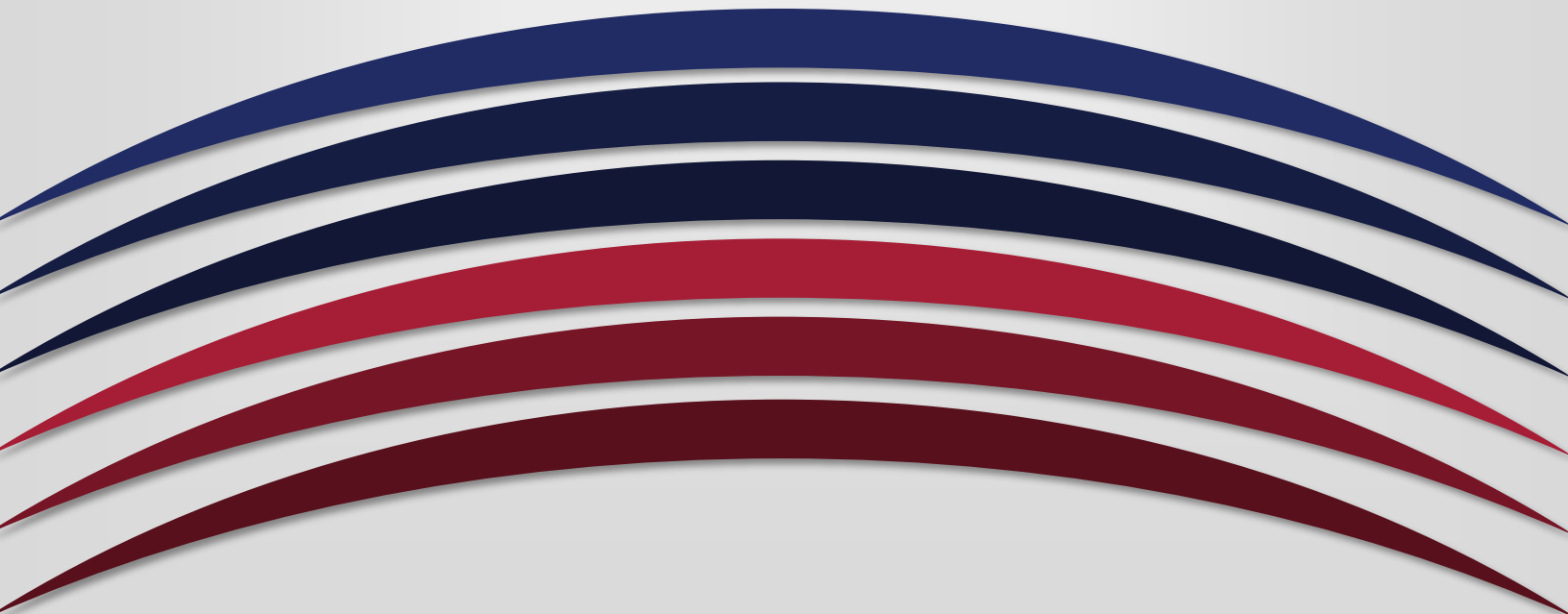


UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2018-2019

SPAN 1311-2311 – Spanish



Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

As identified in Nuventive for SPAN 1311-2311 courses, the CLOs are:

- 1) **Speaking:** Express ideas with the covered vocabulary in simple sentences; pronounce all Spanish sounds with enough accuracy to be understood by a native speaker in accordance with the official ACTFL Proficiency Scale. Proficiency Targets shown below.
 - a) **SPAN 1311:** Novice Mid – Novice High
 - b) **SPAN 1312:** Novice High – Intermediate Low
 - c) **SPAN 2311:** Intermediate Low – Intermediate Mid
- 2) **Listening:** Develop perception of Spanish language sounds and their distinction from one another; comprehend ideas expressed within basic framework of learned vocabulary and grammatical structures in accordance with the official ACTFL Proficiency Scale. Proficiency Targets shown below.
 - a) **SPAN 1311:** Novice Mid – Novice High
 - b) **SPAN 1312:** Novice High – Intermediate Low
 - c) **SPAN 2311:** Intermediate Low – Intermediate Mid
- 3) **Reading:** Understand simple, nonliterary Spanish prose on non-technical, familiar topics; demonstrate comprehension by answering simple questions on reading passages in accordance with the official ACTFL Proficiency Scale. Proficiency Targets shown below.
 - a) **SPAN 1311:** Novice Mid – Novice High
 - b) **SPAN 1312:** Novice High – Intermediate Low
 - c) **SPAN 2311:** Intermediate Low – Intermediate Mid
- 4) **Writing:** Write in class and outside of class short compositions in Spanish on familiar topics with enough clarity to be understood without difficulty by a native speaker in accordance with the official ACTFL Proficiency Scale. Proficiency Targets shown below.
 - a) **SPAN 1311:** Novice Mid – Novice High
 - b) **SPAN 1312:** Novice High – Intermediate Low
 - c) **SPAN 2311:** Intermediate Low – Intermediate Mid
- 5) **Culture:** Demonstrate basic knowledge of different countries and important aspects of their culture in the Spanish-speaking world.

2. Which CLOs were addressed for this academic year? (2018-2019)

As stated in Nuventive, all three levels of Spanish classes (Elementary Spanish I and II and Intermediate Spanish I) addressed CLOs Speaking and Writing in both the Fall 2018 and the Spring 2019 semesters. The productive skills were the principle assessment focus during FY 18-19 using direct assessments. CLO Culture was assessed using an indirect assessment.

3. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

For the 2019-2020 academic year, all three levels of Spanish classes (Elementary Spanish I and II and Intermediate Spanish I) will be address speaking, listening, reading, writing and culture in both Fall 2019 and Spring 2020 semesters with proficiency targets corresponding to the national standards set forth in the 2018 ACTFL World Readiness Standards and the 2012 ACTFL Proficiency Scale.

Course	CLO	Type of Assessment
SPAN 1311	Listening	Direct
	Reading	Direct
	Speaking	Direct
	Writing	Direct
	Culture	Indirect
SPAN 1312	Listening	Direct
	Reading	Direct
	Speaking	Direct
	Writing	Direct
	Culture	Indirect
SPAN 2311	Reading	Direct
	Speaking	Direct
	Writing	Direct
	Culture	Indirect

4. Explain the assessment cycle.

Spanish uses a three-year assessment cycle. Language courses are proficiency-based courses. Students must master elementary-level skills before attempting to acquire more advanced skills. In FY 16-17, FY 17-18 and FY 18-19, faculty only collected official assessment data on the productive skills; however, in FY 19-20, faculty will begin collecting official assessment data on both the receptive and productive skills measuring what individuals can do with the language in

terms of real-world situations in a spontaneous and non-rehearsed context. This decision was made so that faculty members, in an effort to determine if a breakdown in the receptive skills (listening and reading) could possibly be causing lower productive skills scores (writing and speaking). Receptive and productive skills will be formally assessed in the new three-year cycle. CLO Culture will continue to be assessed using an indirect assessment during the new assessment cycle. In FY 22-23, faculty plan to implement a new assessment cycle where CLO Culture will be examined using a direct assessment. A decision on CLOs Listening, Reading, Writing, and Speaking will be made upon review of the assessment results during the current, three-year cycle.

5. What are the assessment methods? Are they direct or indirect?

As stated in Nuventive, the methods are as follows:

Speaking: Express ideas with the covered vocabulary in simple sentences; pronounce all Spanish sounds with enough accuracy to be understood by a native speaker in accordance with the official ACTFL Proficiency Scale. Proficiency Targets shown below.

- **SPAN 1311:** Direct – Oral Interview & Common Rubric
- **SPAN 1312:** Direct – Oral Interview & Common Rubric
- **SPAN 2311:** Direct – Oral Interview & Common Rubric

Listening: Develop perception of Spanish language sounds and their distinction from one another; comprehend ideas expressed within basic framework of learned vocabulary and grammatical structures in accordance with the official ACTFL Proficiency Scale. Proficiency Targets shown below.

- **SPAN 1311:** Direct – Listening Quiz
- **SPAN 1312:** Direct – Listening Quiz
- **SPAN 2311:** Direct – Listening Quiz

Reading: Understand simple, nonliterary Spanish prose on non-technical, familiar topics; demonstrate comprehension by answering simple questions on reading passages in accordance with the official ACTFL Proficiency Scale. Proficiency Targets shown below.

- **SPAN 1311:** Direct – Reading Quiz
- **SPAN 1312:** Direct – Reading Quiz
- **SPAN 2311:** Direct – Reading Quiz

Writing: Write in class and outside of class short compositions in Spanish on familiar topics with enough clarity to be understood without difficulty by a native speaker in accordance with the official ACTFL Proficiency Scale. Proficiency Targets shown below.

- **SPAN 1311:** Direct – Composition & Common Rubric
- **SPAN 1312:** Direct – Composition & Common Rubric
- **SPAN 2311:** Direct – Composition & Common Rubric

Culture: Demonstrate basic knowledge of different countries and important aspects of their culture in the Spanish-speaking world.

- SPAN 1311, 1312, 2311: Indirect – Documentary Film or Performance Questionnaire and Reflection

6. What are the assessment goal(s)?

See Nuventive.

All assessment goals in SPAN 1311, 1312, and 2311 are based on the ACTFL proficiency scales benchmarks. ACTFL describes what students can do with language by breaking it down into 5 major levels of proficiency, that are then further broken down into 11 distinct levels: There's novice low/mid/high, and then intermediate low/mid/high, advanced low/mid/high, and then superior and distinguished.

The levels represent ranges, and describe what a person can do and cannot do with the language at each level: they are simply an instrument used to evaluate the ability of functional language. Function is key. ACTFL has published Proficiency Guidelines for speaking, writing, listening, and reading. Students may be at different levels in each of the skills depending on their experience. The proficiency targets are documented in Nuventive and in question #1 of this word document.

7. What were the findings for this academic year? (2018-2019)

Fall 2018 – Spring 19	
CLO: Writing	CLO: Speaking
44.1/50 – Proficient	36.7/50 – Proficient

Fall 2018 – Spring 19	
CLO: Writing	CLO: Speaking
36.2/50 – Proficient	41.7/50 – Proficient

Fall 2018 – Spring 19	
CLO: Writing	CLO: Speaking
43.9/50 – Proficient	34.4/50 – Developing Proficiency

8. What is your analysis of the findings?

CLO Writing: Students met the proficiency threshold in SPAN 1311, 1312 and 2311, but the level of proficiency dropped considerably in the 1312 courses, down from 44.1/50 in 1311 to 36.2/50 in 1312. Faculty examined the composition requirements and made adjustments to the instructions and the grammatical requirements to make the composition more appropriate for a 1312 student. Additional information concerning specific curricular changes can be found in Nuventive.

CLO Speaking: Students met the proficiency threshold in SPAN 1311 and 1312, but the level of proficiency dropped considerably in the 2311 courses, down from 41.7/50 in 1312 to 34.5/50 in

2311. This did not meet the set proficiency target for the 2311 courses. Faculty expected that the o.p.i scores would drop slightly since the difficulty level of the material in 2311 is higher; however, the drop was more significant than expected. Faculty plan to introduce more practice interviews and group speaking activities throughout the semester in order to increase the oral proficiency levels of 2311 students. Additional information concerning specific curricular changes can be found in Nuventive.

Faculty have also implemented new assessments beginning in FY 19-20 that will include receptive and productive learning outcomes. Faculty hope to increase student awareness of the language acquisition process and increase overall proficiency.

9. What is the action plan for the next academic year? (2019-2020) Explain.

For the academic year of 2019-2020 through FY 22-23, the plan is to continue collecting data on writing (compositions) and speaking (oral interviews) in all three levels of Spanish. Additional information concerning specific curricular changes can be found in Nuventive and in question #8 of this Word document.

In FY 19-20, instructors will start collecting data on listening & reading assessments along with the traditional speaking and writing assessments. Listening and reading assessments are being develop now using the ACTFL World Readiness Standards. Faculty hope to increase student awareness of the language acquisition process and increase overall proficiency.

Working with student services such as TRIO, Tutoring, and language faculty, tutoring sessions were scheduled and a part-time tutor was contracted to assist students. Also, in order to get students more involved with Hispanic Heritage Month and community wide events, a movie series was established in the Fall of 2017. In collaboration with the Dean of Student Affairs and the Director of Student Life and Leadership, an official UA-PTC Spanish Club is in the process of being established all in an effort to increase student motivation.