

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 Helen Caprioglio, [helen.caprioglio@csupueblo.edu](mailto:helen.caprioglio@csupueblo.edu) as an email attachment before June 1, 2015. 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. 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 please see the end of this document)
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 the end of this document)
3. **An exit survey** that measures their perceptions and knowledge of Communication, Cultures, Connections, Comparisons and Communities. (Please see the survey at the end of this document)
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 the end of this document)

**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?
<b>OUTCOME #1 COMMUNICATION</b>  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.	2014	<b>OPI (Oral Proficiency Interview)</b>	GRAD. SENIORS 2014/15 (16 OPIS)	85% Should score Intermediate High or higher	100% reached the goal.  Superior = 5 Adv. High= 6 Adv. Mid= 2 Adv. Low= 2 Int. High= 1 Int. Mid=0 Int. Low= 0	All 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 to encourage the use of 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. Continue to conduct informal Oral Proficiency Interviews in Mid – track (beginning of fifth
		<b>STUDENT PORTFOL.</b>	SENIORS 2013/14 (15 PRT.)	85% Should score Advanced Mid or Higher	86.6% reached the goal.  Superior = 1 Adv. High=6 Adv. Mid=6 Adv. Low=2 Int. High= 0 Int. Mid=0 Int. Low= 0	Though we did hit our mark, we could do better on portfolios.	
		<b>WRITTEN PROFICIENCY TEST (WPT)</b>	SENIORS 2014/15 ( 16 WPTs)	85% Should score Intermediate High or Higher	93.75% reached the goal  Superior = 0	This year we again hit our mark. This is encouraging since this is a group that was exposed to our	

		<b>WRITTEN PROFICIENCY TEST (WPT)</b>	SENIORS 2014/15 (16 WPTs)	85% Should score Intermediate High or Higher	Adv. High=2 Adv. Mid=4 Adv. Low=5 Int. High= 4 Int. Low=1	increased emphasis on paragraph construction.	semester) in order to have time to correct.  For written component:  1. Encourage professors to have students write several drafts for their major papers so they can be more polished on the final versions.  2. Continue to offer more opportunities for students to narrate in time frames and deal with paragraph construction at 200, 300 and 400 level.  3. Continue to make sure students complete a good amount of readings that present argumentations, expositions etc so students get strong input.
		<b>EXIT SURVEY</b>	SENIORS 2014/15 (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.	
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	2014	<b>STUDENT PORTFOL.</b>	SENIORS 2013/14 (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.  2. Continue to add more interdisciplinary classes
		<b>WRITTEN PROFICIENCY TEST (WPT)</b>	SENIORS 2014/15 (16 WPT)	85% should score "well" or "very well" on item #1 of the rubric	93.75% did "well" or "very well"	Though we reached the goal, we should shoot for 100%	3. Continue to offer more cultural activities outside class.
		<b>EXIT SURVEY</b>	SENIORS 2014/15 (15 SURV)	85% should "agree" or "agree strongly" to all questions pertaining to Culture	SURVEY: 100% agreed or agreed strongly.	This area is strong.	4. Continue to offer and promote Study Abroad

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.							
<p>OUTCOME #3 CONNECTIONS</p> <p>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.</p>	2014	<b>STUDENT PORTFOL.</b>	SENIORS 2013/14 (15 PORT.)	85% should score "well" or "very well" on item #2 of the rubric	100% did "well" or "very well"	This area is strong. We improved from last year.	1. Continue our focus on multidisciplinary approaches.
		<b>WRITTEN PROFICIENCY TEST (WPT)</b>	SENIORS 2014/15 (16 WPTs)	85% should score "well" or "very well" on item #2 of the rubric	86.6% did "well" or "very well"	This area could be stronger.	2. Continue to be explicit about the connections students can make through their interdisciplinary courses.
		<b>EXIT SURVEY</b>	SENIORS 2014/15 (15 SURV)	85% should "agree" or "agree strongly" to all questions pertaining to Communication.	93.75% agreed or agreed strongly	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. Continue to offer broader course titles and content, and thematically organized courses  5. Continue to promote FL 394 as service learning

							and field experience that connects Spanish learning with other subject areas.
<b>OUTCOME # 4 COMPARISONS</b>  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	2014	<b>STUDENT PORTFOL.</b>	SENIORS 2013-14 (15 PORT.)	85% should score "well" or "very well" on item #3 of the rubric	Of the 13 applicable portfolios, 91.6% did "well" or "very well"	Strong outcome	1. Continue fostering comparisons in culture, language, etc. inside and outside class.
		<b>WRITTEN PROFICIENCY TEST (WPT)</b>	SENIORS 2014/15 (16 WPTs)	85% should score "well" or "very well" on item #3 of the rubric	86.6% did "well" or very well	We improved from last year!	2. Continue to encourage faculty to include at least one paper where students do a comparison/contrast so students can practice this skill.
		<b>EXIT SURVEY</b>	SENIORS 2014/15 (15 SURV)	85% should "agree" or "agree strongly" to all questions pertaining to Comparisons.	100% agreed or agreed strongly.	Strong outcome	3. Encourage faculty to explicitly teach and reinforce connectors and vocabulary used for comparisons.

<p>OUTCOME #5 COMMUNITIES</p> <p>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.</p>	2014	EXIT SURVEY	<p>GRAD. SENIORS 2014/15  (15 SURV)</p>	<p>85% should "Agree" or "Strongly Agree" to the question that pertains to communities.</p>	<p>SURVEY: 93.3% agreed or agreed strongly.</p>	<p>Good outcome. Would like to have 100%</p>	<p>1. Continue to have students participate in university and community events by finding a way that it is relevant to them.</p> <p>2. Continue to integrate field studies into courses that could fit such approach (interviews, observations)</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>4. Continue to promote FL394 – Field Experience</p>
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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 2015/16	Senior Surveys (2014/15) OPI (Oral Proficiency Interviews) (2014/15) WPT (Written Prof. Tests) (2014/15) Portfolios (2013/14)
AY 2016/17	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 2014	<p>For oral component:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Continue with outside class opportunities for Oral Practice.</li> <li>3. Use technology, such as video oral reports and Skype conversations to increase oral tasks in classes.</li> <li>4. Have instructors participate in professional development so they teach for oral proficiency.</li> </ol>	<p>For oral component:</p> <ol style="list-style-type: none"> <li>1. We continued with our strong oral components in all classes.</li> <li>2. We continued with language circles and movie nights and discussions.</li> <li>3. Several courses introduced the video oral report as course projects (SPN 203, 301, 331, 391)</li> <li>4. We tried to have instructors participate in an online workshop but most of</li> </ol>	<p>We hit all our target goals under communication, but portfolios could be even better.</p> <p>Oral proficiency was excellent. This is great news since our biggest emphasis is on speaking. Our efforts continue to pay off.</p> <p>The results of our use of video oral reports remains to be seen as the new classes move up. The use of video reports should help even more with oral proficiency in the future.</p>



		<p>5. Conduct an Oral Proficiency Interview in Mid – track (beginning of fifth semester) in order to have time to correct.</p> <p>For written component:</p> <p>1. More opportunities for students to narrate in time frames and deal with paragraph construction at 200, 300 and 400 level.</p> <p>2. Increase the amount of readings that present argumentations, expositions etc so students get strong input.</p>	<p>them did not find the time. Perhaps it will be better to do a two-hour workshop.</p> <p>5. We did do a mock interview on SPN 203. Still, it would be better to have something more formal but we don't have the manpower.</p> <p>For written component:</p> <p>1. Instructors were encouraged to integrate more writing. Many did do it.</p> <p>2. Instructors were encouraged to require readings of these types of writing.</p>	
CULTURE	Summer 14	<p>1. Continue with cultural approaches at every level.</p> <p>2. Add more 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 taught several interdisciplinary classes: Health and Wellbeing in the Spanish Speaking World, Business in the Spanish Speaking World, Minorities in Spain. We have more planned.</p> <p>3. The Language Center offered a great number of activities. We also had Day</p>	Our results on the surveys for this assessment cycle regarding “culture” were perfect so this is encouraging. We need to stay on this path.

		4. Promote Study Abroad	of the Dead and Folklorico dances. 4. We offered study abroad to Seville which got 11 students.	
CONNECTIONS	Summer 14	<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>4. Offer broader course titles and content, and thematically organized courses</p> <p>5. Promote FL 394 as service learning and field experience that connects Spanish learning with other subject areas.</p>	<p>1. We offered 4 different Conversation/Composition Courses this year. Including Business in the Spanish Speaking World and Health and Wellbeing in the Spanish speaking world. We still need to work on more variety at the 400 level though we did offer a course on minorities in Spain.</p> <p>2. We asked teachers to be more explicit about the connections students are making but left it up to them.</p> <p>3. Our three hundred level courses explored various non traditional themes. The Minorities in Spain course was also offered at 400 level.</p> <p>4. See number 3</p> <p>5. We had 8 students participate in Field Experience courses.</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!

COMPARISONS	Summer 14	<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>3. Explicitly teach and reinforce connectors and vocabulary used for comparisons.</p>	<p>1. We have continued fostering comparisons.</p> <p>2. Including a comparison contrast paper was left to individual teachers.</p> <p>3. This was mentioned and encouraged.</p>	Evaluation of this outcome fell within our desired range in all measures, so this was an improvement from last cycle.
COMMUNITIES	Summer 14	<p>1. Have students participate in university and community events.</p> <p>2. Integrate field studies into courses that could fit such approach (interviews, observations)</p> <p>3. Continue creating opportunities where students</p>	<p>1. Students in first year courses have a graded activity that encourages participation. All other encouragements have been informal.</p> <p>2. Community interactions were part of several projects across courses. For example in SPN 301 students had to interview community members regarding their opinion about a problem they were researching. In SPN 391 – Health and Wellbeing, students had to interview community members to find out about local home remedies which resulted in a book.</p> <p>3. We had no field trips or clubs because we lack the</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> <p>Finally, student commented on how much they appreciated the friendliness and availability of faculty pointing toward how they feel as part of a learning community.</p>

		<p>use SPN to become part of a larger community. Field trips, clubs, study-abroad programs, school-to-work opportunities.</p> <p>4. Promote FL394 – Field Experience</p>	<p>manpower. We did continue our study abroad, this time to Seville Spain. We have 11 students attend. Activities at the language center were multiple.</p> <p>4. We provided Field Experience opportunities to more 8 students.</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 (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	
<b>Int</b>	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						
<b>Adv</b>	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						
<b>Sup</b>	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
<b>Superior</b>	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.
<b>Advanced</b>	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
<b>Intermediate</b>	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.
<b>Novice</b>	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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