



2022 Academic Program Assessment Report

Spanish Minor

Program current assessment plan here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/world-languages-assessment-plan-2019.pdf

Program prior assessment report here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/spanish-minor-2021-assessment

Report Completed By: Alegria Ribadeneira

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Faculty members involved in this Assessment: Alegria Ribadeneira, Katie Brown, Danilo León, Tatiana Johnston

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:

The ability to speak Spanish and understand the many cultures of Spanish-speaking societies in the United States and abroad can give you an edge in any field while also providing you with the opportunity to serve others and contribute to society in two languages.

Students who complete our minor come from various linguistic backgrounds. Some are just beginning their language journey, others have taken Spanish courses in the past, and others have learned Spanish at home and want to continue developing the gift their families have passed on to them. Our program is designed to serve all students and meet their unique needs.

Our program is different from most traditional programs in that our ultimate goal is to help students develop their communication skills so they can use them in real world situations. While traditional programs focus on knowledge of grammar, we focus on language development. We push toward higher proficiency by having our students exercise their language skills through content-based, project-based, and community-based learning.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
<p>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.</p>	Summer 21	OPI (Oral Proficiency Interview)	Graduating seniors (7 speech samples)	OPI: 85% of students should be Intermediate or higher	1 – Superior 1 – Adv High 0 – Adv Mid 2 – Adv. Low 0 – Int High 3 – Int Mid 0 – Int Low 100% were Intermediate Mid or above	Second year in a row that we reach this goal. This is good bc oral proficiency is at the center of our program	Our focus will be the same as last year: 1. Continue to integrate more technology for oral practice and 100 and 200 courses. 2. Continue strong Oral Components at all levels. 3. Do oral tasks in class based on ACTFL for IH
	Summer 21	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (10 writing samples)	WRITTEN SAMPLE: 85% of students should be Intermediate Mid or higher	1 – Adv High 0 – Adv Mid 4 – Adv Low 3 – Int High 2 – Int Mid 0 – Int Low 100% reached the goal.	We came back this year after not reaching our goal last year. This is encouraging.	4. Encourage students to participate in outside class opportunities for Oral practice. 5. For written communication students at 200 and 300 level need to continue to work more on writing compositions on time frames.

	Summer 21	EXIT SURVEY	Graduating seniors (10 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Communication.	100% agreed or strongly agreed	Glad to see student perceptins are strong	6. Add more projects and conversations in all the classes.
2. CULTURE: 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.	Summer 21	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (10 writing samples)	WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Cultures.	90% did well or very well	Came back this year after falling short last year. This is good!	1. Maintain our focus on culture through interdisciplinary classes.
	Summer 21	EXIT SURVEY	Graduating seniors (10 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Cultures.	100% agreed or strongly agreed	Glad to see student perception is strong	2. Continue content based 200 level course that focuses on cultural aspects. 3. Continue offering cultural activities outside class at the Language Center. 4. Re start study Abroad and community involvement. We wanted to do this last year but it was not possible.
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.	Summer 21	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (10 writing samples)	WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Connections.	90% did well or very well	Came back this year after falling short last year. It feels great!	Our focus will be the same as last year: 1. We must continue to be explicit about the connections students can make through their interdisciplinary courses.
	Summer 21	EXIT SURVEY	Graduating seniors (10 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Connections.	100% agreed or strongly agreed	Glad to see student perception is strong	2. Have more content in our "language" classes. 3. Continue promoting FL 394 as service learning and field experience that connects Spanish learning with other subject areas. 4. Expand the topics students research and write in beginning courses to include personal interests in their fields.
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.	Summer 21	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (10 writing samples)	WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Comparisons.	90% did well or very well	We improved from last year!	Our focus will be the same as last year: 1. Continue fostering comparisons in culture, language, etc.
	Summer 21	EXIT SURVEY	Graduating seniors (10 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Comparisons.	100% agreed or strongly agreed	Glad to see student perception is strong	2. Conversation/Composition courses need to have at least one paper where students do a comparison/contrast. 3. Encourage projects that work on comparisons at all levels. 4. Add impromptu flash writings that do comparisons at all levels.

<p>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.</p>	Summer 21	EXIT SURVEY	Graduating seniors (10 surveys)	GRADUATE SURVEY: 85% of students should "agree" or "strongly agree" to the question that pertains to Communities.	100% agreed or strongly agreed	Glad to see students feel we are creting and exploring community effectively	<p>Our focus will be the same as last year:</p> <ol style="list-style-type: none"> 1. Continue extending learning experiences from the classroom to the home and multilingual and multicultural community. 2. Continue to have projects where students do field work (interviews of community members, participation in Spanish speaking communities) 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, 4. Have more events at the LC and encourage participation from students.
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Comments on part I: Thrilled to see that the three goals we did not meet last year were met this year.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
1. Communication	Summer 2021	1. Continue to integrate more technology for oral practice and 100 and 200 courses.	We added even more video interaction through a program called "Flipgrid."	Students really, improved by participating in Flipgrid video forums where they have to speak. Here is what a student had to say: "I loved all the projects and all the oral videos we had to do because it helped us speak more and understand it so much more."

Comments on part II: The few improvements we were able to do plus mantaining what we have already been doing has made a difference. Here are some student comments:

I really enjoyed the professors and how much they want you to learn. I think I was very moved and touched by every one of my professors. I only got my minor and if I had more time at CSU-P I would 1000% get a double major in Spanish.

I enjoyed how the classes were structured to actually teach the vocabulary and language for a practical, real world use. This is also the only department in the University where I feel that the faculty and staff are all good people and are genuinely working to see their students succeed.

I like everything about the Spanish program at CSU-P. The professors were always prepared for classes. They did activities to teach the material in a very interesting way. I love that we got to learn not just Spanish but about the cultures and traditions of multiple Hispanic-speaking countries. I learned a lot from the interaction with other students in my classes, the readings assigned, and the book projects in some of my classes. I love this program!

I loved that my professors were so excited to teach students the language. It made learning so much fun. I loved all the projects and all the oral videos we had to do because it helped us speak more and understand it so much more. The language center was always making sure we were doing okay and was very welcoming. Loved everything about it.

Some of the things that I liked about the spanish program include the travel opportunities that I have had. I was able to study and learn more about the language in Todos Santos, and apply my experience in a country that speaks the language.

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