University Assessment Committee
Outcomes Assessment Summary Form

This form is to be completed by a representative from each designated program/department. The information provided in this form will be used by the University of San Diego to inform stakeholder groups about USD's commitment to the intellectual, spiritual, and overall development of students. A Pdf version of this form will be posted on the University's Student Outcomes Website in the Evidence of Student Learning section.

Program Information
Program Name (e.g. BA Computer Science, PhD Nursing)
BA Italian Studies

College/School Name (e.g. CAS, KSPS, SB, SMSOE)
CAS

Assessment Overview
Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment). See example below.

SLO 3 and SLO 4 were evaluated at the end of Spring 2018 in the three majors offered in the Department of Languages, Cultures and Literatures (LCL).

SLO 3: Knowledge and Understanding: Majors can contextualize and cogently explain the significance of a representative selection of figures, texts, and tendencies in the literature and other forms of cultural production from the target-language-speaking world.

SLO 4: Critical thinking: Majors can critically analyze a text, define a position, and substantiate it using thorough research techniques, the integration of disparate areas of knowledge, and innovative thinking.

A total of 6 students was assessed in Italian (seniors, juniors or sophomores, whether majors or advanced minors).

Results and Actions Taken
Assessment Cycle
2017-2018

Briefly summarize your assessment results and how you are using these results to enhance student learning and improve program quality. See example below.

Both the assessment process and the assessment results have been very satisfactory. Faculty teaching upper-division Italian courses are working to make sure that every single course in our curriculum works sufficiently well towards the development of the above skills. The Italian program's decision to develop a second advanced writing class (Writing for the Profession) in addition to ITAL 301 (Writing and Composition in Italian) will also address this issue by giving our majors and minors an opportunity to take two advanced writing classes in Italian. That class is currently being developed and will be submitted to the Department next year. We also plan to submit it to the CCC for approval in the Core area of Advanced Writing.

In addition, Italian faculty are also continuing to revise the curriculum of our core sequence (101-201) to ensure that students' Knowledge and Understanding and Critical Thinking (SLOs 3 & 4) are nurtured early in their study, yet without producing an excessive workload (on which students have commented in their evaluations in the past). In the fall, for instance, we will include more sophisticated cultural readings in Italian 201, while discussing ways in which we can further stimulate the development of writing and critical skills also in all of our lower-division levels.