



2023-24 Academic Program Assessment Report
World Language BA- Spanish

Program current
assessment plan here:

<https://www.csupueblo.edu/assessment-and-student-learning/doc/2019/report/world-languages-assessment-plan-2019>

Program prior
assessment report
here:

<https://www.csupueblo.edu/assessment-and-student-learning/doc/2023/spanish-world-language-major-2023-assessment-report>

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Date Report Completed:	6-2-24
Faculty members involved in this Assessment:	Alegría Ribadeneira, Yesenia Mendias, Tatiana Johnston, Alexandra Ribadeneira-Pérez

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 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</p>
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I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including

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 2023	OPI (Oral Proficiency Interview)	Graduating Seniors 2023-24 (7 OPIS)	85% Should score Intermediate High or higher	100% reached the goal. Superior = 0 Adv. High=4 Adv. Mid= 1 Adv. Low= 1 Int. High= 1 Int. Mid=0 Int. Low= 0	We reached our goal	Oral component is strong. We did better than last year in portfolios but we took a dip in sponataneous writing in WPTs (written proficiency tests). 1. Continue our Strong Oral Component at all course levels. Keep oral tasks in class based on ACTFL Int. High levels. 2. Continue implementing profforeading and re writing of items students can include in portfolios. 3. Discuss ways to address the dip in spantaneous writing abilities. I will suggest more in-class writings and revisions.
	Summer 2023	Student Portfolio	Graduating Seniors 2023-24(7 portfolios)	85% Should score Advanced Mid or Higher	85.7% reached the goal. Superior = 1 Adv. High= 2 Adv. Mid= 3 Adv. Low= 0 Int. High= 0 Int. Mid=1 Int. Low= 0	We set out to work closer with students to produce more polished final pieces, and it seems like it worked. We are definitely being stricter by this fourth year of pandemic and it is showing in the revised student work.	
	Summer 2023	Written proficiency test	Graduating Seniors 2023-24 (7 WPTs)	85% Should score Intermediate High or Higher	71% reached the goal Superior = 0 Adv. High=2 Adv. Mid= 0 Adv. Low= 1 Int. High= 1 Int. Mid=2 Int Low=1	Student sponaneus writing took a big dip this year.	
	Summer 2023	Exit survey	Graduating Seniors 2023-24 (8 surveys)	85% should "agree" or "agree strongly" to all questions pertaining to Communication.	100% agreed or agreed strongly	Student's perception continues to be 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 2023	Student Portfolio	Graduating Seniors 2023-24(7 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. We have held steady for two years, and that is great. 2. Continue with our interdisciplinary classes and integrate content based learning. 3. Continue to offer more cultural activities outside class. 4. Offer and promote Study Abroad
	Summer 2023	Written proficiency test	Graduating Seniors 2023-24 (7 WPTs)	85% should score "well" or "very well" on item #1 of the rubric	85% did well or very well	Unlike last year, we did hit our goal this year!	
	Summer 2023	Exit survey	Graduating Seniors 2023-24 (8 surveys)	85% should "agree" or "agree strongly" to all questions pertaining to Culture	96% did well or very well	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 2023	Student Portfolio	Graduating Seniors 2023-24(7 portfolios)	85% should score "well" or "very well" on item #2 of the rubric	100% did well or very well	Continues well	This measure improved this year. 1. Continue our focus on multidisciplinary approaches and content- based learning.
	Summer 2023	Written Proficiency Test	Graduating Seniors 2023-24 (7 WPTs)	85% should score "well" or "very well" on item #2 of the rubric	85% did well or very well	We improved this year!	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.
	Summer 2023	Exit survey	Graduating Seniors 2023-24 (8 surveys)	85% should "agree" or "agree strongly" to all questions pertaining to Communication	100% did well or very well	Continues well	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.

#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 2023	Student Portfolio	Graduating Seniors 2023-24 (7 portfolios)	85% should score "well" or "very well" on item #3 of the rubric	100% did well or very well	This has kept steady for several years now.	We decreased this year.
	Summer 2023	Written Proficiency Test	Graduating Seniors 2023-24 (7 WPTs)	85% should score "well" or "very well" on item #3 of the rubric	71.4% did well or very well	Continues to be low this year, just like last year. We need to do better.	1. Continue fostering comparisons in culture, language, etc. inside and outside class. 2. Require faculty in composition classes to include at least one paper where students do a comparison/contrast so students can practice this skill. While we set out to do this last year, it was not implemented given that we had two faculty on sabbatical. 3. Encourage faculty to explicitly teach and reinforce connectors and vocabulary used for comparisons.
#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 2023	Exit Survey	Graduating Seniors 2023-24 (8 surveys)	85% should "Agree" or "Strongly Agree" to the question that pertains to communities.	100% did well or very well	We improved from last year	1. Continue to have students participate in university and community events by finding a way that it is relevant to them. 2. Continue to integrate field studies into courses that could fit such approach (interviews, observations) 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. Continue to promote SPN394 – Field Experience 5. Have more events at the LC and encourage participation from students. 6. Integrate lower and upper division students in mentoring activities.

Comments on part I:	The student portfolio improved this year. Being more strict on revisions (as we set out to be last year) really helped! At the same time the OPI's went down. I think these students have not had enough talking time given they started on the pandemic. Next year we should be back to normal, I hope.
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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 2023	Need to revise our policy on how to prepare portfolios, since we did not do it last year. Students are obviously not polishing. We need to start portfolio building on year three. We had planned to do this last year but the pandemic made it harder. This year we should work on a more concerted effort and continue to encourage Project Based Learning so those projects become part of the portfolio.	There was an effort to do that this year. Students had to submit two drafts in several classes.	Portafolios improved. We need to keep this up.
#4 Comparisons	Summer 2023	Encourage faculty in composition classes to include at least one paper where students do a comparison/contrast so students can practice this skill.	We did incorporate this in our comp classes and hopefully it starts showing on next year's graduates.	Remains to be seen.

Comments on part II:	<p>Happy to see that working on revisions paid off with better porfolios.</p> <p>Below are comments from graduating seniors about their whole experience:</p>
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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.)

I liked how every teacher was very kind and willing to help me out with any question I may have had about Spanish or any other thing. I was helped a lot with my Study Abroad and that helped grow my language to be even better.

I enjoyed the real-life learning opportunities that I encountered outside of the classroom. Through my studies, I had multiple assignments where I had to interview a person from a different culture than my own which really allowed me to better empathize with others. I also enjoyed opportunities such as Selena the Show which helped me to feel more connected to the culture I am learning about. I definitely believe I grew as a human being because of this program.

Lo que me gusto mucho del programa de español de CSU-Pueblo es que hicieron su propio texto digital para las clases. Esto se me hizo muy padre para estudiantes que no tengan mucho dinero para gastar en material muy caro y muy accesible para todos! Me gusto que mucho de los maestros son de diferente paises porque me gusto oír sobre sus historias y experiencias viviendo en esos paises.

I very much liked that I could get credit for studying abroad and that the professors and advisors encouraged this as well as provided resources for going to other countries.

I liked how understanding the professors were.

I think that the Language Center is an amazing opportunity for many students. I also thought that the faculty did a great job with advising and overall an amazing job of setting students up for success.

I liked how they made the courses relate to real world experiences no matter if that was in a composition class or the caribbean class. The manner of which the professor approached the material was interesting and helped me during the learning process of some topics I was confused about. Another aspect would have to be the spanish website that was created it helped me a lot throughout the process here at CSU Pueblo.

I enjoyed how welcoming the Spanish Program at CSU Pueblo was as well as how much they are willing to work with you. I believe that for this reason I was able to graduate with Spanish as a major. Traveling opportunities are good, however, spreading the word perhaps could be done a little better and different because a person who might not have any interest at first may find themselves wanting to participate in it.

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

I would suggest that there be some type of test to help show what level someone's Spanish is at in oral, written, etc.

As a second language learner, I felt as though the jump from the 200 level courses (where there were not native Spanish speakers) to the 300 level courses (where I was one of the few second language learners) was something I was not wholly prepared for. While I 100% agree that this environment forced me to learn quicker, I really struggled in some of the breakout rooms/group work with other students as the speed of communication and vocabulary was extremely above my level at that time. As previously mentioned, I do understand why it is necessary on my journey to fluency, however, I do think there could be a little more support for second language learners during this jump.

Pienso que más películas reflejando diferentes países sería una buena manera para aprender más de sus historias. Por ejemplo, aprendí mucho de ver También la lluvia, No, y Chile 76, eran cosas que nunca sabía o escuchado antes me encanto aprender.

Sometimes I felt as if I didn't belong as a white, non-native speaker. I am not sure how to resolve this, but I feel that I might have been able to improve my spanish better if I had felt more comfortable speaking and making mistakes in the classroom.

The workload was extremely heavy and it was hard to complete assignments on top of the assignments from other classes. Something to improve is to give students less work.

I would love to see more classes such as Bienestar y Salud class that are in Spanish but not necessarily related only to literature or history, while I love these classes, it's great to have other classes that are more broad and connect different subjects together.

I dont have any chnages that should be made to the spanish program, it helped me a lot!

Attempt new methods to inform individuals about travel options because there may be more people willing to than one might expect.

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

I had an amazing time at CSU Pueblo and specifically in the Spanish department. I have learned so many important and interesting ideas that I would never have been able to experience. Thank you so much!

I am so grateful to the faculty of this department that supported me through my education, thank you all for everything you do!

Me encantan todos los maestros del programa y todos son muy pacientes en ayudando a los estudiantes!

All done.

N/A

No further comments.

Thank you for everything and the faculty among this program made me feel comfortable and a sense of belonging to