



2023 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/2022/world-languages-spanish-ba-assessment-report-2022.pdf](https://www.csupueblo.edu/assessment-and-student-learning/_doc/2022/world-languages-spanish-ba-assessment-report-2022.pdf)

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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 2022</p>	<p>OPI (Oral Proficiency Interview)</p>	<p>Graduating Seniors 2021-22 (5 OPIs)</p>	<p>85% Should score Intermediate High or higher</p>	<p>100% reached the goal. Superior = 0 Adv. High=3 Adv. Mid= 0 Adv. Low= 3 Int. High= 0 Int. Mid=0 Int. Low= 0</p>	<p>We reached our goal</p>	<p>Oral component is strong but we need to do better in the polished writing area with potfolios.  1. Continue our Strong Oral Component at all course levels. Keep oral tasks in class based on ACTFL Int. High levels.  2. Like last time, I will repeat</p>

of purposes.	Summer 2022	Student Portfolio	Graduating Seniors 2021-22 (7 portfolios)	85% Should score Advanced Mid or Higher	42.8% reached the goal.  Superior = 0 Adv. High= 1 Adv. Mid= 2 Adv. Low= 4 Int. High= 0 Int. Mid=0 Int. Low= 0	This has been a problematic measure two years in a row. We need to work closer with students to produce more polished final pieces.	we need to revise our policy on how to prepare portfolios, since we did not do it last year. 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.
	Summer 2022	Written proficiency test	Graduating Seniors 2021-22 (7 WPTs)	85% Should score Intermediate High or Higher	85.7% reached the goal  Superior = 1 Adv. High=1 Adv. Mid= 0 Adv. Low= 2 Int. High= 2 Int. Mid=0 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 2022	Exit survey	Graduating Seniors 2021-22 (8 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.	
#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 2022	Student Portfolio	Graduating Seniors 2021-22 (7 portfolios)	85% should score "well" or "very well" on item #1 of the rubric	100% did well or very well	Continues well	1. Continue with cultural approaches at every level. We did not do this very well last year, but things are improving post Covid.  2. Continue to add more interdisciplinary classes and integrate content based learning.  3. Continue to offer more cultural activities outside class.  4. Offer and promote Study Abroad
	Summer 2022	Written proficiency test	Graduating Seniors 2021-22 (7 WPTs)	85% should score "well" or "very well" on item #1 of the rubric	71.4% did well or very well	We did not hit our goal	
	Summer 2022	Exit survey	Graduating Seniors 2021-22 (8 surveys)	85% should "agree" or "agree strongly" to all questions pertaining to Culture	100% did well or very well	Continues well	
#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 2022	Student Portfolio	Graduating Seniors 2021-22 (7 portfolios)	85% should score "well" or "very well" on item #2 of the rubric	100% did well or very well	Continues well	This measure went down from last year, so we will need to pay attention to connections this year.  1. Continue our focus on multidisciplinary approaches and content- based learning.  2. Continue to be explicit about the connections students can make through their interdisciplinary courses.  3. Continue to offer our conversation/compositions courses as interdisciplinary courses that touch on various subject areas where SPN can be practiced.  4. Continue to offer broader course titles and content, and thematically organized courses  5. Continue to promote SPN 394 as service learning and field experience that connects Spanish learning with other
	Summer 2022	Written Proficiency Test	Graduating Seniors 2021-22 (7 WPTs)	85% should score "well" or "very well" on item #2 of the rubric	57% did well or very well	We did not do well at all this year!	
	Summer 2021	Exit survey	Graduating Seniors 2021-22 (8 surveys)	85% should "agree" or "agree strongly" to all questions pertaining to Communication	87% 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 2022	Student Portfolio	Graduating Seniors 2021-22 (7 portfolios)	85% should score "well" or "very well" on item #3 of the rubric	85.7% did well or very well	Continued ok and the same as last year	We decreased this year.
	Summer 2022	Written Proficiency Test	Graduating Seniors 2021-22 (7 WPTs)	85% should score "well" or "very well" on item #3 of the rubric	<b>57% did well or very well</b>	We dipped from last year. We will need to address this.	<ol style="list-style-type: none"> <li>1. Continue fostering comparisons in culture, language, etc. inside and outside class.</li> <li>2. Require faculty in composition classes to include at least one paper where students do a comparison/contrast so students can practice this skill.</li> <li>3. Encourage faculty to explicitly teach and reinforce connectors and vocabulary</li> </ol>

<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 2022	Exit Survey	Graduating Seniors 2021-22 (8 surveys)	85% should "Agree" or "Strongly Agree" to the question that pertains to communities.	85.7% did well or very well	We dipped from last year but it is still within acceptable limits	<ol style="list-style-type: none"> <li>1. Continue to have students participate in university and community events by finding a way that it is relevant to them.</li> <li>2. Continue to integrate field studies into courses that could fit such approach (interviews, observations)</li> <li>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.</li> <li>4. Continue to promote SPN394 – Field Experience</li> <li>5. Have more events at the LC and encourage participation from students.</li> <li>6. Integrate lower and upper division students in mentoring activities.</li> </ol>
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<p><b>Comments on part I:</b></p>	<p>The student portfolio continues to be the weakest assessment, but this year we dipped in two other measures. I wonder if this is because these could be our students who started in the pandemic. This year we have started being more strict on revisions, so I hope that makes a difference when those students come up for assessments.</p>
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**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.**

<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>
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#1 Communications	Summer 2022	need to revise our policy on how to prepare portfolios, since we did not do it last year. 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.	No, we did not follow through	Portfolios continued to be poor. We need to do better this coming year and will discuss this at our next program meeting.			
#4 Comparisons	Summer 2022	Encourage faculty in composition classes to include at least one paper where students do a comparison/contrast so students can practice this skill.	We did encourage but did not require and this resulted on some faculty not including this type of paper in their composition classes	I am switching the "encourage" to "require" Being able to compare and contrast is crucial for language development			
<b>Comments on part II:</b>	We did not do as well as usual in our measures. I am disappointed. This year we need to be more intentional about our changes. With the pandemic almost behind us, it should be easier. While perceptions of the program remain high, you can see the pandemic was a factor that affected students' interactions and they feel they missed out.						

1. What are some of the things you liked about the Spanish program at CSU-Pueblo? (Consider not only courses and faculty but also the Language Center, travel opportunities, conferences, speakers, readings, clubs, and publications sponsored by the Spanish program, etc.)

Professors are incredibly friendly and personable. Classes were fun, but some were very heavy - however, I survived and I learned a lot from it. They may have been present, or maybe not because of covid but I would have loved to explore Central and South America on some trips. Maybe I just didn't hear about them :( I love learning about the Spanish Civil War and about different cultures and communities within the Spanish speaking world, so many classes and topics peaked my interest.  
I loved the professors mostly because they made my college experience one of a kind I wouldn't have asked for anyone else. I was able to learn in many fun ways getting to connect with my peers and most of all they were able to understand that us as students we are also human we aren't just students and I loved that about every single one of them.  
I loved the professors so much; I can tell that they love what they do and I always felt their love and support. They were always willing to accommodate me when I had other matters to attend to. We also had the opportunity to do a lot of cool projects such as writing a children's book!

I really enjoyed learning about the Chicano culture and migration because it goes beyond the immigration process it also looks at mental health and daily life obstacles from those who travel so far from home

Some of the things I liked about the Spanish program at CSU-Pueblo is how helpful and enthusiastic the faculty are. I was not able to attend any travel opportunities but I like that they are offered. I believe that it is an amazing opportunity to expand one's knowledge and where you can put your Spanish-speaking skills into practice.

What I mainly liked about the Spanish program at CSU-P was the capability of being able to do classwork being the field experiments in basically any way you want to as long as it falls under the criteria. As for everything else I was unaware or having my own personal issues throughout the semester and didn't really get to see that but I appreciate the existence of all these programs.

Ser parte del centro de idiomas fue asombroso ver el interior y el exterior del departamento. Amo a toda la facultad, todos me apoyaron de la mejor manera posible en todo lo que necesitaba.

I enjoyed that as a Spanish speaker, I was able to jump several classes to get my degree faster.

2. What specific changes would you suggest to improve the Spanish program?

Some classes felt quite repetitive after 3 and a half years, but that's probably normal considering Spanish is my major. Maybe something to make classes more exciting or unique? Maybe it's something that can't be fixed :)

I do not wish to change a thing I think what you guys are doing now is amazing.

I think that a language major cannot be online for the majority; I feel as if Flipgrid does not simulate real life conversation enough to develop the proper speaking skills. Filming a video of myself talking and then filming another video of myself commenting on my classmates' videos does not simulate a conversation. That on top of only meeting for class once a week for the past couple of years does not give us enough practice conversing with each other. I feel as if all of my skills except for speaking were proficient because I did not get the practice once COVID restrictions were put in place.

I think a change to improve the Spanish program would be more resources in Spanish like readings and teaching students how to put the accents on their computer

There are no specific changes I would suggest.

If you are trying to get students attention I feel like it would be best if professors were to hand those kinds of flyers out and not just have them spread out throughout campus. So overall some more voices or public announcements would be good for the Spanish program.

nada :)

Maybe more fun classes like Spanish poetry or other arts. Maybe indigenous groups of Mexico course.

3. Please add any further comments you would like to make.

Keep making an impact on us students <3

I have no more comments!

N/A

There are no further comments.

I overall feel content with what I have accomplished however I do wish at times that things could've been different. The lack face to face interactions or knowledge of certain things that happened on campus was a something I missed out on. Yet at the same time I blame myself time to time because idk I felt like I was in a rough spot for most of the time being in school up until this very last semester. I might be rambling and maybe nobody will read this but hopefully their can be more outreach for clubs and programs in the future and maybe even mental health outreach.

el departamento de español realmente me ha ayudado a avanzar en todas las formas posibles. Mi español ha mejorado mucho y he podido crear contenido formalmente tanto en inglés como en español.

None at the moment