

December 9, 2013

## **Italian Studies Program Learning Outcomes**

Students who complete the major should be able to demonstrate:

- A. Oral and written communication: listening, speaking, and writing competency in Italian sufficient to engage in meaningful conversation, at ACTFL's Intermediate high to Advanced mid level <http://actflproficiencyguidelines2012.org/speaking>  
<http://actflproficiencyguidelines2012.org/writing>
- B. Textual comprehension and analysis: ability understand and appreciate Italian texts in a variety of registers and different areas of knowledge at the Advanced level as described by ACTFL <http://actflproficiencyguidelines2012.org/reading>
- C. Critical analysis: ability to comment with critical insight on a range of topics in Italian history and contemporary culture.
- D. Cultural competency: ability to demonstrate knowledge of historical and contemporary aspects of Italian culture with reference to study in several disciplines.
- E. Global engagement: ability to recognize and reflect in an informed way on cultural differences as well as shared values between Italian culture and their own native cultures.
- F. Knowledge building: ability to conduct research in both Italian and English on topics pertinent to Italian history and culture.

## Italian Studies Program Learning Outcomes UC Santa Cruz

		<b>A. Oral commu nicatio n</b>	<b>B. Textual compreh ension and analysis</b>	<b>C. Critical analysis</b>	<b>D. Cultural competenc y</b>	<b>E. Global awareness/ cultural differences</b>	<b>F. Knowledg e building / Research</b>
Foundation Year 1	1, 2, 3	√	√		√	√	
Foundation Year 2	4, 5, 6	√	√		√	√	
LAAD	80			√	√	√	
ITAL	106 Film	√		√	√	√	√
Upper- division electives in Italian literature	LTIT 100s	√	√	√	√	√	√
Upper- division electives in comparative or translated literature	LTMO LTPR LTWL			√	√	√	
Upper- division electives in Italian history	HIS 100s			√	√	√	√
Upper- division electives in art history				√	√	√	
Capstone	190		√	√	√	√	√

Italian Studies Program  
Fall Quarter 2013  
Assessment Plan

Our program is a small interdisciplinary Humanities major where students are required to take courses in Italian Language, Literature, History and Art History (core faculty belong to the first three of these fields). We will begin our long-term assessment plan with the learning objective designed to develop student research skills:

“Knowledge building: ability to conduct research in both Italian and English on topics pertinent to Italian history and culture.”

In terms of our assessment of direct evidence, we will track student achievement within two upper-division requirements: Italian 106, “Italian Culture through Film” and the senior exit class. The exit requirement can be fulfilled in several ways, either through taking a regular seminar course in one of the major disciplines or by doing extra work within any upper-division course for six rather than the normal five credits.

We will be looking carefully at the following four criteria when we grade their research papers, but also in our discussion with and observation of individual students, as their project develops.

--*Research Initiative*: Is the student capable of independently formulating a general topic and taking the first steps to acquire the necessary knowledge base?

--*Analytical Focus*: Does the student sufficiently narrow his/her general topic into a viable focus?

--*Bibliography*: Does the student both draw upon relevant common readings in the course and develop a strong outside list of sources? If the particular course requires Italian (five of the ten required upper-division courses must be in Italian or use Italian readings), does the student consult appropriate sources in the language?

--*Analytical Depth*: Is the paper a real exploration of ideas, supported by evidence and a strong argument, or is it composed primarily of summary?

In terms of the assessment of indirect evidence required by the Learning Objectives Program, we will design a brief online survey for students specifically asking questions about their experience with this year’s learning objective, described above. Because we have a small number of students, it is important for the survey to be anonymous. If this method of obtaining indirect evidence works well the first year, we will continue as planned in the following years; however, we expect to refine the process as we go along.