



## Academic Program Assessment Report for AY 2017-2018

Program: SPANISH MINOR

(Due: June 1, 2020)

Date report completed: June 1, 2020

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, 2020. 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 minor assessment report.**

Students minoring in French, Italian, and Spanish will be required to demonstrate a level of proficiency sufficient to converse comfortably on everyday topics, to attain intermediate levels of proficiency in writing and reading the target language, and to understand and appreciate the target language cultures.

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

- 1) Communication: 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 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 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: 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.

- 4) **Comparisons:** 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.
- 5) **Communities:** 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.

In order to assess these outcomes all graduating seniors minoring in Spanish participate in three assessment measures:

1. **An Oral Proficiency Interview (OPI)** which determines students' oral language communication level based on the ACTFL (American Council on Teaching Foreign Languages) proficiency guidelines. (For the rubric see the end of this document )
2. **A Written Proficiency Test (WPT)** which 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 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. When was this SLO last assessed?	C. What method was used for assessing the SLO?	D. Who was assessed?	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements are planned based on this assessment?
<p><b>OUTCOME #1 COMMUNICATION</b> 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.</p>	SUM 19	<p><b>OPI (Oral Proficiency Interview)</b></p>	<p>GRAD SENIORS <b>6 OPI</b></p>	<p>OPI: <b>85%</b> of students should be Intermediate or higher</p>	<p>0 – Superior 2 – Adv High 1 – Adv Mid 0 – Adv. Low 0 – Int High 3 – Int Mid 0 – Int Low</p> <p><b>100% were Intermediate Mid or above</b></p>	<p>Happy to see that unlike last year, we reached this goal this year! This is good since oral proficiency is at the center of our program.</p>	<p>Our focus will be the same as last year:</p> <ol style="list-style-type: none"> <li>1. Continue to integrate more technology for oral practice and 100 and 200 courses.</li> <li>2. Continue strong Oral Components at all levels.</li> <li>3. Do oral tasks in class based on ACTFL for IH</li> <li>4. Encourage students to participate in outside class opportunities for Oral practice.</li> <li>5. For written communication students at 200 and 300 level need to continue to work more on writing compositions on time frames.</li> <li>6. Do more flash writing in class so students can work on impromptu writing.</li> </ol>
		<p><b>EXIT SURVEY</b></p>	<p>GRAD SENIORS <b>4 surveys</b></p>	<p>SENIOR SURVEY: <b>85%</b> of students should "agree" or "strongly agree" to all questions pertaining to Communication.</p>	<p>SURVEY: <b>91.6%</b> agreed or strongly agreed</p>	<p>Student satisfaction with communicative ability is high.</p>	
		<p><b>WRITTEN PROFICIENCY TEST (WPT)</b></p>	<p><b>6 written samples</b></p>	<p>WRITTEN SAMPLE: <b>85%</b> of students should be Intermediate Mid or higher</p>	<p>0 – Adv High 1 – Adv Mid 0 – Adv Low 3 – Int High 1 – Int Mid 1 – Int Low</p> <p><b>83%</b> reached the goal.</p>	<p>We fell short on this goal. We need to do better.</p>	

<p><b>OUTCOME #2</b> <b>CULTURE</b></p> <p>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.</p>	SUM 19	<p><b>EXIT SURVEY</b></p>	<p>GRAD. SENIORS</p> <p>4 surveys</p>	<p>SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Cultures.</p>	<p>SURVEY: 100% agreed or strongly agreed</p>	<p>This area continues to be strong in student perception.</p> <p>We fell well below our goal. It might have to do with the small sample were two students did not perform at level. Still, we will refocus efforts on this outcome.</p>	<p>1. Maintain our focus on culture through interdisciplinary classes.</p> <p>2. Continue content based 200 level course that focuses on cultural aspects.</p> <p>2. Continue offering cultural activities outside class at the Language Center.</p> <p>3. Continue to promote Study Abroad and community involvement.</p>
		<p><b>WRITTEN PROFICIENCY TEST (WPT)</b></p>	<p>6 written samples.</p>	<p>WRITTEN SAMPLE: 85% of students should do “Yes, well” or “Yes, very well” in assessment of Cultures.</p>	<p>66% did well or very well</p>		
<p><b>OUTCOME #3</b> <b>CONNECTIONS</b></p> <p>Target language instruction must be connected with other subject areas. Content from other subject areas is integrated</p>	SUM 19	<p><b>EXIT SURVEY</b></p>	<p>GRAD. SENIORS</p> <p>4 surveys</p>	<p>SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Connections.</p>	<p>100% agreed or strongly agreed</p>	<p>We are staying strong on student perception.</p>	<p>Our focus will be the same as last year:</p> <p>1. We must continue to be explicit about the connections students can make through their interdisciplinary courses.</p> <p>2. Have more content in our “language” classes.</p>

<p>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.</p>		<p><b>WRITTEN PROFICIENCY TEST (WPT)</b></p>	<p>6 written samples</p>	<p>WRITTEN SAMPLE: 85% of students should do “Yes, well” or “Yes, very well” in assessment of Connections.</p>	<p>83% did well or very well</p>	<p>We fell below our goal. The small sample has an impact as there was only one student who did not reach the goal. Regardless, we can focus efforts on this for next year.</p>	<p>3. Continue promoting FL 394 as service learning and field experience that connects Spanish learning with other subject areas.</p> <p>4. Expand the topics students research and write in beginning courses to include personal interests in their fields.</p>
<p>OUTCOME #4 COMPARISONS</p> <p>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</p>	<p>SUM 19</p>	<p><b>EXIT SURVEY</b></p>	<p>GRAD. SENIORS 4 surveys</p>	<p>SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Comparisons.</p>	<p>100% agreed or agreed stronger</p>	<p>Student perception of this outcome is high.</p> <p>Unlike last year, we fell short this year. While the small sample has incidence, we will still focus efforts.</p>	<p>Our focus will be the same as last year:</p> <p>1. Continue fostering comparisons in culture, language, etc.</p> <p>2. Conversation/Composition courses need to have at least one paper where students do a comparison/contrast.</p> <p>3. Encourage projects that work on comparisons at all levels.</p> <p>4. Add impromptu flash writings that do comparisons at all levels.</p>
		<p><b>WRITTEN PROFICIENCY TEST (WPT)</b></p>	<p>6 written samples</p>	<p>WRITTEN SAMPLE: 85% of students should do “Yes, well” or “Yes, very well” in assessment of Comparisons.</p>	<p>66% did well or very well</p>		

often come to understand their native language and culture better through such comparisons.							
<p>OUTCOME #5 COMMUNITIES</p> <p>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</p>	SUM 19	<b>EXIT SURVEY</b>	GRAD. SENIORS  4 surveys	GRADUATE SURVEY: 85% of students should “agree” or “strongly agree” to the question that pertains to Communities.	100% agreed or agreed strongly.	Students seem to be satisfied with this field. This makes two years in a row!	<p>Our focus will be the same as last year:</p> <ol style="list-style-type: none"> <li>1. Continue extending learning experiences from the classroom to the home and multilingual and multicultural community.</li> <li>2. Continue to have projects where students do field work (interviews of community members, participation in Spanish speaking communities)</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>3. Promote FL 394 as service learning and field experience that connects</li> </ol>

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.							Spanish learning with other subject areas.
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Comments: **All proposed changes and improvements remain to be discussed with the whole faculty. These are preliminary observations by the Associate Chair.**

AY 2020-21	Senior Surveys WPT (Written Proficiency Test) OPI (Oral Proficiency Test)
AY 2021-22	Senior Surveys WPT (Written Proficiency Test) OPI (Oral Proficiency Test)

**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) did you address?	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
COMMUNICATION	2019	<ol style="list-style-type: none"> <li>1. Continue to integrate more technology for oral practice and 100 and 200 courses.</li> <li>2. Continue strong Oral Components at all course levels.</li> <li>3. Do oral tasks in class based on ACTFL for Intermediate High.</li> <li>4. Encourage students to participate in outside class opportunities for Oral practice.</li> <li>5. For written communication students at 200 and 300 level need to continue to work more on writing compositions on time frames.</li> <li>6. Do more flash writing in class so students can work on impromptu writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. All students are now doing a YouTube video oral projects in 100, 200 and 300 level classes.</li> <li>2. We continued with our strong oral components in all classes.</li> <li>3. We continued with language circles and movie nights with discussions, and board game days but Spring was not ideal for these activities due to the pandemic.</li> <li>4. We did this at all levels by having students interview Spanish speakers.</li> <li>5. Instructors were encouraged but not forced to create compositions for the past tense. This is a requirement in SPN 201 and 202.</li> <li>6. We did this at 300 level but not at lower levels. We need to implement better.</li> </ol>	The communication goal was met on this assessment cycle.

CULTURE	2019	<p>1. Maintain our focus on culture through interdisciplinary classes.</p> <p>2. Change the curriculum to have a content based 200 level course that focuses on cultural aspects.</p> <p>2. Continue offering cultural activities outside class at the Language Center.</p> <p>3. Continue to promote Study Abroad and community involvement.</p>	<p>1. We have continued with our cultural approaches at every level.</p> <p>2. The Language Center offered activities. Still, I want to do more.</p> <p>3. Our study abroad was not strong. We can do better. This summer we will offer a trip to Todos Santos.</p>	<p>Our outcomes on this SLO fell this year. It might have to do with our small sample (6 students) and the pandemic since students completed the assessment under stress. Still we will focus on this outcome next year.</p>
CONNECTIONS	2019	<p>1. We must continue to be explicit about the connections students can make through their interdisciplinary courses.</p> <p>2. Have more content in our “language” classes.</p> <p>3. Continue promoting FL 394 as service learning and field experience that connects Spanish learning with other subject areas.</p> <p>4. Expand the topics students research and write in beginning courses to include personal interests in their fields.</p>	<p>1. We asked teachers to be more explicit about the connections students are making but left it up to them.</p> <p>2. We piloted another content course at the 200 level. We should see results in a couple of semesters.</p> <p>3. Most minors did not take this opportunity. It is optional.</p> <p>4. Minors took courses like Food and Society, Cultural studies, etc.</p>	<p>This outcome was not strong this year. We will continue to focus efforts on this.</p>

COMPARISONS	2019	<p>1. Continue fostering comparisons in culture, language, etc.</p> <p>2. Conversation/Composition courses need to have at least one paper where students do a comparison/contrast.</p> <p>3. Encourage projects that work on comparisons at all levels.</p> <p>4. Add impromptu flash writings that do comparisons at all levels.</p>	<p>1. We have continued fostering comparisons.</p> <p>2. Including a comparison contrast paper was left to individual teachers.</p> <p>3. We now have projects at 100 and 200 level. I need to check if comparisons are part of those.</p> <p>4. This was not done across all courses but yes in 300 levels</p>	We did not hit our mark this year. We will focus efforts.
COMMUNITIES	2019	<p>1. Continue extending learning experiences from the classroom to the home and multilingual and multicultural community.</p> <p>2. Continue to have projects where students do field work (interviews of community members, participation in Spanish speaking communities)</p> <p>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,</p>	<p>1. We continued with our mandatory policy for students to participate in one student engagement activity at 1<sup>st</sup> and 2<sup>nd</sup> year courses, however, we had to wave it in Spring due to COVID.</p> <p>2. The 301 course has this as the final class project. First and second year classes also now include a project with this component. We had to alter this requirement in Spring because of COVID.</p> <p>3. Study abroad was not strong this year. We still do not have a Spanish club.</p>	We hit our mark. Students seem to feel part of the Spanish students community as they mention in their surveys how comfortable they feel with their professors and how much they appreciate their classmates.

		4. Promote FL 394 as service learning and field experience that connects Spanish learning with other subject areas.	4. Though we offered, minors did not sign up much. We need to promote this better.	
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**About the surveys:**

**Comments:** I was not able to get all the surveys because those done during Spring were trapped in my office and I lost access due to the pandemic.

**You can see the full surveys here:** [https://docs.google.com/forms/d/1IEawx\\_azJBbQWCrLXF\\_1EkK\\_yGxRs8cVTtFFyqYRJ7E/viewanalytics](https://docs.google.com/forms/d/1IEawx_azJBbQWCrLXF_1EkK_yGxRs8cVTtFFyqYRJ7E/viewanalytics)

**What they liked:** Students said they liked all the professors. They believe their professors were helpful and supportive. They mentioned their enjoyment of cultural immersion and the content classes. They appreciated opportunities like study abroad and speakers.

**Changes or improvements suggested:** More events, more content classes, partnership with international program.

**ASSESSMENT RUBRIC FOR WRITTEN PROFICIENCY TESTS AND GRADUATE PORTFOLIOS**

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:**

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>)

Proficiency Level	Global Tasks and Functions	Context / Content	Accuracy	Text Type
<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.
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### 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
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