



**2022 Academic Program Assessment Report**

**World Language BA-Spanish**

**Program current assessment plan here:**

[https://www.csupueblo.edu/assessment-and-student-learning/\\_doc/2019/report/world-languages-assessment-plan-2019.pdf](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/world-language-spanish-ba-202](https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/world-language-spanish-ba-202)

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**Date Report Completed:** 5-31-22

**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 major 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><b>#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</p>	<p>Summer 2021</p>	<p>OPI (Oral Proficiency Interview)</p>	<p>Graduating Seniors 2021-22 (13 OPIs)</p>	<p>85% Should score Intermediate High or higher</p>	<p>100% reached the goal.  Superior = 1 Adv. High=3 Adv. Mid= 1 Adv. Low= 3 Int. High= 5 Int. Mid=0 Int. Low= 0</p>	<p>The oral performance of our students was very strong this year just like last year.</p>	<p>Oral component is strong but we need to do better in the polished writing area with portfolios.</p> <p>1. Continue our Strong Oral Component at all course levels. Keep oral tasks in class based on ACTFL Int. High levels.</p> <p>2. We need to revise our policy</p>

of purposes.	Summer 2021	Student Portfolio	Graduating Seniors 2021-22 (15 portfolios)	85% Should score Advanced Mid or Higher	73.33% reached the goal.  Superior = 0 Adv. High= 8 Adv. Mid= 3 Adv. Low= 1 Int. High= 2 Int. Mid=0 Int. Low= 1	This is up from last year but still below our goal. We need to spend more time polishing portfolio materials.	<p>on how to prepare portfolios. Students are obviously not polishing. We need to start portfolio building on year three. We had planned to do this last year but the pandemic made it harder. This year we should work on a more concerted effort and continue to encourage Project Based Learning so those projects become part of the portfolio.</p> <p>3. Continue to encourage the use of technology. Last year we started using Flipgrid (video discussion boards) where students had to speak spontaneously about a variety of topics. This has really increased the practice of spoken Spanish.</p>
	Summer 2021	Written proficiency test	Graduating Seniors 2021-22 (14 WPTs)	85% Should score Intermediate High or Higher	85.7% reached the goal  Superior = 0 Adv. High=4 Adv. Mid= 3 Adv. Low= 3 Int. High= 2 Int. Mid=1 Int Low=1	Like last year, this year we hit our mark. The mark for spontaneous writing is lower than polished writing (portfolio). This tells us the students can write spontaneously at our target level.	
	Summer 2021	Exit survey	Graduating Seniors 2021-22 (15 surveys)	85% should "agree" or "agree strongly" to all questions pertaining to Communication.	100% agreed or agreed strongly	Student's perception continues to be strong in this measure. It is good to know they are satisfied with their communicative skills.	
<b>#2, CULTURE:</b> 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 2021	Student Portfolio	Graduating Seniors 2021-22 (15 Portfolios)	85% should score "well" or "very well" on item #1 of the rubric	100% did well or very well	Continues well	<p>1. Continue with cultural approaches at every level.</p> <p>2. Continue to add more interdisciplinary classes and integrate content based learning.</p> <p>3. Continue to offer more cultural activities outside class.</p> <p>4. Offer and promote Study Abroad</p>
	Summer 2021	Written proficiency test	Graduating Seniors 2021-22(14 WPTs)	85% should score "well" or "very well" on item #1 of the rubric	92.8% did well or very well	Continues well	
	Summer 2021	Exit survey	Graduating Seniors 2021-22 (15 surveys)	85% should "agree" or "agree strongly" to all questions pertaining to Culture	93.3% agreed or agreed strongly	Continues well	
<b>#3. CONNECTIONS:</b> 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 2021	Student Portfolio	Graduating Seniors 2021-22 (15 Portfolios)	85% should score "well" or "very well" on item #2 of the rubric	93.3% did well or very well	Continues well	<p>1. Continue our focus on multidisciplinary approaches and content- based learning.</p> <p>2. Continue to be 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. Continue to offer broader course titles and content, and thematically organized courses</p> <p>5. Continue to promote SPN 394 as service learning and field experience that connects Spanish learning with other subject areas.</p>
	Summer 2021	Written Proficiency Test	Graduating Seniors 2021-22 (14 WPTs)	85% should score "well" or "very well" on item #2 of the rubric	85.7% did well or very well	Continues well though we went down from last year. We should pay more attention to this outcome.	
	Summer 2021	Exit survey	Graduating Seniors 2021-22 (15 surveys)	85% should "agree" or "agree strongly" to all questions pertaining to Communication	100% agreed or agreed strongly	Continues well	

<p><b>#4. COMPARISONS:</b> 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.</p>	Summer 2021	Student Portfolio	Graduating Seniors 2021-22 (15 Portfolios)	85% should score "well" or "very well" on item #3 of the rubric	86.6% did well or very well	Continues well though we dipped from last year	<p>1. Continue fostering comparisons in culture, language, etc. inside and outside class.</p> <p>2. Continue to encourage faculty to include at least one paper where students do a comparison/contrast so students can practice this skill.</p> <p>3. Encourage faculty to explicitly teach and reinforce connectors and vocabulary used for comparisons.</p>
	Summer 2021	Written Proficiency Test	Graduating Seniors 2021-22 (14 WPTs)	85% should score "well" or "very well" on item #3 of the rubric	85.7% did well or very well	Continues well though we dipped from last year	
<p><b>#5. COMMUNITIES:</b> 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 2021	Exit Survey	Graduating Seniors 2021-22 (15 surveys)	85% should "Agree" or "Strongly Agree" to the question that pertains to communities.	93.3% agreed or agreed strongly	Continues well	<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 SPN394 – Field Experience</p> <p>5. Have more events at the LC and encourage participation from students.</p> <p>6. Integrate lower and upper division students in mentoring activities.</p>
<p><b>Comments on part I:</b></p>		<p>The student portfolio continues to be the weakest assessment. While we intended to address this last semester, we were distracted by all that needed to be done to teach through this pandemic so we did not start any major initiatives. This next year we intend to introduce portfolio building in our SPN301 course so students can begin their third year with that mindset.</p>					
<p><b>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.</b></p>							
<p><b>A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.</b></p>	<p><b>B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.</b></p>	<p><b>C. What were the recommendations for change from the previous assessment column H and/or feedback?</b></p>	<p><b>D. How were the recommendations for change acted upon?</b></p>	<p><b>E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?</b></p>			

#1 Communications	Summer 2021	3. Continue to encourage the use of technology.	We continued using technology such as flipgrid (video discussion boards) even though most courses went back in person. This continues to yield excellent results. In these boards every single student speaks and give spoken feedback on every prompt so it increases participation by everyone!	The recommendation is that we continue the use of Flipgrid (video discussion boards) in all our classes.			
#5 Connections	Summer 2021	4. Continue to offer broader course titles and content, and thematically organized courses	We have continued to do this and students are appreciative. A student commented: "Some of the things that I have liked from being in the Spanish program has been the knowledge I have learned about many speaking Spanish countries and the problems they face. I have also enjoyed the diversity in classes such as business, culinary, and movie analysis."	The recommendation is that we continue to offer broader content that appeals to students.			
<b>Comments on part II:</b>	Students are, despite all the challenges of this past year, delighted with the program. We hope this coming year we can implement more changes. Still, it is encouraging to see students are happy. Here are some sample comments from the surveys:						
	<p>What I deeply appreciated was that my background was heavily taken into consideration when material was being shared. I was learning things about myself that I had no idea. I really enjoyed how projects were flexible as well. I learned so much about my family and asked questions that I had never thought of before. I am so grateful to the Spanish program because I now truly value the skill I have. I also see the importance of it as well. The projects in which I had to learn about how language was passed down had the biggest impact on me. It was a perspective that I had never noticed before. Additionally, I appreciated the events in which students were able to meet faculty in a setting outside the class room. Having a friendship with professors made it all the more enjoyable.</p> <p>I believe it was such a welcoming environment at all times. Everyone is encouraged to mess up in a healthy way and is correctly, the themes were very unique and different, the projects were always interesting and fun to do instead of testing. I felt that I learned more from applying my skills and actually talking more in class groups because it built my confidence.</p> <p>Some of the things I have enjoyed about the Spanish program at CSU-Pueblo is all of the professors. They are all kind, caring and show an enthusiasm for the students. I also enjoyed how easy it is to talk and bond with other Spanish speakers and overall the friendly and nonjudgmental space the Spanish program offers students.</p> <p>I loved the fact that I was able to truly let my mind speak my language. We are taught very young that being bilingual will put us behind in English, but that is not the case. I was able to find myself through these classes, as well as my career. I am forever grateful!</p> <p>Some of the things that I have liked from being in the Spanish program has been the knowledge I have learned about many speaking Spanish countries and the problems they face. I have also enjoyed the diversity in classes such as business, culinary, and movie analysis.</p> <p>I enjoyed the fact that the teachers are incredibly passionate about teaching Spanish and the subjects in Spanish as well. The courses were very good at teaching a language using various forms of technology and resources.</p> <p>I absolutely loved the debate we had, wish we could have done that more because it definitely challenged me and it was thrilling. So I would suggest more of those. I also think maybe being a being more thoughtful with homework load only on weeks where projects and essays are do because the class work plus compositions, essays, and projects got a little too overwhelming at one point or another.</p> <p>I love all the classes and the program as a whole but my only suggestion is to add more classes like the food and society class or do more projects that can be more exciting and entertaining than just your typical assignments.</p> <p>I very much appreciate all the help from my professors! Dr. Leon, I sure enjoyed writing the reaction papers. Dra. Alegria, I liked the e-book and receta project. Dra. Brown, I loved the final presentations y me quede con las ganas de hablar sobre las pandillas, el gobierno de El Salvador y sus cambios (tal vez vuelva el proximo semestre y podamos hablar sobre el tema :)). Gracias a todos por su ayuda y apoyo! Con carino, Claudia Coronado</p> <p>I can feel the passion in the program. I hope that it is never lost. I appreciate all the support and advice from the program. I had a dream and program provided me a way to achieve it. I hope that students in the future have the same chance. :)</p> <p>Your program truly cares for your students, and only few places can say that. Thank You!</p> <p>Each professor was unique in their own way, and I loved that.</p>						