

Seaver College General Education (GE) Assessment – Foreign Language Academic Year 2011-2012

I. Program Learning Outcome

Students listen, speak, read, and write within the appropriate cultural context of Italian.

II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

Knowledge & Scholarship

Service

Apply knowledge to real-world challenges.

Leadership

Think critically and creatively, communicate clearly and act with integrity.

Community & Global Understanding

Purpose

Develop and enact a compelling personal and professional vision that values diversity.

III. Student Learning Outcome(s)

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

| | |
|---------------|---|
| SLO #1 | Correctly use learned vocabulary to discuss topics such as family, work, university life, vacation, travel, shopping, food, etc., and current, past, and future events. |
| SLO #2 | Maintain simple conversations on familiar or of personal interest topics, express personal opinions, and exchanging information on topics pertinent to everyday life. |
| SLO #3 | Write short essays discussing topics related to current or past personal experiences, and future plans. |
| SLO #4 | Understand, summarize, and discuss the main ideas of short speeches, presentations, songs, narratives, or articles on familiar matters. |
| SLO #5 | Be aware of the most significant similarities and differences between customs, usages, attitudes, and traditions prevalent in the Italian culture and those of his/her own. |

IV. Curriculum Map

For each SLO, indicate the course(s) where the outcome is **I**ntrouced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table. You may add or delete columns or rows as required.

| | SLO #1 | SLO #2 | SLO #3 | SLO #4 | SLO #5 |
|-----------------|---------------|---------------|---------------|---------------|---------------|
| ITAL 151 | I | I | I | I | I |
| ITAL 152 | I/D | I/D | I/D | I/D | I/D |
| ITAL 251 | D/M | D/M | D/M | D/M | D/M |

V. Assessment Plan

{Enter Date} |

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

| | Direct Evidence | Indirect Evidence |
|---------------|-----------------------------------|--------------------------|
| SLO #1 | Final exam | Graduating Senior Survey |
| SLO #2 | Oral presentation | Graduating Senior Survey |
| SLO #3 | Composition | Graduating Senior Survey |
| SLO #4 | Final exam | Graduating Senior Survey |
| SLO #5 | Composition and oral presentation | Graduating Senior Survey |

Provide a copy of each assessment tool (or a detailed explanation) in Appendix A.

SPECIAL NOTE: The Italian Program faculty is comprised of one tenure track professor, a full time visiting instructor and an adjunct. During the fall of the 2011-12 academic year the tenure track faculty member went through the tenure process and was not awarded tenure. This created a problematical situation with regards to the assessment process given that she also served as Coordinator of the Italian Program. She refused to contribute either effort or data to this assessment. Furthermore, only one section of ITAL 251 was offered in Malibu this spring with an enrollment of 23. Though there were other 251 sections in our International Program in Florence, the former factor mentioned here made collecting and analyzing direct evidence difficult. The visiting and adjunct faculty are eager to participate in the GE assessment for the 2012-2013 academic year. Following the model of the Spanish GE assessment we will collect data and proceed.

VI. Rubrics

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Place the rubrics in Appendix B. Additional information on rubrics is found [here](#).

VII. Criteria for Student Achievement / Success

For each assessment SLO, list the criterion or criteria established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

| | Criterion (Criteria) |
|---------------|-----------------------------|
| SLO #1 | Click here to enter text. |
| SLO #2 | Click here to enter text. |
| SLO #3 | Click here to enter text. |
| SLO #4 | Click here to enter text. |

VIII. Evidence / Data

For each SLO, present in summary form the evidence/data gathered and indicate your findings based upon the evidence. If necessary, use Appendix C to report raw or original data necessary to support your findings. *Repeat the following section for each SLO.*

SLO #1

Evidence/Data

Click here to enter text.

Findings

[Click here to enter text.](#)

IX. Summary

Based on the evidence and findings reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions for this area of the GE program.

1. Are the goals being achieved?
2. Are the SLOs achieved at the established standard of achievement?
3. What are the strengths and weaknesses?
4. What areas need improvement?
5. What are the future one, three and five year goals for this component of the General Education program?

[Click here to enter text.](#)

X. Closing the Loop & Quality Improvement Program

Based upon your analysis, what actions are necessary to correct weaknesses and improve this area of the General Education program? For each action item, provide the following information. *You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.*

- **Action Item #__:** [Click here to enter text.](#)
- **Evidence to support this proposed action:** [Click here to enter text.](#)
- **Expected outcome (if the action item is implemented):**
[Click here to enter text.](#)
- **Expected timeline:** [Click here to enter text.](#)
- **Type of Action:** **Resource Neutral** **Resources Required**
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*
[Click here to enter text.](#)

XI. Contributors

Assessment of this area of the General Education program was performed by the following individual(s).

| Committee Chairperson | Position Title | Academic Division |
|------------------------------|---|-------------------------------------|
| April D. Marshall | Associate Professor of Hispanic Studies and Chair | International Studies and Languages |

| Committee Members | Position Title | Academic Division |
|--------------------------|--------------------------------|-------------------------------------|
| Patrizia Lissoni | Visiting Instructor of Italian | International Studies and Languages |
| Brittany Corbucci | Adjunct Lecturer of Italian | International Studies and Languages |

XV. Educational Effectiveness Indicators

Upon completion of the program review, the committee chairperson is required to complete the form at <http://services.pepperdine.edu/oie/resources/educational-effectiveness-indicators.aspx> and submit the document to the Office of Institutional Effectiveness.

APPENDICES**Appendix A - Assessment Details**

The following assessment was used to assess Student Learning Outcome #____.
Click here to enter text.

{Repeat and edit the above text as necessary for each assessment tool.}

Appendix B - Rubrics

The following rubric was used to analyze the evidence gathered in assessment of Student Learning Outcome(s) #____.

{Repeat and edit the above text as necessary for each rubric.}

Appendix C - Evidence /Data

The following evidence was gathered in assessment of Student Learning Outcome #____.

{Repeat and edit the above text as necessary for each SLO.}

Appendix D - Chronology

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

| Date | Members Participating (Initials) | Action |
|------|-------------------------------------|--------|
| | | |
| | | |
| | | |
| | | |