



## Academic Program Assessment Report for AY 2017-2018

Program: \_\_SPANISH MAJOR

(Due: May 24, 2019)

Date report completed: May 24, 2019

Completed by: Alegría Ribadeneira

Assessment contributors (other faculty involved): Dr. Brown and Dr. León assessed all written samples.

Please complete this form for each undergraduate program (e.g., B.A., B.S.) in your department and return it to Helen Caprioglio, [helen.caprioglio@csupueblo.edu](mailto:helen.caprioglio@csupueblo.edu) as an email attachment before June 1, 2017. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

**\*\* Please read the following background information before examining the data in the Spanish major assessment report.**

Spanish Majors will achieve a level of proficiency in Spanish communication skills (listening, speaking, reading, and writing) and in the understanding of Hispanic cultures sufficient to allow them to function effectively in careers in teaching, business, the media, government, the arts, etc.

These outcomes will be achieved by showing proficiency in the 5 C's:

- 1) Communication: The communication standard stresses the use of Spanish 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.
- 2) Cultures: Cultural understanding is an important part of Spanish 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.
- 3) Connections: Spanish-language instruction must be connected with other subject areas. Content from other subject areas is integrated with Spanish language instruction through lessons or courses that are developed around themes common to other subject areas.

- 4) **Comparisons:** Students are encouraged to compare and contrast Spanish language and 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.
- 5) **Communities:** Extending learning experiences from the Spanish-language classroom to the home and multilingual and multicultural community emphasizes living in a global society. 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 Spanish at the University and in the classroom.

In order to assess these outcomes all graduating seniors majoring in Spanish participate in four assessment measures:

1. **An Oral Proficiency Interview (OPI)** that determines students' oral language communication level based on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines. (For the rubric used please see the end of this document)
2. **A Written Proficiency Test (WPT)** that determines students' written language level based on ACTFL proficiency guidelines. In addition, this short written exam measures the students' knowledge of Cultures, Connections and Comparisons. (For the rubric used for the WPT please see the end of this document)
3. **An exit survey** that measures their perceptions and knowledge of Communication, Cultures, Connections, Comparisons and Communities. (Please see the survey at the end of this document)
4. **A portfolio** consisting of a sample of a student's best writing in the target language. This item measures Communication, Cultures, Connections and Comparisons. (For the rubric see the end of this document)

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

| A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>   | B. When was this SLO last reported on prior to this cycle? (semester and year) | C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b> | 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?   |
|---|--|--|---|--|--|--|---|
| <p>OUTCOME #1 COMMUNICATION</p> <p>The communication standard 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</p> | Summer 2018  | <p><b>OPI (Oral Proficiency Interview)</b></p>   | <p>GRAD. SENIORS 2017-18 (16 OPIS)</p>  | <p>85% Should score Intermediate High or higher</p>  | <p>93.75% reached the goal.</p> <p>Superior = 0<br/>Adv. High= 7<br/>Adv. Mid= 2<br/>Adv. Low= 3<br/>Int. High= 3<br/>Int. Mid=1<br/>Int. Low= 0</p> | <p>We hit our mark for this year!</p>  | <p>For oral component:</p> <ol style="list-style-type: none"> <li>1. Continue our Strong Oral Component at all course levels. Keep oral tasks in class based on ACTFL Int. High levels.</li> <li>2. Continue with outside class opportunities at the Language Center for Oral Practice.</li> <li>3. Continue to encourage the use of technology, such as video oral reports and Skype conversations to increase oral tasks in classes.</li> </ol> |
|   |  | <p><b>STUDENT PORTFOL.</b></p>   | <p>SENIORS 2017-18 (12 PRTF.)</p>   | <p>85% Should score Advanced Mid or Higher</p>   | <p>75% reached the goal.</p> <p>Superior = 0<br/>Adv. High= 9<br/>Adv. Mid= 0<br/>Adv. Low= 1<br/>Int. High= 0<br/>Int. Mid=2</p>                    | <p>We fell below the goal this year. This was surprising. Students don't seem to be polishing their work as they should.</p> |   |

|  |                                       |                                       |   |   |  |   |  |
|--|---------------------------------------|---------------------------------------|---|---|--|---|--|
| cultural understanding when they communicate, and to present oral and written information to various audiences for a variety of purposes.  |                                       |                                       |   |   | Int. Low= 0  |   | 4. Have instructors participate in professional development so they teach for oral proficiency.<br><br>For written component:<br><br>1. Encourage professors to have students write several drafts for their major papers so they can be more polished on the final versions.<br><br>2. Continue to offer more opportunities for students to narrate in time frames and deal with paragraph construction at 200, 300 and 400 level.<br><br>3. Continue to make sure students complete a good amount of readings that present argumentations, expositions etc so students get strong input. |
|  | <b>WRITTEN PROFICIENCY TEST (WPT)</b> | SENIORS 2017-18 (17 WPTs)             | 85% Should score Intermediate High or Higher  | 94% reached the goal  | Superior = 0<br>Adv. High=11<br>Adv. Mid=1<br>Adv. Low=1<br>Int. High= 3<br>Int. Mid=1 | This year we again hit our mark. When writing spontaneously, students are hitting the mark and paragraphs were strong. Good sign! |  |
|  | <b>EXIT SURVEY</b>                    | SENIORS 2017-18 (16 SURV)             | SENIOR SURVEY: 85% should "agree" or "agree strongly" to all questions pertaining to Communication. | SURVEY: 93.75% agreed or agreed strongly.                       | It is good to see that students' perception is strong in this measure.                 |   |  |
| OUTCOME #2 CULTURE<br><br>Cultural understanding is an important part of language education. Experiencing other cultures develops a better | 2018                                  | <b>STUDENT PORTFOL.</b>               | SENIORS 2017-18 (12 PORT.)  | 85% should score "well" or "very well" on item #1 of the rubric | 100 % did well or very well  | This is a strong measure.   | 1. Continue with cultural approaches at every level.<br><br>2. Continue to add more interdisciplinary classes and integrate content based learning.  |
|  |                                       | <b>WRITTEN PROFICIENCY TEST (WPT)</b> | SENIORS 2017-18 (17 WPT)  | 85% should score "well" or "very well" on item #1 of the rubric | 100% did "well" or "very well"   | Continued as well as last year.   |  |
|  |                                       | <b>EXIT SURVEY</b>                    | SENIORS 2017-18 (16 SURV)   | 85% should "agree" or "agree strongly" to all                   | SURVEY: 91.93 % agreed or  | This area continues to be strong.   |  |

|   |      |  |                                   |   |  |   |   |
|---|------|--|-----------------------------------|---|--|---|---|
| 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.                                |      |  |                                   | questions pertaining to Culture   | agreed strongly.                       |   | <p>3. Continue to offer more cultural activities outside class.</p> <p>4. Offer and promote Study Abroad</p>  |
| <p>OUTCOME #3 CONNECTIONS</p> <p>Target-language instruction must be connected with other subject areas. Content from other subject areas is integrated with target language instruction through lessons or courses that are developed around themes common to other subject areas.</p> | 2018 | <p><b>STUDENT PORTFOL.</b></p>               | <p>SENIORS 2017-18 (12 PORT.)</p> | <p>85% should score "well" or "very well" on item #2 of the rubric</p>                      | <p>100% did "well" or "very well"</p>  | <p>This area continues to be strong.</p>  | <p>1. Continue our focus on multidisciplinary approaches and content based learning.</p> <p>2. Continue to be explicit about the connections students can make through their interdisciplinary courses.</p> <p>3. Continue to offer our conversation/composition s courses as interdisciplinary courses that touch on various subject areas where SPN can be practiced.</p> |
|   |      | <p><b>WRITTEN PROFICIENCY TEST (WPT)</b></p> | <p>SENIORS 2017-18 (17 WPTs)</p>  | <p>85% should score "well" or "very well" on item #2 of the rubric</p>                      | <p>100% did "well" or "very well"</p>  | <p>This came up from last year. I am happy about the change.</p>                                  |   |
|   |      | <p><b>EXIT SURVEY</b></p>                    | <p>SENIORS 2017-18 (16 SURV)</p>  | <p>85% should "agree" or "agree strongly" to all questions pertaining to Communication.</p> | <p>87.5% agreed or agreed strongly</p> | <p>This came down from last year. Even though we hit the mark, I would like to see it higher.</p> |   |

|   |      |  |                                   |   |  |  |  |
|---|------|--|-----------------------------------|---|--|--|--|
|   |      |  |                                   |   |  |  | <p>4. Continue to offer broader course titles and content, and thematically organized courses</p> <p>5. Continue to promote SPN 394 as service learning and field experience that connects Spanish learning with other subject areas.</p>  |
| <p><b>OUTCOME # 4 COMPARISONS</b></p> <p>Students are encouraged to compare and contrast the target language and 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</p> | 2018 | <p><b>STUDENT PORTFOL.</b></p>               | <p>SENIORS 2017-18 (12 PORT.)</p> | <p>85% should score "well" or "very well" on item #3 of the rubric</p>                    | <p>100% did "well" or "very well"</p>    | <p>Strong outcome</p>                                      | <p>1. Continue fostering comparisons in culture, language, etc. inside and outside class.</p> <p>2. Continue to encourage faculty to include at least one paper where students do a comparison/contrast so students can practice this skill.</p> <p>3. Encourage faculty to explicitly teach and reinforce connectors and vocabulary used for comparisons.</p> |
|   |      | <p><b>WRITTEN PROFICIENCY TEST (WPT)</b></p> | <p>SENIORS 2017-18 (17 WPTs)</p>  | <p>85% should score "well" or "very well" on item #3 of the rubric</p>                    | <p>100 % did "well" or very well"</p>    | <p>We went up from last year! I am pleased.</p>            |  |
|   |      | <p><b>EXIT SURVEY</b></p>                    | <p>SENIORS 2017-18 (16 SURV)</p>  | <p>85% should "agree" or "agree strongly" to all questions pertaining to Comparisons.</p> | <p>90.62% agreed or agreed strongly.</p> | <p>We went down from 100% last year. It is still good.</p> |  |

|  |             |                               |   |   |   |   |   |
|--|-------------|-------------------------------|---|---|---|---|---|
| <p>OUTCOME #5<br/>COMMUNITIES</p> <p>Extending learning experiences from the language classroom to the home and multilingual and multicultural community emphasizes living in a global society. 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 Spanish at the University and in the classroom.</p> | <p>2018</p> | <p><b>EXIT<br/>SURVEY</b></p> | <p>GRAD.<br/>SENIORS<br/>2017-18<br/><br/>(16 SURV)</p> | <p>85% should "Agree" or "Strongly Agree" to the question that pertains to communities.</p> | <p>SURVEY:<br/>87.5% agreed or agreed strongly.</p> | <p>Went down from last year. Though we hit our mark, I want to see it higher.</p> | <ol style="list-style-type: none"> <li>1. Continue to have students participate in university and community events by finding a way that it is relevant to them.</li> <li>2. Continue to integrate field studies into courses that could fit such approach (interviews, observations)</li> <li>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.</li> <li>4. Continue to promote SPN394 – Field Experience</li> <li>5. Have more events at the LC and encourage participation from students.</li> <li>6. Integrate lower and upper division students in mentoring activities.</li> </ol> |
|--|-------------|-------------------------------|---|---|---|---|---|

Comments: For this assessment cycle we used all our measures. This has been very beneficial. **All and proposed changes and improvements remain to be discussed with the whole faculty. These are preliminary observations by the Program Director.** Next year we will assess the following:

|            |  |
|------------|--|
| AY 2019/20 | Senior Surveys (2014/15)<br>OPI (Oral Proficiency Interviews) (2014/15)<br>WPT (Written Prof. Tests) (2014/15)<br>Portfolios (2013/14) |
| AY 2020/21 | Senior Surveys (2015/16)<br>OPI (Oral Proficiency Interviews) (2015/16)<br>WPT (Written Prof. Tests) (2015/16)<br>Portfolios (2014/15) |

**B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle 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? <b>Please include the outcome(s) verbatim from the assessment plan.</b> | B. When was this SLO last assessed to generate the data which informed the change?<br><br>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?                  |
|---|--|---|--|--|
| COMMUNICATION   | Summer 2018  | For oral component:<br><br>1. Continue our Strong Oral Component at all course levels. Keep oral tasks in class based on ACTFL (American Council on | For oral component:<br><br>1. We continued with our strong oral components in all classes. | We did not hit all our target goals under communication.<br><br>Oral proficiency was very good. This is great news since our biggest emphasis is |

|  |  |  |   |   |
|--|--|--|---|---|
|  |  | <p>the Teaching of Foreign Languages) Int. High levels.</p> <p>2. Continue with outside class opportunities for Oral Practice.</p> <p>3. Continue to encourage the use of technology, such as video oral reports and Skype conversations to increase oral tasks in classes.</p> <p>4. Have instructors participate in professional development so they teach for oral proficiency.</p> <p>5. Continue to conduct informal Oral Proficiency Interviews in Mid – track (beginning of fifth semester) in order to have time to correct. This will be done in SPN 203.</p> <p>For written component:</p> <p>1. Encourage professors to have students write several drafts for their major papers so they can be more polished on the final versions.</p> | <p>2. We continued with activities in the Language Center, however we could have done more.</p> <p>3. All courses did video oral reports as course projects, including first year.</p> <p>4. All tenured faculty and one of our lecturers trained on the week long ACTFL proficiency guidelines. This proved helpful.</p> <p>5. We didn't do this. Time is tight. We might have to give up on this goal.</p> <p>For written component:</p> <p>1. Instructors were encouraged to integrate more writing; however, it might not have happened and I will follow up this year.</p> | <p>on speaking. Our efforts continue to pay off.</p> <p>Oral proficiency may have also stayed strong because of our use of video oral reports. Students get to practice many times if needed and this allows for good differentiated learning.</p> <p>Written proficiency left something to be desired. The portfolios were not at the level they should be. Since portfolios consist of student selected "best work" the proficiency goal is higher given they should be polished. This was not the case on some of the work.</p> <p>Interestingly the WPT (Written Proficiency Test) which is spontaneous was very good. Since proficiency means unrehearsed production of language, this measure makes me proud.</p> |
|--|--|--|---|---|

|         |           |   |  |  |
|---------|-----------|---|--|--|
|         |           | <p>2. Continue to offer more opportunities for students to narrate in time frames and deal with paragraph construction at 200, 300 and 400 level.</p> <p>3. Continue to make sure students complete a good amount of readings that present argumentations, expositions etc so students get strong input.</p> <p>4. Require all students take at least one Conversation Composition Class.</p> | <p>2. Instructors were encouraged to require readings of these types of writing.</p> <p>3. These are part of our conversation composition courses.</p> <p>4. This is now a requirement that we passed through CAPB board.</p>  |  |
| CULTURE | Summer 18 | <p>1. Continue with cultural approaches at every level.</p> <p>2. Continue to add more interdisciplinary classes and integrate content based learning.</p>  | <p>1. We have continued with our cultural approaches at every level. This year we began our Cultural Studies series and that has been fruitful.</p> <p>2. Interdisciplinary classes are now an integral part of our curriculum. This year we did a Business in the Spanish speaking World and also a Music and Society class. In addition to these, our Cultural Studies classes are now in the catalog.</p> | <p>Our results on the surveys for this assessment cycle regarding “culture” were strong so this is encouraging. We need to stay on this path.</p> <p>I am particularly proud of the new Culture Studies courses because it shows students that high and low culture are worthy of academic research. I believe the students are enjoying this approach as shown by the surveys.</p> <p>This coming year we are hoping to take students to Spain.</p> |

|             |           |   |   |   |
|-------------|-----------|---|---|---|
|             |           | <p>3. Continue to offer more cultural activities outside class.</p> <p>4. Continue to offer and promote Study Abroad</p>  | <p>3. We continued an obligatory student engagement activity in all 100 and 200 level classes.</p> <p>4. We are still lacking on this front, however, this summer we have students going to Todos Santos.</p>   |   |
| CONNECTIONS | Summer 18 | <p>1. Continue our focus on multidisciplinary approaches and content based learning.</p> <p>2. Continue to be explicit about the connections students can make through their interdisciplinary courses.</p> <p>3. Continue to offer our conversation/compositions courses as interdisciplinary courses that touch on various subject areas where SPN can be practiced.</p> <p>4. Continue to offer broader course titles and content, and thematically organized courses</p> <p>5. Continue to promote SPN 394 as service learning and field experience that connects</p> | <p>1. We offered several Conversation/Composition Courses this year with varying topics. We also had a Music and Society, Health and Wellbeing, Business, Gender and Society class.</p> <p>2. We had a conversation about this during convocation.</p> <p>3. Our 300 and 400 level courses explored various non traditional themes. We include high and low Culture issues. (Music, Health, Business, Gender, Art, Television)</p> <p>4. See number 1 and 3.</p> <p>5. We had 15 students participate in Field Experience courses. The,</p> | <p>We had an excellent outcome so things are going well. I am proud of our range of courses and more topics. Our upper division curriculum is aligned with the most innovative programs in the nation by offering a Cultural Studies and field experience approaches to the study of Spanish.</p> <p>Most of our Spanish majors are double majors so the Connections component is important and strong.</p> |

|             |           |  |  |  |
|-------------|-----------|--|--|--|
|             |           | Spanish learning with other subject areas.   | volunteered their time in Spanish speaking immersion situations, they translated, they shadowed (for example one student shadowed translators in the hospital), they traveled.   |  |
| COMPARISONS | Summer 18 | <p>1. Continue fostering comparisons in culture, language, etc. inside and outside class.</p> <p>2. Continue to encourage faculty to include at least one paper where students do a comparison/contrast so students can practice this skill.</p> <p>3. Encourage faculty to explicitly teach and reinforce connectors and vocabulary used for comparisons.</p> | <p>1. We have continued fostering comparisons through class discussions and formal papers.</p> <p>2. Including a comparison contrast paper was left to individual teachers.</p> <p>3. This was mentioned and encouraged. SPN 301, offered every semester explores this vocabulary.</p> | We had a strong outcome. We have to continue on this path.   |
| COMMUNITIES | Summer 18 | <p>1. Continue to have students participate in university and community events by finding a way that it is relevant to them.</p> <p>2. Continue to integrate field studies into courses that could fit such approach (interviews, observations)</p> <p>3. Continue creating opportunities where students use SPN to become part of a</p>                       | <p>1. We continue to make this mandatory in first and second year classes.</p> <p>2. Community interactions were part of several projects across courses.</p> <p>3. We continued our study abroad opportunities for students traveling solo.</p>                                       | <p>Strong results. Student evaluation of this outcome is within our target range.</p> <p>Students commented on how much they appreciated the friendliness and availability of faculty pointing toward how they feel as part of a learning community.</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | larger community. Field trips, clubs, study-abroad programs, school-to-work opportunities.<br><br>4. Continue to promote SPN394 – Field Experience | Activities at the language center were multiple.<br><br>4. We provided Field Experience to 15 students |  |
|--|--|--|--|--|

**Comments:** In the surveys students are asked about what they liked in the program and what changes they would do. Here is a summary:

**What they liked:**

- Opportunity to learn about other cultures and history
- Professors are supportive, enthusiastic, helpful, flexible.
- One on one time with professors
- Feeling like “at home”
- All courses and assignments “nicely interwoven”

**Changes or improvements suggested:**

- More clubs
- More travel
- A Spanish week
- More content classes, for example: Psychology in Spanish.

**ASSESSMENT RUBRIC FOR WRITTEN PROFICIENCY TESTS AND GRADUATE PORTFOLIOS OS : DS**

Student name \_\_\_\_\_ Grad year \_\_\_\_\_ WPT \_\_\_\_\_ Portfolio \_\_\_\_\_

**1. Does the student show an understanding of cultures of the Hispanic world?**

1. Yes, very well    2. Yes, well    3. Some    4. No    5. N/A

**2. Is the student able to use the Spanish Language to connect to other subject areas?**

1. Yes, very well    2. Yes, well    3. Some    4. No    5. N/A

**3. Is the student able to compare and contrast Spanish Language and cultures with their own?**

1. Yes, very well    2. Yes, well    3. Some    4. No    5. N/A

**4. Language Proficiency: After reading the students writing mark what the student can do by each box:    0X:    :    0X:**

1. Can do it    2. Can do most of it    3. Can do some of it    4. Cannot do it    4. N/A

| Global Tasks |   | Content   |  | Accuracy   |  | Text Type                |  |
|--------------|---|---|--|--|--|--------------------------|--|
| <b>Int</b>   | Create with language                      | Write about predictable familiar topics related to daily activities |  | Understood, by those accustomed to dealing with non-native speakers                                  |  | Write discrete sentences |  |
|              | Describe and narrate in the present       |   |  |  |  |                          |  |
| <b>Adv</b>   | Narrate and describe in major time frames | Write about topics of general and personal interest.                |  | Understood without difficulty by those unaccustomed to dealing with non-native speakers.             |  | Write paragraphs         |  |
|              | Discuss topics extensively                | Express him/herself in a formal setting                             |  | Shows no pattern of errors in basic structures.  |  |                          |  |
| <b>Sup</b>   | Support opinions and hypothesize          | Write about a wide range of general interest topics.                |  | Errors virtually never interfere with communication or distract the native speaker from the message. |  | Use extended discourse   |  |
|              | Speak in the abstract                     | Write about some special fields of interest and expertise           |  |  |  |                          |  |

# ASSESSMENT RUBRIC FOR ORAL PROFICIENCY INTERVIEWS – SUMMARY

(Full descriptors found at : <http://actflproficiencyguidelines2012.org/speaking>)

| <b>Proficiency Level</b> | <b>Global Tasks and Functions</b>  | <b>Context / Content</b>  | <b>Accuracy</b>  | <b>Text Type</b>             |
|--------------------------|--|---|--|------------------------------|
| <b>Superior</b>          | Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.                           | Most formal and informal settings. Wide range of general interest topics and some special fields of interest and expertise. | No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message. | Extended discourse.          |
| <b>Advanced</b>          | Narrate and describe in major time frames and deal effectively with an unanticipated complication  | Most informal and some formal settings/Topics of general and personal interest.   | Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.  | Paragraphs                   |
| <b>Intermediate</b>      | Create with language. Initiate, maintain and bring to a close simple conversations. Asks questions. Describe and narrate in the present. | Some informal settings and limited transactional activities. Predictable familiar topics related to daily activities        | Understood, with some repetition, by speakers accustomed to dealing with non-native speakers   | Discrete sentences.          |
| <b>Novice</b>            | Communicates minimally. Formulaic and rote utterances, Lists and phrases   | Most common informal settings/ Most common aspects of daily life  | May be difficult to understand, even for speakers accustomed to dealing with non-native speakers   | Individual words and phrases |

## CSU-Pueblo – FL Program Questionnaire for Graduating Seniors

A. Please write the number that corresponds to your opinion in the box at the left of each statement.

**1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree 5. No basis to judge**

### 1. Communication:

|  |   |
|--|---|
|  | I have developed practical skills, such as the ability to communicate orally and in writing in “real life” situations.  |
|  | I have attained a level of speaking and listening proficiency in the language sufficient to allow me to satisfy basic work requirements in the language.          |
|  | I have developed the ability to think critically: to analyze, to think abstractly, to support and defend opinions, and to hypothesize in spoken and written form. |

### 2. Cultures:

|  |   |
|--|---|
|  | My studies helped me develop the ability to see beyond my own culture.  |
|  | I have acquired a basic understanding of the history, culture, and literature of the target language and know how to update and enhance this knowledge. |
|  | I am more able to understand other people’s point of view, ways of life and contributions to the world.   |

### 3. Connections:

|  |   |
|--|---|
|  | I was able to connect my language studies to other subject areas such as English, History, Business, Art, Cultural Studies, Literature, Sociology, Music, Political Science, etc. |
|--|---|

### 4. Comparisons:

|  |  |
|--|--|
|  | I now have the ability to analyze similarities and differences across languages and cultures |
|  | I understand my own culture better after going through this program                          |

### 5. Communities:

|  |   |
|--|---|
|  | I was able to take my language and culture skills beyond the classroom by participating in campus activities, clubs, exchange programs, community activities, school to work opportunities, internships, work situations, etc |
|--|---|

**Continue on the other side please...**