

Program: SPANISH MAJOR

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Completed by ALEGRIA RIBADENEIRA

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, 2011. 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	2011/12	OPI (Oral Proficiency Interview)	GRAD. SENIORS 2011/12 (15 OPIS)	85% Should score Intermediate High or higher	OPI: Superior = 3 Adv. High=3 Adv. Mid=3 Adv. Low=0 Int. High= 3 Int. Mid=3 Int. Low= 0 80% reached the goal.	Students who didn't reach the goal are second language learners. Though we almost reached our target, we can do better for our second language learners.	For 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) Int. High levels. 2. Increase outside class

		STUDENT PORTFOL.	SENIORS 2010/11 (13 PORT.)	85% Should score Advanced Mid or Higher	Superior = 5 Adv. High=3 Adv. Mid=1 Adv. Low=4 Int. High= 0 Int. Mid=0 Int. Low= 0 69% reached the goal.	This causes concern. The issue that lowered the scores was student's inability to construct good paragraphs which is an Adv. Mid. skill.	opportunities for Oral Practice. 3. Have instructors participate in professional development so they teach for oral proficiency. 4. Conduct an Oral Proficiency Interview in Mid – track (beginning of fifth semester) in order to have time to correct.
		WRITTEN PROFICIENCY TEST (WPT)	SENIORS 2010/11 2011/12 (29 WPT)	85% Should score Intermediate High or Higher	Superior = 5 Adv. High=8 Adv. Mid=4 Adv. Low=0 Int. High= 5 Int. Mid=4 Int. Low= 3 75.8% reached the goal.	The most common issue for students not achieving Int. High level was their inability to construct paragraphs. Also inconsistency in accuracy when narrating time frames	For written component: 1. More opportunities for students to narrate in time frames and deal with paragraph construction at 200, 300 and 400 level.
		GRAD SURV	SENIORS 2011/12 (15 SURV)	SENIOR SURVEY: 85% should “agree” or “agree strongly” to all questions pertaining to Communication.	SURVEY: 100% agreed or agreed strongly.	It is good to see that students' perception is strong in this measure.	2. Increase the amount of readings that present argumentations, expositions etc so students get strong input.

CULTURE	2011/12	STUDENT PORTFOL.	SENIORS 2010/11 (13 PORT.)	85% should score "well" or "very well" on question #1	100% did well or very well	This is a strong measure.	1. Continue with cultural approaches at every level.
		WRITTEN PROFICIENCY TEST (WPT)	SENIORS 2010/11 2011/12 (29 WPT)	85% should score "well" or "very well" on question #1	96.5 did "well" or "very well"	Though we reached the goal, we should shoot for 100%	2. Help students express themselves better in written form. They may know about culture but they also need to transmit that knowledge into written form.
		GRAD SURV	SENIORS 2011/12 (15 SURV)	85% should "agree" or "agree strongly" to all questions pertaining to Communication.	SURVEY: 100% agreed or agreed strongly.	This area is strong.	3. Continue with our focus on culture through interdisciplinary classes. 4. Continue to offer more cultural activities outside class.
CONNECTIONS	2011/12	STUDENT PORTFOL.	SENIORS 2010/11 (13 PORT.)	85% should score "well" or "very well" on question #2	100% did "well" or "very well"	This area is strong.	1. Continue our focus on multidisciplinary approaches.
		WRITTEN PROFICIENCY TEST (WPT)	SENIORS 2010/11 2011/12 (29 WPT)	85% should score "well" or "very well" on question #2	79.31% did "well" or "very well"	We can do better. This is not only a knowledge problem but one of communication.	2. Being explicit about the connections students can make through their interdisciplinary courses.
		GRAD SURV	SENIORS 2011/12 (15 SURV)	85% should "agree" or "agree strongly" to all questions pertaining to Communication.	93.3% agreed or agreed strongly 7.7% disagreed.	This area is strong but we can do even better.	3. Continue to offer our conversation/composition courses as interdisciplinary courses that touch on various subject areas where SPN can be practiced.

							<p>4. Propose a “special topics” 300 level conversation/composition course in order to explore new themes.</p> <p>5. Offer broader course titles and content. Thematically organized courses</p> <p>6. Promote FL 370 as service learning and field experience that connects Spanish learning with other subject areas.</p> <p>7. Make students aware of the connections they are making.</p>
COMPARISONS	2011/12	STUDENT PORTFOL.	SENIORS 2010/11 (13 PORT.)	85% should score “well” or “very well” on question #3	Of the four applicable portfolios, 100% did “well” or “very well”	Strong outcome	<p>1. Continue fostering comparisons in culture, language, etc. inside and outside class.</p> <p>2. Conversation/Composition courses need to have at least one paper where students do a comparison/contrast. This will help practice this skill.</p>
		WRITTEN PROFICIENCY TEST (WPT)	SENIORS 2010/11 2011/12 (28 WPT)	85% should score “well” or “very well” on question #3	69.9% did “well” or very well”	We need to do better.	
		GRAD SURV	SENIORS 2011/12 (15 SURV)	85% should “agree” or “agree strongly” to all questions pertaining to Communication.	100% agreed or agreed strongly.	Strong outcome	

COMMUNITIES	2011/12	GRAD SURV	GRAD. SENIORS 2009/10 2010/11 24 surveys	GRADUATE SURVEY: Students should "Agree" or "Strongly Agree" to the question that pertains to communities. Minimum percentage of students reaching this goal should be 85%	SURVEY: 100% agreed or agreed strongly.	Strong outcome	1. Continue extending learning experiences from the classroom to the home and multilingual and multicultural community. 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 3. Promote FL 370 as service learning and field experience that connects Spanish learning with other subject areas.
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Comments: For this assessment cycle we used all our measures. This has been very beneficial. **All and proposed changes and improvements remain to be discussed with the whole faculty. These are preliminary observations by the Coordinator.** Next year we will assess the following:

Spring/Summer 2012	Senior Surveys OPI (Oral Proficiency Interviews) WPT (Written Prof. Tests) (2010/11/12) Graduate Portfolios (2010/11/)
Spring/Summer 2013	Senior Surveys OPI (Oral Proficiency Interviews) WPT (Written Prof. Tests) (12/13) Graduate Portfolios (11/12/13)

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	Summ 11	<p>Preliminary proposal:</p> <ol style="list-style-type: none"> 1. Stronger Oral Component at all course levels. Add oral tasks in class based on ACTFL IH levels. 2. Increase outside class opportunities for Oral Practice. 3. Have instructors participate in professional development. 	<p>We reworked the oral components in SPN 101 and 102</p> <p>Still need to work on incorporating more Intermediate High tasks at the two hundred level.</p> <p>We did increase outside class opportunities for Oral Practice through language circles.</p> <p>We had all lecturers participate in two major professional development conferences (ACTFL and CCFLT)</p>	<p>We increased the target goal from 72% last year to 80% this year so there is improvement.</p> <p>More results remain to be seen as students climb up the ranks. For now the opportunities are in place.</p> <p>The Language Center is flourishing while providing more communicative activities.</p> <p>Our lecturers are becoming better trained in oral proficiency. Two of them even presented at a conference. I believe this translates to the classes.</p>
CULTURE	Summ 11	<p>Preliminary proposal:</p> <p>Continue with our focus on culture through interdisciplinary classes.</p> <p>Offer more cultural activities outside class</p>	<p>Our multidisciplinary courses continue strong.</p> <p>We are also offering more cultural activities outside class.</p>	<p>Our results on the surveys for this assessment cycle regarding "culture" are higher than last year's so this is encouraging. From 96.6 to 100%.</p>

CONNECTIONS	Summ 11	<p>Preliminary proposal:</p> <p>Continue to offer our conversation/compositions courses as interdisciplinary courses that touch on various subject areas where SPN can be practiced. Offer broader course titles and content. Thematically organized courses (Program Review advice. Point 2).</p> <p>Promote FL 370 as service learning and field experience that connects Spanish learning with other subject areas.</p>	<p>We offered 4 different Conversation/Composition Courses this year.</p> <p>We still need to work on more variety at the 400 level.</p> <p>Our FL 370 enrollment doubled this year. Students had opportunities to volunteer at orphanages and clinics, take part on cultural celebrations, work abroad as nannies and reflect and write about it critically.</p>	<p>Student's perception of the "connection" outcome climbed from 91.4% last year to 100% this year.</p> <p>We will continue to explore more class options. Enrollment on FL 370 has doubled again for next year.</p>
COMPARISONS	Summ 11	<p>Preliminary proposal:</p> <p>Continue what we have been doing both with courses and also with outside of class experiences.</p>	<p>We have continued with all this.</p>	<p>Student evaluation of this outcome in the Surveys continued at 100%</p>
COMMUNITIES	Sum 11	<p>Preliminary proposal:</p> <p>Extending learning experiences from the classroom to the home and multilingual and multicultural community. Create opportunities where students use SPN to become part of a larger community. Field trips; Internet; clubs, study-abroad programs, school-to-work</p>	<p>Yes on the syllabi</p> <p>Our study abroad grew, as did our FL 370 service learning.</p> <p>Activities at the language center were at an all time high.</p>	<p>Strong results. Student evaluation of this outcome went from 87% last year to 100% this year.</p>

		opportunities, speakers of the target language Promote FL 370 as service learning and field experience that connects Spanish learning with other subject areas.		
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Comments: This year was a strong year for the program. The number of students reaching our target outcomes increased in all fields that were measured from last year to this year. This is very encouraging.

Now that we have integrated the other measures to the new assessment cycle, it has become obvious we will need to have students become better at expressing themselves in both oral and written form when they perform toward the outcomes. It will be exciting to see those outcomes next year.