



	2022 Academic Program Assessment Report	Program current assessment plan here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/world-languages-assessment-plan-2019.pdf
	Spanish Minor	Program prior assessment report here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2022/spanish-minor-assessment-report-2022.pdf
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Date Report Completed:	6/31/2023		
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Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:	<p>The ability to speak Spanish and understand the many cultures of Spanish-speaking societies in the United States and abroad can give you an edge in any field while also providing you with the opportunity to serve others and contribute to society in two languages.</p> <p>Students who complete our minor come from various linguistic backgrounds. Some are just beginning their language journey, others have taken Spanish courses in the past, and others have learned Spanish at home and want to continue developing the gift their families have passed on to them. Our program is designed to serve all students and meet their unique needs.</p> <p>Our program is different from most traditional programs in that our ultimate goal is to help students develop their communication skills so they can use them in real world situations. While traditional programs focus on knowledge of grammar, we focus on language development. We push toward higher proficiency by having our students exercise their language skills through content-based, project-based, and community-based learning.</p>
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I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
1. COMMUNICATION: The communication outcome stresses the use of the target language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, to interpret oral and written messages, to show cultural understanding when they communicate, and to present oral and written information to various audiences for a variety of purposes.	Summer 22	OPI (Oral Proficiency Interview)	Graduating seniors (5 speech samples)	OPI: 85% of students should be Intermediate or higher	0 – Superior 1 – Adv High 3 – Adv Mid 0 – Adv. Low 0 – Int High 0 – Int Mid 1 – Int Low 80% were Intermediate Mid or above	First time in a few years that we did not reach this goal. It is worth noting that the sample size is only 5, so one person missing the goal affects the percentage greatly.	Our focus will be the same as last year: 1. Continue to integrate more technology for oral practice and 100 and 200 courses. 2. Continue strong Oral Components at all levels. 3. Do oral tasks in class based on ACTFL for IH
	Summer 22	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (7 writing samples)	WRITTEN SAMPLE: 85% of students should be Intermediate Mid or higher	0 – Adv High 0 – Adv Mid 0 – Adv Low 5 – Int High 1 – Int Mid 1 – Int Low 85% were Intermediate Mid or above	We have reached this goal two years in a row.	4. Encourage students to participate in outside class opportunities for Oral practice. 5. For written communication students at 200 and 300 level need to continue to work more on writing compositions on time frames. 6. Add more projects and conversations

	Summer 22	EXIT SURVEY	Graduating seniors (7 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Communication.	100% agreed or strongly agreed	Glad to see student perceptions are strong	6. Add more projects and conversations in all the classes.
2. CULTURE: Cultural understanding is an important part of the target language education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.	Summer 22	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (7 writing samples)	WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Cultures.	100% did well or very well	Two years in a row achieving this measure	1. Maintain our focus on culture through interdisciplinary classes.
	Summer 22	EXIT SURVEY	Graduating seniors (7 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Cultures.	100% agreed or strongly agreed	Glad to see student perception is strong	2. Continue content based 200 level course that focuses on cultural aspects. 3. Continue offering cultural activities outside class at the Language Center. 4. Re start study Abroad and community involvement. We wanted to do this last year but it was not possible.
3. CONNECTIONS: Target language instruction must be connected with other subject areas. Content from other subject areas is integrated with the target language instruction through lessons or courses that are developed around various themes. Students are then able to connect the Spanish language to other subject areas and use Spanish to learn content.	Summer 22	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (7 writing samples)	WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Connections.	100% did well or very well	Two years in a row achieving this measure	Our focus will be the same as last year: 1. We must continue to be explicit about the connections students can make through their interdisciplinary courses.
	Summer 22	EXIT SURVEY	Graduating seniors (7 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Connections.	100% agreed or strongly agreed	Glad to see student perception is strong	2. Have more content in our "language" classes. 3. Continue promoting FL 394 as service learning and field experience that connects Spanish learning with other subject areas. 4. Expand the topics students research and write in beginning courses to include personal interests in their fields.
4. COMPARISONS: Students are encouraged to compare and contrast the target language and its cultures with their own. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.	Summer 22	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (7 writing samples)	WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Comparisons.	100% did well or very well	We improved from last year!	Our focus will be the same as last year: 1. Continue fostering comparisons in culture, language, etc.
	Summer 22	EXIT SURVEY	Graduating seniors (7 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Comparisons.	100% agreed or strongly agreed	Glad to see student perception is strong	2. Conversation/Composition courses need to have at least one paper where students do a comparison/contrast. 3. Encourage projects that work on comparisons at all levels. 4. Add impromptu flash writings that do comparisons at all levels.

<p>5. COMMUNITIES: Extending learning experiences from the target language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Students learn that Spanish exists outside of the classroom and use it to become part of a larger community. Activities may include: field trips; use of e-mail and the Internet; participation in clubs, exchange or study-abroad programs, and cultural activities; school-to-work opportunities; and opportunities to hear speakers of the target language at the University and in the classroom.</p>	Summer 22	EXIT SURVEY	Graduating seniors (7 surveys)	GRADUATE SURVEY: 85% of students should "agree" or "strongly agree" to the question that pertains to Communities.	100% agreed or strongly agreed	Glad to see students continue to feel we are creating and exploring community effectively	<p>Our focus will be the same as last year:</p> <ol style="list-style-type: none"> 1. Continue extending learning experiences from the classroom to the home and multilingual and multicultural community. 2. Continue to have projects where students do field work (interviews of community members, participation in Spanish speaking communities) 3. Continue creating opportunities where students use SPN to become part of a larger community. Field trips; clubs, study-abroad programs, school-to-work opportunities, 4. Have more events at the LC and encourage participation from students.
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Comments on part I: We hit all but one measure. This is better performance than our majors, so I am glad for that.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
2. Cultures	Summer 22	Continue content based 200 level course that focuses on cultural aspects.	Yes! We in fact added a new OER to our SPN202 class. The OER is based on cultural themes and students at that level who then continue with the minor have shown improvement.	We got %100 in both measures for culture. This is encouraging.

Comments on part II: The few improvements we were able to do plus maintaining what we have already been doing has made a difference. Here are some student comments:

1. What are some of the things you liked about the Spanish program at CSU-Pueblo? (Consider not only courses and faculty but also the Language Center, travel opportunities, conferences, speakers, readings, clubs, and publications sponsored by the Spanish program, etc.)

7 responses

I liked how all of the professors were excited to teach and how well they conducted themselves during the time of the pandemic. Things were not easy, but even over zoom, I feel that we were able to still learn and be engaged. Of all of my zoom courses, the spanish ones were conducted the best.

The things I liked about the Spanish program is that there is a lot of diversity. The teachers are excellent educators and are always willing to help the student so that the students can succeed. The program and the teachers do a very good job. I learned a lot with the reading materials and assignments.

I really enjoyed taking Dr Alegria's classes. Although some of the work was very tedious it was always an adventure to go to class. I also enjoyed being able to do spanish classes via Zoom.

Every professor I had within the Spanish department was EXCEPTIONAL! The work was challenging but approachable and I am so grateful for all that I have learned while completing my minor in Spanish. The Spanish department has created something special here at CSUP. I was able to utilize the skills I learned in my internships and will continue to use as I go forward from Pueblo. I loved the variety of courses and the options I had to choose from. The class sizes were also beneficial as it created a close-knit community

Some of the things I liked best about the Spanish program at CSUP was the amazing Professors. I will never forget Tatianna, being my first Spanish professor for two years. I had Dr. Leon and Alegria, who were both so flexible and great. I also really liked the extra activities the program would host. This helped with meeting other Spanish majors/minors and develop new friendships along the journey.

Of course what I really enjoyed about the Spanish programs at CSUP was the faculty. All of the faculty members were nit just our professors, they truly cared about our success and to me that is what really matters.

All of the amazing speakers that we had was really intresting to see the Spanish culture from differnt point of views. And as a Spanish tutor it was amazing to know that those resources were available to those who need it. what I enjoyed the most was watching movies in my cinema class. I think I would never watch these movies on my own but I enjoyed it a lot.

2. What specific changes would you suggest to improve the Spanish program?

7 responses

I may suggest that professors pay a little more attention to students that may not understand spanish fully yet, as some students are not fluent walking in the door as they may not be from a spanish speaking country or they may have not grown up with the language and at times, in some classes, I was lost because I could not understand everything that was being said to me, but the class just continued on.

No changes.

None

I would enjoy the classes to be more than twice a week. Possibly have a select number of course that are 4 credits and meet four days a week. I think this could be a great addition for a conversation class as it would allow for students to practice more frequently! :)

I would not change anything, but I will be honest, balancing my nursing major and Spanish minor only became more difficult as i went in in Spanish classes. The work load for my Spanish classes overruled my nursing courses and my Spanish grades did suffer. I think this is my own issue, i need to practice more time management and balancing skills.

NONE :)

More clubs besides the Latinx students.

3. Please add any further comments you would like to make.

7 responses

Overall, I have enjoyed my time in the Spanish program here and I think has done a fine job in teaching me a lot of spanish and I know I still have lots to learn about the language and culture. For what I know currently, I am glad that I am able to communicate with people who need the help to understand to the best of my abilities.

It is a great program that I think students should take advantage from.

none

I am so glad that I decided to get a minor in Spanish! Thank you Dr. Alegría, Dr. Brown, y Prof. Johnston for everything you have done for me throughout my time here! ¡Bilingüismo es un superpoder!

I am sad to graduate, but I am also very happy. Dr. Brown was the one who pushed me to take Spanish as a minor in 2019, and I would not regret a thing. Coming from an American-Mexican background and knowing little to no Spanish; I think it is amazing how much I have learned at the University. Thank you al ALL the Spanish professors who have helped me be successful in my Spanish career and future, I will miss you all.

The Soanish program was the greatest program, as a native speaker I have truly seen an improvement on my Spanish overall.