



2021 Academic Program Assessment Report  
Spanish Minor

Program current assessment plan here: [https://www.csupueblo.edu/assessment-and-student-learning/\\_doc/2019/report/world-languages-assessment-plan-2019.pdf](https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/world-languages-assessment-plan-2019.pdf)  
Program prior assessment report here: [https://www.csupueblo.edu/assessment-and-student-learning/\\_doc/2020/report/spanish-minor-assessment-report-2020.pdf](https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/spanish-minor-assessment-report-2020.pdf)

Report Completed By:  
Date Report Completed:  
Faculty members involved in this Assessment:

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:

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?
<p><b>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>	Summer 20	OPI (Oral Proficiency Interview)	Graduating seniors (9 speech samples)	OPI: 85% of students should be Intermediate or higher	1 – Superior 0 – Adv High 1 – Adv Mid 3 – Adv. Low 1 – Int High 3 – Int Mid 0 – Int Low  100% were Intermediate Mid or above	Second year in a row that we reach this goal. This is good bc oral proficiency is at the center of our program	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 20	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (11 writing samples)	WRITTEN SAMPLE: 85% of students should be Intermediate Mid or higher	0 – Adv High 2 – Adv Mid 2 – Adv Low 4 – Int High 1 – Int Mid 2 – Int Low  <b>81.8% reached the goal.</b>	We need to do better next year.	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.
	Summer 20	EXIT SURVEY	Graduating seniors (11 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. Do more flash writing in class so students can work on impromptu writing.
<p><b>2. CULTURE:</b> Cultural understanding is an important part of the target language education. Experiencing other cultures develops a better understanding and</p>	Summer 20	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (11 writing samples)	WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Cultures.	<b>72.7% did well or very well</b>	Fell short of our goal. Need to do better	1. Maintain our focus on culture through interdisciplinary classes. 2. Continue content based 200 level

<p>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.</p>	<p>Summer 20</p>	<p>EXIT SURVEY</p>	<p>Graduating seniors (11 surveys)</p>	<p>SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Cultures.</p>	<p>100% agreed or strongly agreed</p>	<p>Glad to see student perception is strong</p>	<p>course that focuses on cultural aspects. 2. Continue offering cultural activities outside class at the Language Center. 3. Re start study Abroad and community involvement.</p>
<p><b>3. CONNECTIONS:</b> 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>	<p>Summer 20</p>	<p>WRITTEN PROFICIENCY TEST (WPT)</p>	<p>Graduating seniors (11 writing samples)</p>	<p>WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Connections.</p>	<p>81.8% did well or very well</p>	<p>Fell short of our goal. Need to do better</p>	<p>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.</p>
	<p>Summer 20</p>	<p>EXIT SURVEY</p>	<p>Graduating seniors (11 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>Glad to see student perception is strong</p>	<p>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.</p>
<p><b>4. COMPARISONS:</b> 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.</p>	<p>Summer 20</p>	<p>WRITTEN PROFICIENCY TEST (WPT)</p>	<p>Graduating seniors (11 writing samples)</p>	<p>WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Comparisons.</p>	<p>90.9 did well or very well</p>	<p>We improved from last year!</p>	<p>Our focus will be the same as last year: 1. Continue fostering comparisons in culture, language, etc.</p>
	<p>Summer 20</p>	<p>EXIT SURVEY</p>	<p>Graduating seniors (11 surveys)</p>	<p>SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Comparisons.</p>	<p>100% agreed or strongly agreed</p>	<p>Glad to see student perception is strong</p>	<p>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>

<p><b>5. COMMUNITIES:</b> 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 20	EXIT SURVEY	Graduating seniors (11 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 feel we are creting and exploring community effectively	<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>4. Have more events at the LC and encourage participation from students.</li> </ol>
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**Comments on part I:** The written proficiency tests showed three measures lacking (communications, cultures and connections. This outcome is similar to last year. This might have to do with the fact that we did not implement a lot of the suggestions this year given that we were in survival triage mode. I believe that now that things are returning to normal, we will be able to do better. We will definitely focus on impromptu writing this year.

**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?
#1 COMMUNICATIONS	Summer 2020	1. Continue to integrate more technology for oral practice and 100 and 200 courses	We increased the use of technology due to the pandemic and it yielded amazing results when it came to having students use video discussion boards. In these boards every single student speaks and give spoken feedback on every prompt so it increases participation by everyone!	The recommendation is that we continue the use of Flippgrid (video discussion boards) in all our classes.

**Comments on part II:** This was a hard year to implement changes given that we were mostly in survival / triage mode. Hopefully as things go back to normal we can focus in the recommendations of this cycle.