

Bergen Community College

ASSESSMENT REPORT FORM FOR ACADEMIC PROGRAM

Assessment Period: 2012-2014

Department/Program: World Languages and Cultures/Italian

Department Chair: Tiziana Quattrone

Department Assessment Liaison: Tiziana Quattrone

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❖ **Program Description or mission/goal statement of the Department/Program:**

The World languages and Cultures Department fosters the study of thirteen languages offered at Bergen Community College. It also furthers the experience for those students who wish to continue learning a language previously studied. The World Languages and Cultures Department courses develop in students an appreciation for other cultures and other ways of living and thinking. The department offers the following courses: American Sign Language, Arabic, Chinese, French, German, Hebrew, Irish, Italian, Japanese, Korean, Latin, Russian, and Spanish. Liberal Arts students may choose World Languages as an option or a "Major" by taking two general education Humanities in World Languages (6 credits) and two free electives in World Languages.

❖ **Program Learning Goals/Outcomes:**

Students will:

- Demonstrate listening, speaking/signing, reading, and writing skills
- Link information about the target language and culture to the other discipline
- Compare and contrast language and cultural concepts with one's own language and culture
- Demonstrate an understanding of traditions, customs, and beliefs related to the target language
- Interact with native speakers, both locally and globally, and gain a world perspective.

SEMESTER 1: CREATING PROGRAM-LEVEL ASSESSMENT PLAN

1. Program Learning Goal(s) or Outcome(s) to be assessed (from the above section):

Demonstrate listening, speaking/signing, reading, and writing skills.

Demonstrate an understanding of traditions, customs, and beliefs related to the target language.

2. Means of Assessment:

In the Fall 2012 semester, The World Languages Department created a plan to assess student learning outcomes in the LAN-112 course. The assessment was designed to assess the four skills of the language and to measure two LAN-112 Program Goals as stated in the course guide.

At the end of the semester, the students from five sections of LAN-112- Italian I, presented their final project. The written part was mostly a fantasy essay about themselves, their families, their friends, their hobbies, their college, and their vacation in Italy. The oral part was in the form of a media presentation, a Video, a Power Point, a Prezi, a Glogster. Culture and language go hand in hand in this project.

- **Feedback from Dean:**

SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

In spring 2013, faculty members in the World languages Department conducted the assessment. At the beginning of the semester, the students were given clear guidelines and rubrics, as well as directions on how to prepare for a successful, comprehensive, and inclusive final presentation. The idea was to help the students communicate effectively for their level and also include some culture in their project. The reason for choosing this assessment tool was the belief that students learn better in a naturalistic way, focusing on meaning and not so much on form. We wanted the students to focus on a message content, talk about themselves and their experience with the Italian culture, their trip to Italy, their experience with the food, the music, the history, the places they visited, etc. By creating a final project that was built step by step throughout the semester, we helped the students achieve communicative and written competence-

Assessment Project

SPRING 2014

LAN-112- ITALIAN I

Prof. Tiziana Quattrone

FINAL PRESENTATION GUIDELINE

The final presentation in Italian I is an inclusive exam designed to assess student learning outcomes. It includes all the vocabulary, sentences and expressions, grammar, and syntax learned during the semester. It should also include words, verbs, and expressions that the students have learned from the supersite, from a song, from a reading, or just by asking the instructor or researching it.

The exam is in the form of a final presentation that will include: a written and an oral component. The written component of the presentation will be prepared, discussed, improved, and corrected with the instructor during the semester; it will be done in three parts or three drafts that will be ready before the last three weeks of the semester.

Nota bene! The due dates of the drafts cannot be changed. They are in the syllabus. Each draft is due at the end of each unit.

The written part is the bases of the oral part which will be a performance-based presentation in the form of a either a video, or a power point, (which will include links, pictures, music, etc) or in the form of an online poster prepared with “glogster” or “Prezi” (which will include pictures, links, videos, music, etc) / www.prezi.com / www.glogster.com

Any other ideas are open for discussion and possible approval by the instructor.

THEME OF THE PRESENTATION

The theme of the presentation is a personal introduction, a personal biography.

You will:

- Introduce yourself.
- State your name.
- Tell where you are from (country, state, and city where you live).
- Tell how old you are.
- Tell where you go to school/college and describe it.
- Tell what you study.
- Say how many classes you are taking and which ones.
- Talk about your favorite class.
- Talk about your favorite part of college, your friends and teachers.
- Describe your major.
- Talk about and describe your immediate family and best friends.
- Tell what your hobbies are, what you like to do, what you don't like, etc.
- Tell about places that you like to go to, etc.
- Use the past tense to describe things that you did, places that you visited, in a near past (last year/last semester/ etc).
- Have an original ending to your presentation.

The final presentation will include the verbs (to be/ to have plus expressions with have/ to like/ the first, second, and third conjugation/and the irregular verbs studied during the semester.)

It will include the time, the seasons and the weather.

It will include sentences from the “Fotoromanzo” and (sayings, expressions, and sentences introduced by the instructor. Everything learned in class, independently through your research, or online, is fair game for the final presentation.

ASSESSMENT METHOD

Your final presentation will be assessed as follows:

- Organization, logic sequence of facts, and clarity, effort and originality, 50%
- Written part including spelling, grammar and the general look of the paper, 30%
- Oral production and clear and personable presentation and tone of voice, 20%

Remember! Your final presentation is your final exam, and you need a passing grade to pass the class. No exceptions.

RECOMMENDATIONS TO THE STUDENTS

Get organized. Organize your notes. Keep them in order/ Keep a folder.

Start writing about yourself from the first week of class and use the vocabulary and the expressions learned.

You will build your presentation step by step. By doing so, the instructor will be able to give you constructive feedbacks and help you along the way.

But most of all: be creative and have fun!

LAN-112 Written Presentation Rubric

Content	You used the functions and the vocabulary necessary to communicate.	(Excellent) 4 3 2 1 (Poor)
Comprehensibility	The reader was able to understand what you were trying to communicate.	(Excellent) 4 3 2 1 (Poor)
Accuracy	You used grammar, spelling, word order, and punctuation correctly.	(Excellent) 4 3 2 1 (Poor)
Organization	Your presentation was logical and effective.	(Excellent) 4 3 2 1 (Poor)
Effort	You put a lot of thought and effort into this assignment.	(Excellent) 4 3 2 1 (Poor)

LAN-112 Oral Presentation Rubric

Pronunciation/Grammar Articulation	The speaker uses exceptional articulation, pronunciation, and grammar.	(Excellent) 4 3 2 1 (Poor)
Organization	The speaker starts with an excellent introduction, and ends with an excellent conclusion and provides exceptionally clear and logical progression within	(Excellent) 4 3 2 1 (Poor)

	and between ideas.	
Language Use	The speaker uses language that is exceptionally clear, vivid, and appropriate for the level and the subject.	(Excellent) 4 3 2 1 (Poor)
Culture	The speaker demonstrates an understanding of aspects of the Italian culture.	(Excellent) 4 3 2 1 (Poor)
Supporting Material/Originality	The speaker use of media and technology is exceptional and original.	(Excellent) 4 3 2 1 (Poor)

3B. Desired results faculty would like to see.

The goal was for 80% of the students to demonstrate satisfactory or excellent on the four skills of the language that include both the receptive and the productive skills. We hoped that at the end of the semester, most students would be able to write and speak at the appropriate level

- Feedback from CIE:

SEMESTER 3: COLLECTING AND ANALYZING DATA

4. Summary of Results (attach aggregated data table, survey tool, etc., to support the summary)

At the end of Fall 2014, 90 final presentations from level I students were assessed by faculty members.

	Excellent	Very Good	Total
Outcome 1: Students will demonstrate an understanding of the four skills of the language	80%	20%	100%
Outcome 2: Students will demonstrate an understanding of aspects of the culture,	70%	30%	100%

<p>they will:</p> <ul style="list-style-type: none"> • Include videos and pictures of the places they visit during their trip • Include recipes of local food • Clips of movies • Songs • Poems or quotes, etc 			
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5. Recommendations for Improvement:

Although 80% of the students in the final presentation met our goal of 80% excellence in outcome 1, there is work to do to reach desired outcome 2 and to have all the students reach an excellent level of competency, fluency, culture awareness. The strongest recommendation is for the full time and the adjunct professors to work together to:

1. Speak in the target language at all time to provide a full immersion environment.
2. Provide clear and useful guidelines and implement them.
3. Include culture as an important part of the curriculum and use technology.

Looking closely at the assessment made us reflect on the need to revisit the way that we teach languages as well as the way we assess student learning. We saw that collaboration between full time and adjunct professors is a key factor for students’ success as well as cooperation with other departments, especially the library and the computer technology ones. It is imperative the curricula is constantly adjusted and enriched, and that teaching practices are shared and fit the students’ needs and the changing labor market.

Also, students need to learn in a cooperative manner, for this, a computer lab is the best choice. There they can look for information and share it, work together and improve their social skills, and, consequently , their self-esteem. These skills go hand in hand with the others, and they are a must for the students’ future.

- **Feedback from Dean:**

SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE

6. Use of Results:

Although the above points are all important and helpful to improve student learning outcomes, we decided to focus on one essential point for the next year. We plan to rewrite the curricula for the World Languages Courses.

We think that the focus should shift from form to meaning, and that competence should replace mechanic and temporary knowledge. More implementation of technology and independent study should be a big part of the change. Our recommendation is to use a methodology that requires students to communicate both orally and in writing, eliminating the exercises aimed at future communication. The task is to create a plan to challenge the students at the intellectual and the social level, appeal to various intelligences, create a fun and free environment where the instructor acts as a facilitator providing a structure for interaction, equal participation, exchange of knowledge, and individual accountability.

- **Feedback from CIE:**

Your Closing the Loop project sounds like a good choice. Changing curricula will affect how you teach and should create opportunities for all faculty to speak to one another.