

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.

**** Please read the following background information before examining the data in the Spanish minor assessment report.**

Students minoring in French, Italian, and Spanish will be required to demonstrate a level of proficiency sufficient to converse comfortably on everyday topics, to attain intermediate levels of proficiency in writing and reading the target language, and to understand and appreciate the target language cultures.

These outcomes will be achieved by showing proficiency in the 5 C's:

- 1) Communication: The communication standard 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.
- 2) Cultures: Cultural understanding is an important part of 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.
- 3) Connections: Target-language instruction must be connected with other subject areas. Content from other subject areas is integrated with target language instruction through lessons or courses that are developed around themes common to other subject areas.

- 4) Comparisons: Students are encouraged to compare and contrast the target language and 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.
- 5) Communities: Extending learning experiences from the language classroom to the home and multilingual and multicultural community emphasizes living in a global society. 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 Spanish at the University and in the classroom.

In order to assess these outcomes all graduating seniors minoring in Spanish participate in three assessment measures:

1. An Oral Proficiency Interview (OPI) which determines students' oral language communication level based on the ACTFL proficiency guidelines. (For the rubric used for the OPT please refer to the American Council of Foreign Language Teaching guidelines: <http://actflproficiencyguidelines2012.org/speaking>)
2. A Written Proficiency Test (WPT) which determines students' written language level based on ACTFL proficiency guidelines. In addition, this short written exam measures the students' knowledge of Cultures, Connections and Comparisons. (For the rubric used for the WPT please see attachment)
3. An exit survey which measures their perceptions and knowledge of Communication, Cultures, Connections, Comparisons and Communities. (Please see attachment)

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?
<p>COMMUNICATION</p> <p>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</p>	SUM 12	OPI (Oral Proficiency Interview)	GRAD. SENIORS 2012/13 4 OPI	OPI: 85% of students should be Intermediate or higher	0 – Superior 0 – Adv High 0 – Adv Mid 0 – Adv. Low 2 – Int High 2 – Int Mid 0 – Int Low 100% were Intermediate Mid or above	All our minors reached the intermediate mid goal.	1. Keep our strong Oral Component at all course levels. Do oral tasks in class based on ACTFL (American Council on the Teaching of Foreign Languages) 2. Maintain outside class opportunities for Oral Practice.
		GRAD SURV	4 surveys	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Communication.	SURVEY: 100% agreed or strongly agreed	Student satisfaction with communicative ability is high.	4. Conduct an Oral Proficiency Interview in Mid – track (beginning of third semester) in order to have time to correct.
		WRITTEN SAMPLE WPT	4 written samples	WRITTEN SAMPLE: 85% of students should be Intermediate Mid or higher	0 – Superior 0 – Adv High 0 – Adv Mid 0 – Adv Low 1 – Int High 2 – Int Mid 1 – Int Low	For the written sample we decided to do a Written	5. For written communication students at 200 and 300 level need to continue to work more on writing compositions on time frames other than

show cultural understanding when they communicate, and to present oral and written information to various audiences for a variety of purposes.					75% reached the goal.	Proficiency Test instead of a paper. Because the WPT is written in real time, we lowered the target to Intermediate Mid. Since we only had four students assessed, the one student who missed the level had an impact on the percentage.	present.
CULTURE Target language instruction must be connected with other subject areas. Content from other subject areas is integrated with the target	SUM 12	GRAD SURV	GRAD. SENIORS 2012-13 4 surveys	SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Cultures.	SURVEY: 93.75% agreed or strongly agreed	This area is strong.	1. Maintain our focus on culture through interdisciplinary classes. 2. Keep on offering cultural activities outside class.
		WRITTEN SAMPLE	4 written samples	WRITTEN SAMPLE: 85% of students should do “Yes,	100% did well or very well		

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.		GRAD SURV	GRAD. SENIORS 2012-13 4 surveys	SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Cultures.	SURVEY: 93.75% agreed or strongly agreed	This area is strong.	1. Maintain our focus on culture through interdisciplinary classes. 2. Keep on offering cultural activities outside class.
		WRITTEN SAMPLE	4 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 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	SUM 12 1 st year	GRAD SURV	GRAD. SENIORS 2012-13 4 surveys	SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Connections.	75% 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 promoting FL 370 as service learning and field experience that connects Spanish learning with other subject areas. 3. Consider a new question for the WPT that elicits stronger connections of Spanish with other subject areas.
		WRITTEN SAMPLE	4 written samples	WRITTEN SAMPLE: 85% of students should do “Yes, well” or “Yes, very well” in assessment of Connections.	50% did well or very well	Two out of four students were able to show some connections but not well.	

able to connect the Spanish language to other subject areas and use Spanish to learn content.							
<p>COMPARISONS</p> <p>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.</p>	SUM 12	GRAD SURV	GRAD. SENIORS 2012-13 4 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.	<p>1. Continue fostering comparisons in culture, language, etc.</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 SAMPLE	5 written samples (3 that applied)	WRITTEN SAMPLE: 85% of students should do “Yes, well” or “Yes, very well” in assessment of Comparisons.	75% did well or very well	The written samples show connections but the writing skills of the fourth student do not allow her to express them.	

<p>COMMUNITIES</p> <p>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;</p>	SUM 12	GRAD SURV	<p>GRAD. SENIORS 2012/13</p> <p>4 surveys</p>	<p>GRADUATE SURVEY: 85% of students should “agree” or “strongly agree” to the question that pertains to Communities.</p>	<p>75% agreed or agreed strongly.</p>	<p>Students (all but one) 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>

school-to-work opportunities; and opportunities to hear speakers of the target language at the University and in the classroom.							
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Comments: **All proposed changes and improvements remain to be discussed with the whole faculty. These are preliminary observations by the Associate Chair.** Our biggest change was using the Written Proficiency Test as a measure instead of the sample paper. I think this gave us much more material for assessing. We need to assess more minors so one student does not affect the percentage so drastically.

AY 2013-14	Senior Surveys WPT (Written Proficiency Test) OPI (Oral Proficiency Test)
AY 2014-15	Senior Surveys WPT (Written Proficiency Test) OPI (Oral Proficiency Test)

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	2012	<p>1. Stronger Oral Component at all course levels. Add oral tasks in class based on ACTFL (American Council on the Teaching of Foreign Languages)</p> <p>2. Increase outside class opportunities for Oral Practice.</p> <p>3. Have instructor participate in professional development so they teach for oral proficiency.</p> <p>4. Conduct an Oral Proficiency Interview in Mid – track (beginning of third semester) in order to have time to correct.</p> <p>5. For written communication students at 200 and 300 level need to work more on writing compositions on time frames other than present.</p>	<p>We conducted professional development to help teachers focus on oral skills.</p> <p>We offered many outside class opportunities for oral practice, including language circles.</p> <p>Instructors participated in professional development</p> <p>We did not conduct a mid track interview. Teachers are overworked as it is. Now I am thinking we build it into the syllabus.</p>	Our Communication goal was met so this points positively at the changes that were made.
CULTURE	2012	1. Maintain our focus on culture through	We maintained a strong focus on culture in all	Our outcomes on this SLO are strong and fall within our target.

		interdisciplinary classes. 2. Keep on offering as much or more cultural activities outside class.	classes. We kept offering many cultural activities.	
CONNECTIONS	2012	1. Be explicit about the connections students can make through their interdisciplinary courses. 2.Continue to offer our conversation/compositions courses as interdisciplinary courses that touch on various subject areas where SPN can be practiced. 3.Propose a “special topics” 300 level conversation/composition 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.	We asked teachers to do it but it was left up to them. We offered many interdisciplinary courses, including Business. Our Special Topics course was approved and we will start offering it next year.	This is a weak outcome (50% and 75%). We must continue on making these connections explicit. Also, we should try to assess more minors so one student does not have so much influence in the percentages.
COMPARISONS	2012	1. Continue fostering comparisons in culture, language, etc. 2.Conversation/Composition courses need to have at least one paper where students do	These issues were presented at the professional development workshop and it was left up to the instructors. We did give minors a WPT	Our results were mixed (100% and 75%). We really need to assess more students so we get a more accurate picture.

		<p>a comparison/contrast. 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>	<p>this year and I think it yields more specific results.</p>	
COMMUNITIES	2012	<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>	<p>We did all these recommendations.</p>	<p>We really need to assess more students so we get a more accurate picture.</p> <p>Hopefully our new activities such as the Spanish Honor Society and the New Study abroad to Merida, Mexico, will improve this perception.</p>

Comments: None. We will have to be more aggressive in identifying graduating minors so we have more assessments and therefore a clearer picture. The biggest change this year was starting with the Written Proficiency Test as a form of assessment.

ASSESSMENT RUBRIC FOR WRITTEN PROFICIENCY TESTS AND GRADUATE PORTFOLIOS

Student name _____ Grad year _____ WPT _____ Portfolio _____

1. Does the student show an understanding of cultures of the Hispanic world?

1. Yes, very well 2. Yes, well 3. Some 4. No 5. N/A

2. Is the student able to use the Spanish Language to connect to other subject areas?

1. Yes, very well 2. Yes, well 3. Some 4. No 5. N/A

3. Is the student able to compare and contrast Spanish Language and cultures with their own?

1. Yes, very well 2. Yes, well 3. Some 4. No 5. N/A

4. Language Proficiency: After reading the students writing mark what the student can do by each box:

1. Can do it 2. Can do most of it 3. Can do some of it 4. Cannot do it 4. N/A

	Global Tasks		Content		Accuracy		Text Type	
Int	Create with language		Write about predictable familiar topics related to daily activities		Understood, by those accustomed to dealing with non-native speakers		Write discrete sentences	
	Describe and narrate in the present							
Adv	Narrate and describe in major time frames		Write about topics of general and personal interest.		Understood without difficulty by those unaccustomed to dealing with non-native speakers.		Write paragraphs	
Sup	Discuss topics extensively		Express him/herself in a formal setting		Shows no pattern of errors in basic structures.		Use extended discourse	
	Support opinions and hypothesize		Write about a wide range of general interest topics.		Errors virtually never interfere with communication or distract the native speaker from the message.			
	Speak in the abstract		Write about some special fields of interest and expertise					

ASSESSMENT RUBRIC FOR ORAL PROFICIENCY INTERVIEWS – SUMMARY

(Full descriptors found at : <http://actflproficiencyguidelines2012.org/speaking>)

Proficiency Level	Global Tasks and Functions	Context / Content	Accuracy	Text Type
Superior	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings. Wide range of general interest topics and some special fields of interest and expertise.	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse.
Advanced	Narrate and describe in major time frames and deal effectively with an unanticipated complication	Most informal and some formal settings/Topics of general and personal interest.	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.	Paragraphs
Intermediate	Create with language. Initiate, maintain and bring to a close simple conversations. Asks questions. Describe and narrate in the present.	Some informal settings and limited transactional activities. Predictable familiar topics related to daily activities	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers	Discrete sentences.
Novice	Communicates minimally. Formulaic and rote utterances, Lists and phrases	Most common informal settings/ Most common aspects of daily life	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers	Individual words and phrases

CSU-Pueblo – FL Program Questionnaire for Graduating Seniors

A. Please write the number that corresponds to your opinion in the box at the left of each statement.

1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree 5. No basis to judge

1. Communication:

	I have developed practical skills, such as the ability to communicate orally and in writing in “real life” situations.
	I have attained a level of speaking and listening proficiency in the language sufficient to allow me to satisfy basic work requirements in the language.
	I have developed the ability to think critically: to analyze, to think abstractly, to support and defend opinions, and to hypothesize in spoken and written form.

2. Cultures:

	My studies helped me develop the ability to see beyond my own culture.
	I have acquired a basic understanding of the history, culture, and literature of the target language and know how to update and enhance this knowledge.
	I am more able to understand other people’s point of view, ways of life and contributions to the world.

3. Connections:

	I was able to connect my language studies to other subject areas such as English, History, Business, Art, Cultural Studies, Literature, Sociology, Music, Political Science, etc.
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4. Comparisons:

	I now have the ability to analyze similarities and differences across languages and cultures
	I understand my own culture better after going through this program

5. Communities:

	I was able to take my language and culture skills beyond the classroom by participating in campus activities, clubs, exchange programs, community activities, school to work opportunities, internships, work situations, etc
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