

Program: SPN MINOR

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Please complete this form for each undergraduate program (e.g., B.A., B.S.) in your department and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2012. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO?	D. Who was assessed?	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements are planned based on this assessment?
COMMUNICATION	SUM 12 1 st year	OPI (Oral Proficiency Interview)	GRAD. SENIORS 2011/12 6 OPI	OPI: 85% of students should be Intermediate or higher	0 – Superior 0 – Adv High 1 – Adv Mid 0 – Adv. Low 2 – Int High 2 – Int Mid 1 – Int Low 83.3% were Intermediate Mid or above	We can do even better on the oral component.	1. Stronger Oral Component at all course levels. Add oral tasks in class based on ACTFL (American Council on the Teaching of Foreign Languages)
		GRAD SURV	5 surveys	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions	SURVEY: 93.3% agreed or strongly agreed	Student satisfaction with communicative ability is high.	2. Increase outside class opportunities for Oral Practice. 3. Have instructor participate in professional development so they teach for oral

				pertaining to Communication.			proficiency.
		WRITTEN SAMPLE	6 written samples	WRITTEN SAMPLE: 85% of students should be Intermediate High or higher	0 – Superior 0 – Adv High 0 – Adv Mid 1 – Adv Low 2 – Int High 2 – Int Mid 0 – Int Low 60% reached the goal.	For the written sample two of the five students could not narrate in time frames most of the time, or be understood without difficulty. We need to do better.	4. Conduct an Oral Proficiency Interview in Mid – track (beginning of third semester) in order to have time to correct. 5. For written communication students at 200 and 300 level need to work more on writing compositions on time frames other than present.
CULTURE	SUM 12 1 st year	GRAD SURV	GRAD. SENIORS 2011/12 5 surveys	SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Cultures.	SURVEY: 100% agreed or strongly agreed	This area is strong.	1. Maintain our focus on culture through interdisciplinary classes. 2. Keep on offering as much or more cultural activities outside class.
		WRITTEN SAMPLE	6 written samples	WRITTEN SAMPLE: 85% of students should do “Yes, well” or “Yes, very well” in assessment of Cultures.	100% did well or very well		

CONNECTIONS	SUM 12 1 st year	GRAD SURV	GRAD. SENIORS 2011/12 5 surveys	SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Connections.	60% agreed or strongly agreed	We can do better in this field regarding student perception.	1. Be explicit about the connections students can make through their interdisciplinary courses. 2. Continue to offer our conversation/compositio ns courses as interdisciplinary courses that touch on various subject areas where SPN can be practiced.
		WRITTEN SAMPLE	3 written samples	WRITTEN SAMPLE: 85% of students should do “Yes, well” or “Yes, very well” in assessment of Connections.	100% did well or very well	Students are doing well on the actual work (as per writing sample)	3. Propose a “special topics” 300 level conversation/compositio n course in order to explore new themes. 4. Promote FL 370 as service learning and field experience that connects Spanish learning with other subject areas.
COMPARISONS	SUM 12 1 st year	GRAD SURV	GRAD. SENIORS 2011/12 5 surveys	SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Comparisons.	100% agreed or agreed stronger	Student perception of this outcome is high.	1. Continue fostering comparisons in culture, language, etc. 2. Conversation/Composit ion courses need to have at least one paper where students do a comparison/contrast.
		WRITTEN SAMPLE	5 written samples	WRITTEN SAMPLE: 85% of students	100% did well or very	The written samples show connections as well	

			(3 that applied)	should do “Yes, well” or “Yes, very well” in assessment of Comparisons.	well	but two the of the five are n/a	<p>This will help practice this skill.</p> <p>3. We need to give minors a Written Proficiency Test (WPT) instead of assessing from the written sample, so we can focus their efforts on making a comparison.</p>
COMMUNITIES	SUM 12 1 st year	GRAD SURV	GRAD. SENIORS 2011/12 5 surveys	GRADUATE SURVEY: 85% of students should “agree” or “strongly agree” to the question that pertains to Communities.	80% agreed or agreed strongly.	<p>Preliminary conclusions from the program director:</p> <p>Students seem to be satisfied with this field.</p>	<p>1. Continue extending learning experiences from the classroom to the home and multilingual and multicultural community.</p> <p>2. Continue creating opportunities where students use SPN to become part of a larger community. Field trips; Internet; clubs, study-abroad programs, school-to-work opportunities, speakers of the target language</p> <p>3. Promote FL 370 as service learning and field experience that connects Spanish learning with other subject areas.</p>

Comments: **All proposed changes and improvements remain to be discussed with the whole faculty. These are preliminary observations by the Coordinator.** The three measures used this year (MOPI, Grad Survey and Written Sample) give a good picture of where we are at, however, in the future, WPTs will be administered to graduating students in order to make the assessment of writing more accurate regarding our SLOs.

Spring/Summer 2012	Senior Surveys Written Samples MOPI
Spring/Summer 2013	Senior Surveys MOPI WPT (2013)

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address?	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
COMMUNICATION	n/a			
CULTURE	n/a			
CONNECTIONS	n/a			
COMPARISONS	n/a			
COMMUNITIES	n/a			

Comments: None.