

PROGRAM ASSESSMENT PLAN – SPANISH B.A

- Spanish B.A., Department of English and Foreign Languages, College of Humanities and Social Sciences, Colorado State University-Pueblo
- Developed by: Alegría Ribadeneira, Interim Coordinator of Foreign Languages
- May 2010 – Updated June 2011
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Mission, goals and student learning outcomes

- **Program mission and linkages to department and university mission:**

The major in Spanish contributes to the provision of “a firm grounding in the liberal arts” by providing students with an understanding of the Spanish language, culture and literature as a basis for aesthetic, ethical, social, and academic ways of thinking, creating, and researching. The Spanish program’s main goal is to help students achieve a high level of translingual and transcultural competence. The program includes “a strong professional focus.” The critical and analytical skills students acquire, together with their language skills, provide an excellent edge for careers in practically any field where educated bilingual speakers are valued. These fields include education, business, media, public service, and government agencies, among others.

- **Student Learning Outcomes**

Our program focuses on five learning outcomes. Students are pushed to develop the maximum level of proficiency in the following five areas:

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.
2. Cultures: Cultural understanding is an important part of the target 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 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.

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 understand their native language and culture better through such comparisons.
5. Communities: 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 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.

- **Performance criteria:** We measure our student’s communicative proficiency through the standards established by the American Council on the teaching of Foreign Languages (ACTFL). Cultures, Connections, Comparisons and Communities are measured through in house developed rubrics.
- **Performance level:** Each learning outcome has a different measure:
 - Communication – graduating students should achieve Intermediate High or higher (ACTFL) in Oral Proficiency on their OPI (Oral Proficiency Interview), and Advanced Low (ACTFL) in Written Proficiency on their WPT (Written Proficiency Test) and their Student Portfolio. In the Senior Survey students should “agree” or “agree strongly” to all questions pertaining to Communication. **Minimum percentage of students reaching this goal should be 75%**
 - Cultures – graduating students should score “well” or “very well” to the question: “Does the student show an understanding of cultures of the Hispanic world?” on their WPT (Written Proficiency Test) and their Student Portfolio. In the Senior Survey students should “agree” or “agree strongly” to all questions pertaining to Cultures. **Minimum percentage of students reaching this goal should be 75%**
 - Connections – graduating students should score “well” or “very well” to the question: “Is the student able to use the Spanish Language to connect to other subject areas?” on their WPT (Written Proficiency Test) and their Student Portfolio. In the Senior Survey students should “agree” or “agree strongly” to all questions pertaining to Connections. **Minimum percentage of students reaching this goal should be 75%**

- Comparisons – graduating students should score “well: or “very well” to the question: “Is the student able to compare and contrast Spanish language and cultures with their own?” on their WPT (Written Proficiency Test) and their Student Portfolio. In the Senior Survey students should “agree” or “agree strongly” to all questions pertaining to Comparisons.
Minimum percentage of students reaching this goal should be 75%
 - Communities – graduating students self assess on their Senior Survey and should “Agree” or “Strongly Agree” to the question: “I was able to take my Spanish 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.”
Minimum percentage of students reaching this goal should be 75%
- Learning outcomes are currently listed in the course catalogue; developed by department faculty; and communicated to students in courses.

Curriculum

- The courses and their objectives, in aggregate, meet the outcomes for the program.
- The curriculum provides opportunities for students to demonstrate they have learned the program outcomes through various forms of assessments including papers, presentations, independent and group projects, exams, service-learning projects, oral language interviews, etc.

Assessment methods

- Methods used to measure each learning outcome:
 1. Regular review of department syllabi and requirements.
 2. Senior Surveys administered to graduating seniors annually. Fl coordinator in charge of compiling. Assessment conducted every two years by the FL coordinator and a committee of faculty members and reported to faculty and administration.
 3. Administration and evaluation of senior OPI (Oral Proficiency Interview) – FL coordinator in charge of compiling. Assessment conducted every two years by the FL coordinator and a committee of faculty members and reported to faculty and administration.
 4. Administration and evaluation of senior WPT (Written Proficiency Interview) – FL coordinator in charge of compiling. Assessment conducted every two years by the FL coordinator and a committee of faculty members and reported to faculty and administration.
 5. Evaluation of Senior Portfolios against a grid of rubrics reflecting program goals. Fl coordinator in charge of compiling. Assessment conducted every two

years by the FL coordinator and a committee of faculty members and reported to faculty and administration.

6. Periodic implementation of a questionnaire to graduates of the program, responses compiled and reported to faculty and administration by the Chair of English and Foreign Languages.
 7. Faculty is responsible for assessing student learning in individual courses.
- Program Review just concluded (2009-2010). Next one 2014-2015:
 - Students assess teaching and learning at the conclusion of each course.

Schedule for 2010-2015 assessment cycle.

Spring/Summer 2010	Senior Surveys OPI
Spring/Summer 2011	Senior Surveys OPI
Spring/Summer 2012	Senior Surveys OPI WPT (2010/11/12) Graduate Portfolios (2010/11/12)
Spring/Summer 2013	Senior Surveys OPI WPT (2013)
Spring/Summer 2014	Senior Surveys OPI Graduate Portfolios (2013/14)
Spring/Summer 2015	Senior Surveys OPI WPT (2014/15)

Assessment results

- The coordinator of Foreign Languages generates an assessment report every year. The report is distributed to the faculty.
- All faculty participate in reviewing the assessment items (OPI, WPT, Portfolios, Surveys).
- The results are used to help the program stay the course on the outcomes.
- The program faculty considers data in light of intersections between program goals and the University’s Strategic Plan.
- The results appear on every five year program review in order to have faculty, advisory boards and administrators informed.
- Students are informed on how to keep track of their progress toward learning outcomes by all the specifics outlined on each course syllabi.

Continuous processes

- Annual Update Measures: Annual assessment report, university reporting cycle, scheduled faculty meetings.
- Responsible Parties for Assessment, Implementation, and Follow-Up: Department chairperson, Coordinator of Foreign Languages, and faculty.