

PROGRAM ASSESSMENT PLAN – Italian/French/Spanish Minor

- Italian / French / Spanish Minor, 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
- Primary contact for assessment: Alegría Ribadeneira, Interim Coordinator of Foreign Languages

Mission, goals and student learning outcomes

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

The minor in Italian, French or Spanish contributes to the provision of “a firm grounding in the liberal arts” by providing students with an understanding of the target language and culture as a basis for aesthetic, ethical, social, and academic ways of thinking, creating, and researching. The minor programs’ main goal is to help students achieve an intermediate level of translingual and transcultural competence.” The critical and analytical skills students acquire, together with their language skills, provide an excellent edge for careers in practically any field where educated intermediate 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 an intermediate 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 level (ACTFL) in oral proficiency on their MOPI (Modified Oral Proficiency Interview), and Intermediate level (ACTFL) in written proficiency on their student writing sample. **Minimum percentage of students reaching this goal should be 75%**
 - Cultures – graduating students should score “some,” “well” or “very well” to the question: “Does the student show an understanding of cultures of the target language?” on their student writing sample. **Minimum percentage of students reaching this goal should be 75%**
 - Connections – graduating students should score “some,” “well” or “very well” to the question: “Is the student able to use the target language to connect to other subject areas?” on their student writing sample. **Minimum percentage of students reaching this goal should be 75%**
 - Comparisons – graduating students should score “some,” “well: or “very well” to the question: “Is the student able to compare and contrast the target language and culture with their own?” on their student writing sample. **Minimum percentage of students reaching this goal should be 75%**
 - Communities – graduating students self assess on their Graduating Senior Survey and should “Agree” or “Strongly Agree” to the question: “I was able to take my target 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. Each language point person is 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 MOPI (Modified Oral Proficiency Interview) – each language point person is 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. Evaluation of student writing sample against a grid of rubrics reflecting program goals. Each language point person is 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. Faculty is responsible for assessing student learning in individual courses.
- Students assess teaching and learning at the conclusion of each course.

Schedule for 2010-2015 assessment cycle.

Spring/Summer 2012	Senior Surveys MOPI (2011/12) Writing Sample (2011/12)
Spring/Summer 2013	Senior Surveys MOPI (2012/13)
Spring/Summer 2014	Senior Surveys Writing Sample ((2012/13/14)
Spring/Summer 2015	Senior Surveys MOPI (2013/14/15)

Assessment results

- The coordinator of Foreign Languages generates an assessment report every two years. The report is distributed to the faculty. The report is kept on the I-drive in order to provide access to advisory boards and administration.
- All faculty participate in reviewing the assessment items (MOPI, student writing sample, 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.
- 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.