

 CSU PUEBLO	2023-24 Academic Program Assessment Report		Program current assessment plan here:	https://www.csupueblo.edu/assessment-and-student-learning/doc/2019/report/world-languages-assessment-plan-2019.pdf			
	Spanish Minor		Program prior assessment report here:	https://www.csupueblo.edu/assessment-and-student-learning/doc/2023/spanish-world-language-major-2023-assessme			
Report Completed By:	Alegria Ribadeneira						
Date Report Completed:	6/3/2024						
Faculty members involved in this Assessment:	Alegria Ribadeneira, Yesenia Mendias, Tatiana Johnston, Alexandra Ribadeneira-Pérez						
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:	<p style="text-align: center;">also providing you with the opportunity to serve others and contribute to society in two languages.</p> <p>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.</p> <p>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</p>						
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 23	OPI (Oral Proficiency Interview)	Graduating seniors (2 speech samples) (This is not enough for a reliable assessment but will include here as reference)	OPI: 85% of students should be Intermediate or higher	0 – Superior 1 – Adv High 0 – Adv Mid 0 – Adv. Low 0 – Int High 1 – Int Mid 0 – Int Low 100% were Intermediate Mid or above	Not enough samples. There was a misscommunication with the other minors and they did not complete accurately.	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 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 23	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (1 writing samples)	WRITTEN SAMPLE: 85% of students should be Intermediate Mid or higher	0 – Adv High 0 – Adv Mid 01 – Adv Low 0 – Int High 0 – Int Mid 0 – Int Low 100% were Intermediate Mid or above	Not enough samples. There was a misscommunication with the other minors and they did not complete accurately.	6. Add more projects and conversations in all the classes.
	Summer 23	EXIT SURVEY	Graduating seniors (2 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Communication.	100% agreed or strongly agreed	Though just two surveys are not enough, glad to see student perceptions are strong	
<p>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.</p>	Summer 23	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (3 writing samples)	WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Cultures.	100% did well or very well	Three years in a row achieving this measure	Our focus will be the same as last year: 1. Maintain our focus on culture through interdisciplinary classes. 2. Continue content based 200 level course that focuses on cultural aspects.
	Summer 23	EXIT SURVEY	Graduating seniors (2 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Cultures.	100% agreed or strongly agreed	Though just two surveys are not enough, glad to see student perceptions are strong	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.
<p>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</p>	Summer 23	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (3 writing samples)	WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Connections.	33% did well or very well	This took a huge dip this year. While 3 samples are not the best for accuracy, it does present concerns.	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

around various themes. Students are then able to connect the Spanish language to other subject areas and use Spanish to learn content.	Summer 23	EXIT SURVEY	Graduating seniors (2 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Connections.	100% agreed or strongly agreed	Though just two surveys are not enough, glad to see student perceptions are strong	courses. 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 23	WRITTEN PROFICIENCY TEST (WPT)	Graduating seniors (3 writing samples)	WRITTEN SAMPLE: 85% of students should do "Yes, well" or "Yes, very well" in assessment of Comparisons.	33% did well or very well	This took a huge dip this year. While 3 samples are not the best for accuracy, it does present concerns.	Our focus will be the same as last year: 1. Continue fostering comparisons in culture, language, etc. 2. Conversation/Composition courses need to have at least one paper where students do a comparison/contrast.
	Summer 23	EXIT SURVEY	Graduating seniors (2 surveys)	SENIOR SURVEY: 85% of students should "agree" or "strongly agree" to all questions pertaining to Comparisons.	100% agreed or strongly agreed	Though just two surveys are not enough, glad to see student perceptions are strong	3. Encourage projects that work on comparisons at all levels. 4. Add impromptu flash writings that do comparisons at all levels.
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.	Summer 23	EXIT SURVEY	Graduating seniors (2 surveys)	GRADUATE SURVEY: 85% of students should "agree" or "strongly agree" to the question that pertains to Communities.	100% agreed or strongly agreed	Though just two surveys are not enough, glad to see students continue to feel we are creating and exploring community effectively	Our focus will be the same as last year: 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.
Comments on part I:	We only had three minors graduate and two of them did not fill some of their assessments correctly. This is giving us inaccurate data but I still wanted to record it. Next year we will need to be more specific about instructions. Not sure what happened. The instructions are the same we have always given but two students did not follow them.						

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?			
2. Cultures	Summer 23	Continue offering cultural activities outside class at the Language Center.	Yes! In fact, this year we brought back altar building and that was a good experience.	We got %100 in both meassures for culture. This is encouraging.			
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:						
	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.)						