

## Program-Level Assessment: Annual Report

Program: Italian Studies	Department: Languages, Literatures & Cultures
Degree or Certificate Level: B.A. in Italian Studies	College/School: Arts & Sciences
Date (Month/Year): June 2022	Assessment Contact: Dr. Simone Bregni (as of June 2022) langadmin@slu.edu
In what year was the data upon which this report is based collected? A.Y. 2021-2022	
In what year was the program's assessment plan most recently reviewed/updated? A.Y. 2019-2020	

### Narrative

The Italian Studies program is inter/multidisciplinary in nature. Its focus is the development of linguistic and cultural proficiency within a multidisciplinary/interdisciplinary context. Students are strongly encouraged to select a second major. The Italian Studies program contributes to the current A&S Core (Foreign Language, Literature, and Global Citizenship, Requirements). We plan to submit a number of our courses for approval for the new University Core, as well as create new ones (e.g. an Ignite Seminar, etc.). We are also currently working on strengthening our Minor (creation of new 3xxx-level courses to attract more students). As for the Italian BA, we have asked Provost Mike Lewis that it be suspended rather than eliminated (recommendation of the APRC). This is because we are confident that once (1) students resume studying abroad in Italy and (2) the Italian program positions itself solidly in the new Core, as planned, the number of our Majors and Minors will grow considerably.

Since Fall 2016, as approved by the CAS Undergraduate Curriculum Committee and Faculty Council, the Italian Studies B.A. requires 30 credits (previously 27) and it includes ITAL 2010, Intermediate Italian – Language & Culture. ITAL 2010 is also the last course in the current A&S 3-semester LLC Core requirement. So, since Fall 2016 the Italian Studies program identifies ITAL 2010 as the starting point for our majors and minors (while bearing in mind that it also includes non-majors/minors), intentionally looking at ITAL 2010 as the “point of departure” for the B.A. in Italian Studies.

In terms of communication in the target language (interpersonal, presentational and interpretive communication), B.A. students in the Italian Studies program (like in other LLC Romance & Germanic languages) are assessed at the **Intermediate-High** level on the ACTFL scale.

In **A.Y. 2018-2019**, the Italian Studies program revised and updated 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. Hence, as of 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). 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 current 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 when 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.

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

- A.Y. 2019-2020 was the first year.
- A.Y. 2020-2021 was the mid-point.\*
- A.Y. 2021-2022 will be the third year.
- A.Y. 2022-2023 will conclude the four-year cycle.

Process: course instructors apply the rubrics to the artifacts of student learning identified in each course and submit the data to the Program Coordinator. The Coordinator analyzes and discusses data collected with faculty at the end of each year. Changes, if necessary, are implemented each year, based on the findings resulting from analysis and discussion of the data collected. A report is created at the end of each academic year.

\*Our initial plan was to perform a more thorough analysis at the end of Spring 2021, the midpoint in the original assessment cycle. Due to the disruptions caused by the COVID-19 related health emergency (Spring 2020-Spring 2021), we decided to perform a more thorough analysis at the end of Spring 2022. A final analysis will be performed in spring 2023 as the final point of the four-year cycle.

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

## 1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

### 1. Interpersonal communication (Oral)

Students will be able to communicate in **spoken Italian** at least at the level of:

- Intermediate-High proficiency (last semester of B.A. coursework at SLU) according to the standards set by the American Council for the Teaching of Foreign Languages (ACTFL <https://www.actfl.org/sites/default/files/can-dos/Intermediate%20Can-Do%20Statements.pdf> )
- Intermediate- Low proficiency (ITAL 2010) according to the standards set by the American Council for the Teaching of Foreign Languages (ACTFL <https://www.actfl.org/sites/default/files/can-dos/Intermediate%20Can-Do%20Statements.pdf> )

### 2. Presentational communication (Written)

Students will be able to communicate in **written Italian** at least at the level of:

- Intermediate-High proficiency (last semester of B.A. coursework at SLU) according to the standards set by the American Council for the Teaching of Foreign Languages (ACTFL <https://www.actfl.org/sites/default/files/can-dos/Intermediate%20Can-Do%20Statements.pdf> )
- Intermediate-Low proficiency (ITAL 2010) according to the standards set by the American Council for the Teaching of Foreign Languages (ACTFL <https://www.actfl.org/sites/default/files/can-dos/Intermediate%20Can-Do%20Statements.pdf> )

### 3. Intercultural Competence

Students will be able to investigate the **culture** of Italian-speaking countries from a variety of cross-cultural perspectives [ACTFL –Intercultural competence, as it emerges from 1 and 2. See above, Narrative (Oral and Written) and 'Note' below].

Note: Since fall 2018 (see above, Narrative), the two active-productive skills in foreign language acquisition, Speaking and Writing, are assessed focusing on two (out of the possible five) outcomes, interpersonal communication (Oral) and presentational communication (Written), plus intercultural competence. Intercultural competence, in fact, is assessed not as a separate entity, but as connected to/emerging from Interpersonal communication (Oral) and Presentational Communication (Written), which we find more consistent with the modes of foreign language and culture acquisition. See the updated attached templates and rubrics.

## 2. Assessment Methods: Artifacts of Student Learning

Which student artifacts were used to determine if students achieved this outcome? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

### - SLO: INTERPERSONAL COMMUNICATION (ORAL)

#### Assessment Methods: Student Artifacts

- a. Direct measures: testing (*final oral interview/presentation*). (ITAL 2010: Intermediate Italian: Language and Culture, third-semester Italian language; ITAL 3020: Oral Communication in Italian I, fifth-semester Italian language) [Indirect measures: exit surveys: due to unforeseen circumstances, in Fall 2021 the ITAL 2010 course instructor did not collect exit surveys; nor did the ITAL 3020 course instructor in Spring 2022. These are issues related to relying too heavily on adjuncts]
- a. b. Direct measures: testing (*oral interview*). Indirect measures: exit survey. (Last semester of B.A. coursework at SLU; formerly ITAL 4950, for zero credits, eliminated in 2017).

### - SLO: PRESENTATIONAL COMMUNICATION (WRITTEN)

#### Assessment Methods: Student Artifacts

- a. Direct measures: testing (*final written exam*). (ITAL 2010; Intermediate Italian: Language and Culture, third-semester Italian language; ITAL 3020: Oral Communication in Italian I, fifth-semester Italian language) [Indirect measures: exit surveys: due to unforeseen circumstances, in Fall 2021 the ITAL 2010 course instructor did not collect exit surveys; nor did the ITAL 3020 course instructor in Spring 2022. These are issues related to relying too heavily on adjuncts]
- b. Direct measures: testing (*short writing portfolio*). Indirect measures: exit survey. (Last semester of B.A. coursework at SLU; formerly ITAL 4950, for zero credits, eliminated in 2017).

### - SLO: INTERCULTURAL COMPETENCE\*

#### Assessment Methods: Student Artifacts

- c. Direct measures: testing (*final oral interview/presentation & final written exam*). (ITAL 2010; Intermediate Italian: Language and Culture, third-semester Italian language; ITAL 3020: Oral Communication in Italian I, fifth-semester Italian language) [Indirect measures: exit surveys: due to unforeseen circumstances, in Fall 2021 the ITAL 2010 course instructor did not collect exit surveys; nor did the ITAL 3020 course instructor in Spring 2022. These are issues related to relying too heavily on adjuncts]
- d. Direct measures: testing (*oral interview and short writing portfolio*). Indirect measures: exit survey (Last semester of B.A. coursework at SLU; formerly ITAL 4950, for zero credits, eliminated in 2017)

\*Intercultural competence is now assessed as connected to/emerging from Interpersonal communication (Oral) and Presentational Communication (Written), not as a separate entity, and is inserted in each corresponding rubric.

- Madrid: Italian is not taught at the Madrid campus (it has not been taught in over 9 years).

## 3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report document.

### PROCESS

- Rubrics (see attached) were used (rubrics were updated in A.Y. 2018-2019 to reflect program assessment plan changes/modifications)
- The course instructor applied the rubrics to the artifacts of student learning identified in 2010 and submitted the data to the Program Coordinator
- The Program Coordinator applied the rubrics to the artifacts of student learning identified for the BA (last semester of B.A. coursework at SLU)
- The Program Coordinator compiled and analyzed the data
- The full-time faculty proposed and discussed changes

- The program coordinator implemented said changes

The Italian Studies Program Coordinator regularly compiles the results of both the direct and indirect measures across the program 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.

As in the past, students were regularly involved in the assessment feedback-loop by receiving on-going feedback on their progress and participating in self-assessments. For example, students evaluate their own progress in oral interpersonal communication through feedback on oral proficiency evaluations, and their progress on written presentational communication through instructor feedback on their projects/finals. In addition, at the end of ITAL 2010, at the end of ITAL 3020, and during their last semester of B.A. coursework at SLU, students complete an exit survey in which they are asked to assess their progress.

The Italian Studies outcomes assessment plans and results are published yearly on the A&S Dean's office webpage. They are publicly visible.

An executive summary is compiled for the Dean's office at the end of each academic year.

#### 4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

##### ITAL 2010 – Assessed in Fall 2021 (not offered in Spring 2022) – Assessment Data

Total students	Outcome assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
7	Interpersonal communication (Oral)	3 (42.8%)	3 (42.8%)	1 (14.4%)
	& Intercultural Competence	2 (15.3%)	5 (76.9%)	0 (0.0%)

Total students	Outcome assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
7	Presentational communication (Written)	1 (14.2%)	5 (71.4%)	1 (14.4%)
	& Intercultural Competence	1 (14.4%)	6 (85.7%)	0 (0.0%)

##### Comments:

The assigned benchmark for meeting and exceeding criteria is 80%: students are required to show acquisition of speaking, writing and intercultural skills that correspond to at least 80% of the materials included in the course.

##### Direct assessment results:

- *In spring 2022, ITAL 2010 was not taught.*
- *In A.Y. 2021-2022, 85.6% of our students met or exceeded criteria for Interpersonal Communication (Oral), 85.6% met or exceeded criteria for Presentational Communication (Written), and Intercultural Competence.*

**Indirect assessment results:**

Due to unforeseen circumstances, the course instructor did not collect exit surveys for ITAL 2010 in Fall 2021.

**Conclusions:**

In the academic year 2021-2022, a large majority of students in ITAL 2010 attained the expected ACTFL proficiency level of **Intermediate-Low**. Most students progressed nicely from first semester Italian to the Intermediate-Low level.

**ITAL 3020 – Assessed in Spring 2022 (not offered in Fall 2021) – Assessment Data**

Total students	Outcome assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
2	Interpersonal communication (Oral)	1 (50%)	1 (50%)	0 (0.0%)
	& Intercultural Competence	1 (50%)	1 (50%)	0 (0.0%)

Total students	Outcome assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
7	Presentational communication (Written)	1 (50%)	1 (50%)	0 (0.0%)
	& Intercultural Competence	0 (0.0 %)	2 (100%)	0 (0.0%)

**Comments:**

The assigned benchmark for meeting and exceeding criteria is 80%: students are required to show acquisition of speaking, writing and intercultural skills that correspond to at least 80% of the materials included in the course.

**Direct assessment results:**

- *In fall 2021, ITAL 3020 was not taught.*
- *In A.Y. 2021-2022, **100%** of our students met or exceeded criteria for Interpersonal Communication (Oral), 100% met or exceeded criteria for Presentational Communication (Written), and Intercultural Competence.*

**Indirect assessment results:**

Due to unforeseen circumstances, the course instructor did not collect exit surveys for ITAL 3020 in spring 2022.

**Conclusions:**

In the academic year 2021-2022, a large majority of students in ITAL 2010 attained the expected ACTFL proficiency level of **Intermediate-Low**. Most students progressed nicely from first semester Italian to the Intermediate-Low level.

**ITAL B.A. – Last Semester of Coursework (formerly ITAL 4950 – Capstone for 0 Credits) – F21-S22 Assessment Data**

Total students	Outcome assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
1	Interpersonal communication (Oral)	1 (100%)	0 (0%)	0 (0%)

	<b>&amp; Intercultural Competence</b>	1 (100%)	0 (0%)	0 (0%)
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Total students	Outcome assessed	Exceeds expected outcome	Meets expected outcome	Does not meet expected outcome
1	<b>Presentational communication (Written)</b>	1 (100%)	0 (0%)	0 (0%)
	<b>&amp; Intercultural Competence</b>	1 (100%)	0 (0%)	0 (0%)

#### Comments:

The assigned benchmark for meeting and exceeding criteria is 80%: students are required to show acquisition of speaking, writing and intercultural skills that correspond to at least 80% of the materials included in the Italian Studies B.A.: Intermediate-High on the ACTFL scale.

#### Direct assessment results:

- In AY 2021-2022, one student graduated with an Italian Studies B.A.
- In A.Y. 2021-2022, **100%** of our students exceeded criteria for Interpersonal Communication (Oral), Presentational Communication (Written), and Intercultural Competence.

#### Indirect assessment results:

The student did not complete the Qualtrics survey. In the years of the COVID-19 pandemic, having students complete surveys (or even having adjunct instructors remember to deliver surveys) has been a real challenge.

#### Conclusions:

In the academic year 2021-2022, the student graduating with an Italian Studies B.A. attained the expected ACTFL proficiency level of **Intermediate-High**. They progressed nicely from first semester Italian to the Intermediate-High level.

## 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

### ITAL 2010 – Starting point of the B.A. in Italian Studies

The data shows that student learning outcomes were achieved: most students were able to communicate in spoken (SLO: Interpersonal communication - Oral) and written Italian (SLO: Presentational communication - Written) at least at the level of Intermediate-Low proficiency (<https://www.actfl.org/sites/default/files/can-dos/Intermediate%20Can-Do%20Statements.pdf>). For example, most students were able to write simple compositions, summaries and reviews, and produce language in multiple strings of sentences (SLO: Presentational communication - Written).

They were also able to converse with ease and confidence when dealing with uncomplicated tasks and social situations related to work, school, recreation and areas of interest (SLO: Interpersonal communication - Oral). A large percentage of students was also able to investigate the culture of Italian-speaking countries from a variety of cross-cultural perspectives (SLO: Intercultural Competence), as evidenced by their cultural presentations and oral interview.

Most students progressed nicely from first semester Italian to the Intermediate-Low level. Students with previous exposure to Italian were correctly placed according to their level, not below or above. This shows that we are effective in students' placement.

The fact that a majority of students met or exceeded expectations in Intercultural Competence demonstrates the effectiveness of our extra-curricular cultural activities and cultural course offerings insofar as these students were

either actively involved in our extra-curricular cultural activities (e.g. the Italian Table/Conversation Hour), or enrolled in Italian literature/culture courses.

We believe that 14.4% (one students) did not meet expectations due to specific health and/or personal challenges they were experiencing during Fall 2021.

### **ITAL 3020 – Midpoint of the B.A. in Italian Studies.**

Although data shows that:

- student learning outcomes were achieved, and most students were able to communicate in spoken (SLO: Interpersonal communication - Oral) and written Italian (SLO: Presentational communication - Written) at least at the level of Intermediate-mid proficiency (<https://www.actfl.org/sites/default/files/can-dos/Intermediate%20Can-Do%20Statements.pdf> );
- they were also able to converse with ease and confidence when dealing with tasks and social situations;
- a large percentage of students was also able to investigate the culture of Italian-speaking countries from a variety of cross-cultural perspectives (SLO: Intercultural Competence), as evidenced by their cultural presentations and oral interview;
- most students progressed nicely from first semester Italian to the Intermediate-mid level.
- Students with previous exposure to Italian were correctly placed according to their level, not below or above. This shows that we are effective in students' placement,

we could not help but notice, based on low enrollment trends for the past years of the current assessment cycle, that our intermediate courses (ITAL 3010 and 3020) were not meeting students' demands. As a result, and in light of the new Core, Dr. Claudia Karagoz proposed and got approved a new Intermediate course, **ITAL 3030, Advanced Oral Communication**, which has been approved for the EP2 component of the new Core and will replace ITAL 3010 and 3020. Next year, after ITAL 3030 will have been successfully taught for the first time, we will revise our plan accordingly.

### **Last Semester of Coursework – Final Point of the B.A. in Italian Studies**

In the academic year 2021-2022, the student graduating with an Italian Studies B.A. exceeded the expected ACTFL proficiency level of **Intermediate-High** (<https://www.actfl.org/sites/default/files/can-dos/Intermediate%20Can-Do%20Statements.pdf> ). As the data shows, the student was able to communicate in spoken (SLO: Interpersonal communication -Oral) and written Italian (SLO: Presentational communication - Written) above this level. For example, the student's writing (SLO: Presentational communication - Written) exceeded expectations in that the student was able to narrate in all major time frames and their writing was easily understood by native speakers unaccustomed to the writing of non-natives. The student's papers were also well-organized, their style clear and effective, and their ideas original and persuasive. In addition, the student drew constructive cultural comparisons between US Italian cultures and was comfortable with the complexities of the new perspectives resulting from these comparisons.

We believe that the student's above-expectations achievements are due to several factors:

- This student, an Art major, was very driven to learn Italian culture in general, and had a passion for the language.
- The student exceeded expectations in Intercultural Competence because all our 3XXX and 4XXX language, literature and culture courses have a strong emphasis on intercultural competence instruction. In 2018-2019, we decided to restructure our 3010/3020 and 4010/4020 courses to be content courses. This means that they now include more cultural content, which is now the basis of the language instruction.

The student's performance also demonstrates the effectiveness of our extra-curricular cultural activities: the student in this graduating class was actively involved in or led our extra-curricular cultural activities (Italian Table/Conversation Hour).

## **6. Closing the Loop: Dissemination and Use of Current Assessment Findings**

- A.** When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

In late Fall 2021, the Italian Studies faculty (two full time faculty (one, the Department Chair, has course



reductions related to his duties) and one adjunct) met to discuss assessment findings as they emerged from ITAL 2010. We confirmed the process (short essay portfolio + oral interview) for seniors graduating with a B.A. in Italian Studies, and the related process (two one-hour meetings with the program coordinator, Dr. Karagoz, during the last semester of coursework). In May 2022, Dr. Bregni and adjuncts, Profs. Salamina and Contreras (Dr. Karagoz was on sabbatical) met and discussed assessment results and the overall state of the program. We reflected on the features of the program that continue to foster student success (new textbooks choices and related online platforms; extra-curricular activities; study abroad; etc.), and on the causes of the difficulties 2 students experienced in ITAL 2010, and low enrollments in ITAL 3010 and 3020. A large focus of this discussion was the revamping and submission of existing language courses to the new University Core. Dr. Karagoz collected data and generated this report which is shared with program faculty. We determined content for the new course, ITAL 3030. During a program meeting in the Fall 2022 we will discuss course assignments for Spring 2023.

**B.** How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

**Changes to the Curriculum or Pedagogies**

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

**Changes to the Assessment Plan**

- Student learning outcomes
- Student artifacts collected
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of the findings.

- In terms of pedagogy and curriculum design, based on this year's BA program positive findings (graduating student exceeded proficiency expectations), we decided to continue our plan to deliver linguistic content through themes in our ITAL 3010/3020 and 4010/4020 courses (which we decided to transform into Content Courses last year). Themes would either be major "umbrella themes" (e.g. The Italian Graphic Novel; Women & Gender Studies in Italian Culture) or a variety of connected themes under more general "umbrella" categories, (e.g. Pre-Modern Italy through Present-Day Pop Culture). More broadly, the Italian Studies program aims to seamlessly integrate language, literature & culture acquisition in all our courses. We believe that results indicate that we are proceeding in the right direction.
- We have created a new intermediate speaking, content-based course, which was approved for the new University Core, that will replace ITAL 3010 + 3020. The creation of this course would remedy, in part, staffing challenges (Italian Studies is currently severely understaffed; 1 FT faculty, Dr. Karagoz, has been moved to WGS, and Dr. Bregni, current LLC Chair, only teaching one course per semester). On the other hand, the creation of this new course stemmed from our belief (supported by OA results) that the integration of culture in a hybrid/blended delivery model can improve learning, and allow students to progress more rapidly through the curriculum. This ultimately allows students to access more literature & culture courses (or at an earlier stage in their studies than currently possible).

Due to Academic Portfolio Review, the current Italian B.A. will be discontinued. AY 2022-2023 will be the last year for the current Italian B.A. We have decided to work with other affected units and create a new Major in Languages, with a Concentration in Italian Studies. We will do so next year.

If no changes are being made, please explain why.

N/A

## 7. Closing the Loop: Review of Previous Assessment Findings and Changes



**A. What is at least one change your program has implemented in recent years as a result of assessment data?**

Since fall 2018 (see above, Narrative), the two active-productive skills in foreign language acquisition, Speaking and Writing, are assessed focusing on two (out of the possible five) outcomes, interpersonal communication (Oral) and presentational communication (Written), plus intercultural competence. Intercultural competence, in fact, is assessed not as a separate entity, but as specifically connected to/emerging from Interpersonal communication (Oral) and Presentational Communication (Written), which we find more consistent with the modes of foreign language and culture acquisition. As a result, A.Y. 2019-2021 marked the beginning of a new four-year cycle (see above, and below) which will end in AY 22-23.

**B. How has this change/have these changes been assessed?**

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

**C. What were the findings of the assessment?**

1. Our increased content-based approach continue to prove very effective. The percentage of students meeting and exceeding benchmarks in interpersonal communication, presentational communication and intercultural competence remains strong (ITAL 2010) or is increasing (BA). This confirms recent scholarly findings about the validity of the content-based approach in foreign language development.
2. Students are learning rapidly and effectively. Therefore, we believe that the new content-based, hybrid 3000-level course will feasibly substitute ITAL 3010 + ITAL 3020, allowing our students to access literature & culture courses at an earlier stage, and possibly helping us solve staffing some issues.

**D. How do you plan to (continue to) use this information moving forward?**

As stated above, A.Y. 2019-2020 marked the beginning of a new four-year cycle, as follows:

- A.Y. 2019-2020 was the first year.
- A.Y. 2020-2021 was to be the mid-point. Given the COVID-19 pandemic, we identified 2021-2022 as the new mid-point
- A.Y. 2021-2022 was the third year and new mid-point.
- A.Y. 2022-2023 will conclude the four-year cycle. It will also mark the conclusion of the current B.A. in Italian Studies. Feasibly, A.Y 2023-2024 will represent the first year in the new cycle of the B.A. in Languages, with Concentration in Italian Studies.

Data are, and will be, 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 2022 (we were unable to perform it at the originally planned midpoint in the assessment cycle Spring 2022, due to major disruptions caused by the COVID-19 related health emergency). A final analysis will be performed in spring 2023 as the final point of the four-year cycle.

In more practical terms:

- in A.Y. 2022-2023 we will teach and assess the new hybrid 3000 course mentioned above.
- we will continue intentionally developing cultural content for our courses and discussing both challenges and successes, as well as monitoring results.
- in A.Y. 2022-2023, in light of the cancellation of the current Italian B.A., and in cooperation with other programs affected by the Academic Portfolio Review, we will develop a new Major in Languages, with Concentration in Italian Studies.

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

**From:** [Simone Bregni](#)  
**To:** [Marissa Cope](#); [Laurie Russell](#); [Kathleen Llewellyn](#)  
**Cc:** [Evelyn Meyer](#); [Claudia Karagoz](#); [langadmin@slu.edu](mailto:langadmin@slu.edu)  
**Subject:** Italian Program Assessment A.Y. 21-22 - Program Assessments due September 1  
**Date:** Friday, June 10, 2022 11:30:22 AM  
**Attachments:** [ITALIAN ASSESSMENT REPORT AY 2021-2022.docx](#)  
[ITAL 2010 - Speaking Assessment Fall 21 Arianna Contreras.docx](#)  
[ITAL 2010 - Writing Assessment Fall 21.docx](#)  
[ITAL 3020 - Speaking Assessment Spring 22.docx](#)  
[ITAL 3020 - Writing Assessments Spring 22.docx](#)  
[ITAL B.A. - Speaking Assessment Spring 22.docx](#)  
[ITAL B.A. - Writing Assessments Spring 22.docx](#)  
[ITAL 2010 Oral Interpersonal Assessment Rubric F18-S19.pdf](#)  
[ITAL 2010 Written Interpretive - Intercultural Assessment Rubric F18-S19.pdf](#)  
[ITAL 3020 Oral Interpersonal Assessment Rubric S22.pdf](#)  
[ITAL 3020 Written Interpretive - Intercultural Assessment Rubric S22.pdf](#)  
[ITAL B.A. - Oral Presentational Assessment Rubric Spring22.pdf](#)  
[ITAL B.A. - Written Presentational Assessment Rubric F20.pdf](#)  
[ITAL OA - Qualtrics Survey.pdf](#)

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Dear Marissa (and Laurie and Kathleen),

Please find attached the Italian Program Assessment Report for AY 21-22, along with the Italian Assessment plan; the completed ITAL 2010 (Fall 2021), ITAL 3020, and BA (Spring 2022) rubrics, the (blank) rubrics used; and the text of the Qualtrics exit survey.

Based on feedback we received from the University assessment office two years ago, and as Dr. Karagoz did last year:

- 1a: I included fully written-out SLOs and links to ACTFL complete descriptions
- 2b: I listed artifacts by SLOs, not by course
- 3a: I stated process of how artifacts of student learning were assessed more explicitly
- 5a I identified findings that are organized by the learning outcomes, and I provided additional interpretation of the data
- 6b: I identified how we are using findings to further improve the program

Thank you,

Best regards,  
Simone

**Simone Bregni, Ph.D.**

*He, him, his*

Professor of Italian & Chair, Department of Languages, Literatures & Cultures

[#BeABilingualBilliken](#)

Morrissey 3505

**ITAL 2010: Oral Interpersonal Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-Low**  
**Assessment Tool: Final Oral Interview / Final Oral Presentation**

- **ACTFL Proficiency Guidelines 2012-Speaking:**

- **Speaking proficiency in Italian at least at the Intermediate-Low Proficiency on the ACTFL scale:**

“Intermediate-low speakers are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations such as exchanging information related to self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. His/her speech is primarily reactive and s/he struggles to answer direct questions or requests for information. S/he is also able to ask a few appropriate questions. His/her responses are often filled with hesitancy and inaccuracies as s/he searches for appropriate linguistic forms and vocabulary while attempting to give form to the message. His/her pronunciation, vocabulary, and syntax is strongly influenced by his/her first language. S/he can generally be understood by native speakers accustomed to dealing with non-natives.”

- **ACTFL Performance Descriptors for Language Learners Interpersonal (intermediate range)**

- Expresses self and participates in conversations on familiar topics using a variety of phrases and simple sentences and may use a series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.
- Can communicate by understanding and creating personal meaning.
- Can understand, ask, and answer a variety of questions.
- Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction.
- May show emerging evidence of the ability to communicate about more than the “here and now.”
- Able to communicate in contexts relevant to oneself and others, and one’s immediate environment.
- May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
- Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions initiate and sustain conversations.
- Understands straightforward language that contains mostly familiar structures.
- Control of language is sufficient to be understood by those accustomed to dealing with language learners.
- Communicates using high frequency and personalized vocabulary within familiar themes or topics.
- Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to: Ask questions; Ask for clarification; Self-correct or restate when not understood; Circumlocute.
- Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

**ITAL 2010: Oral Interpersonal Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-Low**  
**Assessment Tool: Final Oral Interview / Final Oral Presentation**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A. Interpersonal Communication (Oral-Speaking)**

	<b>Intermediate Mid</b> <b>Exceeds expectations</b>	<b>Intermediate Low</b> <b>Meets expectations</b>	<b>Novice High</b> <b>Does not meet expectations</b>
<b>Communicative Task</b>	<input type="checkbox"/> Student also shows mastery of <b>intermediate low skills</b> <input type="checkbox"/> Simple face-to-face conversations <input type="checkbox"/> Asks simple questions <input type="checkbox"/> Responds to simple questions <input type="checkbox"/> Simple descriptions	<input type="checkbox"/> Student also shows mastery of <b>novice high skills</b> <input type="checkbox"/> Simple conversation, reactive <input type="checkbox"/> Occasionally initiates <input type="checkbox"/> Describes in a simple way	<input type="checkbox"/> Creates with language
<b>Context Content Areas</b>	<input type="checkbox"/> Student also shows mastery of <b>intermediate low skills</b> <input type="checkbox"/> Operates in informal settings <input type="checkbox"/> Topics: self, family members, leisure activities and immediate surroundings	<input type="checkbox"/> Student also shows mastery of <b>novice high skills</b> <input type="checkbox"/> Functions in <b>informal situations minimally</b>	<input type="checkbox"/> Interacts spontaneously
<b>Accuracy</b>	<input type="checkbox"/> Student also shows mastery of <b>intermediate low skills</b> <input type="checkbox"/> <b>Understood by NS</b> accustomed to dealing with NNS <input type="checkbox"/> <b>Sentence level discourse</b>	<input type="checkbox"/> Student also shows mastery of <b>novice high skills</b> <input type="checkbox"/> Repetition, <b>understood by sympathetic listeners</b> <input type="checkbox"/> Word level discourse with <b>some attempt at sentences</b>	<input type="checkbox"/> <b>Comprehensible to NS</b> accustomed to dealing with NNS <input type="checkbox"/> <b>Word or list level discourse</b>

**COMMENTS:**

**B. Intercultural Competence-Interpersonal Communication (Oral – Speaking):**

- *The student* will be able to show intercultural competence **primarily** by using **the linguistic markers for formality, politeness and questions** correctly, such as *Lei vs. tu*, forms of linguistic politeness specific to Italian, and can formulate questions correctly (both in formal and informal settings)
- *The student* will be able to show intercultural competence by using the language to some extent to explain and reflect on the relationship between the practices and perspectives of the cultures studied. (ACTFL Proficiency Guidelines 2012-Speaking)

	Intermediate Mid Exceeds expectations	Intermediate Low Meets expectations	Novice High Does not meet expectations
<b>Communicative Task &amp; Accuracy</b>	<input type="checkbox"/> Recognizes the distinction between <i>Lei vs. tu</i> & <b>often</b> uses these forms appropriately. <input type="checkbox"/> Recognizes the distinction between <i>Lei vs. tu</i> & <b>often</b> responds appropriately. <b>AND/OR</b> <input type="checkbox"/> Recognizes polite expressions and <b>often</b> responds appropriately. <input type="checkbox"/> Recognizes polite expression and <b>often</b> initiates them appropriately.	<input type="checkbox"/> Recognizes the distinction between <i>Lei vs. tu</i> & <b>occasionally</b> uses these forms appropriately. <input type="checkbox"/> Recognizes the distinction between <i>Lei vs. tu</i> & <b>sometimes</b> responds appropriately. <b>AND/OR</b> <input type="checkbox"/> Recognizes polite expressions and <b>sometimes</b> responds appropriately. <input type="checkbox"/> Recognizes polite expression and <b>sometimes</b> initiates them appropriately.	<input type="checkbox"/> May use <b>some memorized gestures and formulaic expressions</b> (e.g. <i>Lei vs. tu</i> , expressions of politeness, greetings)

**OVERALL COMMENTS ON STUDENT'S INTERPERSONAL COMMUNICATION INTERVIEW/PRESENTATION:**

**ITAL 2010: Written Presentational Communication & Intercultural Competence Assessment Rubric-Proficiency Level: Intermediate-Low**  
**Assessment Tool: Cultural Composition / Final Written Exam**

- **ACTFL Proficiency Guidelines 2012 - Writing**

**Written proficiency** in Italian at least at the **Intermediate-Low** proficiency on the ACTFL scale:

“Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.”

- **ACTFL Performance Descriptors for Language Learners Interpretive (Intermediate range)**

- Understands main ideas and some supporting details on familiar topics from a variety of texts.
- Comprehends main ideas and identities some supporting details.
- May show emerging evidence of the ability to make inferences by identifying key details from the text.
- Comprehends information related to basic personal and social needs and relevant to one’s immediate environment such as self and everyday life, school, community, and particular interests.
- Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts.
- Generally comprehends connected sentences and much paragraph-like discourse.
- Comprehends information- rich texts with highly predictable order.
- Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts.
- May derive meaning by: comparing target language structures with those of the native language; recognizing parallels in structure between new and familiar language
- Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.
- May use some or all of the following strategies to comprehend texts, able to: skim and scan; use visual support and background knowledge; predict meaning based on context, prior knowledge, and/or experience; use context clues; recognize word family roots, prefixes and suffixes
- Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read or viewed.



**ITAL 2010: Written Presentational Communication & Intercultural Competence Assessment Rubric-Proficiency Level: Intermediate-Low**  
**Assessment Tool: Cultural Composition / Final Written Exam**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A. Presentational Communication (Writing):**

CRITERIA	Intermediate Mid <b>Exceeds expectations</b>	Intermediate Low <b>Meets expectations</b>	Novice High <b>Does not meet expectations</b>
<b>Composition Mechanics</b> Requirements: In Italian & at least 300 words	<input type="checkbox"/> Composition is <b>significantly more</b> than 300 words.	<input type="checkbox"/> Composition is <b>at least</b> 300 words long.	<input type="checkbox"/> Composition is <b>less than</b> 300 words.
<b>Language Function</b> Language tasks the writer is able to handle in a consistent manner	<input type="checkbox"/> <b>Handles successfully uncomplicated writing tasks</b> in areas of chosen topic. <input type="checkbox"/> Narrates and describes in present tense and one or more major time frames, although not consistently.	<input type="checkbox"/> <b>Creates with language by combining and recombining known elements.</b> <input type="checkbox"/> Is able to express personal meaning in a basic way.	<input type="checkbox"/> <b>Has no real functional ability.</b>
<b>Text Type</b> follows standard academic writing conventions; quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	<input type="checkbox"/> Uses <b>mostly connected sentences</b> with <b>some complex sentences</b> (dependent clauses) and some paragraph-like discourse. <input type="checkbox"/> Paper <b>follows</b> standard academic writing conventions.	<input type="checkbox"/> Uses <b>simple sentences</b> and <b>some strings</b> of sentences. <input type="checkbox"/> Paper <b>follows</b> standard academic writing conventions <b>to a good degree.</b>	<input type="checkbox"/> Uses <b>some simple sentences</b> and <b>memorized phrases.</b> <input type="checkbox"/> Paper <b>does not follow</b> standard academic writing conventions.
<b>Impact</b> Clarity, organization (introduction, body and conclusion), and depth of paper	<input type="checkbox"/> Paper written <b>in a clear and organized manner</b> e.g. a clear introduction, body and conclusion. <input type="checkbox"/> Argument in paper illustrates <b>originality and rich details.</b>	<input type="checkbox"/> Paper written <b>in a clear and organized manner</b> , e.g. <b>may have an introduction, body and conclusion, or parts thereof.</b> <input type="checkbox"/> Paper features <b>some</b> detail in arguments.	<input type="checkbox"/> Paper may be <b>either unclear or unorganized</b> , e.g. is poorly organized overall, or <b>introduction and conclusion may be missing.</b> <input type="checkbox"/> Paper features <b>little or no</b> detail.
<b>Comprehensibility</b> Who can understand this person's writing: sympathetic interlocutors or a native speaker unaccustomed to the writing of non-natives?	<input type="checkbox"/> Is <b>generally understood</b> by those <b>unaccustomed</b> to the writing of non-natives, although <b>interference from another language may be evident and gaps in comprehension may occur.</b>	<input type="checkbox"/> Is <b>generally understood</b> by those <b>accustomed</b> to the writing of non-natives, <b>although additional effort may be required.</b>	<input type="checkbox"/> Is <b>understood with occasional difficulty</b> by those <b>accustomed</b> to the writing of non-natives, although <b>additional effort may be required.</b>
<b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency	<input type="checkbox"/> There are <b>few or minimal</b> spelling, grammar, or syntax errors <b>per page</b> in those areas a student with intermediate low proficiency can control.	<input type="checkbox"/> There are <b>more than just a minimal number</b> of spelling, grammar, or syntax errors <b>per page</b> in those areas a student with intermediate low proficiency can control.	<input type="checkbox"/> There are <b>numerous</b> spelling, grammar, or syntax <b>errors throughout the essay</b> in those areas a student with intermediate low proficiency can be expected to control.

**B. Intercultural Competence – Presentational Communication (Writing)**

CRITERIA	Exceeds expectations	Meets expectations	Does not meet expectations
<b>Cultural Knowledge &amp; self-awareness</b> (e.g. Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices; not looking for sameness; comfortable with the complexities that new perspectives offer.)	<input type="checkbox"/> <b>Makes distinctions</b> between own and target culture. <input type="checkbox"/> Demonstrates a <b>strong understanding</b> of the complexity of the target culture by showing <b>more detailed awareness</b> of cultural practices and institutions. <input type="checkbox"/> Draws <b>more detailed constructive cultural comparisons</b> that present the strengths and weaknesses of own and target culture.	<input type="checkbox"/> <b>Describes differences</b> between own and target culture. <input type="checkbox"/> Demonstrates <b>adequate understanding</b> of the complexity of the target culture by showing <b>awareness</b> of cultural practices and institutions. <input type="checkbox"/> <b>Begins to draw constructive cultural comparisons</b> that present the strengths and weaknesses of own and target culture.	<input type="checkbox"/> <b>Describes few or no differences</b> between own and target culture. <input type="checkbox"/> Demonstrates <b>little or inadequate understanding</b> of the complexity of the target culture by <b>minimally or not showing</b> awareness of cultural practices and institutions. <input type="checkbox"/> <b>Does not draw constructive cultural comparisons</b> that present the strengths and weaknesses of own and target culture.

\* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric

**COMMENTS:**

**ITAL 3020: Oral Interpersonal Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-Mid**  
**Assessment Tool: Final Oral Interview / Final Oral Presentation**

- **ACTFL Proficiency Guidelines 2012-Speaking:**

- **Speaking proficiency in Italian at least at the Intermediate Mid Proficiency on the ACTFL scale:**

“Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.”

- **ACTFL Performance Descriptors for Language Learners Interpersonal (intermediate range)**

- Expresses self and participates in conversations on familiar topics using a variety of phrases and simple sentences and may use a series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.
  - Can communicate by understanding and creating personal meaning.
  - Can understand, ask, and answer a variety of questions.
  - Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction.
  - May show emerging evidence of the ability to communicate about more than the “here and now.”
  - Able to communicate in contexts relevant to oneself and others, and one’s immediate environment.
  - May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
  - Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions initiate and sustain conversations.
  - Understands straightforward language that contains mostly familiar structures.
  - Control of language is sufficient to be understood by those accustomed to dealing with language learners.
  - Communicates using high frequency and personalized vocabulary within familiar themes or topics.
  - Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to: Ask questions; Ask for clarification; Self-correct or restate when not understood; Circumlocute.
  - Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

**ITAL 3020: Oral Interpersonal Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-Mid**  
**Assessment Tool: Oral Proficiency Interview / Final Oral Presentation**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A. Interpersonal Communication (Oral - Speaking)**

	<b>Intermediate High</b> <b>Exceeds expectations</b>	<b>Intermediate Mid</b> <b>Meets expectations</b>	<b>Intermediate Low</b> <b>Does not meet expectations</b>
<b>Communicative Task</b>	<input type="checkbox"/> Student also shows mastery of <b>intermediate mid skills</b> <input type="checkbox"/> Can respond appropriately to questions and ask for clarification when needed <input type="checkbox"/> Uses some communicative strategies such as rephrasing and circumlocution	<input type="checkbox"/> Student also shows mastery of <b>intermediate low skills</b> <input type="checkbox"/> Simple face-to-face conversations <input type="checkbox"/> Asks simple questions <input type="checkbox"/> Responds to simple questions <input type="checkbox"/> Simple descriptions	<input type="checkbox"/> Student also shows mastery of <b>novice high skills</b> <input type="checkbox"/> Simple conversation, reactive <input type="checkbox"/> Occasionally initiates <input type="checkbox"/> Describes in a simple way
<b>Context Content Areas</b>	<input type="checkbox"/> Student also shows mastery of <b>intermediate mid skills</b> <input type="checkbox"/> Operates in formal settings <input type="checkbox"/> Topics: general (i.e. the environment, politics, etc.) and above and beyond immediate surroundings	<input type="checkbox"/> Student also shows mastery of <b>intermediate low skills</b> <input type="checkbox"/> Operates in informal settings <input type="checkbox"/> Topics: self, family members, leisure activities and immediate surroundings	<input type="checkbox"/> Student also shows mastery of <b>novice high skills</b> <input type="checkbox"/> Functions in <b>informal situations minimally</b>
<b>Accuracy</b>	<input type="checkbox"/> Student also shows mastery of <b>intermediate mid skills</b> <input type="checkbox"/> Control of intermediate level language is sufficient to be understood by those accustomed to dealing with language learners	<input type="checkbox"/> Student also shows mastery of <b>intermediate low skills</b> <input type="checkbox"/> <b>Understood by NS accustomed to</b> dealing with NNS <input type="checkbox"/> <b>Sentence level discourse</b>	<input type="checkbox"/> Student also shows mastery of <b>novice high skills</b> <input type="checkbox"/> Repetition, <b>understood by sympathetic listeners</b> <input type="checkbox"/> Word level discourse with <b>some attempt at sentences</b>

COMMENTS:

**B. Intercultural Competence-Interpersonal Communication (Oral - Speaking):**

- *The student* will be able to show intercultural competence **primarily** by using **the linguistic markers for formality, politeness and questions** correctly, such as *Lei vs. tu*, forms of linguistic politeness specific to Italian, and can formulate questions correctly (both in formal and informal settings)
- *The student* will be able to show intercultural competence by using the language to some extent to explain and reflect on the relationship between the practices and perspectives of the cultures studied. (ACTFL Proficiency Guidelines 2012-Speaking)

	Intermediate High Exceeds expectations	Intermediate Mid Meets expectations	Intermediate Low Does not meet expectations
<b>Communicative Task &amp; Accuracy</b>	<input type="checkbox"/> <b>Makes distinctions</b> between own and target culture <input type="checkbox"/> Demonstrates <b>an adequate understanding</b> of the complexity of the target culture by showing <b>more detailed awareness</b> of cultural practices and institutions <input type="checkbox"/> <b>Draws more detailed constructive cultural comparisons</b> that present the strengths and weaknesses of own and target culture	<input type="checkbox"/> <b>Only describes differences</b> between own and target culture <input type="checkbox"/> Does <b>not always</b> demonstrates <b>adequate understanding</b> of the complexity of the target culture, or <b>awareness</b> of cultural practices and institutions <input type="checkbox"/> <b>May begin to draw constructive cultural comparisons</b> that present the strengths and weaknesses of own and target culture	<input type="checkbox"/> Recognizes the distinction between <i>Lei vs. tu</i> & <b>occasionally</b> uses these forms appropriately. <input type="checkbox"/> Recognizes the distinction between <i>Lei vs. tu</i> & <b>sometimes</b> responds appropriately. <b>AND/OR</b> <input type="checkbox"/> Recognizes polite expressions and <b>sometimes</b> responds appropriately. <input type="checkbox"/> Recognizes polite expression and <b>sometimes</b> initiates them appropriately.

**OVERALL COMMENTS ON STUDENT'S INTERPERSONAL COMMUNICATION INTERVIEW/PRESENTATION:**

**ITAL 3020: Written Presentational Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-Mid**  
**Assessment Tool: Cultural Composition / Final Written Exam**

- **ACTFL Proficiency Guidelines 2012 - Writing**

**Written proficiency** in Italian at least at the **Intermediate-Low** proficiency on the ACTFL scale:

“Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.”

- **ACTFL Performance Descriptors for Language Learners Interpretive (Intermediate range)**

- Understands main ideas and some supporting details on familiar topics from a variety of texts.
- Comprehends main ideas and identities some supporting details.
- May show emerging evidence of the ability to make inferences by identifying key details from the text.
- Comprehends information related to basic personal and social needs and relevant to one’s immediate environment such as self and everyday life, school, community, and particular interests.
- Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts.
- Generally comprehends connected sentences and much paragraph-like discourse.
- Comprehends information- rich texts with highly predictable order.
- Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts.
- May derive meaning by: comparing target language structures with those of the native language; recognizing parallels in structure between new and familiar language
- Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.
- May use some or all of the following strategies to comprehend texts, able to: skim and scan; use visual support and background knowledge; predict meaning based on context, prior knowledge, and/or experience; use context clues; recognize word family roots, prefixes and suffixes
- Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read or viewed.

**ITAL 3020: Written Presentational Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-Mid**  
**Assessment Tool: Cultural Composition / Final Written Exam**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A. Presentational Communication (Writing):**

CRITERIA	Intermediate High <b>Exceeds expectations</b>	Intermediate Mid <b>Meets expectations</b>	Intermediate Low <b>Does not meet expectations</b>
<b>Composition Mechanics</b> Requirements: In Italian & at least 350 words	<input type="checkbox"/> Composition is <b>significantly more</b> than 350 words.	<input type="checkbox"/> Composition is <b>at least</b> 350 words long.	<input type="checkbox"/> Composition is <b>less than</b> 350 words.
<b>Language Function</b> Language tasks the writer is able to handle in a consistent manner	<input type="checkbox"/> <b>Handles successfully some complicated tasks</b> in areas of chosen topic with good detail. <input type="checkbox"/> Narrates and describes <b>consistently in all major time frames</b> .	<input type="checkbox"/> <b>Handles successfully uncomplicated writing tasks</b> in areas of chosen topic. <input type="checkbox"/> Narrates and describes in present tense and one or more major time frames, although not consistently.	<input type="checkbox"/> <b>Creates with language by combining and recombining known elements</b> . <input type="checkbox"/> Is able to express personal meaning in a basic way.
<b>Text Type</b> follows standard academic writing conventions; quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	<input type="checkbox"/> Uses <b>connected sentences</b> , frequently at <b>paragraph length</b> , and <b>some extended discourse</b> .	<input type="checkbox"/> Uses <b>mostly connected sentences</b> with <b>some complex sentences</b> (dependent clauses) and some paragraph-like discourse. <input type="checkbox"/> Paper <b>follows</b> standard academic writing conventions.	<input type="checkbox"/> Uses <b>simple sentences</b> and <b>some strings</b> of sentences. <input type="checkbox"/> Paper <b>follows</b> standard academic writing conventions <b>to a good degree</b> .
<b>Impact</b> Clarity, organization (introduction, body and conclusion), and depth of paper	<input type="checkbox"/> Paper written <b>in a clear and organized manner with logical transitions</b> <input type="checkbox"/> Argument in paper <b>illustrates originality and rich details</b> .	<input type="checkbox"/> Paper written <b>in a clear and organized manner</b> e.g. a clear introduction, body and conclusion. <input type="checkbox"/> Argument in paper illustrates <b>originality and rich details</b> .	<input type="checkbox"/> Paper written <b>in a clear and organized manner</b> , e.g. <b>may have an introduction, body and conclusion, or parts thereof</b> . <input type="checkbox"/> Paper features <b>some</b> detail in arguments.
<b>Comprehensibility</b> Who can understand this person's writing: sympathetic interlocutors or a native speaker unaccustomed to the writing of non-natives?	<input type="checkbox"/> Is easily understood by those unaccustomed to the writing of non-natives, although minimal interference from another language may occur	<input type="checkbox"/> Is <b>generally understood</b> by those <b>unaccustomed</b> to the writing of non-natives, although <b>interference from another language may be evident and gaps in comprehension may occur</b> .	<input type="checkbox"/> Is <b>generally understood</b> by those <b>accustomed</b> to the writing of non-natives, <b>although additional effort may be required</b> .
<b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency	<input type="checkbox"/> Generally able to write accurately & fluently at the advanced level, e.g. some use of subjunctive and passive voice, but some linguistic difficulty may occur as more complex tasks are attempted.	<input type="checkbox"/> There are <b>few or minimal</b> spelling, grammar, or syntax errors <b>per page</b> in those areas a student with intermediate low proficiency can control.	<input type="checkbox"/> There are <b>more than just a minimal number</b> of spelling, grammar, or syntax errors <b>per page</b> in those areas a student with intermediate low proficiency can control.



**B. Intercultural Competence – Presentational Communication (Writing):**

CRITERIA	Intermediate High Exceeds expectations	Intermediate Mid Meets expectations	Intermediate Low Does not meet expectations
<b>Cultural Knowledge &amp; self-awareness</b> (e.g. Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices; not looking for sameness; comfortable with the complexities that new perspectives offer.)	<input type="checkbox"/> <b>Makes distinctions</b> between own and target culture. <input type="checkbox"/> Demonstrates a <b>strong understanding</b> of the complexity of the target culture by showing <b>more detailed awareness</b> of cultural practices and institutions. <input type="checkbox"/> Draws <b>more detailed constructive cultural comparisons</b> that present the strengths and weaknesses of own and target culture.	<input type="checkbox"/> <b>Describes differences</b> between own and target culture. <input type="checkbox"/> Demonstrates <b>adequate understanding</b> of the complexity of the target culture by showing <b>awareness</b> of cultural practices and institutions. <input type="checkbox"/> <b>Begins to draw constructive cultural comparisons</b> that present the strengths and weaknesses of own and target culture.	<input type="checkbox"/> <b>Describes few or no differences</b> between own and target culture. <input type="checkbox"/> Demonstrates <b>little or inadequate understanding</b> of the complexity of the target culture by <b>minimally or not showing</b> awareness of cultural practices and institutions. <input type="checkbox"/> <b>Does not draw constructive cultural comparisons</b> that present the strengths and weaknesses of own and target culture.

\* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric

**COMMENTS:**

**ITAL B.A. (Last semester of Senior Year): Interpersonal Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-High**  
**Assessment Tool: Oral Presentation of Senior Portfolio**

- **ACTFL Proficiency Guidelines 2012-Speaking:**

- **Speaking proficiency in Italian at least at the Intermediate High Proficiency on the ACTFL scale:**

“Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.”

**ACTFL Performance Descriptors for Language Learners Interpersonal (intermediate range)**

- Expresses self and participates in conversations on familiar topics using a variety of phrases and simple sentences and may use a series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.
- Can communicate by understanding and creating personal meaning.
- Can understand, ask, and answer a variety of questions.
- Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction.
- May show emerging evidence of the ability to communicate about more than the “here and now.”
- Able to communicate in contexts relevant to oneself and others, and one’s immediate environment.
- May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
- Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions initiate and sustain conversations.
- Understands straightforward language that contains mostly familiar structures.
- Control of language is sufficient to be understood by those accustomed to dealing with language learners.
- Communicates using high frequency and personalized vocabulary within familiar themes or topics.
- Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to: Ask questions; Ask for clarification; Self-correct or restate when not understood; Circumlocute.
- Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

ITAL B.A. (Last Semester of Senior Year): Interpersonal Communication & Intercultural Competence Assessment Rubric—Proficiency Level: Intermediate-High  
Assessment Tool: Oral Presentation of Senior Portfolio

NAME JOE SOLARO

DATE 5/12/2021

A. Interpersonal Communication – Oral Mode (Speaking)

CRITERIA	Advance Low Exceeds expectations	Intermediate High Meets expectations	Intermediate Mid Does not meet expectations
Interaction during Q&A with audience and responding to questions about the presentation	<input checked="" type="checkbox"/> Can give <b>in depth responses to questions</b> and <b>ask for clarification when needed</b> <input checked="" type="checkbox"/> Demonstrates <b>confident use of communicative strategies</b> such as rephrasing, circumlocution, or examples <input checked="" type="checkbox"/> Control of intermediate level language is <b>sufficient to be understood</b> by those <b>unaccustomed</b> to dealing with language learners.	<input type="checkbox"/> Can <b>respond appropriately to questions</b> and <b>ask for clarification when needed</b> <input type="checkbox"/> <b>Uses some communicative strategies</b> such as rephrasing and circumlocution <input type="checkbox"/> Control of intermediate level language is <b>sufficient to be understood</b> by those <b>accustomed</b> to dealing with language learners	<input type="checkbox"/> Demonstrates <b>inconsistent ability to respond to questions</b> and <b>may or may not ask for clarification</b> when needed <input type="checkbox"/> <b>Only limited use of communicative strategies</b> such as rephrasing and circumlocution <input type="checkbox"/> Control of intermediate level language is <b>not always sufficient to be understood</b> by those <b>accustomed</b> to dealing with language learners

B. Intercultural Competence – Oral Mode (Speaking)

CRITERIA	Advance Low Exceeds expectations	Intermediate High Meets expectations	Intermediate Mid Does not meet expectations
<b>Cultural Knowledge &amp; self-awareness</b> (e.g. Knowledge of cultural worldview frameworks; specifically, in relation to its history, values, politics, communication styles, economy, or beliefs and practices; not looking for sameness; comfortable with the complexities that new perspectives offer)	<input checked="" type="checkbox"/> <b>Analyzes distinctions</b> between own and target culture, and <b>draws appropriate conclusions</b> . <input checked="" type="checkbox"/> Demonstrates <b>a strong understanding</b> of the complexity of the target culture by <b>providing rich detail</b> and by showing <b>deep awareness</b> of cultural practices and institutions <input checked="" type="checkbox"/> <b>Consistently draws detailed constructive cultural comparisons</b> that present the strengths and weaknesses of own and target culture	<input type="checkbox"/> <b>Makes distinctions</b> between own and target culture <input type="checkbox"/> Demonstrates <b>an adequate understanding</b> of the complexity of the target culture by showing <b>more detailed awareness</b> of cultural practices and institutions <input type="checkbox"/> <b>Draws more detailed constructive cultural comparisons</b> that present the strengths and weaknesses of own and target culture	<input type="checkbox"/> <b>Only describes differences</b> between own and target culture <input type="checkbox"/> Does <b>not always demonstrate adequate understanding</b> of the complexity of the target culture, or <b>awareness</b> of cultural practices and institutions <input type="checkbox"/> <b>May begin to draw constructive cultural comparisons</b> that present the strengths and weaknesses of own and target culture

\* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric

COMMENTS:

Joe's oral communication skills have progressed remarkably since he enrolled in first-semester Italian at SLU in his freshmen year. Joe converses with ease, confidence, and competence, is readily understood by native audiences, and uses precise vocabulary and intonation. Accuracy rarely breaks down. The recipient of the LLC Collins Award, Joe has also represented LLC at the Senior Legacy Symposium in AY 20-21. Joe also demonstrates a keen understanding of the cultural complexities important to members of Italian society. He poses stimulating questions about Italian culture(s), and seeks out and articulates answers to these questions that reflect multiple cultural perspectives. Joe has also initiated and developed strong interactions with Italian natives (e.g. as a student in Bologna in his Junior year Joe became friends with several Italian students. To this day, he still nurtures and relies on these interactions to deepen his knowledge of Italian culture(s) and society.

RUBRIC REVISED OCTOBER 2018

**ITAL B.A. (Last Semester of Senior Year): Written Presentational Communication & Intercultural Competence Assessment Rubric — Proficiency Level: Intermediate-High**  
**Assessment Tool: Senior Writing Portfolio**

- **ACTFL Proficiency Guidelines 2012-Writing:**

- **Writing proficiency in Italian at least at the Intermediate High Proficiency on the ACTFL scale:**

“Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often, but not always, of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.”

**ACTFL Performance Descriptors for Language Learners Interpersonal (intermediate range)**

- Expresses self and participates in conversations on familiar topics using a variety of phrases and simple sentences and may use a series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.
- Can communicate by understanding and creating personal meaning.
- Can understand, ask, and answer a variety of questions.
- Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction.
- May show emerging evidence of the ability to communicate about more than the “here and now.”
- Able to communicate in contexts relevant to oneself and others, and one’s immediate environment.
- May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
- Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions initiate and sustain conversations.
- Understands straightforward language that contains mostly familiar structures.
- Control of language is sufficient to be understood by those accustomed to dealing with language learners.
- Communicates using high frequency and personalized vocabulary within familiar themes or topics.
- Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to: Ask questions; Ask for clarification; Self-correct or restate when not understood; Circumlocute.
- Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

**ITAL B.A. (Last Semester of Senior Year): Written Presentational Communication & Intercultural Competence Assessment Rubric — Proficiency Level: Intermediate-High**  
**Assessment Tool: Senior Writing Portfolio**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A. Presentational Communication—Written Mode (Writing)**

CRITERIA	Advance Low <b>Exceeds expectations</b>	Intermediate Low <b>Meets expectations</b>	Intermediate Mid <b>Does not meet expectations</b>
<b>Language Function</b> Language tasks the writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner	<input type="checkbox"/> Handles successfully some complicated tasks in areas of chosen topic with good detail. <input type="checkbox"/> Narrates and describes consistently in all major time frames.	<input type="checkbox"/> Handles successfully uncomplicated tasks in areas of chosen topic with some detail. <input type="checkbox"/> Narrates and describes in present tense and one or more major time frames, although not consistently.	<input type="checkbox"/> Creates with language only by combining and recombining known elements <input type="checkbox"/> Is able to express personal meaning only in a basic way. <input type="checkbox"/> Narrates and describes comfortably only in present tense and limited use of other time frames.
<b>Text Type</b> Quantity and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph - extended discourse)	<input type="checkbox"/> Uses connected sentences, frequently at paragraph length, and some extended discourse.	<input type="checkbox"/> Uses mostly connected sentences with some complex sentences (dependent clauses) and some paragraph-like discourse.	<input type="checkbox"/> Only uses simple sentences and some strings of sentences.
<b>Impact</b> Clarity, organization (introduction, body and conclusion), and depth of papers in the portfolio.	<input type="checkbox"/> Papers written in a clear and organized manner with logical transitions <input type="checkbox"/> Argument in papers illustrates originality and rich details.	<input type="checkbox"/> Papers written in a clear and organized manner e.g. a clear introduction, body and conclusion <input type="checkbox"/> Argument in papers illustrates good detail and may demonstrate some originality.	<input type="checkbox"/> Papers written mostly or not in a clear and organized manner, e.g. may have an introduction, body and conclusion, or parts thereof <input type="checkbox"/> Papers feature some detail in arguments.
<b>Comprehensibility</b> Who can understand this person's writing: sympathetic interlocutors or a native speaker unaccustomed to the writing of non-natives?	<input type="checkbox"/> Is easily understood by those unaccustomed to the writing of non-natives, although minimal interference from another language may occur	<input type="checkbox"/> Is generally understood by those unaccustomed to the writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur.	<input type="checkbox"/> Is generally understood by those accustomed to the writing of non-natives, although additional effort may be required.
<b>Language Control</b> Grammatical accuracy, appropriate vocabulary, degree of fluency	<input type="checkbox"/> Generally able to write accurately & fluently at the advanced level, e.g. some use of subjunctive and passive voice, but some linguistic difficulty may occur as more complex tasks are attempted.	<input type="checkbox"/> Demonstrates significant quantity and quality of intermediate high-level language, e.g. more extensive vocabulary, use of variety of grammatical structures. <input type="checkbox"/> Accuracy and/or fluency decrease when attempting to handle topics at the advanced level or as writing becomes more complex.	<input type="checkbox"/> Writing, vocabulary and syntax are strongly influenced by the native language. <input type="checkbox"/> Demonstrates limited quantity and lower quality of intermediate high-level language. <input type="checkbox"/> Accuracy of writing decreases as language becomes more complex.

## B. Intercultural Competence – Written Mode (Writing)

CRITERIA	Advance Low Exceeds expectations	Intermediate Low Meets expectations	Intermediate Mid Does not meet expectations
<b>Cultural Knowledge &amp; self-awareness</b> (e.g. Knowledge of cultural worldview frameworks; specifically in relation to its history, values, politics, communication styles, economy, or beliefs and practices; not looking for sameness; comfortable with the complexities that new perspectives offer.)	<input type="checkbox"/> <b>Analyzes distinctions</b> between own and target culture, and <b>draws appropriate conclusions.</b> <input type="checkbox"/> <b>Consistently draws detailed constructive cultural comparisons</b> that present the strengths and weaknesses of own and target culture <input type="checkbox"/> Demonstrates <b>a strong understanding</b> of the complexity of the target culture by <b>providing rich detail</b> and by showing <b>deep awareness</b> of cultural practices and institutions	<input type="checkbox"/> <b>Makes distinctions</b> between own and target culture <input type="checkbox"/> <b>Draws more detailed constructive cultural comparisons</b> that present the strengths and weaknesses of own and target culture <input type="checkbox"/> Demonstrates <b>an adequate understanding</b> of the complexity of the target culture by showing <b>more detailed awareness</b> of cultural practices and institutions	<input type="checkbox"/> <b>Only describes differences</b> between own and target culture <input type="checkbox"/> <b>May begin to draw constructive cultural comparisons</b> that present the strengths and weaknesses of own and target culture <input type="checkbox"/> Does <b>not always</b> demonstrates <b>adequate understanding</b> of the complexity of the target culture, or <b>awareness</b> of cultural practices and institutions

\* Source: Adapted from the AACU Intercultural Knowledge & Competence Value Rubric

COMMENTS:

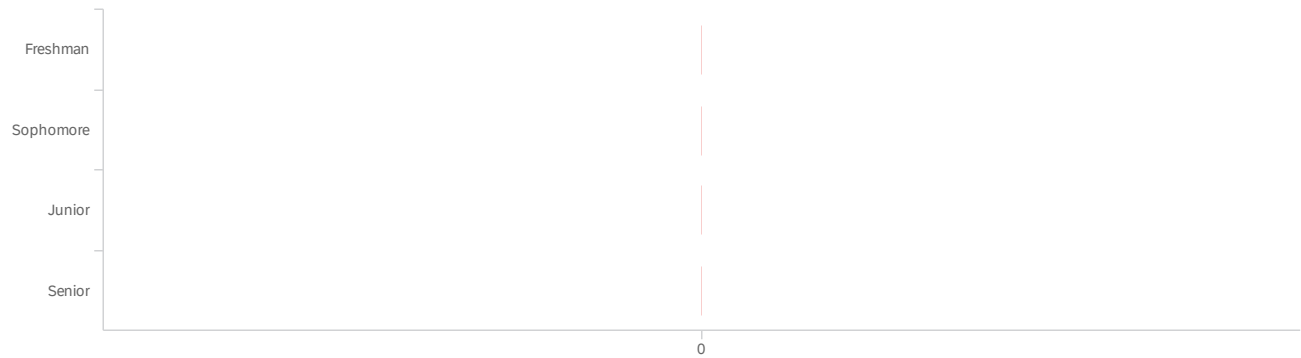
There are no results yet to show. Please distribute your survey to gather responses.

# My Report

*B.A. in Italian - Spring 2022 Senior Survey*

June 10, 2022 11:22 AM CDT

## Q1 - Year in college?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Year in college?	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Freshman	0.00% 0
2	Sophomore	0.00% 0
3	Junior	0.00% 0
4	Senior	0.00% 0

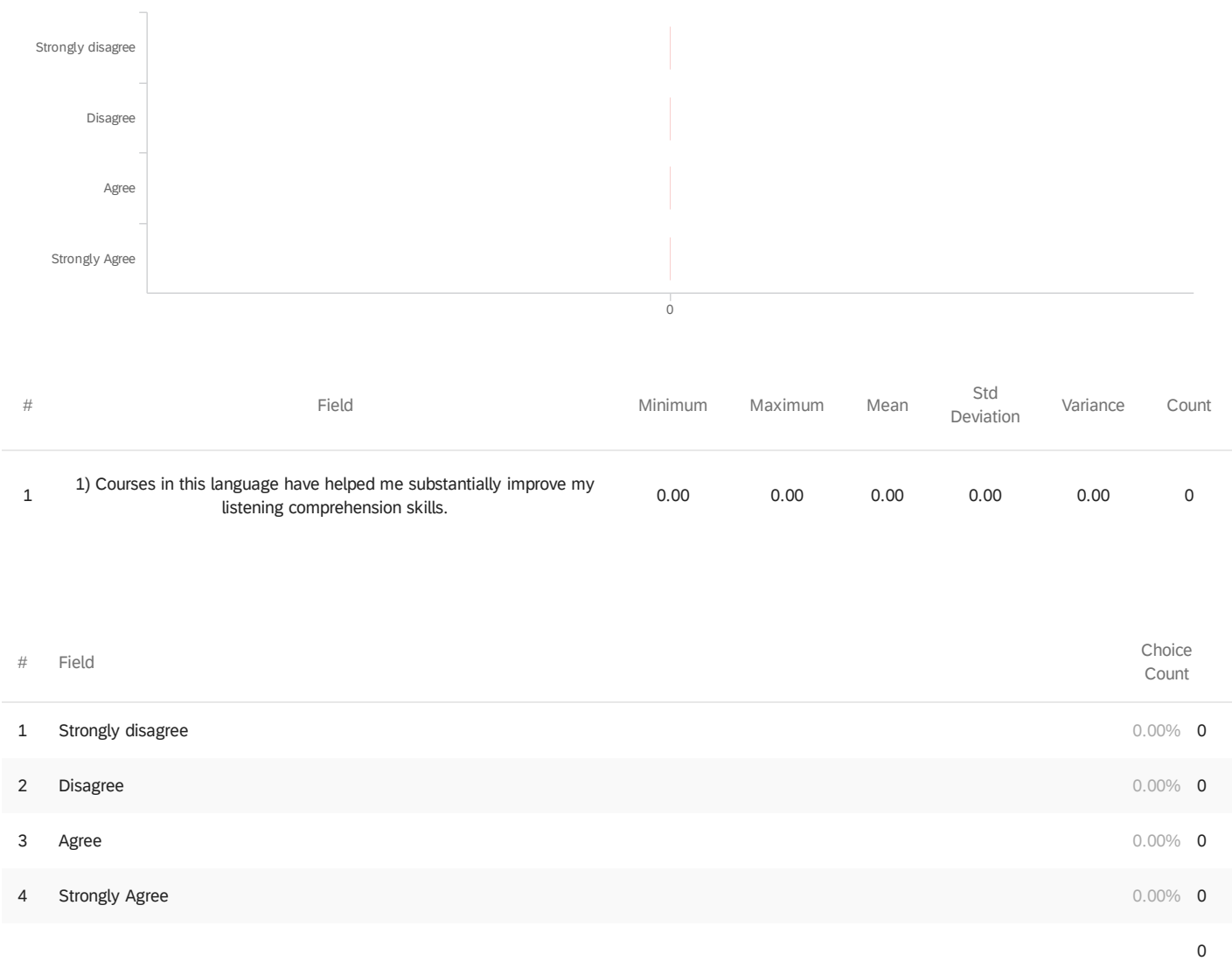
0

Showing rows 1 - 5 of 5



There are no results yet to show. Please distribute your survey to gather responses.

Q3 - 1) Courses in this language have helped me substantially improve my listening comprehension skills.



Showing rows 1 - 5 of 5

There are no results yet to show. Please distribute your survey to gather responses.

Q4 - 2) Courses in this language have helped me substantially improve my speaking skills



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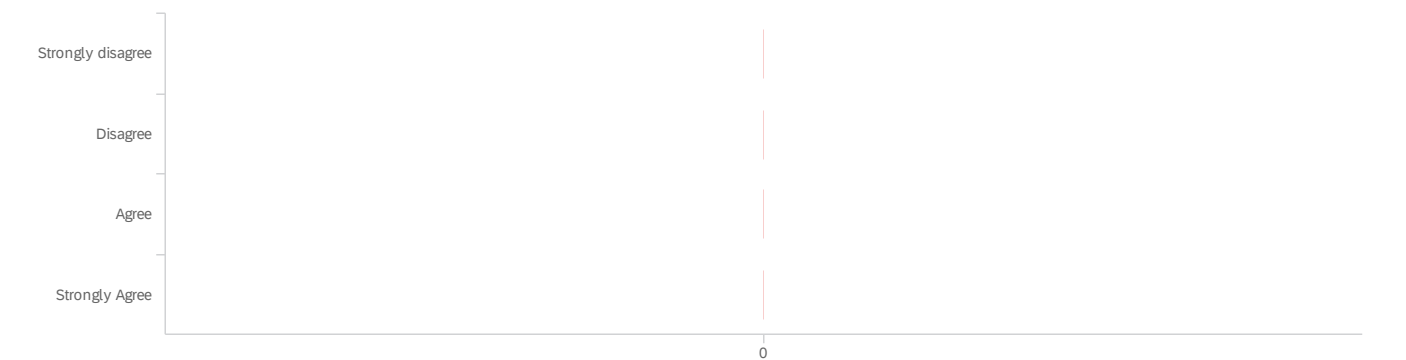
Data source misconfigured for this visualization.



Data source misconfigured for this visualization.

There are no results yet to show. Please distribute your survey to gather responses.

Q5 - 3) Courses in this language have helped me substantially improve my reading skills.



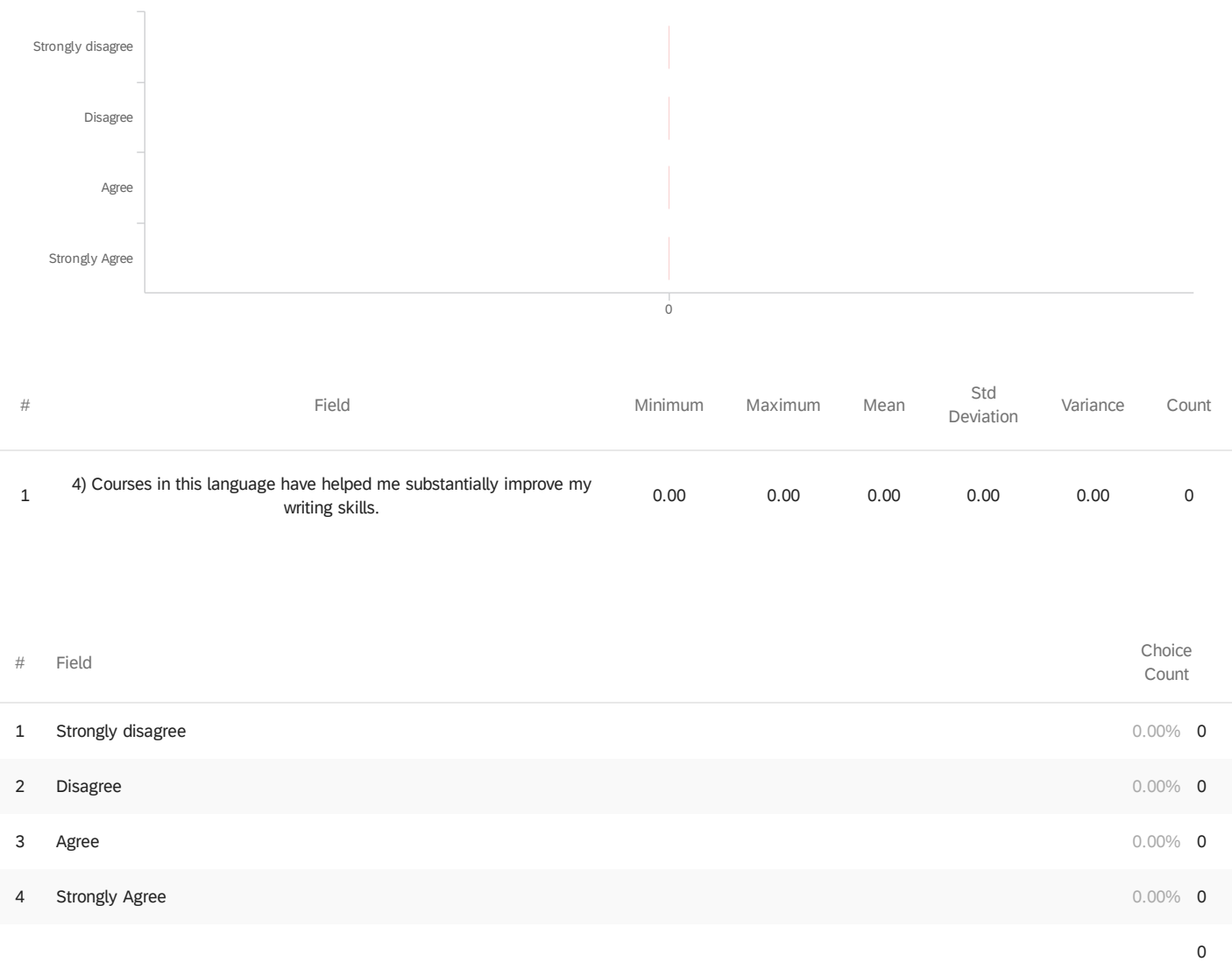
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	3) Courses in this language have helped me substantially improve my reading skills.	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Strongly disagree	0.00% 0
2	Disagree	0.00% 0
3	Agree	0.00% 0
4	Strongly Agree	0.00% 0
		0

Showing rows 1 - 5 of 5

There are no results yet to show. Please distribute your survey to gather responses.

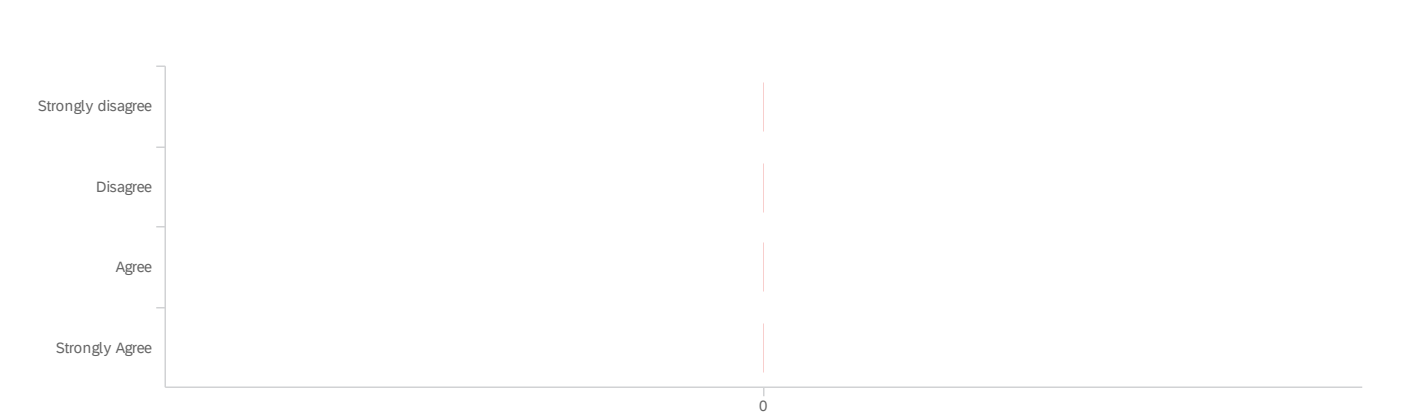
Q6 - 4) Courses in this language have helped me substantially improve my writing skills.



Showing rows 1 - 5 of 5

There are no results yet to show. Please distribute your survey to gather responses.

Q7 - 5) I know much more about the culture(s) where it is spoken.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	5) I know much more about the culture(s) where it is spoken.	0.00	0.00	0.00	0.00	0.00	0

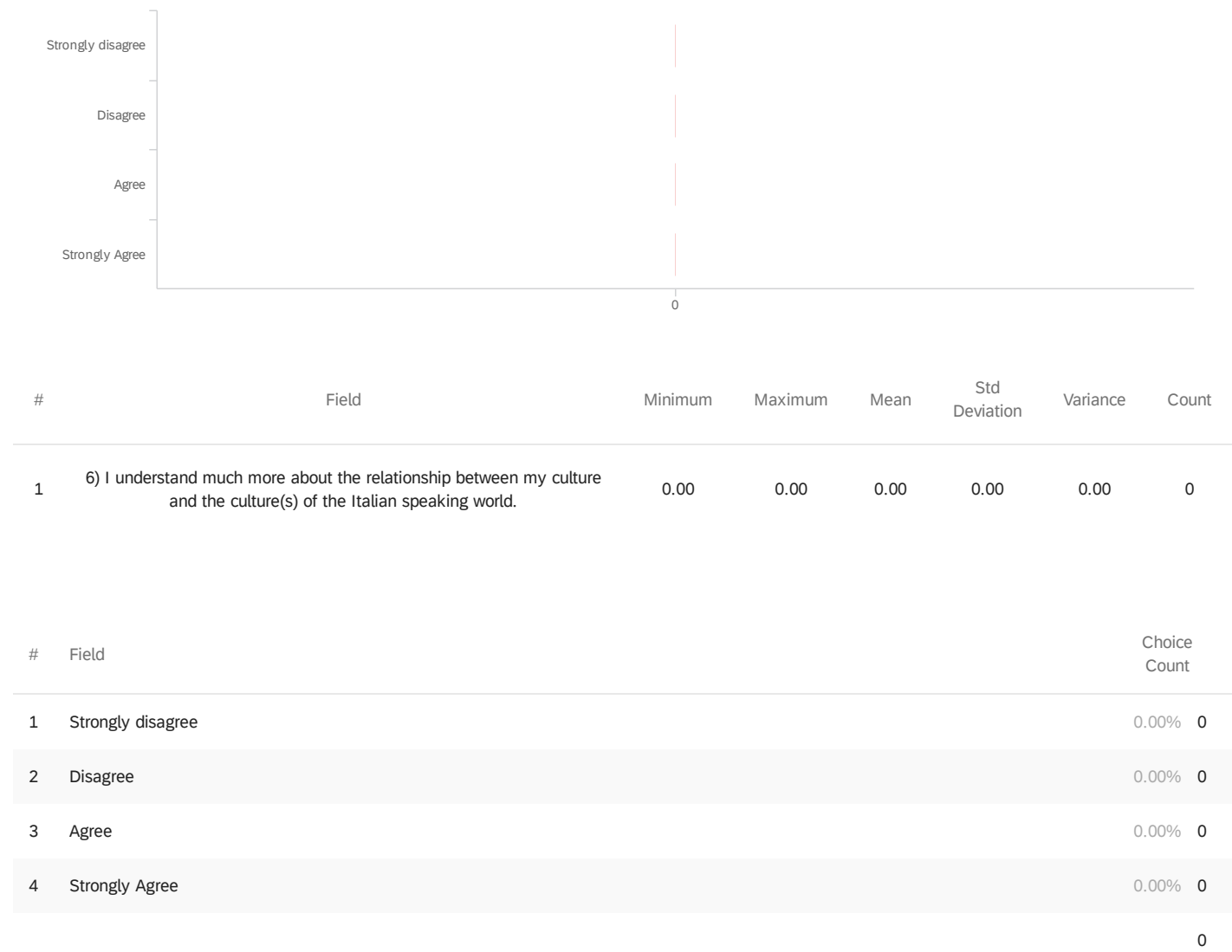
#	Field	Choice Count
1	Strongly disagree	0.00% 0
2	Disagree	0.00% 0
3	Agree	0.00% 0
4	Strongly Agree	0.00% 0

0

Showing rows 1 - 5 of 5

There are no results yet to show. Please distribute your survey to gather responses.

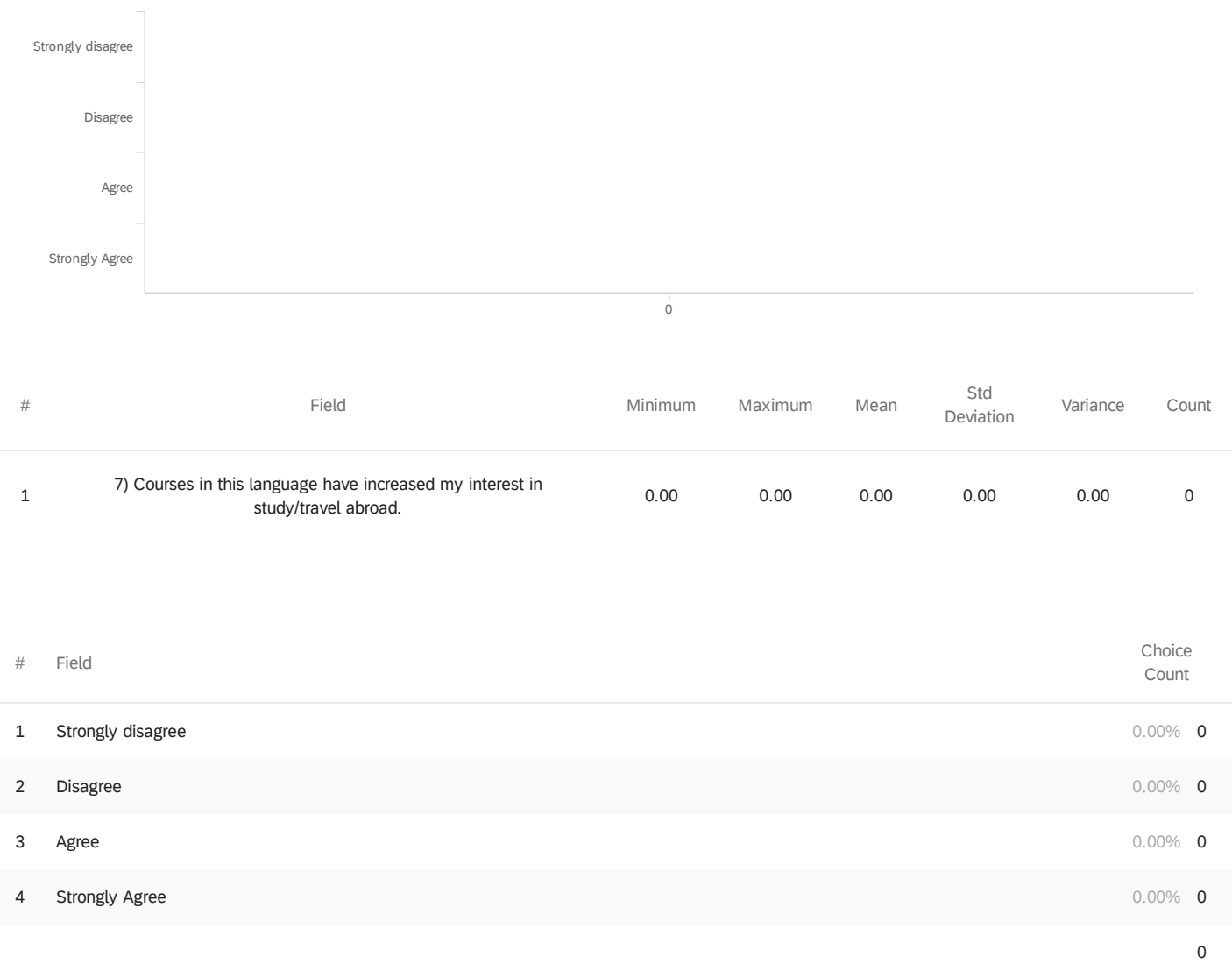
Q8 - 6) I understand much more about the relationship between my culture and the culture(s) of the Italian speaking world.



Showing rows 1 - 5 of 5

There are no results yet to show. Please distribute your survey to gather responses.

Q11 - 7) Courses in this language have increased my interest in study/travel abroad.

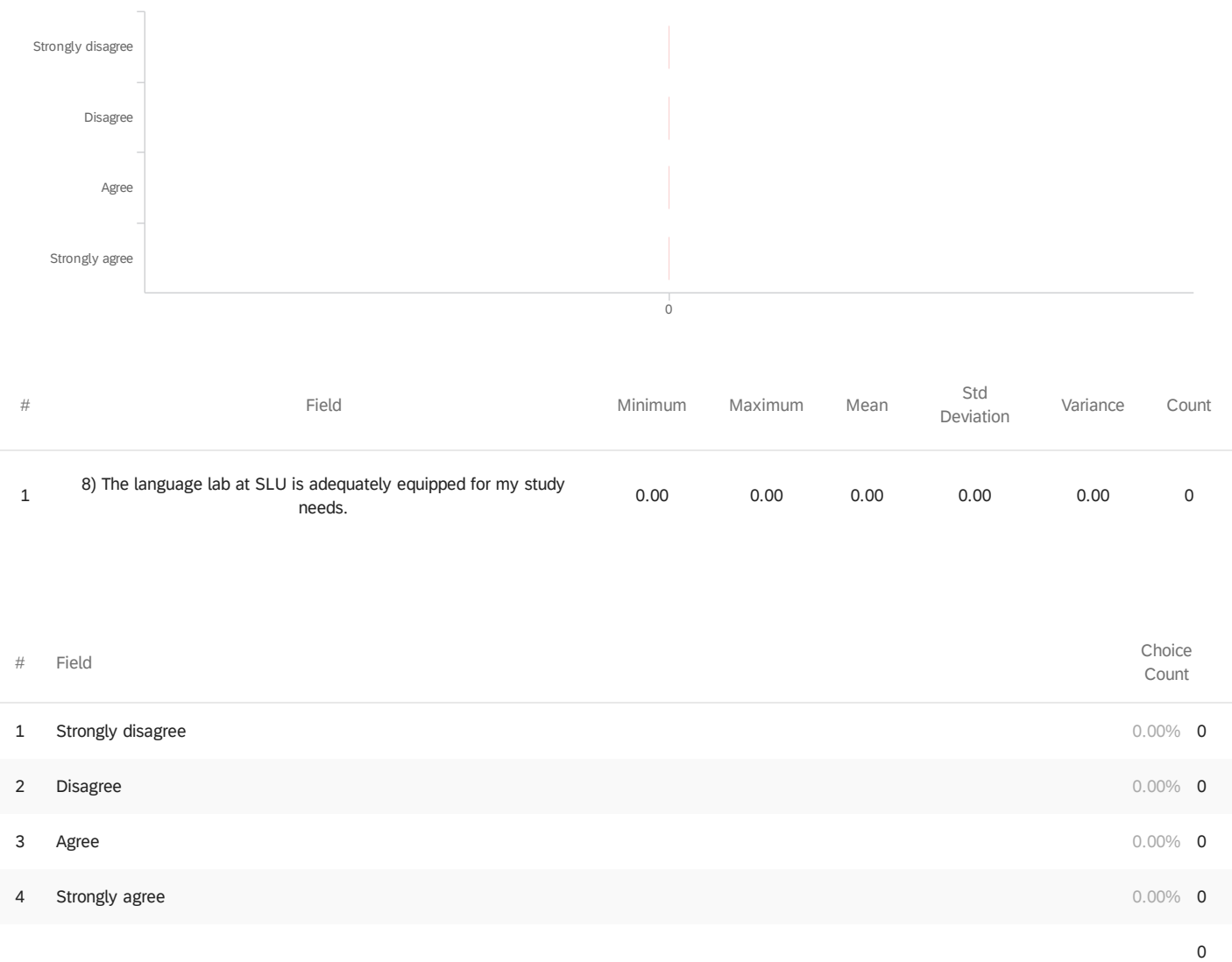


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There are no results yet to show. Please distribute your survey to gather responses.

Q12 - 8) The language lab at SLU is adequately equipped for my study needs.



Showing rows 1 - 5 of 5

There are no results yet to show. Please distribute your survey to gather responses.

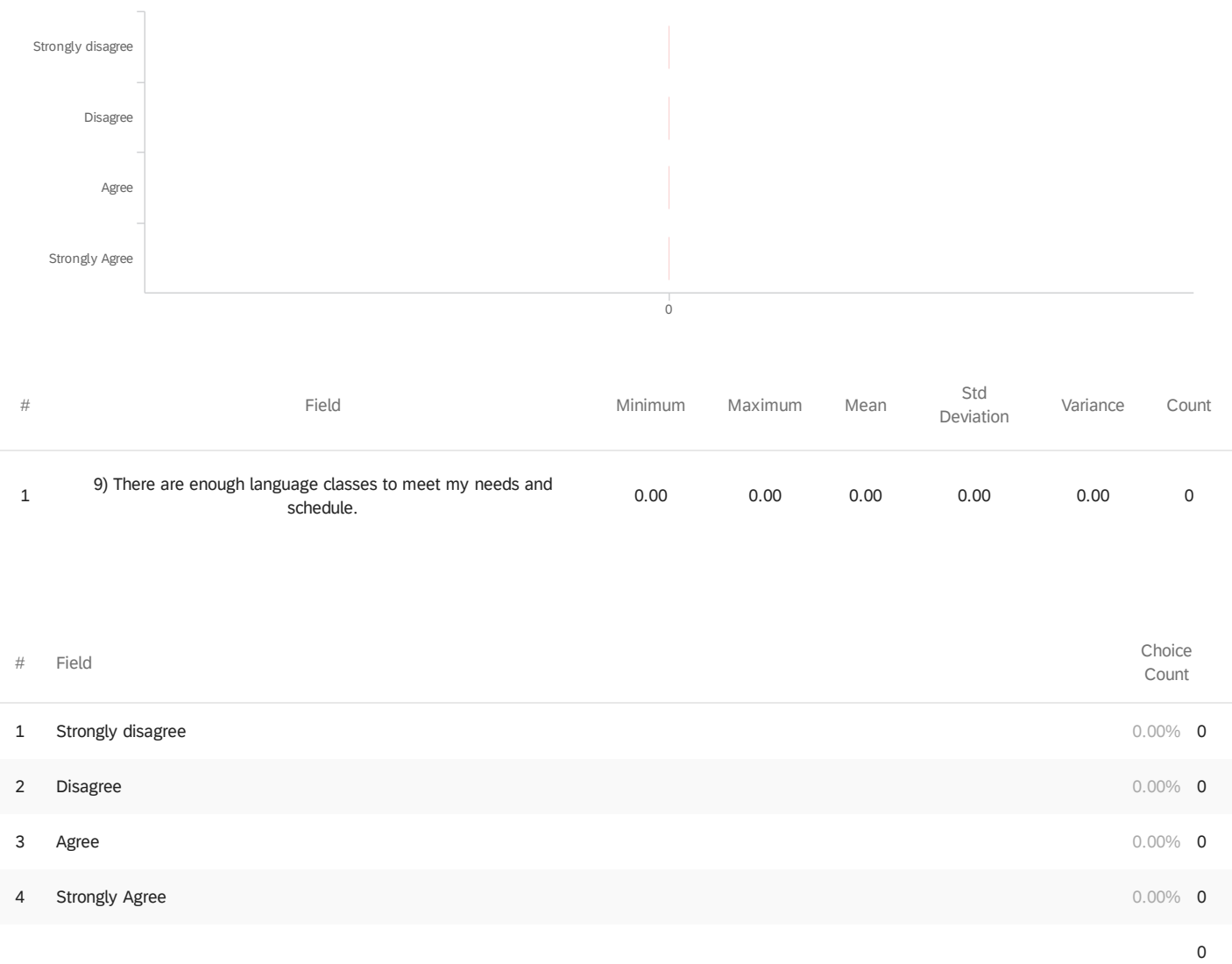
## Q13 - Do you have suggestions for additional resources?

Do you have suggestions for additional resources?

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There are no results yet to show. Please distribute your survey to gather responses.

Q14 - 9) There are enough language classes to meet my needs and schedule.



Showing rows 1 - 5 of 5

There are no results yet to show. Please distribute your survey to gather responses.

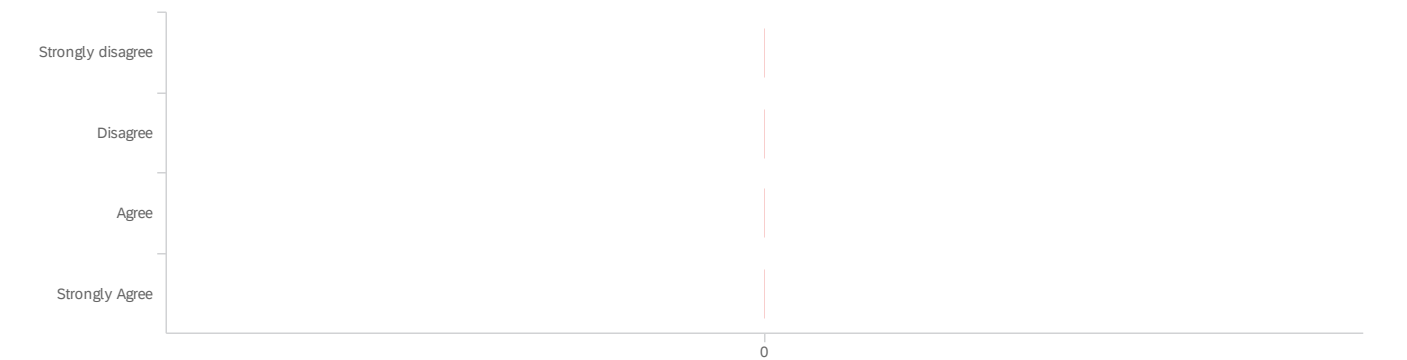
## Q15 - Do you have suggestions for additional classes?

Do you have suggestions for additional classes?

---

There are no results yet to show. Please distribute your survey to gather responses.

Q16 - 10) Content covered in foreign language classes has related to other disciplines I study.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	10) Content covered in foreign language classes has related to other disciplines I study.	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Strongly disagree	0.00% 0
2	Disagree	0.00% 0
3	Agree	0.00% 0
4	Strongly Agree	0.00% 0
		0

Showing rows 1 - 5 of 5

There are no results yet to show. Please distribute your survey to gather responses.

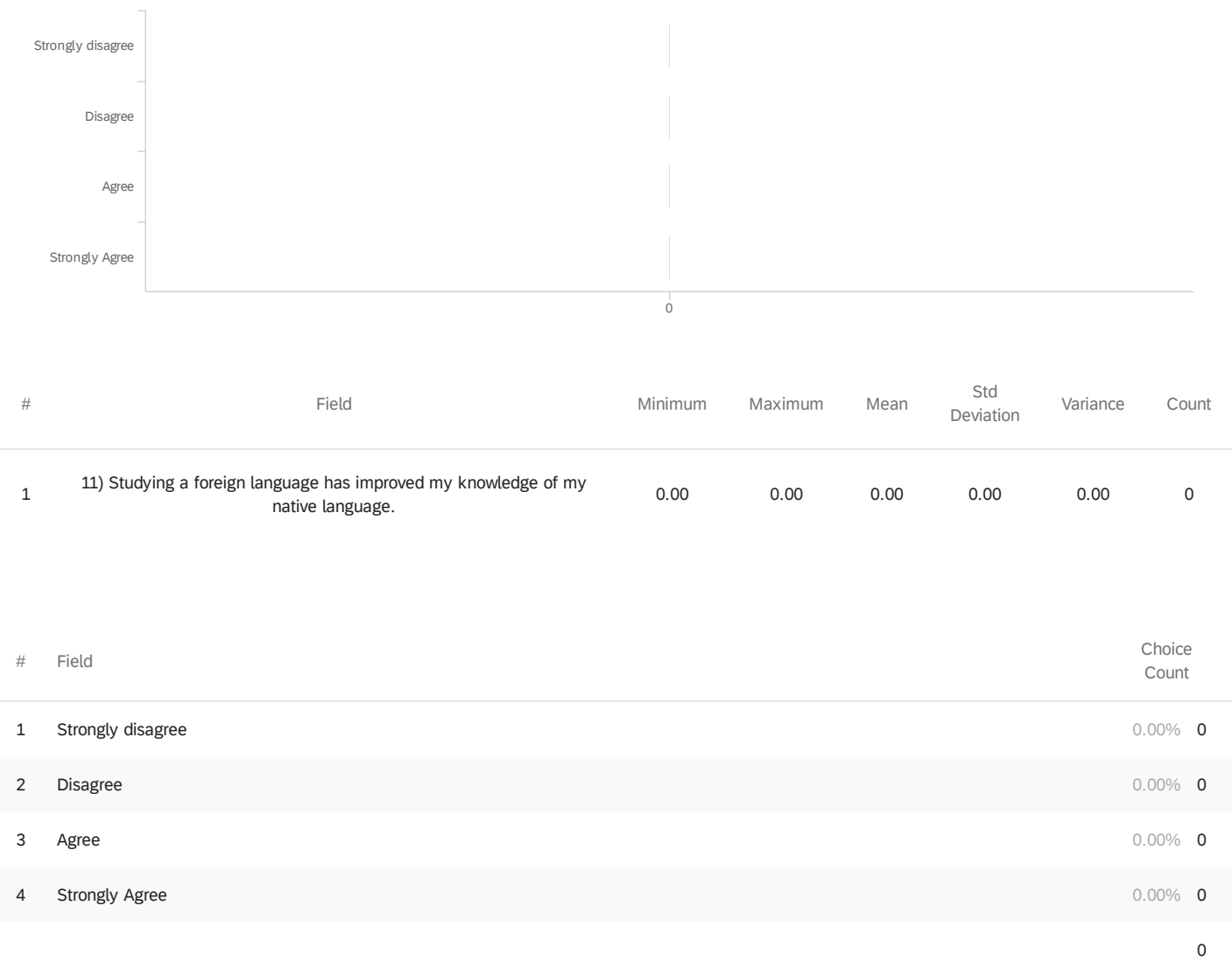
## Q17 - To which disciplines? In which ways?

To which disciplines? In which ways?

---

There are no results yet to show. Please distribute your survey to gather responses.

Q18 - 11) Studying a foreign language has improved my knowledge of my native language.



Showing rows 1 - 5 of 5

There are no results yet to show. Please distribute your survey to gather responses.

Q21 - Use this space for further comments:

Use this space for further comments:

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**End of Report**