestions: At what time do you wake up? When do you get up? When do you go to school/work? What time do you eat dinner? Whenever possible, include place and time expressions.
_____

FOOD AND DRINK PREFERENCES:
5. What foods and drink do you like?
_____

TALKING ABOUT PAST EVENTS:
6. Describe your last trip. Suggestions: Where did you go? What did you eat? What did you like the best? What did you like the least?
_____

7. Describe your childhood. Suggestions: What did you use to do in your free time? Where you a good student? What was you favorite food?
_____

California State University, Sacramento   Student's name: _____

Semester: _____   Language: _____   Date: _____   Total: _____

	Task Completion	Accuracy	Vocabulary	Cultural appropriateness
3	Superior completion of task; addresses prompt with rich content that includes ideas developed with elaboration and detail. (3)	Good control of basic syntactic structures; appropriate use of grammar, with sporadic errors in complex structures. (3)	Wide range of new vocabulary and idioms, with sporadic errors. (3)	Consistent use of register and style appropriate to situation except for occasional lapses. (3)
2	Adequate completion of task; addresses prompt with appropriate content that includes ideas with some elaboration and detail. (2)	Some control of basic syntactic structures; some errors in grammar sometimes interfere with comprehensibility. (2)	Good range of new vocabulary and idioms; some inappropriate vocabulary and idioms interfere with comprehensibility. (2)	Use of register and style appropriate to situation is inconsistent or includes many errors. (2)
1	Partial completion of task; addresses prompt with appropriate but incomplete content; basic ideas with little elaboration or detail. (1)	Limited control of basic syntactic structures; errors in grammar frequently interfere with comprehensibility or results in very fragmented language. (1)	Insufficient and inaccurate vocabulary and idioms constantly interfere with comprehensibility. (1)	Constant use of register and style inappropriate to situation. (1)
0	Minimal completion of task; does not address prompt; content is undeveloped and/or somewhat repetitive. (0)	Lack control of basic syntactic structures; errors in grammar significantly interfere with comprehensibility and results in very fragmented language. (0)	Very limited and/or inappropriate use of vocabulary and idioms prevent comprehensibility. (0)	No appropriate use of register and style. (0)

Task Completion: _____   Accuracy: _____   Vocabulary: _____   Cultural appropriateness: _____