



**Academic Program Assessment  
AY 2025-2026 [Due 6/1/26]**

Program Name	Date Completed
Spanish BA	6/1/26
Report Completed By	Report Contributors
Alegría Ribadeneira	Katie Brown, Yesenia Mendias, 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 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.

<b>A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.</b>
#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>B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?</b>
AY 24-25 - Spring and Fall
<b>C. What were the recommendations for change in the previous cycle?</b>
<ol style="list-style-type: none"> <li>1. Continue our Strong Oral Component at all course levels. Keep oral tasks in class based on ACTFL Intermediate High speaking tasks.</li> <li>2. Emphasize proofreading and rewriting of items students can include in portfolios. Include lessons on AI feedback for polishing while keeping student voice.</li> </ol>



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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.

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.

### D. How were the recommendations for change acted upon?

1. We did continue our Strong Oral Component at all course levels. We kept oral tasks in class based on ACTFL Intermediate High speaking tasks.

2. We did not emphasize proofreading and rewriting of items students can include in portfolios. So we need to do that better. We DID include lessons on AI feedback for polishing while keeping student voice.

3. We need to further 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.

AI became a strong tool for developing oral and written communication for our students. We are leveraging it in several classes through Chatbots (SPN205) Revision Buddy (SPN301, SPN309, SPN332) Translation (SPN341, SPN441), Spontaneous speaking (SPN332 podcasts)

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

The results will take at least one more year to appear as most students graduating this year, just started with AI. Preliminary analysis shows it helps.

### Enter Comments on Table I Closing the Loop Below

We will be moving to in person assessments and perhaps pen and paper in order to make sure that the spontaneous assessment artifact (Written Proficiency Test) which is supposed to test unassisted production is done unassisted.



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**For this year we are reviewing three of our five outcomes as recommended by our Program Reviewer.**

**This year (25-26) we review: Communication, Cultures, Connections.  
Next year (26-27) we will review Communications, Comparisons and Community**

Table II-A Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

**COMMUNICATION OUTCOME**

<b>A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.</b>
#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>B. Semester and year this SLO was previously reported on before this cycle.</b>
AY 23-24 - Spring and Fall
<b>C. Describe the assessment method for this SLO(s).</b>
We use four methods to assess this SLO: <ol style="list-style-type: none"> <li>1. Oral Proficiency Interview (OPI)</li> <li>2. Written Proficiency Test (WPT)</li> <li>3. Student Portfolio</li> <li>4. Exit Survey</li> </ol>
<b>D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.</b>
We assessed 9 majors who completed 6 Oral proficiency interviews 9 Written proficiency tests: 6 Student Portfolios 9 Exit surveys
<b>E. Explain the expected proficiency level and proportion of students who should reach this level.</b>
<ol style="list-style-type: none"> <li>1. <b>Oral Proficiency Interview (OPI)</b> - 85% should score Intermediate High or higher</li> <li>2. <b>Written Proficiency Test (WPT)</b> - 85% should score Intermediate High or higher</li> <li>3. <b>Student Portfolio</b> - 85% should score Advanced Mid or higher</li> </ol>



<b>4. Exit Survey</b> - 85% should "agree" or "agree strongly" to all questions pertaining to Communication.
<b>F. Provide Assessment results and number of students who met defined proficiency level.</b>
<b>1. Oral Proficiency Interview (OPI)</b> - 100% scored Intermediate High or higher <b>2. Written Proficiency Test (WPT)</b> - 87.5% scored Intermediate High or higher <b>3. Student Portfolio</b> – 83.3% scored <b>Advanced Mid or higher</b> <b>4. Exit Survey</b> - 100% marked "agree" or "agree strongly" to all questions pertaining to Communication.
<b>G. Describe what the results or trends indicate about student performance.</b>
We are achieving most of our goals. Like last year, the portfolio piece did not reach the desired result.
<b>H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.</b>
We need to change the way we are doing the portfolios. We talked about this last year but were unable to execute this year with so many pressing issues. I had hoped that now that we had a third ranked faculty member we could adjust portfolios but with her departure we are back to two members so this makes it more difficult to prioritize this goal.

<b>Enter Comments on Table II AY 2026 Assessment Below</b>
Last year we acknowledge the potential advantages and pitfalls of AI in our discipline. While using AI for feedback has yielded mostly advantageous results, we did encounter significant challenges with a few students who overused the technology. We had to nix three samples of Written Proficiency Tests because of obvious AI use. Next year we might do WPT with pen and paper as the WPT is meant to measure spontaneous unassisted language performance.

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

**CULTURES OUTCOME**

<b>A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.</b>
#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>B. Semester and year this SLO was reported on prior to this cycle.</b>
AY 24-25 - Spring and Fall



<b>C. Describe the assessment method for this SLO.</b>
We use three methods to assess this SLO: <ol style="list-style-type: none"> <li>1. Written Proficiency Test (WPT)</li> <li>2. Student Portfolio</li> <li>3. Exit Survey</li> </ol>
<b>D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.</b>
We assessed nine graduating seniors <ol style="list-style-type: none"> <li>1. Written Proficiency Test (WPT) – We got 9</li> <li>2. Student Portfolio – We got 6</li> <li>3. Exit Survey – We got 9</li> </ol>
<b>E. Expected proficiency level and proportion of students who should reach this level.</b>
<ol style="list-style-type: none"> <li>1. <b>Written Proficiency Test (WPT)</b> - 85% should score "well" or "very well" on item #1 of the rubric</li> <li>2. <b>Student Portfolio</b> - 85% should score "well" or "very well" on item #1 of the rubric</li> <li>3. <b>Exit Survey</b> - 85% should "agree" or "agree strongly" to all questions pertaining to Culture</li> </ol>
<b>F. Assessment results and number of students who met proficiency level.</b>
<ol style="list-style-type: none"> <li>1. <b>Written Proficiency Test (WPT)</b> - 100% scored "well" or "very well" on item #1 of the rubric</li> <li>2. <b>Student Portfolio</b> - 100% scored "well" or "very well" on item #1 of the rubric</li> <li>3. <b>Exit Survey</b> - 88% marked "agree" or "agree strongly" to all questions pertaining to Culture</li> </ol>
<b>G. Describe what results indicate about student performance.</b>
A similar thing that happened last year happened this year where someone said that they had no basis to judge if they had learned enough culture regarding Spain. While we try to offer courses focused on Spain regularly (SPN315 – Conversation Composition – Spain, and SPN 463 Cinema of Spain) the courses do not rotate fast enough for everyone to take them.
<b>H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.</b>
<ol style="list-style-type: none"> <li>1. Continue with cultural approaches at every level. We have held steady for three years with almost perfect scores, and that is great.</li> <li>2. Continue with our interdisciplinary classes and integrate content-based learning.</li> <li>3. Continue to offer more cultural activities outside class.</li> <li>4. Offer and promote Study Abroad</li> <li>5. Try to include more about Spain in core courses.</li> </ol>

**Enter Table II AY 2025 Assessment Comments Below**

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

**CONNECTIONS OUTCOME**

<b>A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.</b>
#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>B. Semester and year this SLO was reported on prior to this cycle.</b>
AY 25-26 - Spring and Fall
<b>C. Describe the assessment method for this SLO.</b>
We use three methods to assess this SLO: <ol style="list-style-type: none"> <li>1. Written Proficiency Test (WPT)</li> <li>2. Student Portfolio</li> <li>3. Exit Survey</li> </ol>
<b>D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.</b>
We assessed nine graduating seniors <ol style="list-style-type: none"> <li>1. Written Proficiency Test (WPT) we got 9</li> <li>2. Student Portfolio – we got 6</li> <li>3. Exit Survey – we got 9</li> </ol>
<b>E. Expected proficiency level and proportion of students who should reach this level.</b>
<ol style="list-style-type: none"> <li>1. <b>Written Proficiency Test (WPT)</b> - 85% should score “well” or “very well” on item #2 of the rubric</li> <li>2. <b>Student Portfolio</b> - 85% should score “well” or “very well” on item #2 of the rubric</li> <li>3. <b>Exit Survey</b> - 85% should “agree” or “agree strongly” to all questions pertaining to Connections</li> </ol>
<b>F. Assessment results and number of students who met proficiency level.</b>
<ol style="list-style-type: none"> <li>1. <b>Written Proficiency Test (WPT)</b> - 100% scored “well” or “very well” on item #2 of the rubric</li> <li>2. <b>Student Portfolio</b> - 100% scored “well” or “very well” on item #2 of the rubric</li> </ol>



**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 third 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**

This is a strong outcome for us as we continue to work on content-based learning where we explore numerous topics in our classes in order to increase proficiency. This has not gone unnoticed by students. In the comments section of the survey they say things like:

*"One of the things I liked most about the Spanish program at Colorado State University Pueblo was how the program focused on real world communication and cultural understanding instead of only grammar. The courses covered interesting topics such as migration, cultural studies, translation, music, and health, which made the classes more engaging and practical."*

*"I loved my experiences here at CSU-P in the Spanish program. I especially liked the other classes like Spanish in the business world, Spanish for healthcare providers and Spanish literature. These classes not only helped build a vocabulary in Spanish but also informed me of things i had interest in. I would have taken these classes in English but i was able to as they say kill two birds with one stone. learn about the topic and learn Spanish at the same time!"*

The above comments are music to my ears as this is EXACTLY what we are trying to achieve!



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