



Academic Program Assessment AY 2024-2025 [Due 6/1/25]

Program Name	Date Completed
Spanish BA	6/10/25
Report Completed By	Report Contributors
Alegría Ribadeneira	Tatiana Johnston, Alexandra Pérez
Brief Statement of Program Mission and Goals	
<p>In the Spanish Program at Colorado State University-Pueblo we believe that the study of Spanish language creates opportunities for students to explore diverse ideas, cultures, customs, and cultural products of the Spanish speaking world, including the Hispanic world in the United States. Our main goal is to provide our students with a high level of translingual and transcultural competence. We strive to serve our diverse student population comprised of Heritage Language Learners and Second Language Learners. We are aware that a high level of proficiency in the Spanish language and its cultures ultimately ensures a potential edge for our graduates providing them with wider future employment opportunities as well as necessary preparation for advanced studies and professionalization in several careers.</p>	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2024-2025 that was implemented to improve student learning, in response to prior assessments or other data.

A. Describe issues or SLOs addressed in the AY 2024-2025 cycle. Paste SLOs verbatim below.
#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.
B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?
AY 23-24 - Spring and Fall
C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)
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.

D. How were the recommendations for change acted upon?

Faculty intentionally included compare and contrast activities in their classes and included lessons on vocabulary and connectors that help students compare and contrast.

E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?

The sample size of those who graduated and the number of assessments we collected might not be enough to accurately report on results as many who took the classes where this was implemented did not graduate yet. If we look at those assessed we can see that three out of four students were able to perform well, however one was not, and that took the percentage down to %75. While disappointing, I believe our efforts will start paying off as more students who are exposed to the extra emphasis we have placed on this outcome will graduate in the next couple of years.

Enter Table I Closing the Loop Comments Below



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Table II-A Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

1. COMMUNICATION OUTCOME

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
#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.
B. Semester and year this SLO was reported on prior to this cycle.
AY 23-24 - Spring and Fall
C. Describe the assessment method for this SLO.
We use four methods to assess this SLO: 1. Oral Proficiency Interview (OPI) 2. Written Proficiency Test (WPT) 3. Student Portfolio 4. Exit Survey
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
We assessed four graduating seniors
E. Expected proficiency level and proportion of students who should reach this level.
1. Oral Proficiency Interview (OPI) - 85% should score Intermediate High or higher 2. Written Proficiency Test (WPT) - 85% should score Intermediate High or higher 3. Student Portfolio - 85% should score Advanced Mid or higher 4. Exit Survey - 85% should "agree" or "agree strongly" to all questions pertaining to Communication.

F. Assessment results and number of students who met proficiency level.
<ol style="list-style-type: none"> 1. Oral Proficiency Interview (OPI) - 100% scored Intermediate High or higher 2. Written Proficiency Test (WPT) - 100% scored Intermediate High or higher 3. Student Portfolio - 75% scored Advanced Mid or higher 4. Exit Survey - 100% marked "agree" or "agree strongly" to all questions pertaining to Communication.
G. Describe what results indicate about student performance.
We did not reach the desired 85% of students at Advanced Mid or higher in the portfolios. This can be due to the small sample size of only four students, so when one student did not reach the mark that affected the percentage significantly. Still, the fact that one student did not reach the mark tells us this student was not able to thoroughly revise his work before turning in the portfolio.
H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.
<p>Oral component is strong. We did better than last year in Written Proficiency Tests but we took a dip on portfolios.</p> <ol style="list-style-type: none"> 1. Continue our Strong Oral Component at all course levels. Keep oral tasks in class based on ACTFL Intermediate High speaking tasks. 2. Emphasize proofreading and rewriting of items students can include in portfolios. Include lessons on AI feedback for polishing while keeping student voice. 3. Discuss ways to make the portfolio piece more even for all students with perhaps prescribed pieces so assessment can be more even for all students.

Enter Table II AY 2025 Assessment Comments Below
AI will be a strong tool for developing oral and written communication for our students this coming year. The challenge will be to have students use AI as a tool for learning, not a tool for cheating. We will be implementing a World Languages AI module on every class for this exact purpose.

Table II-B Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

2. CULTURES OUTCOME

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
#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.

B. Semester and year this SLO was reported on prior to this cycle.
AY 23-24 - Spring and Fall
C. Describe the assessment method for this SLO.
We use three methods to assess this SLO: 1. Written Proficiency Test (WPT) 2. Student Portfolio 3. Exit Survey
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
We assessed four graduating seniors
E. Expected proficiency level and proportion of students who should reach this level.
1. Written Proficiency Test (WPT) - 85% should score "well" or "very well" on item #1 of the rubric 2. Student Portfolio - 85% should score "well" or "very well" on item #1 of the rubric 3. Exit Survey - 85% should "agree" or "agree strongly" to all questions pertaining to Culture
F. Assessment results and number of students who met proficiency level.
1. Written Proficiency Test (WPT) - 100% scored "well" or "very well" on item #1 of the rubric 2. Student Portfolio - 100% scored "well" or "very well" on item #1 of the rubric 3. Exit Survey - 91% marked "agree" or "agree strongly" to all questions pertaining to Culture
G. Describe what results indicate about student performance.
The results are positive, however, the person who disagreed on one of the culture questions raised a flag for me. The question was about knowledge gathered that pertains to culture in Spain. While in the past we made sure every graduating senior would take at least one course that explored Spain, we have not been vigilant about this lately and I believe this student may have not had any classes that directly addressed Spain and that is why they responded in that way.
H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.
1. Continue with cultural approaches at every level. We have held steady for three years with almost perfect scores, 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 5. Assess if students are all taking at least one course about Spain

Enter Table II AY 2025 Assessment Comments Below

Table II - C Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

3. CONNECTIONS OUTCOME

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
#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.
B. Semester and year this SLO was reported on prior to this cycle.
AY 23-24 - Spring and Fall
C. Describe the assessment method for this SLO.
We use three methods to assess this SLO: 1. Written Proficiency Test (WPT) 2. Student Portfolio 3. Exit Survey
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
We assessed four graduating seniors
E. Expected proficiency level and proportion of students who should reach this level.
1. Written Proficiency Test (WPT) - 85% should score "well" or "very well" on item #2 of the rubric 2. Student Portfolio - 85% should score "well" or "very well" on item #2 of the rubric 3. Exit Survey - 85% should "agree" or "agree strongly" to all questions pertaining to Connections
F. Assessment results and number of students who met proficiency level.
1. Written Proficiency Test (WPT) - 100% scored "well" or "very well" on item #2 of the rubric 2. Student Portfolio - 100% scored "well" or "very well" on item #2 of the rubric 3. Exit Survey - 100% marked "agree" or "agree strongly" to all questions pertaining to Connections
G. Describe what results indicate about student performance.

We continue a second year of good results on this outcome after a previous year where we did not meet the mark. I am pleased!

H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.

This measure held steady this year.

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.

Enter Table II AY 2025 Assessment Comments Below

Table II - D Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

4. COMPARISONS OUTCOME

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
#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.
B. Semester and year this SLO was reported on prior to this cycle.
AY 23-24 - Spring and Fall
C. Describe the assessment method for this SLO.
We use two methods to assess this SLO: <ol style="list-style-type: none"> 1. Written Proficiency Test (WPT) 2. Student Portfolio
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.

We assessed four graduating seniors
E. Expected proficiency level and proportion of students who should reach this level.
<ol style="list-style-type: none"> Written Proficiency Test (WPT) - 85% should score "well" or "very well" on item #3 of the rubric Student Portfolio - 85% should score "well" or "very well" on item #3 of the rubric
F. Assessment results and number of students who met proficiency level.
<ol style="list-style-type: none"> Written Proficiency Test (WPT) - 100% scored "well" or "very well" on item #3 of the rubric Student Portfolio - 75% scored "well" or "very well" on item #3 of the rubric
G. Describe what results indicate about student performance.
The comparisons outcome has held steady in the portfolio assessment now for several years and that is good, however it continues to be low in the Written Proficiency Test now for two years. This is disappointing because the WPT assesses the spontaneous production of language, so this tells me that we need to further reinforce comparison and contrast exercises in class that also include use of key vocabulary and connectors to perform that task.
H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.
<p>We again did well on portfolios but fell short in WPTs this year.</p> <ol style="list-style-type: none"> Continue fostering comparisons in culture, language, etc. inside and outside class. Continue to require faculty in composition classes to include at least one paper where students do a comparison/contrast so students can practice this skill. Continue to encourage faculty to explicitly teach and reinforce connectors and vocabulary used for comparisons.

Enter Table II AY 2025 Assessment Comments Below

Table II - E Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

5. COMMUNITIES OUTCOME

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
#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.
B. Semester and year this SLO was reported on prior to this cycle.
AY 23-24 - Spring and Fall
C. Describe the assessment method for this SLO.
We use one method to assess this SLO: 1. Exit Survey
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
We assessed four graduating seniors
E. Expected proficiency level and proportion of students who should reach this level.
Exit Survey - 85% should "agree" or "agree strongly" to all questions pertaining to Communities
F. Assessment results and number of students who met proficiency level.
Exit Survey - 100% should "agree" or "agree strongly" to all questions pertaining to Communities
G. Describe what results indicate about student performance.
We have now held steady for two years on this outcome. I am pleased
H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.
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. Continue having all the great events we have been having at the LC and encourage participation from students. 6. Integrate lower and upper division students in mentoring activities.

Enter Table II AY 2025 Assessment Comments Below