

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, 2012. 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 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 (American Council on Teaching Foreign Languages) proficiency guidelines. (For the rubric see page 12)
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 page 11)
3. **An exit survey** that measures their perceptions and knowledge of Communication, Cultures, Connections, Comparisons and Communities. (Please see page 13)

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 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 show cultural understanding when they communicate, and to present oral and written information to various audiences for a variety of purposes.	SUM 13	OPI (Oral Proficiency Interview)	Students who completed the minor 2013/14 10 OPI	OPI: 85% of students should be Intermediate or higher	0 – Superior 0 – Adv High 1 – Adv Mid 0 – Adv. Low 4 – Int High 5 – 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. 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 continue to work more on writing compositions on time frames other than present. 6. Work with technology (video, skype) for oral tasks.
		EXIT SURVEY	9 surveys	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Communication.	SURVEY: 96% agreed or strongly agreed	Student satisfaction with communicative ability is high.	
		WRITTEN PROFICIENCY TEST (WPT)	4 written samples	WRITTEN SAMPLE: 85% of students should be Intermediate Mid or higher	1 – Adv Mid 4 – Adv Low 4 – Int High 1 – Int Mid 0 – Int Low 100% reached the goal.	We hit our goal. Very pleased!	

<p>OUTCOME #2</p> <p>CULTURE</p> <p>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 able to connect the Spanish language to other subject areas and use Spanish to learn content.</p>	SUM 13	EXIT SURVEY	GRAD. SENIORS 2013-14 9 surveys	SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Cultures.	SURVEY: 94% agreed or strongly agreed	This area is strong.	<p>1. Maintain our focus on culture through interdisciplinary classes.</p> <p>2. Keep on offering cultural activities outside class.</p> <p>3. Promote Study Abroad and community involvement.</p>
		WRITTEN PROFICIENCY TEST (WPT)	10 written samples, 9 that applied	WRITTEN SAMPLE: 85% of students should do “Yes, well” or “Yes, very well” in assessment of Cultures.	100% did well or very well		
<p>OUTCOME #3</p> <p>CONNECTIONS</p> <p>Target language instruction must be connected with other subject areas. Content from other subject areas is integrated</p>	SUM 13	EXIT SURVEY	GRAD. SENIORS 2013-14 9 surveys	SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Connections.	100% agreed or strongly agreed	<p>This measure improved a lot from last year!</p> <p>We improved a lot from last year!</p>	<p>1. Continue to be explicit about the connections students can make through their interdisciplinary courses.</p> <p>2. Continue promoting FL 394 as service learning and field experience that connects Spanish learning with other</p>
		WRITTEN PROFICIENCY TEST	10 written samples	WRITTEN SAMPLE: 85% of students should do “Yes,	100% did well or very		

with the target 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.		(WPT)		well” or “Yes, very well” in assessment of Connections.	well		subject areas.
OUTCOME #4 COMPARISONS 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	SUM 13	EXIT SURVEY	GRAD. SENIORS 2012-13 9 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/Composition courses need to have at least one paper where students do a comparison/contrast. This will help practice this skill. 3. Rework the rubric to recognize not only the presence of comparison but the quality.
		WRITTEN PROFICIENCY TEST (WPT)	10 written samples (8 that applied)	WRITTEN SAMPLE: 85% of students should do “Yes, well” or “Yes, very well” in assessment of Comparisons.	100% did well or very well	The written samples show connections. We might have to rework the rubric to count for quality and not only presence.	

understand their native language and culture better through such comparisons.							
<p>OUTCOME #5</p> <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</p>	SUM 13	EXIT SURVEY	<p>GRAD. SENIORS 2013/14</p> <p>9 surveys</p>	<p>GRADUATE SURVEY: 85% of students should “agree” or “strongly agree” to the question that pertains to Communities.</p>	<p>94% 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. Add project where students do field work (interviews of community members, participation in Spanish speaking communities)</p> <p>3. Continue creating opportunities where students use SPN to become part of a larger community. Field trips; clubs, study-abroad programs, school-to-work opportunities,</p> <p>3. Promote FL 394 as service learning and field experience that connects Spanish learning with other subject areas.</p>

study-abroad programs, and cultural activities; 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	2013	<ol style="list-style-type: none"> 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. 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 continue to work more on writing compositions on time frames other than present. 	<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 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. 4. Instructors were encouraged but not forced. Many did do it. 	Our Communication goal was met so our initiatives had an impact!
CULTURE	2013	<ol style="list-style-type: none"> 1. Maintain our focus on culture through interdisciplinary classes. 2. Keep on offering as much or more cultural activities 	<ol style="list-style-type: none"> 1. We have continued with our cultural approaches at every level. 2. We continued our culture through 	<p>Our outcomes on this SLO are strong and fall within our target.</p> <p>In the surveys students expressed the positive impact of study abroad and activities at the Language Center.</p>

		outside class.	interdisciplinary classes. We offered two special topics classes at 300 level, one with cinema and the other one with a gender focus. 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!	
CONNECTIONS	2013	<p>1. Be explicit about the connections students can make through their interdisciplinary courses.</p> <p>2. Continue promoting FL 370 as service learning and field experience that connects Spanish learning with other subject areas.</p> <p>3. Consider a new question for the WPT that elicits stronger connections of Spanish with other subject areas.</p>	<p>1. We asked teachers to be more explicit about the connections students are making but left it up to them.</p> <p>2. We had at least 8 students participate in FL395 Field Experience courses.</p> <p>3. We used a question in the WPT that forces students to speak about culture and society</p> <p>4. We offered 4 different Conversation/Composition Courses this year. Including Business in the Spanish Speaking World.</p> <p>3. We offered two "Special Topics" at the 300 level, one Cinema and the other</p>	<p>We really improved on this outcome so our efforts were rewarded.</p> <p>Also, this time we "captured" more minors for assessment (10 vs. 4) so we have a clearer picture.</p>

			with a Gender focus.	
COMPARISONS	2013	<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>	<p>1. We have continued fostering comparisons.</p> <p>2. Including a comparison contrast paper was left to individual teachers. Many decided to include it.</p>	Our results are strong. Still, I want to rework the rubric to measure for quality of comparison, not just presence.
COMMUNITIES	2013	<p>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</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 assessed a lot more students (10 vs 4 last year) and this has given us a clearer picture.</p> <p>Students were delighted by opportunities to go abroad or work on Pueblo community, as per survey commentaries.</p>

Comments: We were more aggressive on assessing more minors. It made a difference in that it gave us a clearer picture. The new written proficiency test was great. We hit all our goals and student's comments were very positive. We are delighted and inspired to continue.

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

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

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

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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