

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.

Assessment contributors (other faculty involved in this assessment): Dr. Rodríguez Arenas, Dr. Cobián Klein, Dr. Rueda Mesa

**** 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)** that determines students' oral language communication level based on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines. (For the rubric used see page 13)
2. **A Written Proficiency Test (WPT)** that 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 page 12)
3. **An exit survey** that measures their perceptions and knowledge of Communication, Cultures, Connections, Comparisons and Communities. (Please see page 14)
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 see page 12)

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?
OUTCOME #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.	2012/13	OPI (Oral Proficiency Interview)	GRAD. SENIORS 2013/14 (18 OPIS)	85% Should score Intermediate High or higher	94% reached the goal. Superior = 3 Adv. High=8 Adv. Mid=1 Adv. Low=3 Int. High= 1 Int. Mid=0 Int. Low= 1	All but one student 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. Use technology, such as video oral reports and Skype conversations to increase oral tasks in classes. 4. 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
		STUDENT PORTFOL.	SENIORS 2012/13 (15 PRT.)	85% Should score Advanced Mid or Higher	93.3 reached the goal. Superior = 4 Adv. High=3 Adv. Mid=2 Adv. Low=5 Int. High= 1 Int. Mid=0 Int. Low= 0	These are the first set of portfolios since we instituted specific instruction on paragraph construction. It has paid off.	
		WRITTEN PROFICIENCY TEST (WPT)	SENIORS 2013/14 (17 WPTs)	85% Should score Intermediate High or Higher	100% reached the goal	This year we again hit our mark. This is encouraging since this is a group that	

		WRITTEN PROFICIENCY TEST (WPT)	SENIORS 2013/14 (17 WPTs)	85% Should score Intermediate High or Higher	Superior = 2 Adv. High=3 Adv. Mid=2 Adv. Low=4 Int. High= 5	was exposed to our increased emphasis on paragraph construction.	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.
		EXIT SURVEY	SENIORS 2013/14 (18 SURV)	SENIOR SURVEY: 85% should “agree” or “agree strongly” to all questions pertaining to Communication.	SURVEY: 96% agreed or agreed strongly.	It is good to see that students’ perception is strong in this measure.	
OUTCOME #2 CULTURE 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	2012/13	STUDENT PORTFOL.	SENIORS 2012/13 (15 PORT.)	85% should score “well” or “very well” on item #1 of the rubric	100% did well or very well	This is a strong measure.	1. Continue with cultural approaches at every level.
		WRITTEN PROFICIENCY TEST (WPT)	SENIORS 2013/14 (17 WPT)	85% should score “well” or “very well” on item #1 of the rubric	100% did “well” or “very well”	Though we reached the goal, we should shoot for 100%	2. Add more interdisciplinary classes 3. Continue to offer more cultural activities outside class.
		EXIT SURVEY	SENIORS 2012/13 (18 SURV)	85% should “agree” or “agree strongly” to all questions pertaining to Culture	SURVEY: 100% agreed or agreed strongly.	This area is strong.	4. Promote Study Abroad

contributions to the world.							
OUTCOME #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.	2012/13	STUDENT PORTFOL.	SENIORS 2012/13 (15 PORT.)	85% should score "well" or "very well" on item #2 of the rubric	93% did "well" or "very well"	This area is strong but lower than last year.	1. Continue our focus on multidisciplinary approaches.
		WRITTEN PROFICIENCY TEST (WPT)	SENIORS 2013/14 (17 WPTs)	85% should score "well" or "very well" on item #2 of the rubric	88% did "well" or "very well"	This area could be stronger.	2. Being explicit about the connections students can make through their interdisciplinary courses.
		EXIT SURVEY	SENIORS 2013/14 (18 SURV)	85% should "agree" or "agree strongly" to all questions pertaining to Communication.	100% agreed or agreed strongly	We are higher than last year	3. Continue to offer our conversation/composition s courses as interdisciplinary courses that touch on various subject areas where SPN can be practiced. 4. Offer broader course titles and content, and thematically organized courses 5. Promote FL 394 as service learning and field experience that connects Spanish learning with other subject areas.
OUTCOME # 4 COMPARISONS Students are encouraged to	2012/13	STUDENT PORTFOL.	SENIORS 2012-13 (15 PORT.)	85% should score "well" or "very well" on item #3 of the rubric	Of the nine applicable portfolios, 100% did "well" or "very well"	Strong outcome	1. Continue fostering comparisons in culture, language, etc. inside and outside class. 2. Conversation/Compositi

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	2012/13	STUDENT PORTFOL.	SENIORS 2012-13 (15 PORT.)	85% should score "well" or "very well" on item #3 of the rubric	Of the nine applicable portfolios, 100% did "well" or "very well"	Strong outcome	on courses should continue to have at least one paper where students do a comparison/contrast. This will help practice this skill. 3. Explicitly teach and reinforce connectors and vocabulary used for comparisons.
		WRITTEN PROFICIENCY TEST (WPT)	SENIORS 2013/14 (17 WPTs)	85% should score "well" or "very well" on item #3 of the rubric	76% did "well" or very well	We did not hit this mark!	
		EXIT SURVEY	SENIORS 2013/14 (18 SURV)	85% should "agree" or "agree strongly" to all questions pertaining to Comparisons.	100% agreed or agreed strongly.	Strong outcome	
OUTCOME #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	2013/14	EXIT SURVEY	GRAD. SENIORS 2013/14 (18 SURV)	85% should "Agree" or "Strongly Agree" to the question that pertains to communities.	SURVEY: 94% agreed or agreed strongly.	We increased from last year.	1. Have students participate in university and community events. 2. Integrate field studies into courses that could fit such approach (interviews, observations) 2. Continue creating opportunities where students use SPN to become part of a larger community. Field trips, clubs, study-abroad programs, school-to-work opportunities. 3. Promote FL394 – Field

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.							Experience
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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 2014/15	Senior Surveys (2014/15) OPI (Oral Proficiency Interviews) (2014/15) WPT (Written Prof. Tests) (2014/15) Portfolios (2013/14)
AY 2015/16	Senior Surveys (2015/16) OPI (Oral Proficiency Interviews) (2015/16) WPT (Written Prof. Tests) (2015/16) Portfolios (2014/15)

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 2013	<p>Preliminary proposal:</p> <p>For oral component:</p> <ol style="list-style-type: none"> 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 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 	<p>For oral component:</p> <ol style="list-style-type: none"> 1. We continued with our strong oral components in all classes. 2. We continued with language circles and movie nights and discussions. 3. We were not able to have a professional development session for instructors because of lack of funds and time. 4. We did not implement the mid track interview formally. It was a matter of finding the time. Oral interviews take a lot of planning and time if you consider testing at least 30 students. <p>For written component:</p> <ol style="list-style-type: none"> 1. Instructors were encouraged but not forced. Many did do it. 2. Instructors were encouraged but not forced. Many did do it. 	<p>We hit all our target goals under communication!</p> <p>The portfolios were much better than last year and I believe it is because of the emphasis we placed on paragraph construction. We must continue with this route.</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>We have started looking into using technology to provide more opportunities for oral production.</p>

		argumentations, expositions etc so students get strong input.		
CULTURE	Summer 13	<p>1. Continue with cultural approaches at every level.</p> <p>2. Continue with our focus on culture through interdisciplinary classes.</p> <p>3. Continue to offer more cultural activities outside class.</p>	<p>1. We have continued with our cultural approaches at every level.</p> <p>2. We continued our culture through interdisciplinary classes. We offered two special topics classes at 300 level, one with cinema and the other one with a gender focus.</p> <p>3. The Language Center offered a great number of activities. We also had Day of the Dead and Folklorico dances. We also offered study abroad to Merida!</p>	Our results on the surveys for this assessment cycle regarding “culture” were perfect so this is encouraging. Students wrote about culture in their study abroad while others wrote about Day of the Dead. This tells me that participating in these cultural events made an impact.
CONNECTIONS	Summer 13	<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</p>	<p>1. We offered 4 different Conversation/Composition Courses this year. Including Business in the Spanish Speaking World. We still need to work on more variety at the 400 level though we did offer a Cinema course.</p> <p>2. We asked teachers to be more explicit about the connections students are</p>	We are within range for this outcome so things are going well. I am looking forward to more courses and more topics. This can only get better!

		<p>be practiced.</p> <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>making but left it up to them.</p> <p>3. We offered two “Special Topics” at the 300 level, one Cinema and the other with a Gender focus.</p> <p>4. We got our “Special Topics” at 300 level approved! This was great and inspiring. Instructors made use of it right away.</p> <p>5. We are yet to offer broader course titles and content with thematically organized courses. We are leaving this up to the professors.</p> <p>6. We had at least 8 students participate in Field Experience courses.</p> <p>7. Professors were asked to do this.</p>	
COMPARISONS	Summer 13	<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>	<p>We have continued fostering comparisons.</p> <p>Including a comparison contrast paper was left to individual teachers.</p>	<p>Evaluation of this outcome fell within our desired range in all but one measure. The Written Proficiency Tests showed a lack of vocabulary when asked to write comparisons on the spot. We will have to work on reinforcing vocabulary through explicit instruction and more practice.</p>

COMMUNITIES	Summer 13	<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>Our study abroad grew, as did our FL 394 Field Experience and Service Learning.</p> <p>Activities at the language center were multiple.</p> <p>Students went to Merida as part of Study Abroad.</p> <p>We also provided Field Experience opportunities to more than 8 students. Some went to Chile, Mexico, Peru, Dominican Republic, or worked with Spanish speaking communities here in Pueblo.</p> <p>We continued the Spanish Honor Society</p>	<p>Strong results. Student evaluation of this outcome is within our target range. Many students commented on their surveys how much they appreciated the opportunity to study abroad. It was very rewarding.</p> <p>Other students made comments about how much they appreciated the Language Center with its activities and services.</p>

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 (Connections in the Written Proficiency Tests).

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.

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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