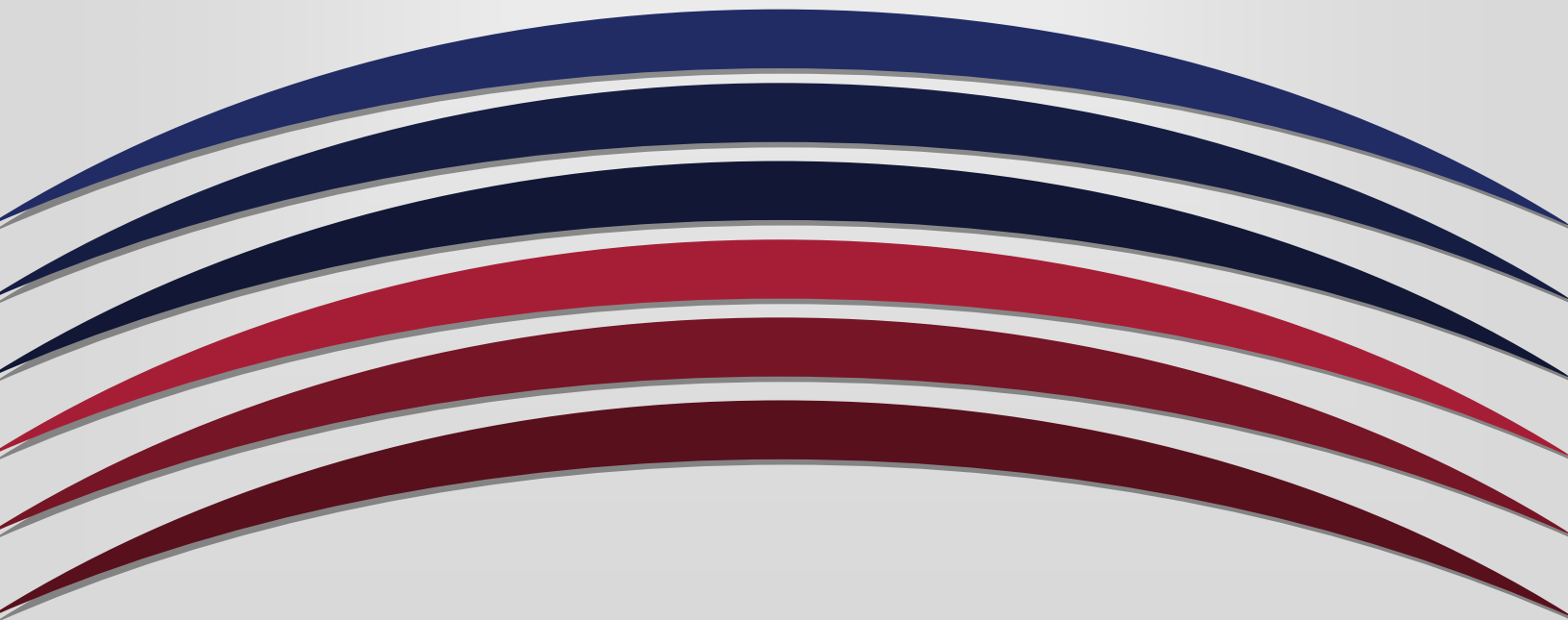# UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: __SPAN 2311____
Academic Year: __2021-2022____

Due to Chair/Program Director and Faculty Assessment Chair by September 1

1. Name of course: *Spanish 2311*

2. Name of individual(s) compiling report: *Sherrie Ray-Treviño*

3. Date of submission: *Sept. 15, 2022*

4. Academic year: *2021-2022*

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
   c) **SPAN 2311:** Novice High – Intermediate Low

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
   c) **SPAN 2311:** Novice High – Intermediate Low

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
   c) **SPAN 2311:** Novice High – Intermediate Low

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

c) **SPAN 2311:** Novice High – Intermediate Low

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 the academic year?

Type your response here.

Intermediate Spanish I addressed CLOs Writing in both the Fall 2021 and the Spring 2022 semesters. The productive skills (speaking and writing) were the primary 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. This cycle will continue for three years. CLO Culture was assessed using an indirect assessment.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

Type your response here.

Elementary Spanish II will be officially addressing writing and culture in both Fall 2021 and Spring 2022 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 2311	Reading	Direct
	Writing	Direct
	Culture	Indirect

4. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: https://uaptc.edu/college-academics/resources/student-learning-outcomes
PLO list will vary depending on your Program.)

Type your response here.

Composition links to ILOs #3, 4,

Cultural Assessment links to ILO #6

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?
 	
Note: If more than one assessment method was used, you may insert an additional row.
	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	

Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	*Yes* *Survey Monkey survey after watching the film "Which Way Home" during Hispanic Heritage Month.*	*No*
How do you define success for an individual student on the CLO assessment assignment or measure?	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 unto 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. Proficiency Goal: 70% of students in the course will score "Proficient" according to the rubric used with each comprehensive assessment in our CLOs.	
How do you define success for the course level outcome? What is the	70% of students in the course will score "Proficient" according to the rubric used with each comprehensive	

benchmark for the Course Level Outcome?	assessment in our CLOs.	
How many students completed the assessment, and how many were successful?	*Fall* *11* *9 successful* *82%*	*Spring* *9 students assessed* *8 successful* *88%*
Academic Year Total (add the numbers from Fall and Spring)	*20 students assessed* *17 successful* *(85% success rate)*	
Was the benchmark/goal for this academic year met?	*Yes*	
Were standardized rubrics, tests, or checklists used?	*Yes*	

5. What is your analysis of the findings?

CLO Writing: Students met the proficiency threshold in Spanish 2311. Once students have successfully completed Spanish I and II, they seem to be more successful in Spanish 2311 when completing the larger comprehensive assignments. The organization of the Spanish Childhood Experience Paper that the students write was also reorganized and direct instructions with examples were provided for each paragraph in order to better assist students.

6. What is the action plan for the upcoming academic year? Explain.

In FY 22-23, instructors will continue to assess the productive skill of writing.

Instructors will continue to work with student services such as TRIO, Tutoring, and language faculty from area universities, tutoring sessions were scheduled, and a part-time tutor was contracted to assist students.