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	2021 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
	World Language BA-Spanish		Program prior assessment report here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/spanish-ba-assessment-report-2020.pdf

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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: | 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.

Students who complete our major 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.

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. |
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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	Summer 2020	OPI (Oral Proficiency Interview)	Graduating Seniors 2020-21 (12 OPIS)	85% Should score Intermediate High or higher	100% reached the goal.

Superior = 0
Adv. High= 2
Adv. Mid= 4
Adv. Low= 5
Int. High= 1
Int. Mid=0
Int. Low= 0 | The oral perfomance of our students was very strong this year. | Oral component is strong but we need to do better in the polished writing area with potfolios.

1. Continue our Strong Oral Component at all course levels. Keep oral tasks in class based on ACTFL Int. High levels.

2. We need to revise our policy |

of purposes.	Summer 2020	Student Portfolio	Graduating Seniors 2020-21 (14 portfolios)	85% Should score Advanced Mid or Higher	64.2% reached the goal. Superior = 0 Adv. High= 4 Adv. Mid= 5 Adv. Low= 4 Int. High= 1 Int. Mid=0 Int. Low= 0	This continued to be low this year. It is dissapointing. We need to revise our policy on preparing the portfolios and polishing.	on how to prepare portfolios. Studnets are obvioulsy not polishing. We need to start portfolio building on year three. 3. Continue to encourage the use of technology. Because of the pandemic we switched to using Flipgrid (video discussion boards) where students had to speak spontaneously about a variety of topics. It was fantastic.
	Summer 2020	Written proficiency test	Graduating Seniors 2020-21 (14 WPTs)	85% Should score Intermediate High or Higher	85.7% reached the goal Superior = 0 Adv. High=0 Adv. Mid=3 Adv. Low-8 Int. High= 1 Int. Mid=2	Unlike last year, this year we hit our mark. The mark for spontaneous writting is lower than polished writing (portfolio). This tells us the students can write spontanously at our target level.	
	Summer 2020	Exit survey	Graduating Seniors 2020-21 (15 surveys)	85% should "agree" or "agree strongly" to all questions pertaining to Communication.	97.3% agreed or agreed strongly.	Student's perception is strong in this measure. It is good to know they are satisfied with their communicative skills.	
#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 2020	Student Portfolio	Graduating Seniors 2020-21 (14 Portfolios)	85% should score "well" or "very well" on item #1 of the rubric	100% did well or very well	Continues well	1. Continue with cultural approaches at every level. 2. Continue to add more interdisciplinary classes and integrate content based learning. 3. Continue to offer more cultural activities outside class. 4. Offer and promote Study Abroad
	Summer 2020	Written proficiency test	Graduating Seniors 2020-21(14 WPTs)	85% should score "well" or "very well" on item #1 of the rubric	100% did well or very well	Continues well	
	Summer 2020	Exit survey	Graduating Seniors 2020-21 (15 surveys)	85% should "agree" or "agree strongly" to all questions pertaining to Culture	96.49% agreed or agreed strongly	Continues well	
#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 2020	Student Portfolio	Graduating Seniors 2020-21 (14 Portfolios)	85% should score "well" or "very well" on item #2 of the rubric	100% did well or very well	Continues well	1. Continue our focus on multidisciplinary approaches and content- based learning. 2. Continue to be explicit about the connections students can make through their interdisciplinary courses. 3. Continue to offer our conversation/compositions courses as interdisciplinary courses that touch on various subject areas where SPN can be practiced. 4. Continue to offer broader course titles and content, and thematically organized courses 5. Continue to promote SPN 394 as service learning and field experience that connects Spanish learning with other subject areas.
	Summer 2020	Written Proficiency Test	Graduating Seniors 2020-21 (14 WPTs)	85% should score "well" or "very well" on item #2 of the rubric	100% did well or very well	Continues well	
	Summer 2020	Exit survey	Graduating Seniors 2020-21 (15 surveys)	85% should "agree" or "agree strongly" to all questions pertaining to Communication	92.8% agreed or agreed strongly	Continues well	

#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 2020	Student Portfolio	Graduating Seniors 2020-21 (14 Portfolios)	85% should score "well" or "very well" on item #3 of the rubric	100% did well or very well	Continues well	1. Continue fostering comparisons in culture, language, etc. inside and outside class.\n\n2. Continue to encourage faculty to include at least one paper where students do a comparison/contrast so students can practice this skill.\n\n3. Encourage faculty to explicitly teach and reinforce connectors and vocabulary used for comparisons.
	Summer 2020	Written Proficiency Test	Graduating Seniors 2020-21 (14 WPTs)	85% should score "well" or "very well" on item #3 of the rubric	100% did well or very well	Continues well	
#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.	Summer 2020	Exit Survey	Graduating Seniors 2020-21 (15 surveys)	85% should "Agree" or "Strongly Agree" to the question that pertains to communities.	92.3% agreed or agreed strongly	Continues well	1. Continue to have students participate in university and community events by finding a way that it is relevant to them.\n2. Continue to integrate field studies into courses that could fit such approach (interviews, observations)\n3. Continue creating opportunities where students use SPN to become part of a larger community. Field trips, clubs, study-abroad programs, school-to-work opportunities.\n4. Continue to promote SPN394 – Field Experience\n5. Have more events at the LC and encourage participation from students.\n6. Integrate lower and upper division students in mentoring activities.
Comments on part I:	The biggest take away from this section is that we need to be more proactive about the student portfolio. Faculty will discuss how to work toward a fine final product in a coordinated manner starting on SPN 301.						

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?\n 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	3. Continue to encourage the use of technology, such as video oral reports and Skype conversations to increase oral tasks in classes.	We increased the use of technology due to the pandemic and it yielded amazing resullts when it came to having studnets use video discuussion 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 conitnue the use of Flippgrid (video discussion boards) in all our classes.			
#5 Communities	Summer 2020	5. Have more events at the LC and encourage participation from students.	Though we were in pandemic and the LC hardly functioned in person, we did do one community activity each semester. In the fall we did a virtual altar activity for Day of the Dead. In spring we did a virtual travel vision board. The participation for each of these activities was higher than we could have immagined with 50+ entries on each one.	The recommendation is that we conitnue the use of virtual activities and combine them to face to face activities in the Language Canter.			
Comments on part II:	The pandemic brought up some changes that ended up being positive in the sense that virutal participation increased overall participation. We need to keep exploring hybird models that increase particippation.						