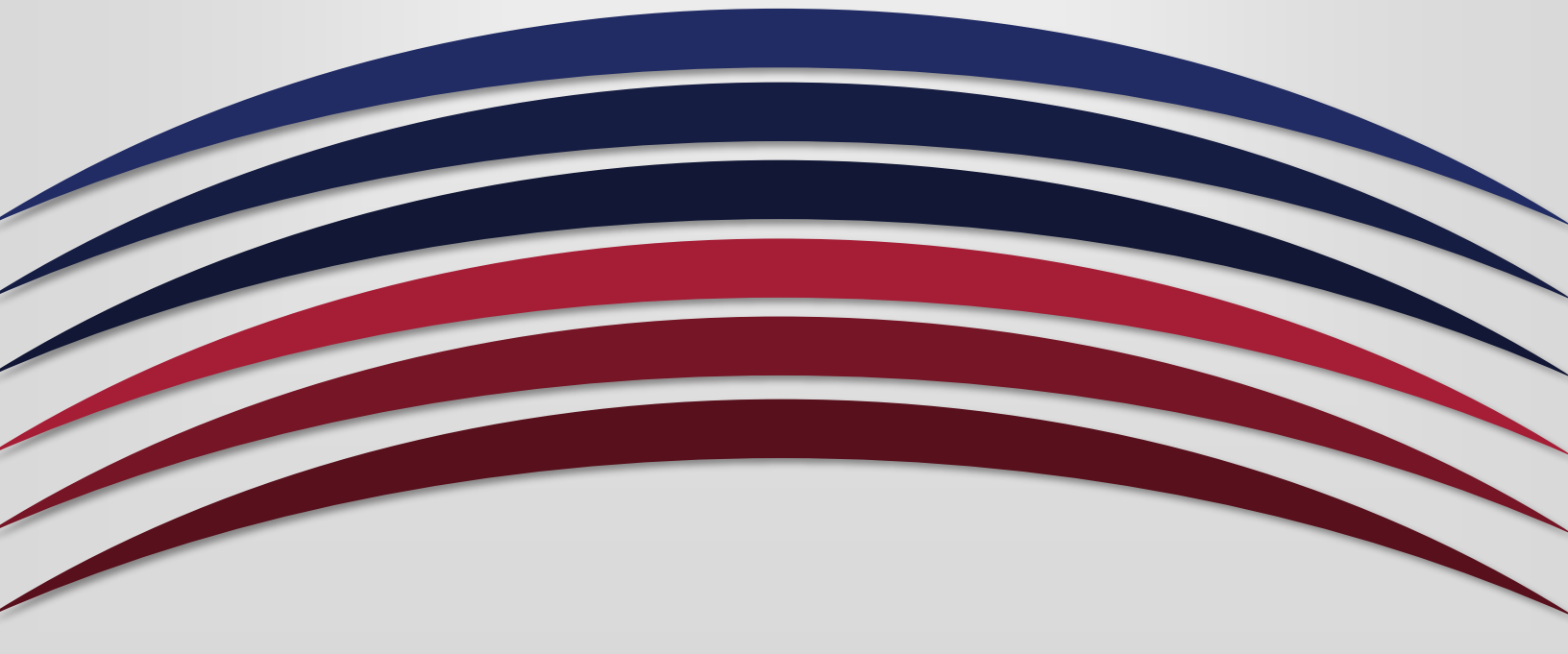


UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report:**  
**2019-2020**

**SPAN 1311, 1312, and 2311:**  
**Elementary and Intermediate**  
**Spanish**



## Course-Level Learning Outcomes

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

Type your response here.

Spanish CLO outcomes are based on our national standards (ACTFL) and proficiency scaled based.

- 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? (2019-2020)

Type your response here.

All three levels of Spanish classes (Elementary Spanish I and II and Intermediate Spanish I) addressed CLOs Reading and Writing in both the Fall 2019 and the Spring 2020 semesters. The productive skills (speaking and writing) were the principle assessment focus during FY 18-19 using direct assessments, but after a three year cycle with Speaking assessments, reading (a receptive skill) became the focus along with writing. CLO Culture was assessed using an indirect assessment.

## 3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

Type your response here.

For the 2020-2021 academic year, all three levels of Spanish classes (Elementary Spanish I and II and Intermediate Spanish I) will be officially addressing writing and culture in both Fall 2020 and Spring 2021 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	Reading	Direct
	Writing	Direct
	Culture	Direct
SPAN 1312	Reading	Direct
	Writing	Direct
	Culture	Direct
SPAN 2311	Reading	Direct
	Writing	Direct
	Culture	Direct

## 4. Explain the assessment cycle.

Type your response here.

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 began 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, 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. Faculty planned to implement a new assessment cycle where CLO #5 (Culture) would be examined using a direct assessment in 2022-2023, but given the COVID-19 epidemic and the sheer number of students taking courses online, faculty made the decision to include CLO #5 in on the official assessment data for the 2020-2021 academic year since this assessment is conducted in English, and it would be easier for students to complete it online and without direct interaction with other students or faculty members.

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

Type your response here.

**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:**
  - Direct – Essay with Common Rubric
  - Indirect – Documentary Film or Performance Questionnaire and Reflection

## 6. What are the assessment goal(s)?

Type your response here.

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? (2019-2020)

Type your response here.

1311 Fall 2019 – Spring 20	
CLO: Writing	CLO: Reading
41.9/50 – Proficient	40.1/50 – Proficient

1312 Fall 2019 – Spring 20	
CLO: Writing	CLO: Reading
39.2/50 – Proficient	42.8/50 – Proficient

2311 Fall 2019 – Spring 20	
CLO: Writing	CLO: Reading
38.7/50 – Proficient	36.6/50 – Proficiency

## 8. What is your analysis of the findings?

Type your response here.

CLO Writing: Students met the proficiency threshold in SPAN 1311, 1312 and 2311, but the level of proficiency dropped considerably in the 1311 courses from 44.1/50 to 41.9/50. This is still within the “Proficient” category and could be attributed to the pandemic and the switch to fully online in March of 2020 as the composition is the final assignment of the semester besides the final exam. Students’ median score in 1312 increased from 36.2/50 to 39.2/50 as was intended by the curricular changes indicated in the 2018-2019 assessment report.

CLO Reading: Students met the proficiency threshold in SPAN 1311, 1312, and 2311.

## 9. What is the action plan for the next academic year? (2020-2021) Explain.

Type your response here.

In FY 20-21, instructors will continue to assess reading and writing. Faculty will also conduct a direct assessment of CLO #5 Culture using both a direct and indirect assessment methods as indicated question #5 of this report.

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.