

Program: SPANISH MAJOR

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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, 2011. 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 major assessment report.**

Spanish Majors will achieve a level of proficiency in Spanish communication skills (listening, speaking, reading, and writing) and in the understanding of Hispanic cultures sufficient to allow them to function effectively in careers in teaching, business, the media, government, the arts, etc.

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

- 1) Communication: The communication standard stresses the use of Spanish 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 Spanish 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: Spanish-language instruction must be connected with other subject areas. Content from other subject areas is integrated with Spanish 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 Spanish 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 Spanish-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 majoring in Spanish participate in four 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)
4. A portfolio consisting of a sample of a student's best writing in the target language. This item measures Communication, Cultures, Connections and Comparisons. (For the rubric refer to the same rubric used for the WPT)

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 The	2011/12	OPI (Oral Proficiency Interview)	GRAD. SENIORS 2012/13 (13 OPIS)	85% Should score Intermediate High or higher	OPI: Superior = 3 Adv. High=3 Adv. Mid=1 Adv. Low=4 Int. High= 2 Int. Mid=0 Int. Low= 0 100% reached the goal.	All students reached the goal! This was a good year!	For oral component: 1. Continue our Strong Oral Component at all course levels. Keep oral tasks in class based on ACTFL (American Council on the Teaching of Foreign Languages) Int. High levels. 2. Continue with outside class opportunities for Oral Practice. 3. Continue having instructors participate in professional development so they teach for oral proficiency. 4. Conduct an Oral Proficiency Interview in
		STUDENT PORTFOL.	SENIORS 2011/12 (15 PORT.)	85% Should score Advanced Mid or Higher	Superior = 6 Adv. High=4 Adv. Mid=0 Adv. Low=5 Int. High= 0 Int. Mid=0 Int. Low= 0 66.6% reached the goal.	The issue that lowered the scores was student's inability to construct good paragraphs which is an Adv. Mid. skill. However this students are from 2011/12 before we started our program wide emphasis on	

		STUDENT PORTFOL.	SENIORS 2011/12 (15 PORT.)	85% Should score Advanced Mid or Higher	Superior = 6 Adv. High=4 Adv. Mid=0 Adv. Low=5 Int. High= 0 Int. Mid=0 Int. Low= 0 66.6% reached the goal.	paragraphs so the goal is to have the next set of portfolios show improvement.	Mid – track (beginning of fifth semester) in order to have time to correct. For written component: 1. More opportunities for students to narrate in time frames and deal with paragraph construction at 200, 300 and 400 level. 2. Increase the amount of readings that present argumentations, expositions etc so students get strong input.
		WRITTEN PROFICIENCY TEST (WPT)	SENIORS 2012/13 (13 WPT)	85% Should score Intermediate High or Higher	Superior = 2 Adv. High=3 Adv. Mid=1 Adv. Low=2 Int. High= 3 Int. Mid=0 Int. Low= 2 84.6% reached the goal.	This year we hit our mark. This is encouraging since this is the group that was exposed to our increased emphasis on paragraph construction. We can still do better.	
		GRAD SURV	SENIORS 2012/13 (16 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.	
CULTURE	2011/12	STUDENT PORTFOL.	SENIORS 2011/12 (15 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 PROFICIEN	SENIORS 2012/13	85% should score “well” or “very	100% did “well” or	Though we reached the goal,	3. Continue with our focus on culture through

		CY TEST (WPT)	(13 WPT)	well” on question #1	“very well”	we should shoot for 100%	interdisciplinary classes.
		GRAD SURV	SENIORS 2012/13 (16 SURV x 4 questions)	85% should “agree” or “agree strongly” to all questions pertaining to Communication.	SURVEY: 98.4 agreed or agreed strongly.	This area is strong.	4. Continue to offer more cultural activities outside class.
CONNECTIONS	2011/12	STUDENT PORTFOL.	SENIORS 2011/12 (15 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 2012/13 (13 WPTs)	85% should score “well” or “very well” on question #2	84.6% did “well” or “very well”	There was improvement from last year!	2. Being explicit about the connections students can make through their interdisciplinary courses.
		GRAD SURV	SENIORS 2012/13 (16 SURV)	85% should “agree” or “agree strongly” to all questions pertaining to Communication.	84.6% agreed or agreed strongly 7.7% disagreed.	This area is strong but we can do even better. We are lower than last year.	3. Continue to offer our conversation/composition courses as interdisciplinary courses that touch on various subject areas where SPN can be practiced. 4. Propose a “special topics” 300 level conversation/composition course in order to explore new themes. 5. Offer broader course titles and content. Thematically organized courses

							<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 2011-12 (10 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 should continue to have at least one paper where students do a comparison/contrast. This will help practice this skill.</p>
		WRITTEN PROFICIENCY TEST (WPT)	SENIORS 2012/13 (13 WPTs)	85% should score "well" or "very well" on question #3	84.6% did "well" or very well"	We improved from last year!	
		GRAD SURV	SENIORS 2012/13 (16 SURV)	85% should "agree" or "agree strongly" to all questions pertaining to Comparisons.	100% agreed or agreed strongly.	Strong outcome	
COMMUNITIES	2011/12	GRAD SURV	GRAD. SENIORS 2012/13 (16 SURV)	GRADUATE SURVEY: Students should "Agree" or "Strongly Agree" to the question that pertains to communities. Minimum percentage of	SURVEY: 87.5% agreed or agreed strongly.	We dropped from last year but are still in the range.	<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;</p>

				students reaching this goal should be 85%			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:

AY 2013/14	Senior Surveys OPI (Oral Proficiency Interviews) WPT (Written Prof. Tests) (2013/14) Portfolios (2012/13)
AY 2014/15	Senior Surveys OPI (Oral Proficiency Interviews) WPT (Written Prof. Tests) (2014/15) Portfolios (2013/14)

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	Summer 2012	Preliminary proposal:	We reworked the oral components in SPN 101	We hit all our target goals but one! The portfolio assessment is still below

		<p>For oral component:</p> <ol style="list-style-type: none"> 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 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. <p>For written component:</p> <ol style="list-style-type: none"> 1. More opportunities for students to narrate in time frames and deal with paragraph construction at 200, 300 and 400 level. 2. Increase the amount of readings that present argumentations, expositions 	<p>and 102</p> <p>We conducted a beginning of the year professional development in which we emphasized and practiced eliciting speech.</p> <p>Teachers in 2 and 3 year were asked try incorporating more Intermediate High tasks at the two hundred and three hundred level.</p> <p>We offered a Spanish circle.</p> <p>We did not complete a formal mid track oral proficiency interview. Frankly it was hard to ask teachers to do this extra task. However we are looking into incorporating something in the syllabus.</p> <p>We declared the “year of the paragraph” and had a workshop on how to encourage students to express themselves with strong paragraphs.</p> <p>We encouraged teachers to increase the amount of readings that present</p>	<p>expectations, however, it must be noted that the portfolios being assessed are a year behind so they don’t reflect the changes made this year.</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. Our new Assistant professor was trained and is becoming certified on ACTFL guidelines.</p>
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		etc so students get strong input.	strong input, but left it up to them.	
CULTURE	Summ 12	<p>1. Continue with cultural approaches at every level.</p> <p>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.</p> <p>3. Continue with our focus on culture through interdisciplinary classes.</p> <p>4. Continue to offer more cultural activities outside class.</p>	<p>We have continued with our cultural approaches at every level.</p> <p>By declaring the “year of the paragraph” students were made aware of the importance of the written form.</p> <p>We continued our culture through interdisciplinary classes</p> <p>The Language Center offered a great number of activities.</p>	Our results on the surveys for this assessment cycle regarding “culture” were nearly perfect so this is encouraging.
CONNECTIONS	Summ 12	<p>1. Continue our focus on multidisciplinary approaches.</p> <p>2. Being explicit about the connections students can make through their interdisciplinary courses.</p> <p>3. Continue to offer our conversation/compositions courses as interdisciplinary courses that touch on various subject areas where SPN can be practiced.</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>We asked teachers to be more explicit about the connections students are making but left it up to them.</p> <p>We got a “Special Topics” course approved for three</p>	We are within range for this outcome so things are going well.

		<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>	<p>hundred levels. Next year we will be offering new themes.</p> <p>We are yet to offer broader course titles and content with thematically organized courses. We are leaving this up to the professors.</p>	
COMPARISONS	Summ 12	<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>	<p>We have continued fostering comparisons.</p> <p>Including a comparison contrast paper was left to individual teachers.</p>	Evaluation of this outcome fell within our desired range.
COMMUNITIES	Sum 12	<p>1. Continue extending learning experiences from the classroom to the home and multilingual and multicultural community.</p> <p>2. Continue creating</p>	<p>Our study abroad grew, as did our FL 370 service learning.</p> <p>Activities at the language center were multiple.</p>	Strong results. Student evaluation of this outcome is within our target range.

		<p>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 revived the Spanish Honor Society</p> <p>We started a summer program in Merida Mexico</p>	
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Comments: This year was a strong year for the program. The number of students reaching our target is within our desired range in all but one measure of one of the outcomes (communication in the portfolios).

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	
	Discuss topics extensively						
Sup	Support opinions and hypothesize		Express him/herself in a formal setting	Shows no pattern of errors in basic structures.		Use extended discourse	
			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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