

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
FRENCH						
<p>Yes:</p> <ol style="list-style-type: none"> <li>1. Speak authentic French, near native, with understandable words and accurate pronunciation of sounds. Use his/her knowledge of the French language in the service of others.</li> <li>2. Identify and discuss orally and in writing countries where French is spoken. Discuss linguistic variations and social issues related to the specificity of each country or area.</li> <li>3. Explain orally and in writing the development of French literature, music, the visual arts and religion in the francophone world. Discuss diversity related issues, including colonial and post-colonial considerations.</li> <li>4. Apply critical thinking orally and in writing to the exploration of issues, ideas, artifacts, and events concerning the francophone world. Based on informed evaluation, develop a position that reflects sensitivity to diversity issues.</li> </ol>	<p>Published on the Pepperdine website</p>	<p><b>2013-2014 Direct Data</b></p> <ol style="list-style-type: none"> <li>1. Class final essay.</li> </ol> <p>The guidelines for critical thinking from the AACU Critical Thinking Value Rubric (See Appendix I ) allowed us to establish a scoring rubric (See Appendix II) in order to obtain inter-rater reliability amongst raters. The scores from the three raters were averaged in order to provide numerical data. Student 5's essay was written on the wrong topic, and so we are not including it in the present data set.</p> <p>Scale used for assessment:</p> <ul style="list-style-type: none"> <li>- Benchmark: 5 points maximum</li> <li>- Milestone I: 10</li> </ul>	<p><b>2013-2014</b></p> <p>Principal assessor: Michele Langford</p> <p>Collaborators: April Marshall, Chair of the ISL Division; Kelle Keating, Assistant Professor of French; Christine Peterson, Visiting Professor of French.</p>	<p><b>2013-2014</b></p> <ol style="list-style-type: none"> <li>1. A meeting was arranged in the summer 2012 in Malibu between Michèle Langford (coordinator of French) and Joelle Zagury (Instructor of French in Lausanne) to discuss the harmonization of French courses between Malibu and Lausanne. Following the meeting the coordinator and Professor Zagury remained in contact and continued to discuss the curriculum and didactic issues.</li> <li>2. In order to give French majors an opportunity to spend time in Lausanne a Summer Program was started in the summer of 2014 for upper division students. Two upper division courses are now offered: FRE 592 (Study of Francophone countries in</li> </ol>	<p>Academic Year 2014 - 2015</p> <p>Next review</p>	

		<p>points maximum</p> <ul style="list-style-type: none"> <li>- Milestone II: 15 points maximum</li> <li>- Capstone: 20 points maximum</li> </ul> <p>Findings: We expected that out of 10 students, 50% would rank between Milestone II and Capstone levels, and 50% would rank between Milestone I and Milestone II. Our findings show that 5 out of 10 students did rank between the Milestone II and Capstone levels, and 4 out of 10 rank between the Milestone I and II levels. This is in accordance with our expectations.</p> <p>Note: A possible factor related to the discrepancy between graders may be that Rater 2 does not evaluate upper-division essays on a regular basis and may have evaluated on grammar as well as argumentation. Conclusions on the assessment of direct evidence: One of the goals of this course was</p>		<p>Europe) and FRE 341 (advanced French Conversation). We will continue to offer this opportunity to students every two years.</p> <ol style="list-style-type: none"> <li>3. PLO#2, PLO#3, PLO#4 were modified to reflect a emphasis on critical thinking and sensitivity to diversity issues.</li> <li>4. The International Studies and Language Division acquired 30 iPads that enhanced language learning in many ways when they are used by students for the practice of sounds.</li> <li>5. The revision of the French Program is still pending; one of the reasons is that we need to know the exact number of Upper Division courses taught in Lausanne in the fall, spring and summer, and the number of upper division courses taught in Malibu. Also, the five year review for the French Program that will take place next year (2014-2015) will give us the opportunity to consider if FRE 342 should remain the capstone course for the major or if another course would be more appropriate. We also</li> </ol>	
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		<p>to give special attention to critical thinking, both orally and in writing. The results of the assessment of the last essay show that students had developed critical thinking skills as expected.</p> <p><b>Indirect Data</b></p> <p>1. Student questionnaire:</p> <p>Conclusion of the assessment of indirect evidence: The survey suggests that students have difficulties in selecting proper sources when conducting individual research. In the future, more attention should be given to the steps involved in acquiring relevant information; and more specific guidelines should be provided to students. The survey also shows students' confidence to be strong in their ability to use critical thinking in the development of essays on French civilization and cultural diversity.</p> <p><b>Authentic Assessment</b></p> <p>1. A number of students participate each semester in internships and</p>		<p>need to reconsider the two year rotation of French courses to insure that FRE 365 and FRE 366 (Francophone studies courses) are offered regularly.</p> <p>6. Diversity outcomes need to be assessed directly (by a questionnaire) indirectly (by oral or written assignments) and as authentic evidence by assignments or by questionnaires from students returning from Lausanne and students who used their knowledge of French in an authentic situation.</p>	
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		<p>service projects while residing in Lausanne, Switzerland. So far, we have not requested information on direct evidence for the courses taught in Lausanne. We have not collected information on students who participated in the volunteer project at Webster elementary.</p>			
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<p><b>2012</b></p> <ol style="list-style-type: none"> <li>1. Organize, structure, and comfortably communicate in a discussion or an oral presentation by utilizing proper tools.</li> <li>2. Utilize sophisticated critical thinking such as comparing, contrasting, analyzing, classifying, prioritizing, recounting personal experiences, supporting opinions and drawing conclusions.</li> <li>3. Interact in French with French professionals connected to the topic.</li> <li>4. Conduct relevant research and demonstrate written skills through a well-organized, creative and grammatically correct portfolio (25 pages minimum).</li> <li>5. Demonstrate a high level of understanding of the French communication system (media, advertising, cinema, non verbal communication...).</li> </ol>		<p>Conduct relevant research and demonstrate written skills through a well organized, creative and grammatically correct portfolio (25 pages minimum).</p> <p>Students present orally to other students in the class the result of their research.</p> <p>The professor also made an oral survey of students' satisfaction with the learning of the stated SLO for the course.</p>	<p><b>The portfolio of each student was assessed by the professor, it included the following:</b></p> <p><u>Individual assignments:</u></p> <ul style="list-style-type: none"> <li>- Reading assignment on French media</li> <li>- Film: Discuss and analyze a scene from the film "Le Bal".</li> <li>- Advertising: Choose a commercial and analyze the content.</li> <li>- Maintain a journal with three entries a week.</li> </ul> <p><u>Non-Verbal Communication:</u></p> <ul style="list-style-type: none"> <li>- Draw a comic strip in six frames, include the maximum in communication</li> <li>- Select a photo (preferably family) and analyze it for a non verbal communication point of view</li> </ul> <p><u>Group Assignments:</u></p> <ul style="list-style-type: none"> <li>- Find articles in the printed media,</li> </ul>	<p>Students benefited from the opportunity to correct mistakes and resubmit their portfolios.</p> <p>We are aware that more precise data needs to be collected and reviewed for the assessment of this course.</p> <p>In the future we want to develop a rubric for the assessment of the portfolio. We need clearer feedback with precise data that a rubric will provide. The rubric will need to account for the various SLOs: language acquisition with oral expression and in writing, and acquired knowledge of media in France, advertising, journalism, cinema, etc.</p> <p>The students' portfolios should be circulated among the members of the French faculty who would apply the rubric and assess the content without knowledge of the student</p>	<p>2010</p>
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			<p>newspapers and magazines and study the political or cultural bias of the article</p> <ul style="list-style-type: none"><li>- Create a newscast for a television channel</li><li>- Turn in a summary of your group discussion on the film</li></ul>		
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<b>GERMAN</b>						
<p>Yes:</p> <ol style="list-style-type: none"> <li>1. Write an essay characterized by precision of syntax, correctness of idioms, and grammatical accuracy.</li> <li>2. Analyze, evaluate critically, and utilize primary sources as well as articles from professional journals and other secondary sources in order to write in German a research paper.</li> <li>3. Identify and explain, orally and in writing, major periods and people of German-speaking history, art, literature, music, theatre, and philosophy. Of utmost importance is being able to describe cogently the ethical and moral issues Germany has faced in the last two centuries.</li> <li>4. Explain and evaluate the diverse cultural manifestations in the German-speaking world in terms of religious, ethnic, gender, and/or economic differences.</li> </ol>	Published on the Pepperdine website	<p>2013-2014 Direct Data</p> <ol style="list-style-type: none"> <li>1. In order to obtain evidence for this assessment, two examples of student work from spring 2014 were evaluated. First, a student essay in GER 441 (Seminar in Contemporary German Culture) on the topic of Turkish people in Germany was selected to assess PLO #4. Based on a modified version of the Global Awareness and Cultural Diversity Rubric from Western Liberty University (WLU), we created a rubric which guided us in evaluating the essays (see Appendix, Table 1).</li> </ol>	<p>2013-2014</p> <p>This program assessment represents the collaborative effort of Dr. David Dowdey and Dr. Joanna Stimmel who evaluated student papers. We have had consultations with Dr. Lila Carlsen regarding rubrics, PLOs, and essays. A draft of the assessment was viewed for comment and input by student Ms. Kelly Okerson, who majored in German. Dr. David Dowdey and Dr. Joanna Stimmel worked independently to rate the assignment and tabulate the scores</p>	<p>2013-2014</p> <ol style="list-style-type: none"> <li>1. Based on our analysis, no weakness in the instruction of PLO #4 was determined. Nonetheless, we believe improvements or changes could be made. For example, whereas the students were exposed to the German-Turkish issue through textbook readings and several short stories written by Turkish-German authors, perhaps they should be exposed to the issue by viewing one or more of the recent films produced by Turkish-Germans and by reading a complete novel. Since this course (GER 441) is not taught every year, it may be a couple of years before these changes could be implemented.</li> <li>2. Regarding the Core Competency of Critical Thinking, we perceive some weakness—with only one</li> </ol>	<p>Academic Year 2014 - 2015</p> <p>Next review</p>	

		<p>The following criteria were established: 1) Global Awareness, 2) Cultural Knowledge, and 3) Effective Communication Amidst Diversity. A score ranging from 1 to 3 (1 = Inadequate, 2 = Adequate, 3 = Proficient) was assigned for each criterion in the rating process. We expected that 80% of the students would on the average score 2 (Adequate) or above on all three criteria. Second, a research paper assignment in GER 441 (Seminar in Contemporary German Culture) was selected to assess Critical Thinking. Based on a modified version of the Critical Thinking Value Rubric from the American Association of American Colleges and Universities (AAC&amp;U), we</p>		<p>student being the exception by scoring 3—in the achievement of criterion Assumptions/Context. Only one student had a “Thorough analysis of his/her and others’ assumptions with evaluation,” and thus received a score of 3 for this criterion. We believe our instruction could be improved by having more assignments throughout the semester that give active practice in critical examination of one’s own and others’ assumptions. This is a step that we could implement beginning next year in all upper-division courses.</p> <p>3. In the future we believe the language in our PLOs should give consideration to speaking and conversation skills</p>	
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created a rubric which guided us in evaluating student work (see Appendix, Table 2). It is similar to but not identical with the Seaver College rubric. The following five criteria were established: 1) Explanation of issue, 2) Evidence/Sources, 3) Assumptions/Context, 4) My position/hypothesis, and 5) Logical conclusion/outcome. A score ranging from 1 to 3 (1 = Limited, 2 = Adequate, 3 = Advanced) was assigned for each criterion in the rating process. We expected that 80% of the students would on the average score 2 (Adequate) or above on all five criteria. In an effort to be collaborative, Dr. David Dowdey and Dr. Joanna Stimmel worked

**independently to rate the assignments and establish inter-rater reliability.**

**Indirect Data**

- 1. In order to shed light on how students thought we were achieving PLO #4, we cite the following typical response that was offered for the student evaluation item What are the specific things that you like best about this course: "I like the variety of perspectives we got on Germany at this time. There were a lot of primary sources [stories by and about Turks in Germany], which at times were difficult to understand, but the variety of viewpoints and experiences was fascinating." Regarding the student evaluation item The overall class experience has enhanced my ability to think clearly, logically**

**independently, and critically, no student comment was offered. However, the mean score of 4.40 on this item indicates, we believe, that the Core Competency of Critical Thinking was achieved.**

**Authentic Assessment**

- 1. The evidence for this section is the fact that over the past few years several students definitely used outcomes, we believe, from PLO #4 and produced work that was favorably evaluated by outside experts. The best examples are students who were honored with internships, with Fulbright Awards to Germany, and students who have been accepted for graduate studies, with full scholarships in three instances. A 1998 graduate with a German major, Ruth Lévai, is currently in a Ph.D. program at the University of**

Budapest As evidence that she achieved and uses Critical Thinking skills, we mention that she has a chapter in a book on comparative literary studies published by that university. Two 2008 graduates with a German major, Heather Hester and Chelsea Clark, were accepted at the University of Heidelberg and completed an M.A. degree. A 2009 graduate with a German major, Leslie Reed, received a Fulbright Award for study in Germany. Subsequently she was offered full tuition scholarships from two universities. She accepted the one from Vanderbilt University and is pursuing a Ph.D. degree in German. Again, since she authored a chapter in a book (Festschrift) published in memory

		<p>of a Vanderbilt University who died two years ago, we have evidence of Critical Thinking. A 2011 graduate with a German major, Michael Estopinal, was accepted into an M.A. program at University of Frankfurt. A 2013 graduate with a German major, Seram Lee, was awarded an internship at the World Political Institute in Washington, D.C. Another 2013 graduate with a German minor, Natalie Forde, received an internship to Yad Vashem in Israel—no doubt pertinent to the question of Diversity—as well as a Fulbright Award for study in Germany. A 2014 graduate with a major in German, Patrick Rear, received a scholarship to study international politics</p>			
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		at Johns Hopkins University.			
<p>2012</p> <ol style="list-style-type: none"> <li>1. Show mastery in understanding, speaking, reading, and writing the German language.</li> <li>2. Read, discuss, interpret, and write about a wide variety of texts written in German.</li> <li>3. Explain the development of major periods of German-speaking history, art, literature, music, theatre, and philosophy</li> <li>4. Articulate an understanding of service to others in a community and/or careers where knowledge of German would be useful.</li> </ol>		<p>The students' performance on all levels – elementary through advanced – is the best evidence of mastery. David Dowdey and Joanna Stimmel assessed a 300-word essay from GER 252 students in 2010-2011.</p> <p>There is no capstone course, but all majors are required to take GER 341 and GER 342. A wide variety of texts (e.g., literary, historical, cultural, political) are read, discussed, and interpreted in oral and written assignments. All majors take one or both semesters of Survey of German Civilization (GER 442 and GER 443) in which these major periods are studied.</p> <p>Graduates of our programs have received Fulbright awards and/or full tuition awards to pursue Ph.D. programs. Students hear about or actually participate in Christian missions in German-speaking areas during summer projects. Example: In order to assess PLO #1</p>	<p>The evidence was compiled by Joanna Stimmel (visiting) and David Dowdey (full-time). It was also interpreted by David Dowdey and Joanna Stimmel. David Dowdey wrote the final assessment report.</p>	<p>The faculty will work to teach and build a stronger command of advanced vocabulary, literary terms, and cultural concepts in the Malibu as well as in the Heidelberg program.</p>	2010

		<p>and #2 (student performance with regard to writing) in the GER 251 and GER 252 levels, writing samples from a 300 word essay were collected and tabulated. There were seven students in the most recent (spring 2011) GER 251 course. During the 2011-2012 Academic year when GER 252 is offered again we plan to tabulate data from that course.</p>			
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HISPANIC STUDIES						
<p>Yes:</p> <ol style="list-style-type: none"> <li>1. Read, comprehend, and evaluate content with a difficulty level from simple conversational text to technical, theoretical and literary passages.</li> <li>2. Compose written documents that express, explain and analyze culture and literature.</li> <li>3. Understand aurally and respond orally to basic conversation, as well as more complex, scholarly discussion situations in a variety of regional and social dialects.</li> <li>4. Describe and critique in written and verbal form cultural manifestations and social institutions of the Hispanic World, as well as current issues related to belief systems, politics and social justice issues.</li> </ol>	Published on the Pepperdine website	<p><b>2013-2014 Direct Data</b></p> <ol style="list-style-type: none"> <li>1. Professors Paul Begin, Lila Carlsen, Phil Thomason and I (George Carlsen) collected student papers and exam answers from 300, 346 and 461 in order to assess the program's ability to fulfill PLO #1 and the Critical Thinking Core Competency for the 2013-2014 school year. Our method of qualifying student's direct evidence was to create a rubric based upon the Reading Value Rubric of the Association of American Colleges and Universities modified by merging and reducing the rubric to</li> </ol>	<p><b>2013-2014</b></p> <p>Before Drs. McDowell Carlsen, Begin and I began assessing the reading PLO using our rubric (see Appendix 3), we calibrated with a sample essay to ensure that we were all in agreement about the standards to which an essay or essay answer would be rated a 1-4. Then, over a long meeting we reviewed essays and test answers from two sections of Spanish 300, one section of Spanish 453 and one of 461. Then we reviewed the indirect evidence from the student end of semester departmental surveys collected in Spanish 300, 346 and 461. I then collected the data from the assessors (see Appendix 4) and from the surveys (see Appendices 5, 6 and 7) and put it into tables for the report.</p>	<p><b>2013-2014</b></p> <ol style="list-style-type: none"> <li>1. Spanish 300: I believe that the higher than expected values for Spanish 300 indicate that the class is successful in imparting Reading and Critical Thinking skills at the appropriate level. However, the results may have been skewed by the presence of third and fourth year students. A way to make Spanish 300 a true entry-level Hispanic Studies course would be to ask minors as well as majors to take it as a prerequisite for Spanish 341 and 345. If this were the case, then there would be more students at the developing level and it would be easier to see if the class is really effective or not. Having 300 as a prerequisite for all other 300 level classes would be beneficial in this respect, but it might also unnecessarily complicate students' schedules and this</li> </ol>	<p>Academic Year 2014 - 2015</p> <p>Next review</p>	

		<p>Comprehension, Analysis and Interpretation on a scale of 1-4 and by changing the language to be more pertinent to students learning in a second language. We also included descriptors to assess Critical Thinking in their work. Most of our students have learned Spanish as a second-language or have never had a formal education in Spanish prior to coming to Seaver.</p> <p><b>Indirect Data</b></p> <ol style="list-style-type: none"> <li>1. Faculty. Prior to the beginning of the course, I consulted with Professor Lila Carlsen, ISL SALT representative for the division, and April Marshall, Chair of the ISL Division. We discussed best practices in assessment, reviewed their experiences with new forms and procedures, and discussed specifically what the assessment</li> </ol>		<p>could negatively impact our program enrollment.</p> <ol style="list-style-type: none"> <li>2. Spanish 461: Faculty should expect that the students in this class achieve at the level of other 400 level classes because it is not indicative of 4th year status or all other requirements having been met. Revising our expectations to a (3.2) average on par with Spanish 453 would be a sensible solution.</li> <li>3. A better way to assess Reading and Critical Thinking in our program would be to assess Spanish 300 against a Capstone class reserved for graduating seniors. Because we do not currently have one, this would be a highly desirable action item for us to pursue.</li> <li>4. <b>Changes in Response to Previous Action Items:</b> In the 2012 Review for Program Learning Outcome #3 (aural and speaking abilities), Dr. Phil Thomason suggested following our majors from 345 until graduation with a video-taped portfolio of their speaking in order to ascertain whether or not they fall back into old errors or if their improved speaking and listening abilities continue</li> </ol>	
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		<p>plan for this year would be. They concurred with the basic plan and made suggestions as to what should be added and how the process could be improved.</p> <p>Subsequent to this meeting I met with Professors Carlsen and Marshall to discuss new format for the evaluation and methodologies. Their input was accepted and applied to the assessment process.</p> <p>2. <b>Students:</b> Students were provided with a survey to fill out at the end of the semester in Spanish 300 and 461 to gauge student response to course methodologies and to determine which are most effective for the students. This survey also allows students to reflect and comment on methodologies of assessment and provide feedback on the entire course and</p>		<p>beyond their time at Pepperdine. This continues to be a good idea but implementation would require a Capstone class in which graduating fourth year students would be in an appropriate venue to reflect not only on their work from the last semester but the entire major across their four years at Seaver College.</p>	
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input for modifying the major. They were asked to self-evaluate how they rate against the Reading Program Learning Outcome on a scale of 1-4 as well as self-evaluate against the Critical Thinking Core Competency language from Seaver College. These surveys are tabulated and averaged in Appendices 4,5 and 6.

**Authentic Assessment**

1. Many of our students have participated in undergraduate extracurricular programs that demonstrate the effectiveness of our Program Learning Outcome for reading and also Critical Thinking competency such as AYURI, SURP, Fulbrights, publications in Global Tides and various internships. For example, Katherine Chang completed an AYURI in the Spring of 2014 with Dr. Lila

		<p>McDowell Carlsen comparing the aesthetic and thematic content in selected works by Pablo Neruda and Walt Whitman. She then submitted an essay in Spanish to the UC Berkeley Undergraduate Journal of Comparative Literature. Also, student Freddy Vasquez presented "The Myth about Spanish Conquest" at the National Conference on Undergraduate Research. Hispanic Studies majors Gabriella Smith, Ashley, Ethridge, and La'Nita Johnson wrote and published a bilingual Spanish/English manual "Tu salud en tus manos: un manual para vivir una vida más saludable/Your Health in Your Hands: A Guide to Living a Healthier Life" with support and funding through the</p>			
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		<p>Pepperdine Volunteer Center. This manual is printed and available free to anyone at the Malibu Labor Exchange. This 66-page manual demonstrates high-order critical thinking skills as well as exemplary reading skills to make substantial health and medical information available to the Hispanic/Latino community. After taking Spanish 300 in Spring 2014 and going on the class field trip "Farm Workers Tour" through the Ventura Valley agricultural areas, students Amanda Salz and Alyssa Galik have volunteered or plan to work with the Mixteco-Indigenous Organizing Project as translators for the Hispanic Community in the Ventura Valley. They are/will be required to read complicated legal</p>			
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		and financial documents and explain them to farm workers and undocumented immigrants some of whom are seeking to legalize their status in the United States.			
<p><b>2012</b></p> <ol style="list-style-type: none"> <li>1. Read, comprehend, and evaluate content with a difficulty level from simple conversational text to technical, theoretical, and literary passages.</li> <li>2. Compose written documents that express, explain, and analyze culture and literature.</li> <li>3. Understand aurally and respond orally to basic conversation, as well as more complex, scholarly discussion situations in a variety of regional and social dialects.</li> <li>4. Describe and critique in written and verbal form cultural manifestations and social institutions of the Hispanic World, as well as current issues related to belief systems, politics and social justice issues.</li> </ol>		<p>In 2011, Paul Begin assessed PLO 2 using direct evidence from SPAN 451 Latin American Literature 1. In this course, students demonstrate mastery of PLO 2. The direct evidence consisted of the final exams in which students 1) identify and explain literary terms, figures, and dates; 2) identify titles and authors based on text fragments; and 3) apply literary and cultural terminology and concepts in the analysis of a literary work in an essay question.</p> <p><b>Example:</b> PLO #2 was assessed by evaluating students' ability to (1) identify literary terms and techniques in several works of contemporary Latin American literature and (2) compose and support critical hypotheses orally and in writing. In order to</p>	<p>April Marshall taught the class, gathered the evidence, and provided guidance to the process. Paul Begin compiled data, interpreted evidence, and wrote the annual assessment report. Lila Carlsen and Phil Thomason provided advice in revising the final version of the report. 4 of the 6 tenure-track faculty members were involved in some aspect of the process, but Paul Begin carried most of the responsibility.</p>	<p>The faculty determined that they would increase focus on modeling the application of advances vocabulary, literary terms, and cultural concepts as the primary component of SPAN 300. This is a major part of our impetus for having created SPAN 300 in the first place, so this assessment confirmed the necessity for that course addition. This will give the students better preparation for upper division literature and culture courses, and their writing will be more precise. Student ability is constant conversation in our program, as we strive to produce students whose communication skills are superior.</p>	2010

		<p>evaluate these two facets of SPAN 451 PLOs the results of the final exam are being scrutinized. The exam consists of three discrete parts:</p> <ul style="list-style-type: none"><li>I. Students were asked to define and explain several literary terms, figures, and dates. The exam plays to students' strengths by allowing them to choose four out of nine terms.</li><li>II. Students were given bits of certain texts and asked to identify the name and author of each text based on nothing other than the text itself.</li><li>III. Students were asked to write a brief though complete essay.</li></ul> <p>A group of internal reviewers assessed the PLOs as they related to Capstone Course 451. Details are available in the annual report.</p>			
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INTERNATIONAL STUDIES						
<p>Yes: Summary of Specific PLOs: A student who graduates with a major in INTS should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the major political and economic features and concepts of the international system.</li> <li>2. Demonstrate cross-cultural competency</li> <li>3. Identify and explain key concepts in the regional/functional specialization</li> <li>4. Conduct data analysis and presentation</li> </ol> <p>Specific PLOs:</p> <p><i>PLO #1 International Relations</i></p> <p>a) Students must explain the international system's major political and economic features and trends, and articulate how complex international problems may be analyzed through a multidisciplinary approach.</p> <p>b) Students must describe the major theories of how state and nonstate actors in the international system relate and the evolution of the international system;</p> <p>c) Students must explain basic economic concepts and how economic reasoning may be applied to pressing international issues</p> <p><i>PLO #2 Cross Cultural Competency</i></p> <p>a) Students must identify key conceptual differences among cultures, and their impact on the international media and negotiations;</p> <p>b) Students must speak, read, listen, and write at an elementary level in at least two languages other than native, or at an intermediate level in one language;</p>	<p>Published on the Pepperdine website</p>	<p><b>2013-2014 Direct Data</b></p> <ol style="list-style-type: none"> <li>1. The Writing Intensive (WI) rubric examined in depth nine sample papers. Both the initial and revised submissions were evaluated, providing nine responses. As mentioned earlier, the method used to evaluate learning outcomes was policy papers or briefs written on various foreign policy topics. Students were required to write one draft and submit it for a grade. This paper was graded and returned to the student. The student then submitted the final paper at the time of the class debate on that topic.</li> </ol>	<p><b>2013-2014</b></p> <p>The assessment was discussed with the International Studies Council, which includes the following members:</p> <ul style="list-style-type: none"> <li>• Dr. Ron Batchelder, International Economics Specialization</li> <li>• Dr. Sharyl Corrado, European Studies Specialization</li> <li>• Dr. Michele Langford, French</li> <li>• Dr. Robert Lloyd, Political Studies Specialization</li> <li>• Dr. Tom Reilly, Asian Studies Specialization</li> <li>• Dr. Darlene Rivas, Latin American Studies Specialization</li> <li>• Dr. V. Seshan, International Management Specialization</li> <li>• Dr. Milt Shatzer, International/Intercultural</li> </ul>	<p><b>2013-2014</b></p> <ol style="list-style-type: none"> <li>1. During the 2013-14 academic year the faculty of the International Studies Program engaged in a variety of different assessment activities. These include: <ol style="list-style-type: none"> <li>a. Evaluation of previously created PLOs for the International Studies Program through extensive discussions with relevant International Studies faculty.</li> <li>b. Refinement of a comprehensive curriculum map and assessment plan.</li> <li>c. Assessment of a specific Program Learning Outcome (#2 and #3) focusing on International Communication and Negotiation.</li> </ol> </li> <li>2. <b>Closing the loop:</b></li> </ol>	<p>Academic Year 2014 - 2015</p> <p>Next review</p>	

<p>c) Students must discuss how a Christian worldview affects culture and public policies formulated by state and nonstate actors in response to international problems; d) Students must participate in a study abroad through International Programs.</p> <p><i>PLO #3 Functional/Regional Competency in Major</i></p> <p>a) <u>Political Studies Specialization</u>: Students must describe the central theories of international relations, key concepts of comparative politics, and be able to apply these theories in evaluating new cases dealing with international political issues.</p> <p>b) <u>Economic Studies Specialization</u>: Students must describe basic economic concepts, perform quantitative analysis, interpret economic data, and apply economic reasoning to international issues.</p> <p>c) <u>International/Intercultural Communication Studies Specialization</u>: Students must explain key cross-cultural concepts, describe the impact of culture on global and mass media issues, and participate in exercises to demonstrate how cultural differences are manifested.</p> <p>d) <u>International Management Specialization</u>: Students must explain the basic concepts of management, the psychological and sociological aspects of human behavior as they relate to management, and be able to apply these concepts to management in an international context.</p> <p>e) <u>Asian Studies Specialization</u>: Students must be able to identify the major geographical features of India, China, and Japan, name the historical periods of Asia’s major civilizations, describe the major philosophical traditions of Asia, and effectively use the basic grammar and vocabulary of one Asian language.</p> <p>f) <u>European Studies Specialization</u>: Students must be able to identify the impact of the Renaissance, Reformation, Enlightenment, French Revolution, Treaty of Versailles, World War II, and European integration on the development of European international relations.</p> <p>g) <u>Latin American Studies Specialization</u>: Students must be able to identify the impact of Iberian exploration and colonization on Indian society, know the major economic, political, and cultural features of the colonial era, describe the modern dilemmas of economic and</p>		<p>The rubric was broken down into six areas of evaluation:</p> <ol style="list-style-type: none"> <li>a. Thesis. Thesis or focus</li> <li>b. Content. Content accuracy</li> <li>c. Argument. Evidence to support conclusions</li> <li>d. Organization. Organization of paper</li> <li>e. References. References or unevaluated sources like Wikipedia</li> <li>f. Style/Mechanics. Punctuation, spelling, grammar and sentence structure</li> </ol> <p><b>Indirect Data</b></p> <ol style="list-style-type: none"> <li>1. A survey and focus group was employed to gather additional understanding on the effectiveness of the</li> </ol>	<p>Communications</p> <ul style="list-style-type: none"> <li>• Dr. David Simonowitz, Middle East/North Africa Specialization</li> </ul>	<ol style="list-style-type: none"> <li>a. The assessment for PLO #2, Cross-Cultural Competency, was for the most part quite positive in that students were meeting stated objectives. Furthermore, their own evaluation was they themselves were meeting these objectives. It is not clear what changes in curriculum and course design would be necessary in this particular area to meet PLO objectives. This is one of the strongest aspects of the major, Students live abroad for one or two semesters, learn another language or two, and study culture concepts in class. Furthermore, a number of them have cross-cultural backgrounds.</li> <li>b. There is, of course, always room for improvement. One area is closer coordination among</li> </ol>	
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<p>political liberalization, and master the basic grammar and vocabulary of Spanish.</p> <p>h) <u>Middle East/North Africa Specialization</u>: Students must be able to identify the geographical features of the Middle East and North Africa, identify the major historical periods, explain the region's cultural and religious traditions, and effectively use the basic grammar and vocabulary of Arabic.</p> <p><i>PLO #4 Research Competency</i></p> <p>a) Students must be able to conduct and present data analysis;</p> <p>b) Students must be able to conduct academic research, write reports, and give presentations.</p>		<p>PLOs being reviewed in this year's assessment for the major. In March 2014 a small focus group of seven majors was convened to review the PLOs and discuss student perceptions of how well these were being achieved.</p> <p><b>Authentic Assessment</b></p> <ol style="list-style-type: none"> <li>1. There is no direct data at this time for authentic evidence. It is important to note, however, that all of the majors participate in a study abroad experience through Pepperdine's International Programs. This affords the opportunity to participate in internships, service learning, and practical interactions with people in their host country.</li> </ol>		<p>the faculty over what material needs to be included in the INTS 514 International Communication and Negotiation class to better meet the PLO objectives. Another area for improvement would be to include material that more closely matches the Student Learning Outcomes for the class. These are the sort of activities that are typical of faculty taking responsibility for course content and delivery. Thus, no specific timeline is recommended. There is, nonetheless, a new faculty member who will be hired to teach the first section of INTS 514. It will be important to include this new hire in the assessment process and to coordinate efforts on meeting consistently the PLO objectives.</p>
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				<p>c. The PLO #4 assessment, Research Competency, was generally positive. None of the students had had a specific research methodology component before. This was one of the main reasons this was added; earlier assessments that pointed out the need for this component. Students performed well in class and according to the assessment rubric. No specific curriculum changes or changes in curriculum design are warranted on the basis of this assessment. What the assessment points out is the need to develop further their research competency. International Management is one area to do this for a particular specialization.</p>	
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				<p>Previous faculty discussions have identified a course that would address this need, but have found it a challenge in determining how best to fit it in the major.</p> <p>d. One overall challenge is the trade-off on courses and PLOs. If one area is shored up, this reduces another area. This is especially true when one considers the Seaver's substantial GE requirement. Not touched upon earlier is the desire of International Studies to foster the language competency of the major. This is done through the upgraded language requirement compared to the Seaver GE requirement. Importantly, this is also done through encouraging majors to minor or double major with a language. If we</p>	
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				<p>reduce the language requirement we are lessening our ability to achieve the Program Learning Outcomes related to cross-cultural competency (PLO #2) and regional competency (PLO #3).</p> <ul style="list-style-type: none"><li>e. Thus, at this point, the assessment suggests that faculty should seek to continue to include more discipline specific research methods into their classes.</li><li>f. The assessment assumes that Closing the Loop should include a clear action item with evidence to support this proposed action, an expected outcome, and timeline for implementation. This should feed into “revisions to Learning Outcomes, Curriculum Map, and Assessment Plan as well as curriculum changes and pedagogical</li></ul>	
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				<p>considerations.” In the case of this assessment none is recommended. Earlier assessments have pointed out that the major need for revision relates to PLO #1 (c), which concerns economic competency. This has been especially true due to turnover of economics faculty. A second area identified in earlier assessments is PLO #1 (a, b). This PLO concerns understanding international relations. It has not been clear, due to the number and variety of faculty, that these objectives are being met satisfactorily. This PLO will be assessed in the Fall 2014 semester.</p> <p>g. International Studies is scheduled during the 2014-14 academic year for its five-year review. At this point all four PLOs have been assessed. Some</p>	
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				<p>changes have been made to the curriculum in response. More classes have been added and a new specialization in the Middle East/North Africa became officially operational this year. These have been positive developments. Three areas remain of continuing attention. The first two relate to the Global Economics course. The second is International Relations, which as mentioned, will be assessed next academic year. The third area is one that has become increasingly noticeable to faculty. Seaver student interest in International Studies is declining. While the major remains robust and sizeable, the number of majors has declined. The Political Studies specialization</p>	
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				<p>(International Relations) has experienced the greatest relative drop, falling from the most popular specialization, to the third most popular behind International Management and International/Intercultural. Discussions with the Political Science faculty indicate that the number of majors has likewise dropped. They attributed this to a decline in law school admissions. Both Political Science and International Relations are logical pre-professional” majors for law school.</p> <p>3. Changes in response to previous action items:</p> <ul style="list-style-type: none"><li>a. Global Economics Requirement for PLO #1(c). A previous assessment identified weakness in content delivery and student</li></ul>	
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				<p>grasping of basic international economic concepts. The new adjunct professor Christina Faegri—hired to replace Dr. Eric Olson—was specifically informed of these challenges. The syllabus developed by Dr. Faegri reflected these conversations and PLO objectives. The first semester was successful, but items were identified to improve delivery. These changes were made and the second semester of teaching the class went quite well in meeting PLO objectives.</p> <p>b. Faculty continue to explore concrete ways to improve the quantitative skills of our majors. Given the quantitative nature of economics the recommendation of the instructor of Global Economics is</p>	
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				<p>for students to take at least a Business Calculus course as a prerequisite. Realistically, however, this would be difficult to add due to course and student interest constraints. No further actions have been taken on this area identified in a previous assessment.</p> <p>c. The lack of coverage for the Middle East/North Africa, identified in earlier assessments, has likewise been addressed. This is the first year of the specialization's official operation. Future assessments will need to assess its effectiveness in meeting PLOs.</p> <p>d. Earlier assessments, noting the decline in the number of majors, recommended increasing the number. An active marketing effort was in place, and efforts were</p>	
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				<p>increased. The number has not increased.</p> <p>e. A proposed five-year joint degree program with the School of Public Policy remains pending. This has been approved by the School of Public Policy, the ISL Division, and the International Studies Council, but waits college approval. This retains support by the ISL Division and the School of Public Policy, but no action has yet been taken by Seaver College.</p>	
<p><b>2012</b></p> <ol style="list-style-type: none"> <li>1. Understand the international system's major political and economic features and trends, and articulate how complex international problems may be analyzed through a multidisciplinary approach. Students must</li> <li>2. Develop skills to enable the student to relate cross-culturally. Students will be able to</li> <li>3. Demonstrate competency in one functional or regional specialization.</li> <li>4. Demonstrate a Christian perspective on cross-cultural and global issues. Students will</li> <li>5. Prepare students for careers in international affairs in government, nongovernmental, and</li> </ol>		<p>International studies assessed their PLO covering research methods and writing using a detailed rubric for evaluating student work. This rubric assessed four aspects of student writing:</p> <ul style="list-style-type: none"> <li>● Justification—use of sound empirical evidence to support findings</li> <li>● Literature—grou</li> </ul>		<p>Robert Lloyd served as the assessment coordinator (revising SLOs, creating and evaluating rubrics, and writing the report).</p> <p>8 of 10 full time faculty members in international studies also contributed to the report (revising SLOs, implementing rubrics, and offering information on the uses of diversity) 8 of the 10 faculty were tenure-track.</p>	<p>2010</p>

<p>intergovernmental organizations or through graduate study. Students will be encouraged</p> <p>6. Develop solid research skills, appropriate for each specialization</p>		<p>ending in the relevant extant literature.</p> <ul style="list-style-type: none"> <li>● Methods – use of appropriate methods</li> <li>● Writing style – well written and free from typos and other errors in syntax</li> <li>● Direct assessment: policy papers written, submitted, rewritten, and resubmitted in INTS 514. Evaluated style/mechanics, references, organization, argument, context, and thesis</li> <li>● Indirect assessment: student survey on student perceptions of major</li> </ul> <p>Example: The formal direct assessment of student learning outcomes used a portfolio method. A core class of the International Studies major, International</p>			
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		<p>Communication and Negotiation (INTS 514) was used as the primary method of evaluation. Three particular rubrics were used. The first was a research competency rubric. This was deployed on the evaluation of a student methodology assignment. This particular assignment involved gathering World Bank data on education and per capita income from all the countries in the world, developing a hypothesis on the relationship of the two, sorting the data, developing graphs on the data, and writing up the results, and proposing policy prescriptions based on the analysis. The complete assignment is included in the Annual Report.</p>			
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CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
ITALIAN						
<p>Yes:</p> <ol style="list-style-type: none"> <li>1. Read, comprehend, and evaluate content with a difficulty level from simple conversational text to technical, theoretical, and literary passages.</li> <li>2. Compose written documents that express, explain, and analyze Italian culture and literature.</li> <li>3. Understand aurally and respond orally to basic conversation, as well as more complex situations.</li> <li>4. Describe and critique in written and oral form Italian cultural manifestations – historical and current – related to belief systems, politics, and social justice issues.</li> </ol>	<p>Published on the Pepperdine website</p>	<p><b>2013-2014 Direct Data</b></p> <ol style="list-style-type: none"> <li>1. Selected essays and exam answers based upon reading texts from ITAL 341, ITAL 450, and ITAL 451, because these courses either developed or mastered PLO #1 based on the curriculum map. Evaluated using a rubric adapted from one used by colleagues in Hispanic Studies.</li> </ol> <p><b>Indirect Data</b></p> <ol style="list-style-type: none"> <li>1. Gave survey to students in ITAL 341 and ITAL 451. Students were asked to reflect and comment on assessment methodologies, provide feedback on the course, and add</li> </ol>	<p><b>2013-2014</b></p> <p>Professors Patrizia Lissoni, Brittany Corbucci, and Fiona Stewart met on 27 May 2014 to evaluate the direct evidence for this assessment. All samples were anonymous. To establish inter-rater reliability, the group first evaluated one paper as per the rubric and compared scores. Once it was ensured they were working to the same criteria they distributed the papers and evaluated them in line with the reading rubric. In an attempt to make the process as objective as possible, Professors Lissoni and Corbucci evaluated the work from the two courses Professor Stewart had taught (ITAL 341 and ITAL 451), and Professor Stewart evaluated the samples from Professor Lissoni's ITAL 450 students. Professor Stewart had</p>	<p><b>2013-2014</b></p> <p>Copied here are the Action Items from the 2012-13 assessment report. Changes in response to the items are described in red.</p> <ol style="list-style-type: none"> <li>1. Collaborate with new tenure track hire to review PLOs, curriculum map, and the assessment plan here after her arrival. The Italian faculty collaborated with Prof. Stewart (our new tenure track hire who arrived in August 2013) during the entire 2013-14 academic year on reviewing PLOs and the curriculum map in Italian as well as alignment of GE courses to better inform the PLOs for the major. As a result, a new textbook is being adopted for the GE sequence starting in Fall 2014.</li> <li>2. PLO #4 must be revised. Part of the reason only 43% of student samples met or exceeded expectations for this PLO is because it is</li> </ol>	<p>Academic Year 2014 - 2015</p> <p>Next review</p>	

		<p>any input for modifying the major. They were also asked to self-evaluate how they rate in regard to PLO #1 on a scale of 1-4 and self-evaluate regarding the Critical Thinking Core Competency.</p> <p>2. Professor Stewart had a half-hour conversation with an Italian major in which she asked the student how well upper division courses prepared students to achieve the PLOs, analysis of what upper division Italian courses emphasize, and her thoughts on how well the major helps students achieve each PLO. Professor Stewart showed the student the survey results and asked if the student thought they were a fair representation or whether her peers might be over/under selling themselves.</p> <p><b>Authentic Assessment</b></p> <p>1. Student completed a study on the music</p>	<p>already collated and shared the indirect evidence from the student surveys collected in ITAL 341 and 451 with Professors Lissoni and Corbucci prior to the meeting.</p> <p>Evidence of Collaboration: (List by name the faculty members and students who worked on the assessment of the major and indicate the role performed by each.)          Fiona M. Stewart, Assistant Professor of Italian Studies: planned assessment project, collected data, rated evidence of student learning, discussed findings, assisted in report writing          Patrizia Lissoni, Visiting Instructor of Italian Studies: collected data, rated evidence of student learning, discussed findings          Brittany Corbucci, Adjunct Lecturer of Italian Studies: rated evidence of student learning, discussed findings          April D. Marshall, Chairperson of International Studies and Languages: planned assessment project, consulted and assisted in report writing          Lila Carlsen, Assistant</p>	<p>poorly written and very general. The PLO does not define clearly the type of description or critique desired with regards to culture in the Italian major. As a result, many of the samples seemed “book report like”. If the Italian program expects more analysis with regards to culture, the PLO should incorporate language referring to higher order thinking skills perhaps using Bloom’s Taxonomy as a point of reference. PLO #4 has been revised. Previously it stated: “Describe and critique in written and verbal form Italian cultural manifestations and social as well as current issues related to belief systems, politics and social justice issues.” It now reads: “Describe and critique in written and oral form Italian cultural manifestations - historical and current - related to belief systems, politics, and social justice issues.” The verbs that start the PLO could still be edited for further clarity and reference to higher order skills.</p> <p>3. After PLO #4 is revised, assignments and rubrics in ITAL 342, ITAL 380 and other</p>	
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		<p>and poetical language of secular vocal music of the sixteenth century through selected works by Barbara Strozzi. The student submitted the study to <i>Global Tides</i>, Seaver's undergraduate research journal, and presented her work at the Seaver Undergraduate Research and Scholarly Achievement Symposium in March 2014.</p> <ol style="list-style-type: none"> <li>2. Two students participated in internships in Italy the summer of 2014. Both internships offered evidence related to PLO #1 and critical thinking competency.</li> <li>3. Professors in Italy piloted "mystery adventures" for two motivated students in Florence where students had to depend on their ability to read and navigate in Italian.</li> <li>4. Service project</li> </ol>	<p>Professor of Hispanic Studies, SALT rep: planned assessment project and consulted on report Catherine Golitzin, Italian major, senior student: reviewed and commented on the report</p>	<p>courses where the PLO is developed or mastered (according to the curriculum map) need to also be modified. The assignments and rubrics should align with the PLO. During this assessment it became evident that assignments and rubrics were also vague regarding the analysis of culture and did not address the PLO in any specific way. To start, a 2010 article from ITALICA might be very helpful, "Teaching and Assessing Italian Culture in North America," by Colleen Ryan-Scheutz and Frank Nuessel. The courses mentioned in this action item have not been taught since the last assessment report was produced. They will be offered in the 2014-15 academic year.</p> <ol style="list-style-type: none"> <li>4. The Italian faculty needs to work on finding a way to collect and incorporate authentic evidence for the next assessment. There are students in the major involved in experiences that would qualify as authentic evidence. During the 2013-14 academic year the Italian faculty were more deliberate in collecting authentic evidence and have</li> </ol>	
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		<p>piloted by Professor Corbucci: students of ITAL 252 prepared and hosted a guided tour, in Italian, of the Getty Villa for students in ITAL 251.</p>		<p>incorporated it to some degree in this report. They will continue to try to improve in this area.</p> <p>5. The Italian program should try to benchmark with data from other institutions or information from ACTFL, the American Association of Teachers of Italian (AATI) or the CEFR if possible. The Italian faculty continues to work on this aspect of their assessment. The CEFR was used in this assessment to help with benchmarking.</p> <p><b>Closing the Loop:</b> <b>ITAL 341:</b> The Italian program as a whole is currently in a state of transition. We have begun to put in place a curriculum that better enables student success by aligning the Malibu and Florence GE curriculum. The majority of our 300 and 400 level students have spent at least a semester in Florence: the experience there has a major impact on potential for growth in the Italian program. Some of the students in ITAL341 had studied in Florence during a period when students were allowed to skip ITAL152 and proceed directly to ITAL251: this came back and bit every single one of them. The gaps in reading comprehension and written expression in these students were often down to the simple fact that they had skipped a course</p>	
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				<p>that taught them how to use the past tenses and the subjunctive mood. Mastery of these concepts is fundamental for reaching advanced proficiency in comprehension and expression. Florence no longer allows any student to skip a course in the sequence and the faculty member who thought this appropriate pedagogically no longer teaches for Pepperdine. We have rewritten the GE curriculum this semester and will introduce a new and better textbook with ITAL151 in Fall 2014. We anticipate that the combination of these changes will reap rewards at the 300 level. We are aware of the existing anomalies in the Italian degree program and plan to address these following feedback from the 5 year review coming up in 2014-15 so that students make a steady progression from ITAL252 (the bridge course for all majors and minors), through at least one 300 level course, and ideally two, prior to enrollment in a 400 level course. Ideally students should take ITAL341 prior to ITAL380 to attain a higher and more functional linguistic proficiency.</p> <p><b>ITAL 450 &amp; ITAL 451:</b> Overall faculty believe their expectations and student achievement are in alignment at this level. As the effect of changes in the lower division courses begin to filter through we expect we could raise our bar to (3.5) rather than (3) in Comprehension, Analysis, and</p>	
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				<p>Interpretation.</p> <p>Thought is being given to development of a capstone class reserved for graduating seniors (Professor Stewart is piloting a Directed Study with Catie Golitzin that should result in an article of original research at the graduate level). Such a capstone class is not suited to all our majors but would benefit those planning graduate studies in Italian or Comparative Literature for example. A self-initiated capstone 'experience' for graduating seniors might be a more suitable and practical model to develop. Professor Stewart has experience of supervising these during her time at Penn State. To 'earn their laurels', in the spirit of Classical writers, seniors had to plan and execute an activity that would showcase their Italian proficiency to a non-classroom audience. Examples of these include an original interpretative dance production of Beatrice's role in Dante's Commedia by a double major in Italian and Dance. It ran in the State Theater, State College, PA for a public audience. Another student, who then went on to graduate studies in Italian partnered with a Presbyterian church in Viterbo, Italy to help them translate articles by John Stott and other Protestant authors for the church's website. during the 2014-15 academic year the Italian faculty will work to develop rubrics that can be used to assess our authentic experiences in relation to the</p>	
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<p><b>2012</b></p> <ol style="list-style-type: none"> <li>1. Read, comprehend, and evaluate content with a difficulty level from simple conversational text to technical, theoretical, and literary passages.</li> <li>2. Compose written documents that express, explain and analyze Italian culture and literature.</li> <li>3. Understand aurally and respond orally to basic conversation, as well as more complex situations.</li> <li>4. Describe and critique in written and verbal form Italian cultural manifestations and social as well as current issues related to belief systems, politics, and social justice issues.</li> </ol>		<p>The Italian program has only one tenure-track faculty member.</p> <p>In 2011 Paola Lorenzi assessed PLO 2 using student performance with regard to writing in Italian at the 252 level. As direct evidence a final 500-word composition was collected and tabulated.</p> <p>Students were asked to write a composition using grammar and vocabulary acquired during the semester – demonstrating their ability to express, comment, and analyze a short literary text and placing it in the cultural context.</p> <p>Example: Learning Outcome #2 was evaluated in ITAL 252 using written assignments and a culminating essay. Students were asked specifically to use grammar acquired during the semester.</p>	<p>Paola Lorenzi taught the class, gathered the evidence, and analyzed it.</p> <p>The vocabulary, grammar, and style were evaluated according to the intermediate-high writers' competency, following ACTFL Guidelines 2001 as a benchmark.</p>	<p>PLOs.</p> <p>In the light of this assessment I will revise the Italian curriculum map to cohesively reflect the competency achieved at each level.</p> <p>Emphasis should be placed in developing a rubric which takes into account the various SLOs: language acquisition with oral expression and in writing, and acquired knowledge of cultural diversity at the GE levels.</p> <p>In the future attention will also be placed on Ital. 341 as a capstone course focusing on the review of advanced grammatical structures, vocabulary, advanced literary terms, and cultural concepts. This 300 level course ensures students' progression to any 400 level upper division literature, theater, and cinema classes. A 300 level prerequisite should also be established for any 400 level Italian courses.</p>	<p>2010</p>
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