



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

Program Name	Date Completed
Spanish Minor	6/1/26
Report Completed By	Report Contributors
Alegría Ribadeneira	Katie Brown, Yesenia Mendias, Alexandra Pérez
<b>Brief Statement of Program Mission and Goals</b>	
<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 minor 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.</p> <p>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.</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>
#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. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?</b>
AY 23-24 - Spring and Fall
<b>C. What were the recommendations for change in the previous cycle?</b>



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.
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.

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

1. We did continue to be explicit about the connections students can make through their interdisciplinary courses. This has been increased with our Certificate for Health Professions courses.
2. Having more content in our "language" classes is a struggle when we are trying to lay language foundations, but using Project Based Learning has helped.
3. We have promoted WL 394 as service learning and field experience that connects Spanish learning with other subject areas, however fewer students than ever have taken advantage
4. We did not get to expand the topics students research and write in beginning courses to include personal interests in their fields, however, this coming year we will be offering a course titled "Career Skills for the Bilingual Professional" and the whole course will be centered in their careers! Very excited about this!

**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 result were better this year! (We also have more samples, which makes a difference!)

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

Excited to see what the new class on Career Skills will yield.



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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: 1. Oral Proficiency Interview (OPI) 2. Written Proficiency Test (WPT) 3. Exit Survey
<b>D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.</b>
We assessed 6 minors who completed 5 Oral proficiency interviews 5 Written proficiency tests: 6 Exit surveys
<b>E. Explain the expected proficiency level and proportion of students who should reach this level.</b>
1. <b>Oral Proficiency Interview (OPI)</b> - 85% should score Intermediate or higher 2. <b>Written Proficiency Test (WPT)</b> - 85% should score Intermediate or higher 3. <b>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>
1. <b>Oral Proficiency Interview (OPI)</b> - 80% scored Intermediate or higher 2. <b>Written Proficiency Test (WPT)</b> - 60% scored Intermediate or higher



<b>3. 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 have taken a dip, perhaps the lowest I have seen in our program pertaining to communication
<b>H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.</b>
There were two students in this cohort who finished their classes a while back but just graduated, so when they took the assessments they had been without a Spanish class for several semesters. This makes a difference, because unless they are continuing to use the language, they cannot maintain it. This makes me wonder if we should capture students when they finish their last class and not when they graduate, but keeping track of this is nearly impossible.

<b>Enter Comments on Table II AY 2026 Assessment Below</b>
We had to nix a Written Proficiency and Oral Proficiency test for obvious AI use. Despite all please to not use AI as we are trying to assess what students can do unassisted, this particular student blatantly used AI. This is disheartening and makes me think we will go to pen an paper and timed OPIs with proctors next year.

**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 23-24 - Spring and Fall
<b>C. Describe the assessment method for this SLO.</b>
We use two methods to assess this SLO: 1. Written Proficiency Test (WPT) 2. Exit Survey



<b>D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.</b>
We assessed nine graduating seniors 1. Written Proficiency Test (WPT) – We got 5 2. Exit Survey – We got 6
<b>E. Expected proficiency level and proportion of students who should reach this level.</b>
1. <b>Written Proficiency Test (WPT)</b> - 85% should score “well” or “very well” on item #1 of the rubric 2. <b>Exit Survey</b> - 85% should “agree” or “agree strongly” to all questions pertaining to Culture
<b>F. Assessment results and number of students who met proficiency level.</b>
1. <b>Written Proficiency Test (WPT)</b> - 80% scored “well” or “very well” on item #1 of the rubric 2. <b>Exit Survey</b> - 100% marked “agree” or “agree strongly” to all questions pertaining to Culture
<b>G. Describe what results indicate about student performance.</b>
The WPT did not yield desired results.
<b>H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.</b>
Our focus should be the same as last year and hopefully this year we can keep it: 1. Maintain our focus on culture through interdisciplinary classes. 2. Continue content based 200 level course that focuses on cultural aspects. 3. Continue offering cultural activities outside class at the Language Center. 4. Re start study Abroad and community involvement. (This is one we can’t seem to realize)

<b>Enter Table II AY 2025 Assessment Comments Below</b>

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 24-25 - Spring and Fall
<b>C. Describe the assessment method for this SLO.</b>
We use three methods to assess this SLO: 1. Written Proficiency Test (WPT) 2. Exit Survey
<b>D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.</b>
We assessed nine graduating seniors 1. Written Proficiency Test (WPT) we got 5 2. Exit Survey - we got 6
<b>E. Expected proficiency level and proportion of students who should reach this level.</b>
1. <b>Written Proficiency Test (WPT)</b> - 85% should score "well" or "very well" on item #2 of the rubric 2. <b>Exit Survey</b> - 85% should "agree" or "agree strongly" to all questions pertaining to Connections
<b>F. Assessment results and number of students who met proficiency level.</b>
1. <b>Written Proficiency Test (WPT)</b> - 60% scored "well" or "very well" on item #2 of the rubric 2. <b>Exit Survey</b> - 100% marked "agree" or "agree strongly" to all questions pertaining to Connections
<b>G. Describe what results indicate about student performance.</b>
This measure also fell. I again have to wonder about the students who had not had Spanish classes for several semesters before taking the test.
<b>H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.</b>
Our focus needs to double in the following: 1. B explicit about the connections students can make through their interdisciplinary courses. 2. Have more content in our "language" classes through PBL 3. Continue promoting WL394 as service learning and field experience that connects Spanish learning with other subject areas.



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4. Expand the topics students research and write in beginning courses to include personal interests in their fields.

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

This was a strong outcome for our majors but not our minors. We need to figure out a way to assess students as they finish the minor, not as they graduate.