

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE.
RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites.
More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: Italian

Degree: BA

Chair: Catherine M. Sama, Italian Section Head (Joe Morello, Chair, Dpt. of Languages)

Academic Year Plan: 2009-10

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi,</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
1. Speaking Italian	Students are able to: - satisfy the requirements of everyday situations; - handle with confidence social situations; - narrate and describe in past, present, and future time; - talk casually about topics of current interest; - use communication strategies; - show signs of an emerging ability to support opinions; - be understood without difficulty.	Curricular mapping (see attached)	Faculty designed an oral proficiency test and grading rubric for outgoing seniors: a series of questions about students' experiences at URI, coursework content in the Italian major, contemporary international events, and students' plans for their future upon graduation. Outgoing seniors take the oral exam individually with faculty.

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE. RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites. More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: Italian

Degree: BA

Chair: Catherine M. Sama, Italian Section Head (Joe Morello, Chair, Dpt. of Languages)

Academic Year Plan: 2009-10

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi,</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
2. Listening to Italian	Students are able to: - almost fully understand most speech on a familiar topic, e.g, a classroom lecture on an assigned topic, the narration of an event, a video on a familiar subject; - show an emerging ability to understand the gist of a propositionally and linguistically complex discourse, e. g., a televised debate, or a classroom lecture on a literary or cultural topic.	Curricular mapping (see attached)	Faculty designed a listening comprehension exercise (and grading rubric) using a podcast of an episode of a popular Italian television program, <i>Un posto al sole</i> . Graduating seniors view the podcast and take the exam in the language lab.

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE. RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites. More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: Italian

Degree: BA

Chair: Catherine M. Sama, Italian Section Head (Joe Morello, Chair, Dpt. of Languages)

Academic Year Plan: 2009-10

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<p><i>Upon completion of program, students are expected to (know and be able to do):</i></p>	<p><i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i></p>	<p><i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi,</i></p>	<p><i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i></p>
<p>3. Reading Italian</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> - read and demonstrate good comprehension of written discourse in areas of the students' special interest. (e. g., a literary text, a magazine or newspaper article, a technical document); - understand parts of texts which are conceptually abstract and linguistically complex and/or texts which treat unfamiliar topics; - show an emerging awareness of the aesthetic properties of language and of literary styles; - recognize the role of cultural knowledge in comprehension of the written text. 	<p>Curricular mapping (see attached)</p>	<p>Faculty designed a reading comprehension exam for outgoing seniors: an article from a contemporary national newspaper with comprehension questions.</p>

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE. RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites. More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: Italian

Degree: BA

Chair: Catherine M. Sama, Italian Section Head (Joe Morello, Chair, Dpt. of Languages)

Academic Year Plan: 2009-10

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi,</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
4. Writing in Italian	<p>Students are able to:</p> <ul style="list-style-type: none"> - select and research an appropriate literary or cultural topic (that is, they can make the difference between simply summarizing ideas, example: "I will write my paper on women in Veronica Franco's "Terze rime" as opposed to "My paper will analyze the role of gender in Renaissance Venice in Veronica Franco's "Terze rime," focusing especially on the author's use of metaphor"); - write their analytical paper entirely in Italian; - demonstrate organization; - use a variety of verb tenses and vocabulary, without repetition; - use advanced grammatical constructions; - demonstrate syntactical clarity; - demonstrate semantic clarity; - conduct research at the library; - are familiar with acceptable and ethical research methods. 	Curricular mapping (see attached)	Full grade-range survey of graduating seniors in 3 upper-level literature courses (ITL 326, 455, 465). Italian Faculty collected sample midterms, final papers, and dossiers of students' weekly writing (with instructors' comments and/or grades).

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE. RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites. More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: Italian

Degree: BA

Chair: Catherine M. Sama, Italian Section Head (Joe Morello, Chair, Dpt. of Languages)

Academic Year Plan: 2009-10

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi,</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
5. Italian Culture and Literature	Students are able to: - demonstrate a knowledge of Italian literature and culture (e.g., through analysis of a major literary period, author, historical personage or events, including contemporary figures and events).	Curricular mapping (see attached)	Faculty conducted a full grade-range survey of graduating seniors in 3 upper-level literature courses (ITL 326, 455, 465). Italian Faculty collected sample midterms, final papers, and dossiers of students' weekly writing (with instructors' comments and/or grades).
6. Critical Thinking and Collaboration	Students will demonstrate critical thinking and collaborative problem-solving abilities through task-based language activities such as: student created skits, videos, websites, curriculum vitae, summaries, research reports, internship reports, oral presentations, or student-led classes.	Curricular mapping (see attached)	Survey of graduating seniors' work in 300- and -400 level courses.

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE. RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites. More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: Italian

Degree: BA

Chair: Catherine M. Sama, Italian Section Head (Joe Morello, Chair, Dpt. of Languages)

Academic Year Plan: 2009-10

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi,</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
(Or attach specialized or professional accreditors' standards)			

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE.
RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites.
More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: Italian
Degree: BA
Chair: Catherine M. Sama, Italian Section Head (Joe Morello, Chair, Dpt. of Languages)
Academic Year Plan: 2009-10

Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions	Timetable for Reassessment
<i>Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.</i>	<i>Identify students' actual level of achievement against the expected performance level.</i>	<i>Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data).</i>	<i>Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.</i>	<i>Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find?</i>
1. 60% of students will meet or exceed the expectations.	66% of students met or exceeded expectations.	We will continue the outgoing assessment test for speaking to monitor our progress.	We designed and implemented outgoing assessment tests for speaking--for 2 semesters so far.	We will reassess after 2 years of outgoing assessment tests, so we can compare results from 2 graduating classes.
2. 60% of students will meet or exceed the expectations.	66% of students met or exceeded expectations.	We will continue the outgoing assessment test for listening comprehension to monitor our progress.	We designed and implemented outgoing assessment test for listening comprehension--for 2 semesters so far.	We will reassess after 2 years of outgoing assessment tests, so we can compare results from 2 graduating classes.
3. 60% of students will meet or exceed the expectations.	66% of students met or exceeded expectations.	We will continue the outgoing assessment test for reading comprehension to monitor our progress.	We designed and implemented outgoing assessment test for reading comprehension--for 2 semesters so far.	We will reassess after 2 years of outgoing assessment tests, so we can compare results from 2 graduating classes.

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE. RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites. More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: Italian
Degree: BA
Chair: Catherine M. Sama, Italian Section Head (Joe Morello, Chair, Dpt. of Languages)
Academic Year Plan: 2009-10

Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions	Timetable for Reassessment
<i>Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.</i>	<i>Identify students' actual level of achievement against the expected performance level.</i>	<i>Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data).</i>	<i>Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.</i>	<i>Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find?</i>
4. 60% of students will meet or exceed the expectations on exams, papers or analytical writing exercises dealing with Italian literature or culture.	4. 73% of students met or exceeded expectations in writing assignments/on a research paper in advanced literature course ITL 465 in the fall 2007 semester.	4. All Italian faculty reviewed 11 sample papers from graduating seniors in ITL 465 from fall 2007. In doing so, they discussed the idea of having a common grading criteria for writing exercises in 400-level courses. Recommendation: design such criteria.	4. Italian faculty drafted two sets of grading criteria: one for research papers, and the other for midterms and short writing exercises. (See attached "Grading Criteria").	We will reassess after comparing results from 2 graduating classes.
5. 60% of students will meet or exceed the expectations on exams, papers or analytical writing exercises dealing with Italian literature or culture.	5. 73% of students met or exceeded expectations--based on final papers.	We are satisfied with these results.	As above, #4.	We will reassess after comparing results from 2 graduating classes.
6. 60% of students will meet or exceed the expectations.	6. 73% of students met or exceeded expectations--based on final papers.	We are satisfied with these results.	As above, #4.	We will reassess after comparing results from 2 graduating classes.
(Or attach specialized or professional accreditors' standards)				

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE. RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites. More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: Italian

Degree: BA

Chair: Catherine M. Sama, Italian Section Head (Joe Morello, Chair, Dpt. of Languages)

Academic Year Plan: 2009-10

Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions	Timetable for Reassessment
<i>Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.</i>	<i>Identify students' actual level of achievement against the expected performance level.</i>	<i>Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data).</i>	<i>Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.</i>	<i>Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find?</i>