



## Academic Program Assessment Report for AY 2017-2018

Program: \_\_SPANISH MINOR

(Due: June 1, 2018)

Date report completed: May 30, 2018

Completed by: Alegría Ribadeneira

Assessment contributors (other faculty involved): Dr. Brown and Dr. León assessed all written samples.

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and return it to Helen Caprioglio [helen.caprioglio@csupueblo.edu](mailto:helen.caprioglio@csupueblo.edu) as an email attachment before June 1, 2017. 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. Brown and Dr. León assessed all written samples.

**\*\* 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 the end of this document )
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 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 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?
<p><b>OUTCOME #1 COMMUNICATION</b> 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.</p>	SUM 17	<p><b>OPI (Oral Proficiency Interview)</b></p>	<p>GRAD SENIORS 10 OPI</p>	<p>OPI: 85% of students should be Intermediate or higher</p>	<p>0 – Superior 1 – Adv High 0 – Adv Mid 3 – Adv. Low 3 – Int High 2 – Int Mid 1 – Int Low</p> <p>90% were Intermediate Mid or above</p>	<p>We reach this goal two years in a row!</p>	<ol style="list-style-type: none"> <li>1. Continue to integrate more technology for oral practice in all courses</li> <li>2. Continue our strong Oral Component at all course levels. Do oral tasks in class based on ACTFL</li> <li>3. Continue to maintain outside class opportunities for Oral practice.</li> <li>4. Conduct an Oral Proficiency Interview in Mid – track.</li> <li>5. For written communication students at 200 and 300 level need to continue to work more on writing compositions on time frames.</li> <li>6. Do more flash writing in class so students can work on impromptu writing which is the WPT goal.</li> </ol>
		<p><b>EXIT SURVEY</b></p>	<p>GRAD SENIORS 10 surveys</p>	<p>SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Communication.</p>	<p>SURVEY: 93.3% agreed or strongly agreed</p>	<p>Student satisfaction with communicative ability is high.</p>	
		<p><b>WRITTEN PROFICIENCY TEST (WPT)</b></p>	<p>10 written samples</p>	<p>WRITTEN SAMPLE: 85% of students should be Intermediate Mid or higher</p>	<p>1 – Adv High 0 – Adv Mid 1 – Adv Low 4 – Int High 2 – Int Mid 2 – Int Low</p> <p>80% reached the goal.</p>	<p>We fell short on this goal first time in 5 years!</p>	

<p><b>OUTCOME #2</b> <b>CULTURE</b></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 17	<p><b>EXIT SURVEY</b></p>	<p>GRAD. SENIORS</p> <p>10 surveys</p>	<p>SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Cultures.</p>	<p>SURVEY: 95% agreed or strongly agreed</p>	<p>This area continues to be strong.</p>	<ol style="list-style-type: none"> <li>1. Maintain our focus on culture through interdisciplinary classes.</li> <li>2. Continue offering cultural activities outside class.</li> <li>3. Continue to promote Study Abroad and community involvement.</li> </ol>
		<p><b>WRITTEN PROFICIENCY TEST (WPT)</b></p>	<p>10 written samples.</p>	<p>WRITTEN SAMPLE: 85% of students should do “Yes, well” or “Yes, very well” in assessment of Cultures.</p>	<p>100% did well or very well</p>		
<p><b>OUTCOME #3</b> <b>CONNECTIONS</b></p> <p>Target language instruction must be connected with other subject areas. Content from other subject areas is integrated</p>	SUM 17	<p><b>EXIT SURVEY</b></p>	<p>GRAD. SENIORS</p> <p>10 surveys</p>	<p>SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Connections.</p>	<p>100% agreed or strongly agreed</p>	<p>We improved from last year!</p>	<ol style="list-style-type: none"> <li>1. We must be explicit about the connections students can make through their interdisciplinary courses. Have more content in the “language” classes.</li> <li>2. Continue promoting FL 394 as service learning</li> </ol>

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.	SUM 17	<b>EXIT SURVEY</b>	GRAD. SENIORS 10 surveys	SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Connections.	100% agreed or strongly agreed	We improved from last year!	and field experience that connects Spanish learning with other subject areas.  3. Expand the topics students research and write in beginning courses.  4. Consider substituting the Phonetics course with a content course.%
		<b>WRITTEN PROFICIENCY TEST (WPT)</b>	10 written samples	WRITTEN SAMPLE: 85% of students should do “Yes, well” or “Yes, very well” in assessment of Connections.	90% did well or very well		
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	SUM 17	<b>EXIT SURVEY</b>	GRAD. SENIORS 10 surveys	SENIOR SURVEY: 85% of students should “agree” or “strongly agree” to all questions pertaining to Comparisons.	95% 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. Encourage projects that work on comparisons at all levels. 4. Add impromptu flash writings that do
		<b>WRITTEN PROFICIENCY TEST (WPT)</b>	10 written samples	WRITTEN SAMPLE: 85% of students should do “Yes, well” or “Yes, very well” in assessment of Comparisons.	80% did well or very well	We fell off the mark this year!	

cultures. Students often come to understand their native language and culture better through such comparisons.	SUM 17	<b>EXIT SURVEY</b>	GRAD. SENIORS 10 surveys	SENIOR SURVEY: <b>85%</b> of students should “agree” or “strongly agree” to all questions pertaining to Comparisons.	<b>95%</b> agreed or agreed stronger	Student perception of this outcome is high.	comparisons at all levels.
		<b>WRITTEN PROFICIENCY TEST (WPT)</b>	10 written samples	WRITTEN SAMPLE: <b>85%</b> of students should do “Yes, well” or “Yes, very well” in assessment of Comparisons.	<b>80%</b> did well or very well	We fell off the mark this year!	
<p><b>OUTCOME #5 COMMUNITIES</b></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</p>	SUM 17	<b>EXIT SURVEY</b>	GRAD. SENIORS  10 surveys	GRADUATE SURVEY: <b>85%</b> of students should “agree” or “strongly agree” to the question that pertains to Communities.	<b>90%</b> agreed or agreed strongly.	Students (all but one) seem to be satisfied with this field.	<p>1. Continue extending learning experiences from the classroom to the home and multilingual and multicultural community.</p> <p>2. Continue to have projects 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>community. 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 the target language at the University and in the classroom.</p>							<p>3. Promote FL 394 as service learning and field experience that connects Spanish learning with other subject areas.</p>
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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.

<p>AY 2018-19</p>	<p>Senior Surveys WPT (Written Proficiency Test) OPI (Oral Proficiency Test)</p>
<p>AY 2019-20</p>	<p>Senior Surveys WPT (Written Proficiency Test) OPI (Oral Proficiency Test)</p>

**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	2017	<p>1. Continue to integrate more technology for oral practice in all courses</p> <p>2. Continue our strong Oral Component at all course levels. Do oral tasks in class based on ACTFL (American Council on the Teaching of Foreign Languages)</p> <p>3. Continue to maintain outside class opportunities for Oral practice.</p> <p>4. Continue to conduct an Oral Proficiency Interview in Mid – track (beginning of third semester) in order to have time to correct.</p> <p>5. For written communication students at 200 and 300 level need to continue to work more on writing compositions on time frames other than present.</p>	<p>1. We have integrated YouTube video oral projects in 100, 200 and 300 level classes.</p> <p>2. We continued with our strong oral components in all classes.</p> <p>3. We continued with language circles and movie nights and discussions. We added board game days.</p> <p>3. We did not do this. However, it will be implemented next year.</p> <p>5. Instructors were encouraged but not forced to create compositions for the past tense. This is a requirement in SPN 201 and 202.</p>	<p>While the communication goal was not met on this cycle in one of the items (The WPT), it is imperative we observe that the changes have been made in first, second and third year courses so the implementation of changes remains to be seen in the next couple of years.</p>



CULTURE	2017	<p>1. Maintain our focus on culture through interdisciplinary classes.</p> <p>2. Continue offering cultural activities outside class.</p> <p>3. Continue to promote Study Abroad and community involvement.</p>	<p>1. We have continued with our cultural approaches at every level.</p> <p>2. We continued our culture through interdisciplinary classes.</p> <p>3. The Language Center offered a great number of activities.</p>	<p>Our outcomes on this SLO are strong and fall within our target.</p> <p>In the surveys students expressed the positive impact of activities at the Language Center.</p>
CONNECTIONS	2017	<p>1. We must be explicit about the connections students can make through their interdisciplinary courses. Have more content in the “language” classes.</p> <p>2. Continue promoting FL 394 as service learning and field experience that connects Spanish learning with other subject areas.</p> <p>3. Expand the topics students research and write in beginning courses.</p> <p>4. Consider substituting the Phonetics course with a content course.</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. Minors don’t seem to have the time to engage in this activity. We didn’t have any sign up for this.</p> <p>3. We offered several Conversation/Composition Courses this year.</p> <p>4. We did not do this because Phonetics is also beneficial.</p>	<p>This outcome improved a lot this year. Results of the mandatory student engagement activity should continue to be seen as students climb up from first and second year courses.</p>
COMPARISONS	2017	<p>1. Continue fostering comparisons in culture, language, etc.</p>	<p>1. We have continued fostering comparisons.</p>	<p>We hit our mark on the survey but not on the written proficiency test. We will need to work harder at integrating comparison assignments in the 100, 200 and 300 levels.</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>3. Encourage projects that work on comparisons at all levels.</p>	<p>2. Including a comparison contrast paper was left to individual teachers.</p> <p>3. We need to implement this more in the 100 and 200 levels.</p>	
COMMUNITIES	2017	<p>1. Continue extending learning experiences from the classroom to the home and multilingual and multicultural community.</p> <p>2. Continue to have projects 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>4. Promote FL 394 as service learning and field experience that connects Spanish learning with other subjects.</p>	<p>1. We continued with our mandatory policy for students to participate in one student engagement activity at 1<sup>st</sup> and 2<sup>nd</sup> year courses.</p> <p>2. The 301 course has this as the final class project. We included an interview in all first and second year classes.</p> <p>3. We were not able to do this due to lack of personnel.</p> <p>4. Though we offered, minors did not sign up.</p>	We hit our mark. Students seem to feel part of the Spanish students community as they mention in their surveys how comfortable they feel with their professors and how much they appreciate their classmates.

**Comments:**

We were very successful capturing minors that were graduating for assessment.

Student's comments on the exit survey were very positive as they pointed out the enthusiasm, friendliness and support from faculty, the availability of the language center, and the many opportunities to become immersed in Spanish culture. They would like to see travel abroad back and we can hopefully help with that next year.

# ASSESSMENT RUBRIC FOR ORAL PROFICIENCY INTERVIEWS – SUMMARY

## 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
<b>Sup</b>	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		

(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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